AN ANALYSIS OF THE INSTRUCTION USED

IN ENGLISH TEACHING AS A FOREIGN LANGUAGE CLASSROOMS

AT THE UNIVERSITY LEVEL IN THAILAND

LIKHASIT SUWANNATRAI

Graduate School Srinakharinwirot University

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....

(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)

Dean of Graduate School

....

ORAL DEFENSE COMMITTEE

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.... Co-advisor

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Co Advisor	Assistant Professor Dr. Saiwaroon Chumpavan

This study analyzes the essential elements of the instruction used in English teaching as a foreign language classrooms at the university level in Thailand. The data were collected with three instruments; including questionnaires, in-depth interviews, and classroom observations validated by three experts to evaluate the content validity. The key informants responded to the questionnaire, provided in-depth interviews, and had classroom observations for six weeks were three teachers from a public autonomous university (PU) and three from a non-public autonomous university (NonPU). The descriptive statistics were used for quantitative data analysis while typological analysis was based on the frameworks, content analysis, and analytical induction were used to analyze qualitative data. It was found that the classroom practices at PU and NonPU were consistent and covered essential elements of opening, sequencing, pacing, closure, and authentic teaching materials. The teachers played multiple roles in the classrooms. However, inconsistency was found in the classroom activities at PU and classroom management at NonPU. Furthermore, the reasons for teachers using different instructional methods were to adjust the teaching to the course descriptions, the backgrounds of their English, the environment, the preferences of the teachers, and the demands of the labor market. The difficulties encountered by the teachers was the lack of preparedness of student and teacher skills in knowledge transfer and assessment. The results could contribute significantly to a deeper understanding of EFL contexts and provide useful guidelines for EFL classroom practices at the university level in Thailand. The emerging results highlighted the importance of students with sufficient English backgrounds before entering the university, the need for teacher training, teacher professional development, and effective preparation and planning in teaching for teachers.

Keyword : Instructional method, EFL classroom practice, Classroom activities, Teaching materials, Classroom management, Teacher roles

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CHAPTER 1

INTRODUCTION

Background of the Study

In Thailand, English is a foreign language that is considerably more popular than other languages. The importance of learning English has received wide acceptance, and there has been an increase in the number of Thai students going abroad for higher education in Europe and the United States of America (Methitham & Chamcharatsri, 2011). Article 34 of the ASEAN Charter states that English is essential for working in the ASEAN community and that people with a good command of English are likely to have more opportunities for international education, travel, business, and social and cultural exchanges. Furthermore, academic materials including websites, instruction manuals, and tourist guidebooks are all written in English. Therefore, English plays a significant role in education, work, and international communication (Intarapanich, 2012).

English teaching and learning played a significant role in Thailand's educational curriculum of 1978. Students from elementary to high school levels were required to learn English as a foreign language (EFL) for a total of 12 years (Ministry of Education, 1992), with an emphasis on improving their communication ability in various situations and understanding multicultural diversity. At present, the basic education core curriculum of 2008 under the authority of the Ministry of Education announced a policy of improving English proficiency to help students communicate in various situations, seek knowledge, engage in a livelihood, and pursue higher levels of education. The core contents were designed based on the Common European Framework of Reference for Languages (CEFR) including (a) language for communication, (b) language and culture, (c) language and relationships with other learning areas, and (d) language and relationship with the community and the world. To complete elementary education students, must have English proficiency at the breakthrough level (A1 $\geq$ A1), while the waystage level ($\geq$ A1- $\geq$ A2) is required for junior high school students, and the

threshold level ($\geq$ A2 - $\geq$ B1) is required for senior high school students. English is compulsory for the entire basic education core curriculum. Students are to study English for 40 hours a year at the elementary level, 120 hours a year (three credits) at the junior high level, and 240 hours a year (six credits) at the senior high level (Ministry of Education, 2008).

As for higher education, in 1978 and 1980, the Ministry of Education announced a national curriculum in which students were required to study six credits of a foreign language. Although French, German, Japanese, and other languages are offered in the general education department, English is still the most selected subject and has become compulsory (Methitham & Chamcharatsri, 2011). In 2016, the Office of Higher Education under the Ministry of Education announced a policy to improve the standard of English in all areas, to enable university students to use English for study and research, to support entry into the ASEAN Community, to increase the country's competitiveness, and to prepare students for academic and professional life. Furthermore, before graduating, the students must pass an English proficiency test comparable to CEFR or other standard of English proficiency tests.

However, the outcomes of English teaching and learning in Thailand have not been as successful as expected. The students have been unable to develop the speaking and listening skill necessary for effective communication in English. The Education First English Proficiency Index (2022) reported that Thailand's English language competency is ranked 97th in the world, 21th in Asia, and 5th in ASEAN community after Singapore, the Philippines, Malaysia, and Vietnam, with an average score of 47.61, indicating "very low proficiency".

These problems may involve teacher qualifications, the learners, the learning materials, and learning aids (Aumpimai, 2018; Binroan, 1998). According to Prasansaph and Lateh (2018), Sittirak (2015), and Saengboon (2017), one critical problem is the instructional methods used by teachers in the classroom. The lessons mostly focus on accuracy, involving learning grammatical rules by rote, memorizing words and sentence structures, writing artificial sentences, performing translation exercises, and using the

native language to teach English rather than using the classroom to develop communicative skills in the target language. This has resulted in a tedious classroom atmosphere where learners lack motivation, nor do they study or use English for day-to-day communication, (Aumpimai, 2018; Debyasuvarn, 2011).

Given the great importance of English communicative skills in the era of globalization, the Ministry of Education formulated a five-year strategy for English teaching and learning reform (Guidelines on English Language Teaching Reform Policy, the Ministry of Education (2014) to promote English language teaching and to encourage students to use English for effective communication. The language teaching reform mainly included: (a) a shift toward using the Communicative Language Approach (CLA), and away from grammar-based language instruction, (b) an increase in extensive reading activities, depending on the school environment, (c) encouraging teachers to to act more as coaches and mentors, (c) the use of content-based interactive e-content in language classrooms, (d) offering special English programs including international programs, English bilingual education, and English for Integrated Studies, and (d) a test of English language proficiency according to the Common European Framework of Reference (CEFR) (Ministry of Education, 2012). To achieve these goals, a variety of language teaching methods for EFL have been introduced in Thailand.

There have been attempts to improve the quality of English teaching and learning. In the last decade, many new instructional methods have been introduced into classroom. However, the results have been unsatisfactory due to several factors. Several studies have shown that the causes of this failure relate to the teachers, the students, as well as the learning materials and aids (Aumpimai, 2018; Solak & Bayar, 2015; Sulistiyo, 2016).

Problems Related to Teachers

Problems involving teachers include a lack of well-trained teachers, teachers with low English proficiency, and teachers' confusion over the goals of English instruction (Debyasuvarn, 2011; Fareh, 2010).

As to the first problem, teachers are the most important factor in language teaching, and instructional methods can determine whether classroom instruction is able to achieve its objectives. If teacher training is insufficient, effective teaching cannot be expected (Sangkapan, Boonprakarn, & Krairiksh, 2015; Singhathecha, 2012). In EFL classrooms, the teacher-centered approach is commonly used. The teacher introduces activities and presents essential information to the learners while the learners are passive. The lessons and activities that focus on language accuracy include reading, memorizing words, grammatical rules, and sentences via taught their native language, rather than language fluency in terms of communicative skills (Akbari, 2015; Fareh, 2010; Hadi & Arante, 2015).

One problem is that most teachers do not clearly understand the nature of each instructional method and its application, which results in a trial-and-error teaching approach. As a result, a lack of teaching expertise and effective teaching strategies to encourage and incentivize the learners to realize the importance of learning English can cause boredom, lack of motivation, and a failure to understand the benefits of learning English (Chanaprakhon, Chumpavan, & Chaya, 2017; Masaeng, 1989; Sulistiyo, 2016). Other problems encountered by teachers are the inability to manage classrooms, difficulty using teaching technology, and difficulty creating teaching activities (Aumpimai, 2018).

The second problem associated with teachers is low English Proficiency. It has been reported that a majority of EFL teachers have adequate English proficiency, especially in speaking and listening, but often find it difficult to teach speaking using correct English pronunciation. As a result, teachers use their native language for teaching purposes (Aumpimai, 2018; Chanaprakhon et al., 2017; Solak & Bayar, 2015; Sulistiyo, 2016). However, it is essential for the teacher to be a good model for facilitating effective English teaching (Akbari, 2015; Binroan, 1998). Furthermore, in Thailand, Behavioral Science Research has reported that teachers evaluate their own English proficiency at a low level (Binroan, 1998).

Finally, teachers are often confused about the goals and objectives of English instruction, and my not deal well with mistakes or misunderstanding (Debyasuvarn, 2011; Hadi & Arante, 2015). Teachers often do not know how to help the learners effectively use English for communication. Lessons in EFL classrooms are mostly designed to help learners pass examinations rather than develop language proficiency. Therefore, learners often pass exams and move up to a higher level, while lacking skill in English. Furthermore, helping students pass exams to gain entrance to university enhances their reputation as a qualified teacher (Debyasuvarn, 2011; Ghorbani, 2009; Sangkapan et al., 2015; Solak & Bayar, 2015).

Problems Relevant to Learners

Students are another contributing factor to the failure of EFL in Thailand. Many students have insufficient language proficiency, making classroom management difficult. For example, several studies (Chombuathong, 2019; Panich, 2016; Udomkeatsakul, 2016) revealed that Thai university students were unable to listen, speak, read, or write English effectively. Therefore, teachers often find it difficult to prepare lessons involving communicative activities (Aumpimai, 2018; Khan, 2011; Noom-ura, 2013). The learners usually work alone with a focus on their reading and writing, emphasizing the grammatical rules assigned by teachers. As a result, the learners did not have a clear goal in terms of learning English, resulting in a lack of motivation (Binroan, 1998; Noom-ura, 2013).

Furthermore, in the EFL context, the environment is not conducive to language learning. The students learn English in the classroom, but do not use English outside the classroom (Akbari, 2015; Ibrahim & Ibrahim, 2017; Khan, 2011). Students have less day-to-day interaction with native speakers. As for the language practice, the learners lack confidence, worry about making mistakes, and are shy to speak English with other people. They often use the structures and sounds of their native language for the target language. Students have not learned about the language and culture from native speakers, so it can be difficult and time-consuming to understand the cultural

aspects (Abdelgadir & Ramana, 2018; Akbari, 2015; Ansari, 2012; Binroan, 1998; Ibrahim & Ibrahim, 2017; Khan, 2011; Mukattash, 2007; Zughoul, 1987; Zughoul & Taminian, 1984). Students also experience stress and anxiety in learning, and sometimes develop negative attitudes, and there are also fairly large differences in language proficiency among students (Boonnark, 2018; Chalaluk, 2016; Sangkapan et al., 2015).

Problems Relevant to Teaching Materials

Teaching materials include coursebooks, videos, and internet sources. Materials are an important key in planning and systematic teaching, and play an essential role in promoting effective teaching and learning in EFL classrooms (Sriyotha, 2012). The teaching materials should be chosen based on learners' levels, needs, and interests .

EFL coursebooks prepared by the Ministry of Education do not provide opportunities for learners to practice the language skills, and the activities are inappropriate. Noom-ura (2013) pointed out that the guidelines in textbooks contained much information that could not be applied for managing activities in EFL classrooms. This is true in Thailand in particular because teachers rarely understand the details of the curricula and the condition of the learners.

Additionally, there are problems related to textbooks and learner materials. Many researchers (Akbari, 2015; Fareh, 2010; A. Maleki, Mollaee, & Khosravi, 2014; H. Maleki, 2015; Noom-ura, 2013; Solak & Bayar, 2015). have shown that textbooks and materials (a) have insufficient cultural knowledge of the target language, (b) are too difficult for the students, which makes them frustrated, (c) the contents or learning activities are inapplicable to local circumstances, so the learners do not feel close to home, and (d) the inadequacy of language laboratory and teaching equipment. Sometimes materials are produced by the teachers and the learners (Nounlong, Intajuck, & Rujimethabhas, 2015).

Rationale

In this globalization communication, English is one of the most important languages in the world and is used as a medium for communication for various purposes. Sufficient English proficiency allows people to communicate across countries and cultures and interact with other people from different linguistic backgrounds, promoting understanding and global communication. In addition, people with good English proficiency tend to have greater opportunities for higher education and research, economic opportunities, travel industry, and cultural exchanges. Therefore, many non-native English-speaking countries attempt to encourage people to learn English as an additional language in addition to their mother language and offer English subject as a core course at school and university levels. The results of English teaching and learning is successful as expected. For example, in 2022, the Education First English Proficiency Index (2022) reported that Netherlands ranked first with a score of 661, followed by Singapore with a score of 642, and Austria with a score of 621 indicating a very high proficiency in English.

For Thailand, students learn English as a foreign language (EFL) at the basic education level for at least 12 years, and higher education for at least two years (approximately 12 credits) (Ministry of Education, 2014), and a variety of English Language teaching (ELT) were introduced to be implemented in Thailand for decades including providing important guideline for instructional practice such as Learner–Centered Language Curriculum, Communicative Language Teaching, Language for Specific Purposes, Integrated Learning, Cooperative Learning, Content-Based Instruction, and Project-Based Learning (Kaur, Young, & Kirkpatrick, 2016; Methitham & Chamcharatsri, 2011; Ministry of Education, 2014; Saengboon, 2017). Furthermore, several studies showed the effectiveness of those teaching strategies using different teaching methods. In addition, it was also reported that the teachers realized how to teach, what information should be covered, and what teaching materials should be used (Darasawang & Watson Todd, 2012; Noom-ura, 2013).

However, the outcome of English learning is not successful. The students cannot use English to communicate effectively. Even worse, the English proficiency of Thai students is lower than other countries in the same region and ranked 97th in the world, 21st in Asia, and 7th in the ASEAN community after Singapore, the Philippines, Malaysia, Vietnam, Indonesia, and Myanmar, with an average score of 423, indicating a very low proficiency (EF EPI, 2022), reflecting the quality of teaching and learning English in Thailand. Therefore, the government and relevant organizations put attempt to solve this problem and develop Thais' English proficiency. Several studies have been done to explore problems of teaching and learning English in Thailand's context (Methitham & Chamcharatsri, 2011; Teng & Sinwongsuwat, 2015).

Several studies (e.g., Boonnark, 2018; Debyasuvarn, 2011; Sangkapan, Boonprakarn, & Krairiksh, 2015; Thinhanwong, 2015) revealed that the problems of the ineffectiveness of ELT in Thailand including the problems regarding the teachers, learner, teaching materials. According to Debyasuvarn (2011), the problems included (a) the teachers did not clearly understand the nature of each instructional method and its application, (b) teachers with low English Proficiency could not teach speaking using correct English pronunciation, using their native language for teaching purposes (Aumpimai, 2018; Nooyod & Hiranto, 2017), and (c) the teachers were confused about the goals and objectives of English instruction, and did not know how to help the learners effectively use English for communication, thus using traditional methods of teaching (Darasawang & Watson Todd, 2012; Debyasuvarn, 2011; Nounlong, Intajuck, & Rujimethabhas, 2015; Pitikornpuangpetch & Suwanarak, 2021).

Problems relevant to learners include (a) students with insufficient language proficiency, making classroom management difficult (Khan, 2011; Nounlong et al., 2015), (b) students with negative attitudes toward learning English students (Boonnark, 2018; Photitheeratot, 2014; Sangkapan et al., 2015), and (c) students lacking confidence in using outside the classroom (Boonnark, 2018; Irawati & Listyani, 2020; Noom-ura, 2013; Sriyotha, 2012). Finally, problems with teaching materials and the environment that is not conducive to English learning (Chanaprakhon, Chumpavan, &

Chaya, 2017; Tabatabaei & Pourakbari, 2012; Udomkeatsakul, 2016). In brief, the consequences of problems may result in students having trouble working opportunities in the future.

In addition, it has been reported that there is a gap between English policy and classroom practice at the university level in Thailand. That is, the core contents are designed based on the Common European Framework of Reference for Languages (CEFR) including (a) language for communication, (b) language and culture, (c) language and relationships with other learning areas, and (d) language and relationship with the community and the world. This is a broad concept that is difficult to implement. Therefore, the teachers teaching English may interpret how to teach differently according to their contexts (e.g., Darasawang, 2012; Darasawang & Watson Todd, 2012; Huttayavilaiphan, 2019; Kaur et al., 2016; Saengboon, 2017). Huttayavilaiphan (2019); Saengboon (2017) also noted that the teaching methods that teachers employed to teach in Thailand's context were originated from native speakers' points of view, so the nature of the Thai EFL context might not be considered. Therefore, the inconsistency between teaching methods and actual classroom teaching should be of critical concern. When it comes to classroom practice, Freeman and Richards (1993); Larsen-Freeman and Anderson (2011) pointed out that teachers faced challenges when trying to incorporate both English policies and teaching methods; therefore, they might teach based on their own pre-existing perceptions, knowledge, teaching experience, and skills (Debyasuvarn, 2011; Noom-ura, 2013; Nounlong et al., 2015; Tilfarlioglu & Ozturk, 2007).

In addition to the problematic issues provided above, the researcher is also concerned about students' future career opportunities. A lack of sufficient English proficiency may result in students having problems or difficulties in their future careers. Therefore, the present study focuses on ELT at the university level as it is important for global communication, academic purpose, and career opportunities. The university level, especially a bachelor's degree, may be the last opportunity for students to learn. They must receive adequate training and preparation to be ready for working

experiences outside the classroom. The responsibilities of the teachers at the university level are to help students use English languages for communicating in various situations, seeking knowledge, engaging in a livelihood, pursuing further education at a higher level, conducting research, increasing the competitiveness in the country, and preparing students with academic, professional and communication skills, and working knowledge.

From the points of view provided above, the teachers responsible for teaching English play a very essential role to help students achieve their goals of learning English. According to Pitikornpuangpetch and Suwanarak (2021), the teacher quality is one of the most important factors which can provide effective classroom practice, enhance students' English language knowledge and skills, and facilitate students' learning process. Moreover, understanding and awareness of effective teaching methods of teachers are essential for supporting students' language development. In addition, effective teaching practices enable students to achieve the ultimate goal of English learning (Kaur et al., 2016; Noom-ura, 2013; Photitheeratot, 2014; Pitikornpuangpetch & Suwanarak, 2021; Sangkapan et al., 2015; Sriyotha, 2012). In brief, the realization of teaching problems that the teacher may encounter in the classroom and effective classroom practice such as planning the lessons, classroom activities, and classroom management can be beneficial for facilitating students' learning process, thus enhancing and developing their English language proficiency.

As far as ELT is concerned, studies on classroom teaching practices in the context of English as a foreign language instruction have gained increasing attention (e.g., Chien, 2014; Fareh, 2010; Pang, 2016; Phisutthangkoon, 2021; Pitikornpuangpetch & Suwanarak, 2021; Sholeh, Nur, & Salija, 2020; Sulistiyo, 2016; Wei, Lin, & Litton, 2018). Research specifically focusing on classroom practices that reflect the real classroom practice of teaching without using experimental or control groups is still limited, especially at the university level. Hopefully, the results of this present study could lead to a better understanding of the nature of teaching English in the university context of Thailand and provide useful guidelines for instructional

practices that could provide possibilities for students to effectively use English for communication under a limited language learning environment. Furthermore, the results may reduce teaching problems or difficulties faced by teachers and help them improve the effectiveness of instructional practice.

Although prior studies have explored the ineffectiveness and outcomes of teaching and learning English in Thailand, to my knowledge, there has been little research on actual practices in Thai EFL classrooms. This study explores the facts with a focus on teachers' application of instructional methods in the actual classroom setting. Furthermore, the reflections of the teachers on their use of the instructional methods, and the difficulties teaching in English classrooms are examined under the conceptual framework proposed by Brown (2014) Harmer (2007), and Richards and Lockhart (1996) as follows:

Teacher's Classroom Practice	Instructional Method Used in EFL Classroom
- Instructional Processes (Opening, Sequencing, Pacing, Closure)	
- Classroom activities - Teaching materials - Classroom management. - Teacher's role in English classroom	Difficulties Faced by Teachers in EFL Classrooms
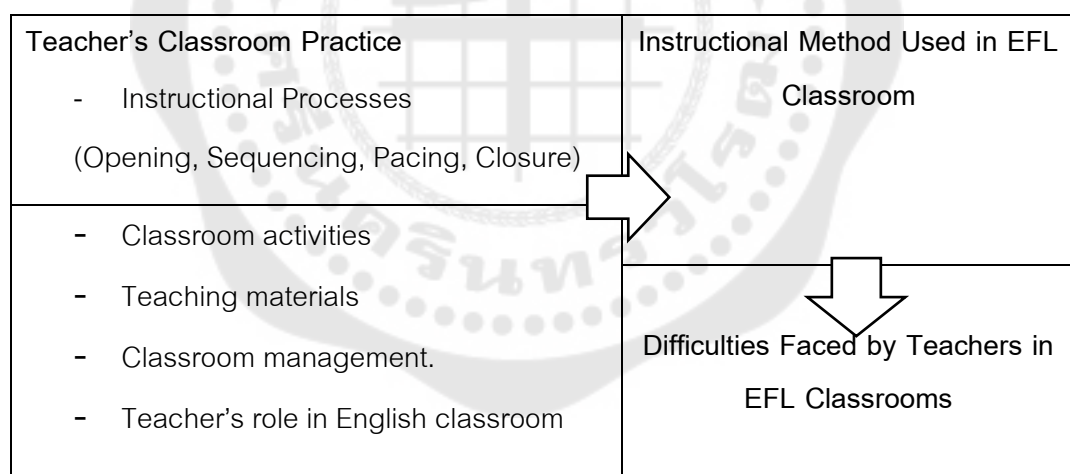
Purposes of the Study

This research primarily seeks to understand what is happening in Thai EFL classroom practice performed by the teacher. It will include the reflections of teachers on their use of the instructional methods and their views on whether the teaching methods used in the classroom give students a chance to use English for effective communication. This research will also touch the students' perceptions of instructional methods in English classes, and the instructional problems that teachers encountered in

their English classrooms. Therefore, this study examines: (a) the instructional methods and learning activities used in English classes at a public autonomous university and a non-public autonomous university, (b) the similarities and differences between the instructional methods used in English classes at the public autonomous university and the non-public autonomous university, (c) the instructional problems that teachers encountered in their English classes, and (d) the reasons why teachers used particular instructional methods in English classes at a public autonomous university and a non-public autonomous university.

Research Questions

The present research aims to answer the following questions:

1. What are the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

2. What are the similarities and differences in the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

3. What are the reasons for teachers using the instructional methods in English classes at a public autonomous university and a non-public autonomous university?

4. What are the instructional difficulties encountered by the teachers at a public autonomous university and a non-public autonomous university?

Significance of the Study

The results of this research can lead to a deeper understanding of the nature of English teaching in the EFL context in Thailand, and help teachers understand the problems of teaching and learning English at the university level in Thailand. It will help teachers design lesson plans and curriculum, and make the practices, procedures, activities, and materials for language instruction in Thailand as effective as possible.

Furthermore, these results, based on the perspectives of teachers and students, can provide a useful guideline for universities and/or the government to

promote the professional development of teachers, and create learning environments and facilities conducive to teaching and learning English in Thailand.

Limitations of the Study

This research is limited to the universities and teachers who were selected to participate in the study. Also, they were limited by their willingness to participate in the classroom observations and interviews. In addition, the result of the study might not cover the whole picture of teaching methods used in English classes in Thailand, since it is limited to English classes taught by Thai teachers.

Organization of the Study

Chapter I presents an introduction to the research, including the background of the study, the purposes of the study, and the research questions. Chapter II includes a critical review of the selected literature on the instructional methods used in the classrooms. Chapter III details the research methodology. Chapter IV analyzes the results of the study. Chapter V presents the conclusions and recommendations, limitations, and implications of the study.

Definitions of Terms

The key terms used in this study are defined so that the readers have a shared understanding concerning the precise meaning and concept of the key terms.

Instructional Method is defined as the procedures that the teachers use in their instructional processes the selected universities proposed by Richards and Lockhart (1996) include:

Opening refers to the procedure that the teachers use to capture students' focus on the lesson objectives.

Sequencing refers to the lesson organization that the teachers use to present information relevant to the lesson.

Pacing refers to the procedure that the teachers use to provide opportunities for students to engage in classroom activities to maintain classroom dynamics.

Closure refers to the procedure that the teachers use to summarize what students have learned.

Classroom Activities refer to the language classroom tasks, exercises, and assignments that the teachers use to provide opportunities for students to practice using English in the classrooms.

Teaching Materials refer to the resources of teaching materials such as textbooks, multimedia presentations, audiovisuals, and/or authentic material that the teachers use to facilitate instruction and students' learning process.

Classroom Management refers to the procedure of how the classroom is organized concerning contexts of learning which are particularly used for interaction, activities, and instruction in the classroom and the language used in the classroom.

Teacher Role refers to the functions and responsibilities of the teachers performed differently to help students with learning inside and outside the classroom.

Instructional Difficulties refer to the particular hardness that the teachers encounter in EFL classrooms.

Teachers refer to six volunteer teachers at a public autonomous university and a non-public autonomous university, who grant the researcher permission to collect data through questionnaires, interviews, and classroom observations.

A Public Autonomous University (PU) refers to an educational institution that operates under the full control of a government to provide higher education programs and research opportunities.

A Non-Public Autonomous University (NonPU) refers to a higher education that operates with independent management and administration separate from the government system and receives a block grant to expense in accordance with the university's objectives.

EFL Classroom refers to the classrooms that offer to teach English as a foreign language at the selected university, a public autonomous university, and a non-public autonomous university specified in this study.

CHAPTER 2
LITERATURE REVIEW

This chapter consists of critical reviews of selected literature on the instructional methods of teaching English as a foreign language (EFL), focusing on essential elements in English instruction, classroom activities, teaching materials, classroom management, and teacher roles. The chapter also includes critical reviews of previous studies on the difficulties perceived by teachers in EFL classrooms.

First section presents an overview of the instructional methods that are generally found in Thailand's EFL context including non-communicative methods and non-communicative methods.

Instructional Methods in the Context of Teaching English as a Foreign Language (EFL)

There are a variety of English instructional methods employed in the classroom practice, which can vary depending on the educational setting, resources available, and the proficiency level of students. However, this is a general overview of common instructional methods used in English language teaching in Thailand. Instructional methods can be generally classified into two: the Non-Communicative Method(s) and the Communicative Method. The former refers to those method(s) focused on teacher-centered instruction, while the latter is focused on learner-centered methods.

Non-Communicative Methods

The Non-Communicative Methods include the three major teaching methods found in EFL classrooms: Grammar-Translation (GTM), Direct Method (DM), and Audio-Lingua Method (ALM).

The Grammar-Translation Method focuses on teaching and understanding vocabulary and grammar rules, including the literature of the target language. Translation is a key measurement principle, which puts the emphasis on the vocabulary in the reading passages and grammar rules in the target-language (Howatt, 1984; Howatt & Smith, 2014; Howatt & Widdowson, 2004).

As the Grammar Translation Method is a modified form, the language practice in classes obsoletely focuses on absolute grammatical rules. The grammar points are presented with a set of artificial sentences in the target language alongside literal translation in the mother tongue. Learners acquire words and vocabulary by translating and memorizing bilingual lists of lexical items and phrases. According to Celce-Murcia and McIntosh (1979), the key features of the Grammar Translation Method are a) the use in class of the learners' first language and teachers do not need to speak the target language fluently, (b) vocabulary is taught out of context, and grammatical rules are given elaborate explanations, (c) a typical lesson is to translate sentences from the source language into the target language, (d) learners are required to read and learn vocabulary through classic texts, (e) speaking and listening skills including learning pronunciation are ignored, and (f) translation drills or exercises are sometimes artificial sentences that might not be used in daily life.

The Direct Method requires learners to practice listening and speaking skills before writing and reading. Therefore, lessons typically consist of conversational activities in which grammar is not explicitly taught. Given the opportunity to fully use the language, teachers encourage learners to interact and create an environment, or use teaching materials that are conducive to the teaching and learning atmosphere (Brown, 2014; Howatt, 1984; Jack C. Richards, 2006; Richards & Rogers, 2001).

The common principles and procedures of the Direct Method are : (a) the exclusive use of the target language in the classroom, (b) the teacher only using the necessary vocabulary and sentences, (c) the careful use of the question-and-answer technique for developing oral communication skills, (d) grammar is taught inductively, and listening and speaking skills are included, (e) teachers introduce new content orally, and introduce new vocabulary through demonstration, objects, pictures, and relevant ideas for abstract vocabulary, and (f) the teacher must pronounce the words or read sentences correctly (Celce-Murcia, 1991; Richards & Rogers, 2001).

The Audio-Lingual Method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats

patterns until they are able to produce them spontaneously. This is a linguistics-based teaching method that focused on pronunciation and through oral drilling of sentence models in the target language (H. D. Brown, 2001; Howatt, 1984; Howatt & Smith, 2014; Howatt & Widdowson, 2004).

As the Audio-lingual Method was developed through structural linguistics and behavioral psychology, and assumes that language learning is habit formation, acquiring new habits required the correct behavioral responses between both the first language and target language. This requires optimal classroom conditions (R. Ellis, 1991). The teachers must be models of, and be highly proficient in, the target language, so students will learn correct speech. Teachers must carefully control the learning activities and materials (Larsen-Freeman & Anderson, 2011).

The features of the Audio-lingual Methods applied in language classrooms include (a) learning materials and lessons presented as a dialogue; (b) learning vocabulary and phrases through mimicry and memorization; (c) teaching grammatical rules and structures in sequences with little or no explanation (R. Ellis, 1991; Laviosa, 2014); (d) listening and speaking language, including pronunciation, are the primary focus while reading and writing are postponed; (e) repetitive drills with the use of language laboratory and visual aids are used to teach the structural pattern of the target language; and (f) very little use of the mother tongue by teachers is permitted (H. Douglas Brown, 2001; Celce-Murcia, 1991).

Communicative Method

The Communicative Method includes Communicative Language Teaching (CLT) since it realizes the importance of communicative proficiency. CLT stresses the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. The teacher serves as a facilitator, and students usually work with authentic materials in small groups on communicative activities, making classroom learner-centered rather than teacher-centered. The theoretical perspective of CLT has been broadly applied in language classroom teaching to achieve the goal of language teaching based on linguistic interaction and real-life

communication. Much depends on how the principles are interpreted and applied. Language teachers need to realize what should be taught in the classroom so that learners can engage in language practice to meet the demand for communicative competence in a foreign language. Within the CLT framework, a variety of communicative activities and tasks has been introduced. Prabhu's (1987) work highlighted Task-Based Language Teaching (TBLT) and focused on the feasibility and desirability of the tasks designed, which should have four features: a primary focus on meaning, an information gap, and a linguistic source that is needed to fulfill the tasks relevant to the process of using the language in real-life situations rather than in performing conventional and artificial tasks (R. Ellis, 2017; Jack C Richards, 2006).

Based on the information provided above, it should be noted that the non-communicative methods use explicit instruction of grammar rules and vocabulary, and language accuracy in language use, with an emphasis on correct pronunciation, grammar, and vocabulary. Generally, these methods focus on teacher-centered instruction, with limited student interaction. Common classroom practices include using teaching techniques such as grammar translation, memorization, and rote learning. In addition, the use of authentic materials and teaching speaking and listening skills are not focused (Brown, 2014; Howatt & Smith, 2014).

On the contrary, communicative methods focus on different teaching norms that aim to facilitate learners' learning process through exposure to authentic communication and real-life language use including encouraging students to participate in meaningful interaction in the classroom, emphasizing the development of all four language skills: speaking, listening, reading, and writing, using pair work, group activities, role plays, and authentic materials to engage students in communicative tasks. Importantly, communicative methods focus on enhancing students' language fluency over accuracy (Larsen-Freeman & Anderson, 2011; Richards, 2006; Richards & Lockhart, 1996; Richards & Rodgers, 2014).

However, it is important to note that these instructional methods are not implemented separately, and teachers in Thailand often mix or use these teaching

methods together based on their students' requirements and the objectives of the lesson. In addition, English educational reforms in Thailand also focus on promoting learner-centered approaches that encourage critical thinking, creativity, and student engagement in the English language classroom, thus using various teaching methods in a classroom.

In brief, the non-communicative English teaching method and the communicative English teaching method represent two different approaches to language instruction. The non-communicative method focuses on teaching grammar rules and vocabulary through explicit instruction, often using drills and translation exercises, and teacher-centered instruction. In contrast, the communicative method emphasizes real-life communication and interaction in the target language, focusing on a learner-centered approach.

As English language teaching in the EFL context prioritizes using communicative methods that provide learners with opportunities for classroom participation, the following section present the key elements of the classroom practice which could be an ideal of communicative classroom teaching.

Essential Elements of Teaching English in EFL Classrooms

Communicative classroom practice is very important for creating an engaging learning environment. It goes beyond traditional teaching methods by emphasizing active student participation, authentic communication, and meaningful interactions. By applying key elements to their instructional practices, teachers can cultivate a dynamic atmosphere that promotes effective communication, critical thinking, and overall student success. This section provides literature reviews to explore the fundamental elements of effective and communicative classroom instruction and their significance in facilitating student learning including lesson structures, classroom activities, teaching materials, classroom management, and the role of the teacher.

Lesson Plans and Lesson Structures

A lesson plan is one of the most essential elements for successful language teaching (Pang, 2016) and requires a well–organized structure (Harmer, 2007, 2015; Nunan, 2013; Scrivener, 2011; Shastri, 2010).

The lesson plan of a language course is what all lecturers, teachers, and preservice teachers think should be taught in the classroom. Farrell (2002) described a lesson plan as a teacher's record of what should be included in each lesson. It allowed the teacher to plan the important points, anticipate problems, and the content that should be prepared and taught. Psychologically, a well-organized lesson plan helps the teacher feel more confident. Furthermore, it has been suggested that a lesson plan shows clear evidence of the teaching frameworks prepared for each lesson. Only unprofessional teachers come into the classroom without the lesson plan. The lesson plan allows teachers to organize the contents of the lesson, the materials to be used, and the guidelines and goals of each lesson all of which enable the teachers to teach in the classroom smoothly (Harmer, 2015; Pang, 2016; Scrivener, 2011).

As for a language classroom, Scrivener (2011) proposed that lesson plans should include (a) information about the classroom, the teacher responsible for the lesson, the materials used for teaching, and the goal of the lesson in context, (b) the language items and tasks which should be completed, (c) a systematic sequence of the lesson, (d) a clear statement of the goal of each lesson, and (e) a schedule of classroom activities with comprehensive descriptions.

The teacher decides what should be taught in each lesson, including, the content appropriate to the learners' background, activities that might keep learners interested, the teaching technique to be used, and whether the learners will work individually, in pairs, or in groups.

It should be noted that planning an effective language lesson plan requires thinking skills. Some inexperienced teachers might have difficulty organizing a lesson plan. Brown (2014) put forward the following sequence of planning: (a) consider the language curriculum, description, and textbooks, and think about learners' background;

(b) determine the content, topics, language items, and lesson goals that should be written in the lesson plan; (c) draft the lesson plan based on the curriculum, course description, goals and objectives of each lesson, (d) decide the language activities used for practice, and (e) carefully outline the lesson procedure step-by-step, techniques and timing for each activity, and (f) the lesson plan should have a variety of language activities and techniques for language evaluation (Harmer, 2015; Shastri, 2010).

In addition, there should be a script for the lesson plan, including introductions to and instructions for language activities, clear statements of rules, techniques for evaluating learners' language performance, and brief conclusions concerning classroom activities (Harmer, 2015; Pang, 2016; Scrivener, 2011).

Lesson planning requires variety and flexibility. The stages of developing an effective lesson plan include the pre-plan, the lesson objectives, teaching materials, language items that learners will learn, classroom activities, classroom management, and evaluation of learners' language performance (Harmer, 2007, 2015; Richards & Lockhart, 1996; Srithongkham & Intakaew, 2022).

In drafting the lesson plan, teachers should consider the pre-plan, the plan, the teaching and learning objectives, the stages of learning, content, language items, classroom activities, teaching aids, classroom management, and evaluation criteria.

Given a framework of CLT, Farrell (2002) stated that the lesson plan should be structured and organized based on five phases: perspective, stimulation, instruction or participation, closure, and follow-up.

(a)   Perspective refers to an introduction that gets learners ready for the lesson. The teacher might talk about the current situation, the previous lesson, and the objectives and overview of the new lesson.

(b)   Stimulation refers to drawing the learners' attention. The teacher might show, for example, a picture to have learners think about what they will learn, and what activities they will do, and ask them to connect the activities to their daily activities.

(c)   Instruction/participation refers to presentation of the content in the lesson. The teacher presents information based on the goals of the lesson, such as learning new words, learning how to pronounce those words, and how to them in daily life. In this step, the teacher should check learners' understanding, support them to participate and perform language activities, and enhance the interaction in the classroom by organizing group work or pair work.

(d)   Closure refers to summarizing the lesson. The teacher concludes with important language points based on the lesson objectives by asking what they have learned or how to apply language skills in different situations to check learners' understanding.

(e)   Follow-up refers to the end of the lesson in which learners do activities that support the lesson objectives to enhance retention and improve understanding. The learners might be asked to reflect on which classroom activities they liked most, how the knowledge and language skills in the lesson can be applied, or whether they had difficulties practicing the language.

As explained earlier, the organization of a lesson plan provides outlines of the sequence of activities, resources, and assessments that will be applied to achieve the lesson objectives. The importance of lesson structure lies in its ability to provide a clear and coherent framework for effective teaching and learning. In brief, effective lesson structure provides clarity that gives a clear outline of the lesson, indicating how different activities and topics will be introduced and developed; organization, and coherence to the teaching and learning process that helps teachers align different language skills. It is beneficial for effective time management, engaging activities, and proper assessment and feedback. A well-structured lesson plan enables teachers to optimize student learning, enhance comprehension, and create a conducive environment for effective teaching and learning.

To provide more details of communicative language instruction, Richard and Lockhart (1996), Richards and Rodgers (2014), and Richards (2006) proposed a

framework to organize the language lesson structure in a logical order to maintain momentum within the lesson, opening, sequencing, pacing, and closure.

Opening

The teacher introduces the lesson to the learners. The opening draws learners' attention to the objectives of the lesson. The teacher should spend about five minutes on the opening. An effective and clear opening prepares learners for what they are going to learn, and encourages them to connect the knowledge and skills of the present lesson to previous lessons. This provides an opportunity for the learners to assess their knowledge, enables them to think about the real situations in which the language may be used, and minimizes their anxiety.

Several available options or activities could be used for the opening. The teacher may decide to:

(a) clarify the lesson objectives and explain the essential information or skills the learner will acquire.

(b) introduce the connection between the language activities in the classroom and real-world situations.

(c) explain how the content of the lesson connects to the test or examination.

(d) state how the contents of the new lesson are related to the previous lessons.

(e) give the learners enjoyable language activities to improve their motivation.

(f) review the knowledge or language skills that the learners have achieved from the previous lessons and give an overview of the present lesson.

Additionally, the opening of a lesson also enables the teacher to evaluate learners' knowledge and get them prepared for running the classroom activities. The teacher might ask the learners to discuss the language skills or knowledge achieved in the previous class in pairs or groups, give them a small quiz

based on the homework assignment, and/or have them discuss problems and difficulties concerning language points, homework, or assignments with which they are struggling.

According to Richards and Rodgers (2014), the opening of the lesson is essential for effective teaching and learning because it is the starting point of a lesson, setting the stage for what learners are going to learn and establishing a clear focus and purpose. Harmer (2015) explains that effective opening can gain learners' attention and engage students in the lesson.

In addition, it also increases the curiosity and motivation of learners which allows them to have a positive view of the lesson. When learners are engaged in the lesson from the beginning, they are more likely to be actively involved in classroom activities (Farrell, 2002b; Pang, 2016). It also allows learners to know the context for the topic or concept being taught, which drives learners to understand the connection between real-world situations of what they are about to learn (Nunan, 1989, 2015). Therefore, it can provide a clear context for learners to link to their prior knowledge and experiences, facilitating better comprehension and retention.

Furthermore, the effective opening provides opportunities for learners to assess their knowledge and skills allowing them to not only make connections between their previous knowledge and upcoming information (Brown, 2014) but also establish expectations for what will be included in the lesson, creating a sense of enjoyment, excitement, participation, and engagement among students because they are looking forward to studying new knowledge or skills.

Several studies (Elahi Shirvan, Rahmani, Sorayyaee, & Kashi, 2015; Pang, 2016; Straessle, 2014) revealed that effective lesson opening is important for creating a positive learning environment as it could establish a positive relationship between the teacher and students, promoting a supportive and active environment for learning. Therefore, this can encourage students to be more engaged in classroom activities and discussions. It also provides a clear direction for the lessons as it can

facilitate learners to realize the sequences of classroom activities and focus on the lesson (Scrivener, 2011).

In summary, the lesson opening is an essential component for effective teaching and learning. This is because it enables learners to be engaged in classroom activities, to assess their prior knowledge, to establish expectations. In addition, it creates a positive learning environment and enhances focus and organization. The teachers should spend time and effort to provide a good lesson opening to provide a rich learning experience for learners to be successful in language and gain learners' engagement and achievement.

Sequencing

Sequencing in an English lesson refers to the lesson organization and process that the teachers use to present information relevant to the lesson. In classroom practice, the teachers need to organize essential elements of what is going to be presented to the students, and what exercises and materials should be used to help students engage in the activities.

According to Richards and Rogers (2001); Richards and Schmidt (2002); Scrivener (2011), the presentation of information in this state is very important. Within a lesson, the teacher might organize several language activities to engage learners in language practice depending on the lesson objectives. Typically, the sequencing should be as follows:

(a) The teachers present new words in the text and allow learners to discuss the meaning and use of the words in real-world situations. This is important because it allows learners to learn new vocabulary items within the lesson. The teachers can provide opportunities for students to discuss the meaning and usage of the words in real-world contexts, which helps learners gain a deeper understanding and make connections between the words and their practical applications. This practice in the sequencing process enables students to be actively engaged in the lesson, gaining retention, and enhancing their ability to use the words effectively.

A study conducted by Chien (2014) supports the teachers' emphasis on teaching vocabulary with multiple examples and providing further explanations. The study suggests that students with low or intermediate English backgrounds benefit from encountering vocabulary items in various contexts and receiving additional explanations to improve their language skills. The teachers' approach aligns with this recommendation, as they recognize the significance of providing examples and explanations to facilitate students' utilization of the vocabulary in practical situations.

(b) The teachers put learners in groups to learn the new words, or do other practice guided by the teacher. According to NeSmith (2012a); Richards and Lockhart (1996); Richards and Rodgers (2014), Allowing students to participate in group work enables learners to interact and collaborate with their peers, promoting a communicative and cooperative learning environment. The use of group work allows learners to encourage their group members to learn, enhancing their understanding of the new words. In this process, it is beneficial for teachers to ensure that learners receive appropriate support, feedback, and clarification during group activities, leading to more effective language learning (Ahmad & Rao, 2013; Chang, 2011; Rao, 2018).

(c) The teachers encourage the learners to read an article and answer the questions emphasizing the words in the text. Reading activities are essential for language development as they provide opportunities for learners to be exposed to real language use and help improve reading comprehension skills. According to Ellis (2017), teachers can help students to practice reading skills and enhance their vocabulary containers by emphasizing specific words in the text and having learners answer questions related to those words. In addition, it promotes contextual understanding and encourages learners to actively get involved with the text (Harmer, 2001, 2015; Richards & Lockhart, 1996).

(d) The teachers work with students to discuss the meaning of the words in the text. After and /or before presenting new words, allowing learners to engage in discussions about the meaning of words in the text can enable them to have a better understanding of those words through active participation (Chaves &

Hernandez, 2013b). This practice gives opportunities for learners to clarify any uncertainties, explore different viewpoints of the lesson, understand the use of the vocabulary, and apply it in different situations, including facilitating learners to have stronger knowledge and engage in critical thinking (Nunan, 2015; Rao, 2018).

(e)   The teachers allow the learner to have a free practice based on the contents of the lesson. According to Al-Seghayer (2017), it is also important for allowing learners to take part in free practice. This allows them to independently use the words they have learned. This practice helps learners to develop fluency and confidence in using words in different contexts. The free practice also fosters creativity and encourages learners to experiment with the language. which leads to a deeper understanding of the inner vocabulary (Suwannatrai, Thumawongsa, & Chumpavan, 2022).

(f)   The teachers check learners' knowledge and skills gained from classroom activities. In the language learning process, Nunan (1989) marks that it is essential that the teachers check learners' knowledge and skills to track their learning progress and identify the knowledge and skills that may need additional focus. This is one of the most important practices in that the teachers monitor learners' comprehension and understanding of the vocabulary items that they have learned, which is useful for teachers to evaluate whether or not the activities in the lessons are effective or ineffective. Additionally, the teachers can provide supportive feedback on performance to learners, focusing on knowledge and skills that need improvement (H. D. Brown, 2001; Litzler & Bakieva, 2017).

As for the communicative classroom practice, the pre-communicative activities focusing on language accuracy that is generally used include a process of language structure presentation, language function, and vocabulary, which are guided by the teacher, followed by communicative activities which focus on learners' language fluency, such as information sharing and exchange, role play, and problem-solving.

In conclusion, the information of the sequencing that the teachers provide in the classroom is to focus on learning and acquiring vocabulary, participating

in meaningful practice, engaging through discussions, reading comprehension, independent application, and assessment. These elements contribute to meaningful language learning experiences, enhancing learners' vocabulary knowledge and language skills.

Pacing

As the class has arranged classroom activities in an appropriate sequencing, pacing refers to the time the teacher allots for each activity. To hold the attention of the learners, teachers should allocate time appropriately for classroom activities, to make the learners alert and interested, in order to prevent the learners' feeling burned out with the classroom activities.

Given the timing of classroom activities, strategies for maintaining appropriate pacing in language activities are recommended (Harmer, 2015; Pang, 2016; Richards & Rodgers, 2014; Scrivener, 2011). In the pacing process, the teacher should be aware of the following.

(a) Relevance. The teacher should avoid teaching or explaining things not related to the content or language points in the lesson because topics that are not directly related to the content or language points being covered in the lesson are time-consuming. The teacher should focus only on relevant material which can optimize the use of time and provide effective pacing (Richards & Rodgers, 2014).

(b) The Use of Variety of Activities. The teachers should offer a variety of language activities rather than a single activity for the whole lesson (Richards, 2006; Scrivener, 2011). This is because teaching a single activity for the entire class may cause them to become bored and unenthusiastic (Nunan, 1989). The use of various classroom activities allows learners to feel more engaged and can gain their interest and engagement, maintaining a classroom environment (Barcroft, 2015; Nunan, 2015). Additionally, the teachers avoid repeating a given activity in all lessons, which may cause a decrease in classroom dynamics. The teachers should provide opportunities to participate in new activities and tasks to maintain effective pacing (Barcroft, 2015).

(c) Language Difficulty. It is essential that the teacher needs to measure the level of language difficulty that is suitable for the learners. To do this, the teachers adjust the level of task difficulties and challenges of the activities to be appropriate for learners' English backgrounds in order to ensure that the pacing remains appropriate for their learning needs (Brown, 2014; Harmer, 2015).

(d) Time Allocation. In the classroom practice of activities, the appropriate time allocation is very important. The teachers should prepare and set appropriate objectives and allocate enough time for classroom activities (Larsen-Freeman & Anderson, 2011). The teacher should carefully plan and manage the time. allowing for a balanced distribution of activities and ensuring that each activity receives an appropriate amount of time for completion (Celce-Murcia, 1991; Champa, Rochsantiningsih, & Kristiana, 2019; Chaves & Hernandez, 2013b).

(e) Goal Achievement. In the final section of the pacing, the teachers must ensure that all learners achieve the goals of the lesson (Richards & Lockhart, 1996; Richards & Rodgers, 2014). It is important that the teacher should not leave some learners with lower language abilities behind. To ensure that all learners achieve the goal of the lesson, the teachers should carefully monitor learners' progress and provide the necessary support. By doing this in the classroom, the teacher can maintain effective pacing that facilitates their learning process, helping them achieve the expected learning outcomes (Harmer, 2015; Iscan, 2017; Kerdikoshvili, 2012).

In brief, the teachers should be aware of considering these elements of pacing, relevance, the use of various activities, language difficulties, time allocation, and goal achievement, which can create supportive English classrooms that promote learning opportunities for learners.

Closure

An effective conclusion of the class is another one of the most important processes since it allows the learners to underline the significant issues they have learned in the lesson. The learners can also review what has been achieved and think

about how to apply those language skills or knowledge in their real-life situations. Furthermore, it will help the learner think about what is relevant to the lesson and prepare for additional learning, including supporting them to become autonomous learners. Therefore, there are various strategies the teacher can use to close a lesson before ending the class. The closure may include the following elements. According to Brown (2014); Freeman and Richards (1993); Harmer (2015); Richards (2006); Richards and Rodgers (2014); Scrivener (2011), the closure of the lesson may include:

(a)   Reviewing the Key Information of the Lesson. It is important that the teachers review the core contents that have been taught in the lesson. this is because it reinforces the essential information and helps teachers make sure that the learners have a clear understanding of the knowledge and skills covered.

(b)   Restating the Key Points. In the classroom practice, it is also important that the teachers restate the key concepts or points of the lesson objective or may assess learners' comprehension by asking one of them or groups to review those important points for the whole class.

(c)   Applying Knowledge or Language Skills. The teachers should have time to show how to apply knowledge or language skills in real-life situations or, ask the learner to answer the questions. This can involve giving several examples or asking learners to answer questions that require the application of the knowledge or skills they have learned in the classroom activities. This is important because it promotes learners' understanding and helps them realize how the lesson is connected to the real use of the language.

(d)   Connecting to Previous and Present Lessons. The teachers can also demonstrate how the present lesson is connected to the previous lesson and the present lesson.

(e)   Complementing Learners. Complementing the learners on their language performance is also beneficial. The teachers may provide some feedback on their language performance and complement their participation, engagement, and

learning achievement which can enhance their learning motivation and promote their confidence.

(f) Assigning Homework or Suggesting Additional Resources. The teachers can assign homework or suggest additional learning resources outside the classroom because it supports learners' understanding, and reinforce knowledge and skills they have learned, including encouraging further exploring related topics independently.

Furthermore, several studies (e.g., Farrell, 2002b; Nooyod & Hiranto, 2017; Pang, 2016; Schildkamp, Van Der Kleij, Heitink, Kippers, & Veldkamp, 2020; Straessle, 2014) highlighted the benefits of effective lesson closure as a learning strategy. For example, in a study by Schildkamp et al. (2020), the lesson closure or summary enabled learners to extract key concepts and incorporate new knowledge with previous knowledge and skills, including promoting sustainable retention of the material. Furthermore, the closure provided a significant positive effect on learners' language performance and achievement because it allows learners to organize and consolidate their understanding, making it easier for them to remember what they have learned in the lesson (Pang, 2016).

In addition, Straessle (2014) claimed that an effective lesson summary could provide opportunities for learners to identify major details and establish the coherence of the lesson and the real language used in real-life situations.

The previous studies provide positive views of lesson closure in learning which enable learners to understand key points, organize information, consolidate understanding, and promote long-term retention. Ultimately, it also promotes learners' engagement, critical thinking, and learning autonomy. In brief, the effective closure allows learners to clearly understand, apply knowledge and skills in the real contexts of language use, make connections between the previous lesson and the present lesson, have confidence in language use, and learn new language experiences beyond the classroom.

This section provides the information and some critical reviews of the opening, sequencing, pacing, closure. Next sections present the classroom activities, evaluation in language classroom, teaching materials, classroom management, and teacher roles.

Classroom Activities

According to the primary concept of Communicative Language Teaching (CLT), it provides a guideline for language teaching which integrates linguistic background, language skills, and communicative competence in classroom practice to provide opportunities for learners to communicate effectively (R. Ellis, 2017; R. Ellis & Shintani, 2014; Howatt & Widdowson, 2004; Richards & Rodgers, 2014; Savignon, 1987).

In language teaching especially in ESS/EFL contexts, L2 learners' goal of learning is to achieve four elements of language learning including grammar competence, sociolinguistic competence, discourse competence, and strategic competence (Savignon, 1987). Therefore, classroom activities provided in the classroom should be appropriately selected.

Language Accuracy and Fluency

Richards and Rodgers (2014), Richards (2006) wrote some guidelines for language activities applied in language classrooms, the teacher should provide classroom activities that enabled learners to improve both language accuracy and fluency. The former primarily focused on the correct use of written expressions, structures, and grammar while the later emphasized communicative ability which the learners could interact and communicate meaningfully. The classroom activities fostering learners' language fluency should allow learners to negotiate language meaning using their own learning strategies to convey meaning and understand the messages provided by interlocutors or other speakers.

As for classroom activities that put emphasis on language accuracy, the language used in classroom practice should be appropriately selected. For example,

vocabulary should be regularly used in classroom practice with an emphasis on the accurate use of language structures, grammatical points, and pronunciations. The teacher might monitor while asking learners to read a passage and correct important points of some pronunciations. On the other hand, classroom activities focusing on language fluency include meaningful and natural interactions produced by learners in order to fulfill their communicative competence by using various strategies. It should be noted that language teaching activities designed for learners to practice should be relevant to the context of the learners' use of the language. For example, the teacher may arrange for the students to perform role-playing connected to the contexts of language use which the learners can use to communicate every day (Harmer, 2015; Jack C. Richards, 2006; Richards & Rodgers, 2014).

Furthermore, Richards and Rodgers (2014) explained that classroom activities organized for learners to practice should cover pre-communicative activities in order to have learners prepare for various kinds of language drills, and communicative activities that allow learners to practice language used in real-world contexts which might include discussion, debate, problem-solving, or role-playing. Communicative activities that are provided for learners to practice consist of functional communication activities and social interaction activities as follows (Richards & Rogers, 2001):

(a)   Functional communication activities focused on language activities enabling learners to use their language proficiency in order to communicate meanings as much as possible. These classroom activities do not fucus on language accuracy. The important thing is that the learners can use the language to communicate according to the lesson objectives. The teacher must design classroom activities for the learners to use language items that they have learned in class in problem-solving activities, sharing information with unrestricted processing information, sharing information with restricted processing information, sharing and processing information, and processing information.

(b) Sharing information with restricted processing information. Learners are assigned to work in pairs to exchange information with each other to work together to solve problems.

(c) Sharing information with unrestricted processing information. Learners work together the same as restricted processing information, but the information is not restricted in which learners who have information can introduce, explain, and clarify details of information with learners who have no that information.

(d) Sharing and processing information. Learners with different information share, exchange, and work together in problem-solving activities. Processing information. Learners are assigned to draw conclusions from the given information. This type of activity focuses on the process or method by which learners can solve problems and make decisions in specific situations.

Other types of classroom activities also include task-completion activities, puzzles, games, and map-reading; information-gathering activities, surveys or interviews performed by learners to collect data to complete the given task; opinion-sharing activities, language activities that leaners are organized to share their ideas, opinions, or belief to other learners; information-transfer activities, activities in which learners present information relevant to the lesson to the whole class; and reasoning-gap activities, activities involving giving reasons about the answers that are put in the gap or receiving new information.

Social Interaction on Activities

The purposes of these activities were to provide opportunities for learners to use the language in which the learners are assigned to play a role in each situation. Therefore, the learners must select media or pictures appropriate for the situation and their give role. These types of activities measure learners' language abilities in two ways, the ability to use language for communication according to the lesson objectives and the ability to select media or pictures that are appropriate for the given situation and role.

These classroom activities are role play, simulation of situations, or acting. Learners may be assigned to perform a role-play as a reader or other outside the classroom that is close to real-life situations.

Role Play. It is a classroom activity that is used to teach English by using a role play relevant to real-life situations as a tool for language practice by allowing the learners to play a role and express their emotions, feeling, and attitude towards the given role. It also encourages the learners to use their language skills by creating scenarios and having them take on different roles in a predetermined situation.

Larsen-Freeman and Anderson (2011) supported that role-playing was considered one of the most important activities in CLT because the learners are given an opportunity to engage in language practice for communication in various contexts with different social roles. The teacher should closely monitor learners' performance to provide some meaningful feedback after the role-play has been completed.

Simulation. The use of simulation is applied as a teaching tool in classroom activities. Learners are assigned to simulate real situations in order to allow the learners to engage and interact in each situation by using various information similar to the actual information. Language interaction, problem-solving, and decision-making enable the learners to understand the situations and provide opportunities for the learners to use their language skills in situations relevant to a profession in which they are interested. In addition, role-playing in simulated situations give the learners opportunities to practice advanced language skills, such as writing a meeting report, negotiation, and management.

Acting. This activity uses acting as an activity to teach English which helps learners learn the language in different situations in the play. This activity does not focus only on the use of language for acting performance, but also the use of script in every step of the activity. Therefore, learners can use acting performances to practice their language skills, reading comprehension, listening comprehension, learning

vocabulary and sentence patterns, language fluency as well as promoting self-awareness and self-confidence and cooperative learning among learners.

In addition to the classroom activities mentioned earlier, Jack C. Richards (2006); Richards and Rodgers (2014) further put that information-gab activities and jigsaw activities could be employed in language classrooms to provide opportunities for the learners to engage in language practice.

Information-Gap Activities. It is a language learning technique where the learner must find the information necessary to complete the task or in solving problems. The learners must interact by communicating with their peers in the classroom to fill gaps or to derive missing information with the target language based on the lesson objectives. This activity allows the learners to practice not only how to negotiate language meaning that is considered natural learning of language but also conversation strategies.

It should be noted that this activity is a language activity designed for interaction between learners themselves, not for the learners and the teacher. The teacher is responsible for facilitating the learning process. To accomplish the activity, two or more learners are required to find missing information by asking questions. When receiving answers, they use that information to fill in their own information gap to complete the given task activity (Ismaili & Bajrami, 2016).

The information gap activity encourages learners to communicate and exchange information to solve problems. Missing information can be facts, opinions, or other details depending on the context assigned by the teacher. However, the information or content in doing activities should be related to what the learners have read and learned in the lesson.

Jigsaw Activities. Jigsaw applied in language classroom activities is a type of cooperative learning that is normally appropriate for L2 learners to work with the whole class teaching in which the learners are divided into groups. Each group has their own information necessary to complete the task. In doing so, the class is required to match the information together to complete the task.

According to Larsen-Freeman and Anderson (2011), language classrooms that employ the CLT approach in teaching also use scrambled sentences, language games, and picture strip stories in classrooms.

Scrambled Sentences. The learners are assigned to arrange scrambled sentences in the correct order. They might be assigned to work in pairs or groups to complete the task. This activity enables the learners to learn about language cohesion and linguistic properties. The learners learn how to use their grammatical knowledge to put those scrambled sentences in an appropriate order.

Language Games. A variety of language games are normally used in classroom practice because they make the learners feel enjoyable in participating in language games relevant to words, vocabulary, and sentences that they have learned in the classroom. This is one of the most communicative activities that can enhance learners' language skills. The language games should be based on language items that the learners have learned in the lesson.

Picture Strip Story. This activity is a communicative technique used in problem-solving activities. The learners are divided into groups. One member of each group has a series of story pictures. In doing so, the first picture is presented to group members and let them guess what should be the second picture or predict the next event of the story. This activity helps learners improve their thinking skills. The learners work together to logically exchange ideas and opinions to solve problems in the language learning process.

In addition to the classroom activities relevant to language accuracy, fluency, and social Interaction on activities, Ellis (2017) further puts that the language classroom that facilitates language acquisition and engagement is also important to be considered. Interactive classroom activities such as discussions, group work, and role plays are useful in providing opportunities for learners to practice and apply their language skills in contexts similar to real-life situations because they can promote language learning and enhance learners' language proficiency.

It should be noted that the language classroom activities provided in the classroom practice should aim to foster learners' communication and interaction, which are essential components of language learning. These classroom activities include using pair or group work that can encourage learners to engage in discussion, negotiate meaning, and improve their speaking and listening skills as they can create a supportive learning environment, promoting language fluency and accuracy (Nunan, 2015).

As for the classroom activities that promote learners' motivation and autonomy (Ismaili & Bajrami, 2016; Wiengnil, 2014), the classroom activities implemented in the lesson should allow learners to feel motivated and promote their autonomous learning. Those activities may involve task-based learning, problem-solving, and project-based working that enable learners to have a sense of the language users in learning process because these activities provide opportunities for learners to express themselves through creative activities that help learners to collaboratively and cooperatively participate in language learning (Gilmore, 2007; Larsen-Freeman & Anderson, 2011; Otienoh, 2015).

Additionally, the classroom activities should provide opportunities for learners to be exposed to different cultures which allow them to understand the social-cultural dimensions of the language, promoting cultural awareness and competence. This is because it allows learners to realize cultural diversity, promote intercultural communication, and use language to communicate effectively in various cultural environments (Ellis, 2015; Krashen, 2013; Latifi, Ketabi, & Mohammadi, 2013; H. W. Smith, 1981; R. Smith, 2008).

In brief, it is crucial that the teachers integrate the meaningful classroom activities that promote language acquisition and engagement, foster learners' communication and interaction, promote learners' motivation and autonomy, and cultural awareness. Furthermore, a variety of classroom activities can be applied in language classrooms. However, the teacher should state clear goals for learning language skills for learners so that they can prepare themselves and realize what they will be learning.

Most importantly, the classroom activities used should be appropriate for the learners and lesson objectives.

In addition to providing meaningful classroom activities, the teachers should consider about how to evaluate the classroom activities performed by learners as it can have impact on learning process, motivation, creating a supportive learning environment. Next section presents importance of effective language evaluation in language classroom activities.

Evaluation in Language Classroom Activities

When the teachers organize classroom activities, it is essential for the teachers to provide a clear and fair evaluation of the language performance of students. It was essential that the teachers must have obvious criteria and rubrics to facilitate the evaluation process by constructing quality criteria for each task in language performance as well as giving comprehensive feedback on students' language performance. It enables the teachers to evaluate students' language performance including providing feedback effectively (Schildkamp, van der Kleij, Heitink, Kippers, & Veldkamp, 2020). This was because the standardized evaluation criteria not only provide clear guidelines and feedback for each language activity such as speaking, listening, writing, reading, pronunciation, and/or grammar knowledge but also help students to have a better understanding of the language quality produced by themselves which could be useful for language areas that need further development (Widiastuti & Saukah, 2017).

Vassiliou, Papadima-Sophocleous, and Giannikas (2022) wrote that the evaluation could be done by using teachers' self-constructed criteria or adapt and adopt from some standardized criteria for language evaluation from reliable and applicable research to provide a fair evaluation. When the language performance evaluation provided for students was clear, it could promote students' engagement in classroom activities including creating a supportive classroom environment

In brief, providing a clear and fair evaluation enables teachers not only to effectively evaluate the language performance of students but also to provide opportunities for students to have a better understanding of their language performance to promote their classroom engagement and supportive learning environment.

Teaching Materials

Instructional materials as a medium for effective communication between teachers and learners, referring to sources of teaching materials that the teacher uses to support teaching, are essential elements that play important roles in language teaching. Effective instruction materials influence learners' learning process enabling bring to have sufficient knowledge and get them engaged in the lessons including creating a more enjoyable environment conducive to learning (Harmer, 2015). A variety of instructional materials are accessible for the teacher to use in language teaching which may include e.g., books, language teaching applications, and visual, audio, and audio-visual materials (R. Ellis, 2017; R. Ellis & Shintani, 2014; Harmer, 2015).

Concerning the instructional materials based on CLT, authentic materials are typically used in teaching a foreign/second language, allowing the learners to be exposed to some sources of natural language use in several contexts of real-life communication.

Many scholars in the field of language teaching have attempted to clarify the meaning of authentic materials. For example, Gilmore (2007) explained that authentic materials were sources of natural language used by native speakers and designed for language learners to learn in various contexts. Similarly, Howatt and Widdowson (2004) defined authentic materials as teaching traditional teaching materials that included all essential information for language learners to acquire the language. According to Rogers and Medley Jr (1998), authentic materials were a set of appropriate and quality materials used for teaching based on the goals, and objectives of learning which were required for real-life and meaningful communication.

For communicative instruction, Frank (1998) described features of authentic materials presented at the Annual Meeting of the New York State, Teachers of English to speakers of other languages should:

(a)   focus on learners' interests.

(b)   emphasize real communication rather than grammatical accuracy.

(c)   enable learners to practice language items naturally and meaningfully.

(d)   provide opportunities for learners to practice the real language used in real-life communication to enhance learners' language skills.

(e)   provide opportunities for learners to engage in language interaction, role play, information sharing, or problem-solving in pairs or groups.

(f)   cover all necessary skills for language learning, listening, speaking, reading, and writing.

Furthermore, Jack C. Richards (2006), a language scholar who wrote CLT Today, further explained the basic components of authentic materials that are the source of classroom learning. The authentic materials should include classroom activities that are possibly close to the language used in real contexts. Authentic material might include information on cultural aspects, meet learners' interest and need, provide opportunities for learners to be exposed to real language practice to promote their language skills, and facilitate the learning process.

In brief, authentic materials could refer to any kind of text that contains all essential information allowing learners to practice language used in real-life situations to acquire a given language naturally.

Types of Authentic Materials

Authentic materials are often related to several kinds of learning materials used in language classrooms. For example, M. Ellis and Johnson (1994); R. Ellis (2017); R. Ellis and Shintani (2014) listed authentic materials including, books, public information material, and audio or video.

(a) Books that included formal and informal texts such as memos, meeting reports, legal contracts, and manuals.

(b) Public information materials that contained information such as a country brochure, tourist information, and financial or stock exchange documents.

(c) Video or audio cassette that was used to present live events.

Patel and Jain (2008) wrote that instructional materials provided in a language classroom included:

(a) Visual aids. Typical materials for language classroom instruction should have display materials to illustrate and show what is being taught. Those might include teaching materials such as projector screens, whiteboards, pictures, or charts.

(b) Audio aids. A language classroom has some source of audio recording and audio headset, and radio for learners to practice language uses in listening activities.

(c) Visual audio aids. These days, varieties of modern technologies are normally used in language classrooms. Those technologies are very useful for teaching because they support and encourage learners to learn and allow learners to be engaged with the language used in media that are close to the real world. Teachers can decide to use these accessible materials as appropriate such as internet websites, television shows, movies, and language learning applications.

Gebhard (2017) further classified authentic materials into three types and gave examples as follows:

(a) authentic listening and viewing materials, materials including, for example, TV program shows, game shows, movies, comedy shows, documentaries, story tales, and news.

(b) authentic visual materials, materials, or texts involving postcards, pictures, photographs, painting, kids' artwork, picture books, stamps, and drawings.

(c) authentic printed materials, learning materials covering, for example, articles in newspapers, advertisements, columns in books or other magazines, lyrics of songs, traffic signs, and food menus.

(d) realia, materials that could be seen in the real world such as currencies, smartphones, receipts, invoices, and gift boxes.

Selection of Authentic Materials

The selection of authentic materials influences and determines the outcome of language learning in the classrooms. There are many factors that teachers must take into account before selecting learning materials for learners such as the level of difficulty, contents that should be included in the lesson, and application or contribution to everyday communication. A good book may help encourage students to be more motivated and more interested in learning and lead to expected results. Instead, selecting unsuitable materials may lead to undesirable consequences (R. Ellis, 2017; Gebhard, 2017)

The following criteria and guidelines are recommended by language teaching experts M. Ellis and Johnson (1994); R. Ellis (2017); R. Ellis and Shintani (2014); Gebhard (2017) for selecting learning and teaching materials.

(a) Content authenticity. The teacher selects the learning and teaching materials that are authentic and up to date allowing learners to engage in the practice of language skills, listening, speaking, reading, and writing.

(b) Task authenticity. The tasks used in the classroom should be suitable for the given subject, and relevant to real-world situations providing opportunities for learners to express their ideas and opinions critically.

(c) Level of interest. The selected contents should be relevant to the lesson objectives and learners' interests.

(d) Level of difficulty. The contents of the lessons should be suitable for learners' language backgrounds having sufficient information and appropriate length of lessons.

(e) Accessibility. This means that learners should have some background knowledge of the lesson in order to understand some important points of the lesson such as cultural aspects, society, language use, and content organization.

(f) Availability. The selected materials should be available in learners' contexts of language use.

(g) Packaging. The contents of the lesson are interesting and attract learners' motivation and inspiration.

(h) Flexibility. The content of the lessons is suitable for improving language skills, allowing learners to participate in a variety of language activities, and facilitating learners with different strategies and styles of learning.

(i) Source. The content of the lesson comes from a variety of learning sources.

(j) Textual aids. The contents of the lessons may include additional resources or explanations such as word definitions/descriptions, questions for further learning, or word index that help learners understand lesson content.

(k) Additional materials. The teacher may have a teaching manual, an answer exercise manual, or a supplementary workbook for learners to track their learning records.

In selecting authentic materials for language teaching and learning, the teacher should consider the fact that learning English, EFL contexts in particular, requires sufficient and regular practice to achieve the ultimate goals of learning. Therefore, with a limited environment in the use of language, the selected authentic materials should facilitate learners' learning processes which enable them to engage and interact with English used in daily life as much as possible.

Based on the literature reviewed earlier, it can be assumed that the use of authentic materials in the classroom practice allows learners to be exposed to the language used in real-life situations by reflecting authentic language use in various contexts as they provide expose learners to authentic vocabulary items, useful idioms, expressions, and culture, promoting their participation, motivation, and engagement.

Furthermore, the learners can improve their language fluency, accuracy, communicative competence, and cultural understanding which allow learners to explore a diversity of traditions, customs, values, and social norms, promoting intercultural awareness and effective cross-cultural communication.

As for the classroom practice, the teachers using the authentic materials to promote the flexibility and adaptability of the language use enable learners to develop their language skills, listening, speaking, reading, and writing abilities naturally.

It is important that teaching English in EFL contexts, the integration of authentic materials can promote learners' autonomous learning as they can access and interact with authentic resources independently, facilitating exploration, material selection, and goal setting because it encourages learners to learn outside the classroom independently and enhance critical thinking ability.

In brief, the use of authentic materials in EFL classrooms allows learners to engage in authentic language learning experiences that prepare learners for effective communication in real-life situations.

Classroom Management

Classroom management is considered one of the most important factors for successful language learning. It concerns how a language classroom is organized by the teacher which includes many issues e.g., management of time, classroom environment, teacher talk time). In classroom practice, the teacher plays a very important role in effective classroom management to ensure that all classroom activities are being organized in a way that facilitates the learning process including by establishing a classroom's disciplines to maintain a supportive learning atmosphere that helps teaching and learning run smoothly including, and the learners are engaged in learning activities (Debreli & Ishanova, 2019). Therefore, effective classroom management requires the teacher's skills and experiences about how the classroom activities are organized to give the best benefit to the learners, in which the teacher deal

with, for example, how to talk to the learners, how to manage talk times, and how to organize language learning activities (Harmer, 2015).

Classroom management is basically defined as a variety of skills, experiences, and techniques that a teacher applies to facilitate the classroom teaching process to have learners engage in an appropriate classroom context which involves behavioral management and classroom teaching management (Debreli & Ishanova, 2019; Kerdikoshvili, 2012; Sowell, 2013). Behavioral management concerns learners' interactions, performances, or communication in the classroom while classroom teaching management involves the teacher's skills, experiences, and abilities to organize and plan classroom activities in order to provide opportunities for learners to receive knowledge and skills required in the course objectives (Sowell, 2013).

There are many points of classroom management relevant to the teacher, the learners, interactions, and/or communication to be considered depending on the learning context because different learners' backgrounds, different teachers, and different situations different ways of classroom management are constructed (Scrivener, 2011). The basic issues to consider regarding classroom management are related to the following issues (teachers, learners, and teaching and learning activities (Debreli & Ishanova, 2019; Harmer, 2015; Kerdikoshvili, 2012; Nunan, 2015; Sowell, 2013).

Classroom Management Relevant to the Teacher

The teacher's actions or behavior in the classroom can positively and negatively affect classroom management. To achieve proper classroom management, the teacher should consider the matters of proximity, appropriateness, and awareness (Harmer, 2015; Khatri, 2016; Scrivener, 2011).

Proximity. The teacher should be aware of distance in their interactions with learners because some learners feel uncomfortable when the teacher is approaching, sitting, or standing too close; or sometimes they may feel that they are being ignored when the teacher is not interacting with them. Therefore, the teacher

should evaluate learners' reactions towards closeness or space between the teacher and the learners.

Appropriateness. Closeness or space between teacher-learner interactions is a matter of appropriateness. Some teachers may have their characterless to create relationships with learners in teaching. Normally the teachers sit or stand in front of the classroom. Some teachers, for example, like to walk around, sit on the edge of tables (teacher's table or learner's table), stand, or sit too close when learners are working. The teacher should be conscious of these matters if effective classroom management is expected.

Movement. This is concerned with personal characters. Some teachers may constantly walk around the classroom or in the front or behind the classroom. A stationary teacher who sits in front of the classroom without movement can cause learners to become bored with learning. On the other hand, if the teacher moves too much, the learners may be unable to concentrate on their learning. Therefore, the teacher should move around the classroom when necessary, such as checking learners' understanding, monitoring while learners are working, or drawing learners' attention.

Awareness. This aspect concerns learners' feelings. The teacher as a classroom monitor should understand what learners are feeling by carefully watching and listening to them while teaching. In addition, to manage class more effectively, Lewis (2002) suggested that the teacher be sentient or aware of what is happening in the classroom, what is a success or a failure, and how to improve or correct it. Importantly, the teacher should not only consider what affects learners' feelings but also concern about how to foster learners' motivation to achieve the goals of learning.

Language Used to Interact with Learners

The language choice used by a teacher to talk, communicate, and interact with learners is also considered an important skill. The teachers use their experiences, skills, techniques, and strategies to build a good rapport with learners. The teachers should determine the appropriate language to use with their learners either inside the classroom or outside the classroom so that the learners can determine the

appropriate language for the language they use to communicate with the teacher as well (Brown, 2014; R. Ellis & Shintani, 2014; Harmer, 2015; Nunan, 2013, 2015).

This is because they are always conscious of the consequences of their words. Therefore, they can adjust their use of language, e.g., grammar, words, phrases, idioms, and intonations, to communicate suitably.

Giving Instructions

Instruction in the classroom will not be effective if the teacher does not give clear instructions about classroom activities; thus, being a waste of time if students do not understand what they are going to do in class.

In general, the teachers give instructions as simple as possible and have reasons for doing so. Therefore, before giving instruction, for example, the teachers need to consider what is the most essential information that will be given to the learners and what is the goal of this lesson's learning. The lesson should be planned logically; what should be taught first, what should be the next information to be taught (R. Ellis, 2017; R. Ellis & Shintani, 2014).

In the instructional process, the teacher is supposed to check whether the learners understand what the teacher is teaching or not, which can be done by asking a learner to explain in front of the class.

Teacher Talk Student Talk and Teacher Talk

Teacher Talk Time (TTT) refers to the number of teachers taking time in the classroom. It should be noted that an excessive number of TTT that spend most of their time speaking in the classroom will reduce the chances that learners will practice using the language because the learners should have more opportunities to practice, not the teachers. The more the teacher talks, the fewer opportunities learners practice using the language, reading, writing, speaking, or listening. Therefore, it is essential to maximize Students' Talk Time (STT) rather than TTT.

Good quality of TTT concerning language acquisition should be considered. If the teacher considers that the information in TTT is an essential input for language learning, the comprehensible input; the role of TTT in this issue is suitable. Nunan (1991, 2013) stated that it was sometimes difficult to identify when the

appropriate time is. The teacher should keep in mind; what was the purpose of TTT during the lesson, whether the TTT was planned or not whether it happened spontaneously during the lesson, why the teacher needed to talk, or whether TTT was useful for learners' language acquisition or not.

Using the L1 in the Classrooms

Generally, learners who have a second/foreign language (L2) have their mother tongue (L1). There is the question of whether or not it is appropriate to use it in the classroom because the ultimate goal of learning is to acquire the given language, English in this case.

To this concern, it should be noted that the level of L2 learners is what should be taken into account at the initial level in which L2 learners might need a comparison of the language they are learning with their L1. This is a natural process of learning a foreign language whether it is preferable or not. The use of L2, the English language, in the classroom should be included to interact between the teacher and the learners as much as possible (R. Ellis & Shintani, 2014; Harmer, 2015)

Additionally, the environment for learning in the EFL context should comprise the surroundings in which English is used most often as possible (Angell, Lightbown, & Spada, 2006). For this reason, it is recommended that teachers use English as much as possible and not let learners spend a long time talking in L1(Cook, 2010). However, it is possible for using L1 when L1, the teacher, and the learner, are shared in the classroom. Sometimes, the teacher may have difficulties instructing or explaining some complicated ideas or key points of the lesson, using L1 could help individual learners to understand what they are learning in terms of encouragement of their learning because some learners could use L1 or translation to promote and facilitate their language learning process.

As for the use of L1 in learning a foreign langue, Nunan (1991) stated that most of the time the use of L1 including code-switching between L2 and L1 was possible which depended on the nature of language learning activities, the nature of how learners learned a foreign language, contexts of learning and teachers' and

learners' role in the classroom. Angell et al. (2006) noted that excessive use of L1 in language learning may have negative consequences (Elahi Shirvan, Rahmani, Sorayyaee, & Kashi, 2015).

In brief, the use of L1 should be controlled by the teacher who must plan or decide when L1 is appropriate to be used or when it is not.

Classroom Seating Arrangements

The classroom seating arrangement is an important issue that the teacher should consider. This is because the arrangement of chairs and tables could have some impacts on learning and reflect classroom instruction. It is important that the teacher decides to arrange learners' seating that is appropriate for the teaching environment and methods including providing enough space for learners' movement. Choosing a form of student desk arrangement that is appropriate for the teacher's teaching methods and proper arrangement of space for the student movement.

Furthermore, the seating arrangement for the teacher is one of the most important factors that have either a positive or negative impact on the classroom atmosphere. To establish a psychological environment conducive to learning, the teacher should be aware of the importance of proper seating arrangements for both teachers and students.

As for in a language classroom, four alternatives of seating shapes that are wildly applied including orderly rows or traditional seating arrangements, pairs, circles, and horseshoes depending on the purposes of the lesson objective designed by the teachers (Brown, 2014; Harmer, 2015; Scrivener, 2011)

Orderly Rows/Traditional Seating Arrangement

The seating management with orderly rows is generally seen in classrooms where the teacher stands in front of the class a gives a lecture, and all learners sit facing the teacher and presentation screen. This is very convenient for the teacher to have a clear view of all learners, walk around to see what learners are doing, and make contact with each learner.

Harmer (2015) stated that the use of an orderly row arrangement implied that the teacher was working with the whole class. Instructional Activities used in the classrooms might include such as explaining language uses, watching a movie, and presenting a PowerPoint. As for learners' engagement in the classroom, the learners sitting in the back rows were likely to have fewer opportunities to be engaged in the classroom instruction than the learners sitting in the front rows.

Circles and Horseshoes/U-shape

Circles and horseshoes are considered a modified pattern of seating arrangement which enables learners to see each other. These types of seating arrangements imply that all learners are equal, and the teacher sits in a position that is less dominant. They are generally designed to have a group discussion.

Pairs

This seating pattern is very flexible for learners to work with classmates and discuss some problem-sharing activities or share ideas.

The seating arrangement in pairs focuses on learner-centered learning that encourages learners themselves to have more interactions with each other, strengthening teamwork and communication. Generally, it is suitable for group activities or activities that require all learners (Harmer, 2015; Scrivener, 2011).

Management of Learners' Grouping
Whole Class

The idea of whole-class teaching in a language classroom is referred to social contexts of learning which are particularly used for interaction, activities, and instruction in the classroom. This principle is an alternative method applied to manage classroom members into a single group enabling teachers to facilitate teaching and learning and simultaneously support the progress of learners as a whole (Slater & Chambers, 2022). These whole class activities can promote learners' potential in learning as it is based on learner-centered teaching (Hardman, 2019) because learning in EFL contexts requires some sources of interaction for language improvement (R. Ellis, 2017; R. Ellis & Shintani, 2014; Wedin & Shaswar, 2019).

Previous studies indicated that whole-class learning could be beneficial for effective teaching because language learning today focuses on improving learners' oral language, pronunciation, communication, and/or problem-solving abilities in the whole class. Therefore, this instructional method is still applied in the classroom (Muijs & Reynolds, 2017). However, the whole class activities used in the classroom should be purposeful and interactive, which might be a dialogue talk or a whole class dialogue (Muijs & Reynolds, 2017; Slater & Chambers, 2022).

Given the advantages of a whole class activity, Harmer (2015) wrote that it could encourage learners to have a sense of unity within the classroom which the teacher should be skillful to manage; it was appropriate for the classroom controlled by the teacher (e.g., giving presentation, instruction, and explanation; it enabled the teacher to evaluate the whole class environment while learners are participating in classroom activities); and finally, learners tended to feel more comfortable when engaging in the whole class activity.

Similarly, Tyk (2014) further explained that some learners felt safe when working with the whole class rather than the individual. Socially, the whole class activity was a democratic way of teaching where the learners with different knowledge backgrounds, ethnicities, and/or abilities could share mutual experiences and did not leave behind the learners with lower abilities.

Furthermore, the whole class activity could save time for learning. Sometimes, the teacher might waste time walking around the classroom to check understanding or give feedback on the individual language performance. Finally, it enabled learners to gain more confidence in language use. For example, learners with lower abilities struggling with pronunciation checked their pronunciation with other learners in the classroom. Some may prefer to learn with friends. More importantly, good rapport in the classroom could be fostered while working with the whole class (Tullis & Goldstone, 2020; Tyk, 2014).

It should be noted that no single method is perfect; the teacher who organizes the classroom activities should consider the nature of an activity whether it is

appropriate for the whole class practice or not. If not, the teacher should use other alternative methods.

Groupwork

Learning that uses group activities emphasizes a teaching and learning process that focuses on learners as a group, along with teaching, practicing, or introducing learners to learn about how to work in groups. This can help learners achieve the goals of the lessons (Khemmani, 2017). Similarly, a group work activity is referred to the way in which the teacher assigns students to work together in groups to help each other find answers and solve problems or do activities according to their abilities, their interests, and aptitudes as well as to train to work together in a democratic way (Soinam, 1999).

Thinhanwong (2015) stated that group work:

(a) allowed learners to be more responsible for working together, helping each other, and working in a disciplined way.

(b) trained learners to be good leaders and followers.

(c) enabled learners to be skillful in problem-solving skills according to the scientific method or in studying and seeking knowledge on their own and in groups.

Ornstein and Lasley (2000) put that learners could be more cooperative when working in groups. This enabled the learners to have better social skills. Experiences that the learners obtained from processes of working in groups could develop and create democratic values enabling them to accept human diversity and individuality. Additionally, group activities were challenging and interesting, which allowed learners to develop their abilities according to their potential and encouraged learners to participate in teaching and learning activities. Working in small groups also allowed teachers to supervise, advise, and assess learners' progress in each group. This could be done by using discussions, questioning, and evaluating their assignments. Finally, it allowed teachers to apply and research new instruction skills at a level appropriate to the characteristics of each group.

Pair Work

In a language classroom, a pair work activity is one of the most considerable methods that significantly develop learning and encourage learners to become more skillful and successful. Richards and Schmidt (2002) defined pair work as a classroom management strategy that was designed for learners to work with a classmate and the teachers play a role as a facilitator in the classroom.

Pairwork is beneficial for learning. It provides opportunities for learners to discover new ideas and experience new language uses because it allows learners to enjoy applying skills and concepts to activities they are working on (Pushpanathan & Satheesh, 2017; Zohairy, 2014).

Furthermore, Otienoh (2015) put that the pair work that is regularly applied in classroom management could increase learners' practice time. When the learners engaged in pair work in a language classroom, they tended to gain more confidence in generating ideas because they felt more comfortable using language to express their opinions and being confident to participate in problem-solving activities. Working in pairs also enabled learners to improve their speaking skills. They might use the language to communicate more fluently because they have more time to practice meaningful language drills.

As for the teacher, organizing the classroom by having learners work in pairs was not only time-saving as the teacher did not need to ask learners in class individually, but also a suitable way to check learners' understanding and learning progress (Harmer, 2015; Pushpanathan & Satheesh, 2017; Scrivener, 2011; Thinhanwong, 2015).

Individual Work

Individual work designed for learners to work is sometimes ignored in a language classroom that relies on CLT, in which there is an attempt to research effective and appropriate ways for language learning. Individual work is one of those options that can be used in classrooms.

According to Harmer (2015), classroom management in language instruction includes different aspects. Learners at primary school are generally keen to

study in groups or pairs; learners at a high school level might expect to work with a classmate or get tasks completed alone. However, it depends on the learning context. Considering individual work, it might make learners feel more relaxed and comfortable enabling them to complete an assigned task faster within the time limit.

Meiramova and Zhanysbayeva (2020) stated that having learners work individually gave opportunities for them to manage their learning process. Many learners could complete assigned talks fast and felt comfortable working individually. Furthermore, having learners work alone could enhance their ability to learn autonomously which was an expected outcome in language learning.

However, it could have a negative effect on learning because some learners might feel bored when they were to work alone in the classroom. Others might lack confidence and could not manage time properly. What's more, individual work may minimize learners' ability to work with others because they would have fewer social interactions in classrooms.

In brief, in classroom management, it is essential that the teachers consider the context of language learning concerning the learning environment, learners, and classroom contexts and decide how to manage the classroom effectively.

Teacher Roles

Given the contribution of CLT, a diversity of the teacher roles (e.g., controller, organizer, assessor, resource, manager, prompter, and participant) functioning the language learning process conducive to communicative and interactive classroom practice have been assumed depending on goals to be achieved (Brown, 2014; R. Ellis & McClintock, 1994; Harmer, 2015; Richards & Lockhart, 1996; Richards & Rogers, 2001). In general, the teacher role depends on what the teacher expects the learner to achieve (Hall, 2017; Harmer, 2007; Savignon, 1987). According to Richards and Rodgers (2001), the new role of the teacher changes according to language classroom activities. A common role of a teacher in classrooms is to organize and control classroom activities (Badea, 2012; Khan, 2011).

In language teaching, various roles of a teacher in an English language classroom functioning the language learning process conducive to communicative and interactive classroom practice have been assumed and reviewed, depending on the lesson objectives and goals to be achieved.

Teacher as a learner. Teaching and learning are interconnected processes requiring continuous consistency. The strategies used in the classroom are different from generation to generation. The education system may change, but the teacher still plays a very important role in the classroom. The teacher's responsibility is to convince students that the education provided meets their needs and to learn in the classroom. It is essential that the teacher learns to be a learner. The teacher needs to think and understand learning from a learner's perspective prior to making a lesson plan according to the learners' level (Archana & Kumbakonam, 2017).

Teacher as a facilitator. The teacher uses teaching knowledge, experiences, and skills to create a learning environment to facilitate the learning process and enhance learners' language competency. As a facilitator in language learning, the teacher should understand what a facilitator is. To this concern, the teacher plays a role as a learners' assistant in order to help them to achieve the ultimate goal of language learning rather than controlling learning activities. The teacher is responsible for facilitating the language learning process enabling learners to be creative and innovative in their learning (Renandya, 2012). As a facilitator, the teacher basically allows learners to do language activities in pairs or groups through collaborative learning and problem-solving (Anggraeni & Yusnita, 2017).

Teacher as a manager. This is one of the most important roles required for effective classroom management. It is a must for the teacher to plan and prepare for classroom instruction within the time limit. The teacher must prepare which teaching techniques should be used to teach academic and communicative skills and maintain a good rapport in class (Archana & Kumbakonam, 2017). According to Brown (2001), it is essential for the teacher to manage the practical timing regarding the lesson objectives enabling learners to be creative and collaborative within the teaching process.

The teacher as a controller. In teaching English, especially in the EFL context, it is sometimes expected the teacher to perform as a controller in a language classroom. It is one of the considerable elements that allows the teacher to run classroom activities smoothly. An experienced teacher carefully controls what techniques to be used to initiate an interactive and collaborative classroom, what information to be placed emphasis on, and what is the appropriate timing for key activities. According to Brown (2001), this is because the teacher is often responsible for all classroom activities, informing learners what to do, planning for exercises, or explaining what learners have missed. Harmer (2001) and Naibaho (2019) explained that the teacher is not similar to the traditional method, in which the learners received the transmission of knowledge provided by the teacher rather than being passive learners. According to Harmer (2015), the appropriate time for being a controller is when making an announcement, giving directions and explanations, or questioning and answering in practical time.

Teacher as a resource. In language classes, there are several times that learners need help. In this case, the teacher's role is to provide comprehensible information for the learners. The teacher serves as a counselor who is ready to give advice when the learners need some knowledge and information essential for their learning processes so that they can go to further steps. Renandya (2012) further explains that this role worked when the learners are learning autonomously. Sometimes, they might need help in a specific matter with which they were struggling. Take an example of extensive writing, they might have difficulties with how to use transitional markers or word selection, the teacher could serve a role as a resource to assist them in using a suitable word choice and generating ideas for writing. An implication of the role as resource usually happens when the learners need help and the teacher performs a non-directive role rather than a directive role as provided by Brown (2014).

Teacher as a prompter. In ESL/EFL classes, most of the time the learner might have hesitation about their language uses such as how to answer a question or express their ideas in English, the teacher plays the role of a prompter to encourage by

making suggestions or hints to help them come up with some answer and ideas. However, an appropriate amount of guidance should be taken into account. The teacher should carefully perform this role when necessary and make sure that the answers or ideas are initiated by the learners rather than the teachers (Anggraeni & Yusnita, 2017; Harmer, 2001, 2015; Renandya, 2012).

Teacher as a monitor. Monitoring is one of the most meaningful techniques for language teaching when the teacher closely looks at a learner's performance regarding language accuracy and skill fluency. Another goal of monitoring is to provide meaningful feedback such as errors or misuse of language in the lesson, guiding some self-correction (Anggraeni & Yusnita, 2017; Coskun, 2016). Similarly, Renandya (2012) further puts that the teacher continuously assesses (assessor) the learners' progress and performance in the classroom. An experienced teacher constructs a well-planned and appropriate strategy for monitoring and knows what strategy to be used, and when to monitor (Coskun, 2016). In addition, the teachers not only monitor the learners' performance, providing positive feedback but also use information from monitoring and assessing to improve the lessons, teaching, learning materials, and create a new teaching strategy and technique to help learners achieve a higher goal of language learning (Naibaho, 2019; Renandya, 2012).

Teacher as a participant. According to Harmer (2001), in addition to organizing classroom activities, providing some meaningful feedback and/or correcting mistakes regarding learners' performance, the teachers sometimes, serve a role as a participant. Several benefits of a role as a participant could be assumed. This could create an atmosphere conducive to learning and make the classroom activities more enjoyable (e.g., a discussion, a role-play a moderator, and/or a commentator. The learners could feel more engaged in a certain activity. In addition, it will reduce the pressure on the learners while doing the activity and create a good relationship between the teacher and learners. Moreover, the learners can learn from the teacher's plays and apply the role of the teacher to their learning as a role model. By participating in the

activity, learners feel that the classroom is not dominated by the teacher (Harmer, 2001; Naibaho, 2019).

Teacher as a role model. Given the teacher's role in language teaching in ESL/EFL contexts, the teacher is considered one of the most essential elements in language learning. The teacher as a role model could have a great impact on learners' attitude, motivation, and/or inspiration in language learning, in which a positive model expressed by the teacher can help learners generate and create new ideas and language learning behavior. Theoretically, as a role model, the learners are likely to imitate forms of language often used by the teacher such as vocabulary, phrases, language expressions, and sentence structures (Bicaj & Shala, 2018; Muir, Dornyei, & Adolphs, 2019). However, the teacher as a role model in the EFL context in particular, language uses modeled by non-native teachers should be supported by modern technologies, video clips, YouTube, computer assisted-language learning (CALL), Web-assist language learning (WALL), other supplementary sources to minimize mistake and ensure correct language uses, especially pronunciation and speaking (Bicaj & Shala, 2018; Suwannatrai & Thumawongsa, 2019). Additionally, a positive model teacher can have a great contribution to developing learners' critical skills, problem-solving skills, and self-confidence, and enhance autonomous learning (Badea, 2012).

As reviewed above, the teachers can have various roles in facilitating learners' learning process. The teachers must be aware of their role in teaching in EFL classrooms. This is because the teachers' awareness is important for encouraging learners to achieve ultimate goals of language learning. These are the reason why the roles of teacher e.g., as facilitator, monitor, role model are important.

The teachers are responsible for all process of language instruction in the EFL classroom. They prepare the lesson plans and teach the lessons focusing on improving learners' language skills and knowledge. Importantly, well-trained teachers can use various methods, strategies, techniques to improve and achieve higher level of English proficiency(Brown, 2014; Larsen-Freeman & Anderson, 2011; Nunan, 2015; Richards & Lockhart, 1996; Scrivener, 2011; Suwannatrai et al., 2022).

The teachers are also crucial for providing positive feedback on learners' language use (Ellis, 2017; Ellis & Shintani, 2014). This is because they can help learners to correct errors and mistakes in language, provide advice and recommendations for development, and guide learners in the appropriate way of language learning. Providing positive and supportive feedback allows learners to identify their strengths and weakness including supporting them to be more eager to develop language skills and knowledge and enhancing their confidence in learning and using language(Jones, 2015; Krashen, 2013; Muir, Dornyei, & Adolphs, 2019; S. Vassiliou, S. Papadima-Sophocleous, & C. Giannikas, 2022a).

Another important aspect of the teacher role is motivating and inspiring learners (Tsagari & Vogt, 2017). The teachers who are always aware of their roles and integrate a variety of teaching strategies and techniques can expect the learners have motivation and a positive attitude toward learning English. Furthermore, the awareness of the teacher roles allows teachers to adapt the lesson to be suitable for learners strengths, weakness, preferences, individual requirements (Huttayavilaiphan, 2019).

Finally, the teachers realizing the importance of their roles are enthusiastic to improve their teaching skills, strategies, and techniques more effectively. They participate in teacher trainings and professional development through activities such as workshops, conferences, and seminars in order to manage classroom effective and provide meaningful lessons for learners (Gebhard, 2017; Hardman, 2019).

In summary, the teacher roles can vary according to the contexts of language learning of each educational institution, reflecting different approaches to teaching and learning. However, effective teaching requires teachers to be knowledgeable, skilled, and able to play multiple roles and provide useful guidelines and support to the learners, including giving instructions, providing feedback, promoting learners to have a positive attitude, motivation, and inspiration in language learning.

The Use of Different Instructional Methods in EFL Classrooms

In teaching English in EFL classrooms, there are several reasons for the teachers to adjust a variety of instructional methods to be suitable for the context of learning which might include the reasons relevant to learners, teachers, learning environments, nature of the course, and/or institution policy. This section provides some critical reviews of the literature on the use of different instructional methods in the classrooms.

The first one is the nature of the language course in terms of the course description. This is one of the most essential elements of the language courses. This is because it provides guidelines for teaching, lesson goals, teaching materials, and learning outcome. It allows the teachers and learners to have a clear understanding of the course requirements.

It is necessary for teachers to have a good course description. When learners come into the classroom, they may expect to learn language skills and knowledge based on the name of the course. Therefore, effective course descriptions enable learners to set their goals for learning and the teachers should use suitable teaching methods according to the course description, lesson goals, and objectives so that the students can achieve the ultimate goal of language learning (Nunan, 1989, 2015). For example, if the course requires learners to develop their communicative skills, the teacher should prepare classroom activities such as role-playing, speaking challenges, or group discussion to provide opportunities for the learners to improve their language skills for communication in various contexts.

Furthermore, the course description can not only be a guideline for preparing and developing teaching materials appropriate for students to improve their language but also allows the teachers to plan for effective language assessment (Richards & Rodgers, 2014; Scrivener, 2011).

The second one is reasons relevant to learners. The teachers might expect their students to achieve the ultimate goal of learning English language. However, a factor relevant to the learners is one of the most important factors that the teachers should take

into consideration. Importantly, the language proficiency of the learners could influence how the teachers use the instructional methods in EFL classrooms (R. Ellis, 2015). Learners with inadequate language knowledge and skills might make the teachers difficult to decide how to plan the lesson and what language skills or activities should be covered in the lesson. Some teachers may struggle with teaching vocabulary, basic grammar structures, or other language skills. Therefore, teachers may adjust their teaching techniques, classroom activities, classroom management, or teaching materials to support those students which might take time and make the language learning process slower (DeKeyser, 2015).

On the other hand, teaching students with good language proficiency is much easier. This is because the teacher can expect a higher outcome of learning. The teacher might find it to be challenging to plan an advanced lesson with combines language tasks that support learners to engage in more authentic tasks and activities relevant to real-life situations and contexts. The teachers can use advanced classroom activities such as group discussion, problem sharing, and/or project-based learning so that learners improve their communication skills as well as critical thinking (Nunan, 2015).

The third issue is the learners do not have opportunities to use the language they are learning. In EFL contexts, the learners may learn the English language in the classrooms, but they do not use it in real-life situations (Rifai & Nabhan, 2017). This is one of the most critical issues that make teachers use different instructional methods.

To this concern, the teachers are required to prepare classroom activities that allow the learners to practice using the language. The teachers need to provide the learners with opportunities to use the language as much as possible. This can be done by preparing authentic materials such as audiovisuals, internet websites, or other online learning sources. (Tuan, 2009). For example, studies by Barcroft (2015) and Krashen (2013) revealed that language learners who had opportunities to be exposed to the target language through authentic materials such as films, videos, or other online sources could positively help them to acquire the language.

In addition, the teachers can also use English to interact with students both inside and outside the classroom as well as provide classroom activities that allow learners to practice using language through role-playing, presentation, group discussion, and group and pair works (R. Ellis, 2015, 2017; Richards & Rodgers, 2014).

Another technique that teachers should apply in the classroom is to provide learners with a focus on writing and reading where learners can not have opportunities to use language in real-life situations, communicate with native speakers, or access authentic online sources. The teachers can prepare the lesson focusing on grammatical structure, language drills, and vocabulary so that the learners can improve their language accuracy (R. Ellis, 2015; Larsen-Freeman & Anderson, 2011; VanPatten, 2016).

In brief, it is a challenge for teachers to realize how to develop learners' language skills in the limitation of a language learning environment.

Another factor is the teacher. Some EFL teachers use different teaching methods based on their attitudes, beliefs, or preferences about language learning.

In language teaching, the teachers may focus on a specific skill. For example, some teachers use a variety of audiovisuals or online TV programs, or songs for teaching listening and speaking while others use a traditional method for teaching grammatical structures. Additionally, task-based learning may be used in language classrooms when learners are required to have communicative skills and learning autonomy (Nunan, 2013).

Importantly, the teachers' perceptions of how to achieve the ultimate goals of language learning also influence the lessons prepared by the teachers. For example, a study by Rifai and Nabhan (2017) revealed that an instructional method that the teachers received when they were in the university, working with other teachers including their preferences was also one of the reasons for using different teaching methods in the classrooms.

Finally, in this globalization, it is necessary that the teachers organize their language lessons to promote learners' language skills to meet the demand of

competitive markets. The teachers may use a specific teaching method that is designed for achieving language skills for the future careers of the learners. For example, a language course is emphasized language skills relevant to tourism or hotel business, the teachers prepare a lesson along with using role-playing activities to improve language skills in tourism or hotel (Kasper & Burch, 2016). Furthermore, the teachers may prepare the language lessons based on some academic requirements such as teaching English skills, reading, writing, listening, and speaking for TOEFL, IELTS, or TOEIC preparation to improve learners' language skills that can pass these standard tests (Tsagari & Vogt, 2017)

In brief, these are some contemporary reasons for teachers using different teaching methods including the nature of the language course, the learners with different language backgrounds, the limitation of the language learning environment, the teachers' preferences, and the trends in globalization markets.

Difficulties in Teaching in EFL Classroom Practice

Teaching English as a foreign language in the context of a country where English is not the official language, The teachers at the university level may encounter several difficulties relevant to teaching in the classrooms which might vary according to their contexts.

A study conducted in technical English classrooms in Japan by Maruyama (1996) revealed that teaching materials that included technical terms were a significant issue found in the classroom. The textbooks used in teaching English were mostly written by authors who were not specialized in technical terms. Therefore, it was difficult for teachers to teach or explain mathematical terms such as faction, equation, denominator, or decimal point. Furthermore, it had been reported that the teachers also face difficulties with a large classroom size which makes the teacher difficult to manage classroom disciplines and create a classroom environment conducive to good learning conditions. In English classes at a higher education level, each class in most colleges had approximately 60 to 70 learners. The large number of learners in the class was one of the most difficulties the teacher could not fully convey their knowledge.

Silalahi and Sitorus (2017) examined some difficulties experienced by teachers in teaching English to Taiwanese learners. Those difficulties relevant to classroom practice included the influence of L1 used by learners with different abilities, teaching materials, insufficiency of teaching motivation, and creativity in teaching.

The study revealed that Taiwanese learners with different backgrounds of English language knowledge and skills in English classrooms had problems with English pronunciation and speaking skills, Therefore, the learners were not willing to use English in the classroom. As for the teacher, it took so long time to teach a lesson, explain language items, or communicate with learners in English. Therefore, L1 was used for handling this difficulty. In addition, the teacher's motivation was one of the important points reported in the study. Most teachers were not qualified to teach according to the standard of teaching. The teacher had little motivation in teaching and willingness to teach in the language classroom. The schools did not have any support or training, which greatly discouraged the teachers.

What's more, teaching materials were not appropriate for learning English. The teacher spent much time accessing the internet to provide authentic materials for teaching. Therefore, this significantly affected the management of the effective lesson with creative classroom activities in which the teacher repeatedly used the same language activities in classrooms.

An empirical study by Hoa and Mai (2016) investigating English teaching difficulties in teaching English for specific purpose classrooms (ESP) at 11 universities in Vietnam found that difficulties in English teaching in Vietnam were related to the teacher, and teaching method used in the classroom. Questionnaires were administered to 362 teachers teaching ESP training at universities. The results showed that teachers' qualifications have made teaching in ESP classrooms more difficult. Although the teachers received certificates in English teaching, they were not able to teach listening and speaking and had insufficient knowledge of ESP. Therefore, their teaching methods used classroom were not attractive to the learners. What's more, the textbooks that the teacher used in teaching emphasized language theories rather than practical language

activities allowing learners to practice using language in the classroom. As for the teaching in each lesson, the results of the study showed that the learners with different English language backgrounds were passive learners who were not willing to engage in participating in classroom activities or interacting with the teacher. This implied that it was not a learner-centered classroom. For the solutions, it was recommended that the teacher should receive training in teaching and professional development to improve their teaching skills using more authentic materials as well as establishing a good rapport with the learners.

Similarly, Hang (2021) examined difficulties in teaching English writing in upper high schools in Vietnam. the results showed that the teachers had a clear understanding of how to teach writing. However, the teachers were struggling with teaching EFL writing. Quantitative results showed that the majority of teachers encountered difficulties in evaluating learners' writing, learners with insufficient knowledge of writing organization, grammar, and vocabulary respectively. The researcher explained that the learners with inadequate background in English writing made it difficult for teachers to organize classroom activities and lessons, provide textbooks or other teaching materials appropriate for learners' abilities

In Indonesian EFL contexts, a qualitative study conducted by Aryana and Apsari (2018)who examined difficulties encountered by the teachers in teaching listening skills revealed that teachers who were participants had difficulties applying suitable teaching methods and strategies for teaching because of learners' different English language backgrounds. The participants perceived that listening skill was quite difficult for each. They mostly used their mother language to teach and explain what was being taught in the classroom. What's more, they also had difficulty preparing materials for teaching listening because the institution did not provide a clear learning module. Therefore, they needed to find teaching themselves.

Suardi and Sakti (2019)explored some difficulties perceived by teachers in teaching vocabulary to Indonesian learners. It was found that the teachers found it difficult to select vocabulary to be taught in the lessons because there were so many

words. Furthermore, the classroom consisted of learners with mixed abilities. Some were not interested in learning in the classroom, some lacked the motivation in learning; therefore, it was difficult to select a suitable teaching technique or strategy for teaching new vocabulary.

Haggag and Bakr (2020) conducted a quantitative study to investigate EFL teachers' perceptions towards difficulties in learning English language. The participants were 99 Egyptian teachers at Red Sea Governorate. It was found that they were aware of difficulties in teaching English EFL context. They realized that obstacles to teaching might include the applications of teaching techniques, assessment of learners' language abilities, and classroom size. It was recommended that it would be helpful if educational institutions provided a course for those who plan to be a teacher to handle these difficulties. Furthermore, for teachers, it was a good idea to attend training as the difficulty of teaching was constantly changing depending on the teaching context.

Shamsitdinova and Smetana (2022)critically wrote an article reviewing teaching English for specific purpose (ESP) as a foreign language in Uzbekistan that another aspect of teaching difficulties included teaching intercultural communication in the classrooms.

The researchers had a question about what level of intercultural communication would be sufficient for instruction due to the fact that people learning English came from different cultural backgrounds, and what cultures should be included in the lessons. Therefore, it was difficult for the teacher to organize classroom activities, provide meaningful content for the lesson, and use teaching materials and methods of teaching about other cultures appropriate for the learners.

Ulla (2021) teaching at a public university in southern Thailand used qualitative research methods to study English teaching in Thailand. Participants included nine Filipino teachers who share experiences and viewpoints in teaching English in Thai universities. The results of the study revealed that English learning and teaching curricula in Thai universities were not only problematic and inappropriate for the Thai EFL context, but also had inadequate teacher professional development.

Furthermore, all participants agreed that the language learning environment was not conducive to promoting English skills because it did not provide sufficient opportunities for learners to practice the language in real-life situations. Therefore, to deal with these difficulties, teachers including non-Thai teachers at the universities should be supported to attend teacher development courses so that they could apply new teaching skills, techniques, and strategies to handle the limitation of the learning environment. However, the participant teachers expressed positive views toward the classroom practice. The teachers in the universities at which the participants were working attempted to provide suitable teaching materials so that they could have learners engage in language practice activities actively and interactively.

A study by Weawong and Singhasiri (2009) examined perceptions of native speaker teachers (NS) towards difficulties in applying appropriate teaching to Thai learners. The findings showed that applying teaching techniques about how to encourage learners to engage in classroom activities and facilitate them to be autonomous learners was perceived as the most difficult teaching for Thai learners. Another important aspect was classroom management. This was because the classroom had a large number of learners, so it was difficult to organize teaching activities. To cope with these difficulties, the researchers concluded based on the data obtained from the participants that NS teachers were required to receive not only training in English teaching techniques and strategies to make the classroom more effective and interactive but also training in awareness of Thai culture. It was important to understand some characteristics of Thai learners. For instance, NS teachers were likely to be doubtful as to why some learners were not willing to answer teachers' questions and kept silent.

A recent study conducted by Suwannatrai, Thumawongsa, and Chumpavan (2022) studies difficulties that Thai teachers experienced in EFL classroom instruction by gathering qualitative data supported by quantitative data from Thai EFL teacher participants who were teaching English in higher educational institutions. The results found that the most difficult with which teachers were struggling were concerned about

learners with low English proficiency causing other difficulties in managing classrooms, the use of L1 in the classroom and organizing classroom activities, and preparing language activities. Additionally, the results showed that the teachers had difficulty encouraging learners to learn English, motivating them to be capable of learning independently (autonomous learning), and designing appropriate lessons, including monitoring learners' language performance, while they had no difficulties providing and preparing teaching material because they commercial books supported by supplementary materials from online sources. To cope with those difficulties, the participants recommended Thai EFL teachers were required to have professional development and training in applying suitable techniques and strategies to classroom practice and classroom management.

In brief, the difficulties of language teaching in EFL classrooms vary according to several factors such as the language proficiency level of students, different ages, the teaching resources, and language proficiency and teaching experiences of the EFL teachers. However, the difficulties in EFL classroom practice have many different aspects and require a comprehensive understanding of the learning contexts.

In addition to the difficulties that teachers might encounter, teacher awareness of potential difficulties in teaching English EFL classrooms is also crucial.

According to Haggag and Bakr (2020), understanding difficulties teaching in EFL classrooms allows teachers to identify what teachings knowledge, skills, strategies, and training are needed for effective classroom teaching. It is a challenge for teachers to have professional development and training in order to handle those challenges and improve their teaching practices. It also encourages teachers to have opportunities to improve their teaching abilities which can be beneficial to learners' language development (Aryana & Apsari, 2018).

Importantly, teachers' awareness of these issues allows them to prepare the lessons to promote learners' engagement, participation, and learning by adapting classroom instruction, teaching materials, or language evaluations suitable for learners' requirements. Therefore, this can enhance learners' participation and engagement,

leading to preferable learning results (Aryana & Apsari, 2018; Derakhshan & Shirmohammadli, 2015; Silalahi & Sitorus, 2017; Suwannatrai, Thumawongsa, & Chumpavan, 2022).

In conclusion, awareness of EFL classroom difficulties allows teachers to work harder to provide more effective classroom practice and create classroom environments conducive to learning, promoting the language learning experiences of learners.

Next section explore previous studies regarding instructional methods in EFL classroom.

Previous Studies Related to Instructional Methods Used in EFL Classrooms

An overview of the instructional methods and problematic issues relevant to language teaching in the EFL classroom has been addressed in the previous sections. This section mainly provides a variety of findings from selected empirical studies conducted on the applications of instructional methods in different contexts.

Instructional Methods and Classroom Practice

Chien (2014) observed English classrooms taught by three representative teachers in a university in Taiwan and in the EFL context for four months to analyze and identify the instructional methods used in classrooms and interviewed students and teachers about the teaching methods to gain insight data into their learning experiences. It was found that the instructional methods used in the classroom were not limited to a single method in each class. Based on a low level of English proficiency among the students, the cooperative learning strategies of Communicative Language Teaching (CLT) incorporation with the traditional Grammar Translation Methods (GTM) were proved to function effectively for Taiwanese university students. A variety of learning activities were designed to gain the attention of the students because the students were more likely to participate in some new and challenging activities. Furthermore, the students showed statistically significant improvements in their overall language performance.

Specifically, the results of the interviews revealed that the teachers attempted to use the instructional methods appropriate for the English proficiency level of students, and the students appreciated the instructional methods used by their teachers. As for teaching, the students with low and intermediate abilities required more teaching about vocabulary, language structures, essay explanations, and using English only in teaching in classrooms, respectively. The observations revealed that students at the high-intermediate level preferred training in grammar as well as essay explanations and listening activities.

Asl (2015) conducted a comparative study of two main streams of controversial teaching methodologies; the Grammar Translation Method which has been criticized for its obsoleteness, but still exists in EFL classrooms, and Communicative Language Teaching. It is highly recommended for teaching, in fact, not many teachers really understand how to effectively apply it in classroom teaching. The comparative analysis revealed that the primary purpose of the Grammar-Translation method was to promote language accuracy and get the learners to analyze the language, and not force them to communicate in the target language, whereas Communicative Language Teaching primarily emphasized the use of the language for effective communication. That is because the two methods originated from different historical backgrounds, serving different social and educational requirements. The researcher concluded that there is no single instructional method that can guarantee the greatest results depending on whom the teacher teaches, when, and for what purpose.

Chaves and Hernandez (2013) conducted a study to examine the EFL teaching methodological practice in Cali, Colombia, gathering information from the survey, interviews, and teaching materials of 220 teachers. It was found that a majority of teachers considered their teachings to be moderate between the new innovative method and the traditional method. The innovative method involved the use of problem-based learning, and the use of new technology while the traditional method was alternatively used with a combination of repetition drills, speaking drills, explanation of grammatical rules and exercises, and translation. Most teachers viewed their teaching

practices as teacher-centered mainly working on vocabulary, pronunciation, and grammatical rules, reflecting the most common learning and teaching activities. Furthermore, the results of the interviews with the teachers on the use of a single specific method in classrooms revealed that teachers were unable to explain some essential elements of the teaching principles they used, indicating the weakness of methodological clarity and practice.

A comparative study on the language teaching approaches used in Ecuador's EFL context conducted by Matamoros, Encalada, Romero, Vera - Quinonez, and Soto (2017) found that the Grammar Translation Method (GTM), Audiolingual Method (ALM), Natural Approach (NA), and Communicative Approach (CA) used in EFL classrooms were based on the purposes of the English lessons. Some characteristics overlapped, such as the textbooks, the role of the teachers, and the use of the native language in classrooms. The teacher-centered was found in the use of GTM), rote of grammatical structures and words and translation exercises, and ALM, repetition, and imitation of the language patterns of the teachers whereas the NA and CA used in classrooms were likely to provide more opportunities for the learners to participate in learning activities. However, the native language seemed to be a common practice in classrooms to support classroom management and provide opportunities for the learners to negotiate the meaning of some difficult words and important concepts with classmates and teachers. Finally, the researchers concluded that some teachers claimed that they used a specific teaching method, but it was found to be inconsistent with the actual practice in classrooms.

A qualitative study conducted by Intarapanich (2012) to analyze the application of instructional methods in Lao PDR schools found that three major methods used in the EFL classrooms included Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and Total Physical Response (TPR). The teachers believed that the instructional methods were appropriate for their students. The teaching tools commonly used in classrooms were flashcards, pictures, worksheets, and whiteboards. Finally, A variety of language activities were alternatively used in teaching

and learning, including role-playing (CLT), gestures (TPR), and drills of language structures (GTM). Furthermore, the interviews of the students revealed that effective teachers should have adequate training in teaching, positive attitudes towards the teaching profession, and be active, polite, and flexible.

Ahmad and Rao (2013) studied the application of Communicative Language Teaching (CLT) and Grammar Translation Method (GTM) in EFL classrooms in Pakistan with learners of equal English proficiency. The post-test scores of the control group taught using GTM and the experimental group taught using CLT were slightly different (control group = 23.15, experimental group = 26.45). However, the researchers believed that the results of the study on CLT could be higher than the results of the experimental group provided appropriate teaching and learning conditions, which included environment, teaching materials, modern technologies, multimedia, visual/audio aids, including well-trained teachers in CLT because the teachers expressed positive attitudes towards CLT. Also, the difficulties that could be a roadblock in the application of CLT were the adequacy of teacher training, the English proficiency of the learners that enabled them to use the target language, the large classroom size, grammar-based exams, and the lack of learning and teaching materials.

Rifai and Nabhan (2017) conducted a qualitative study to make a clear understanding of how the teachers and learners perceived the methods of teaching used at the university level in Surabaya by applying focus group discussion and classroom observation to reflect real classroom practice. The results revealed that the learners perceived that the teachers had little confidence in teaching and did not provide a well-prepared lesson. As for classroom practice, it was found that the teachers were more likely to use traditional methods in which the teachers spend much time for learners themselves to have group presentations or group discussions rather than teaching more communicative skills required for real use in the modern world. The beliefs and experiences of the teachers dominated the way they applied the teaching methods in the EFL classroom. In addition, the teachers with certification in English teaching education were more likely to be more flexible in applying various classroom

activities depending on classroom conditions to achieve while the teachers with no pedagogical background used traditional methods based on their beliefs in classrooms.

Litzler and Bakieva (2017) conducted classroom research using out-of-class activities aiming at promoting learners' natural learning and self-directed learning with learners studying in a language and translation program at a university in Spain to investigate what activities learners used to improve their language skills within one semester. It was found that the learners used a variety of activities to improve their language proficiency. Most activities that learners more engaged in improving their listening and speaking skills such as watching movies, English series, or English news by learning language expressions or vocabularies necessary for real language use rather than using the old fashion of English learning such as working on grammar books, reading English stories, or vocabulary exercise. This activity not only promoted learners' natural learning and learning autonomy but also increase their intrinsic motivation.

Khalil and Semono-Eke (2020) explored teachers' perspectives on what teaching methodologies were used by the teachers in teaching the courses of general English (GE) and English for specific purposes (ESP). The samples were 63 teachers with experiences in teaching English as a second/foreign language (ESL/EFL), ESP, and English for General Purposes (EG) at universities in Saudi Arabia and were asked to answer a set of questionnaires. The results showed that the teachers did not use a single teaching method in their teaching. Importantly, the majority of teachers claimed that they apply communicative language teaching (CLT) supported by using other methods including Direct Method (DM), Task-Based Approach (TBA), Computer Assisted Language (CAL), and Grammar Translation Method (GTM) alternatively.

Tieocharoen and Rimkeeratikul (2019) examined language learning strategies among Thai and Vietnamese learners including teaching methods in Thai and Vietnamese universities. The results showed that Thai and Vietnamese learners tended to use memory, cognitive, affective, and social strategies in their language learning. The analysis of in-depth interviews on teaching methods provided by language teachers (eight Thai and eight Vietnamese teachers) revealed that the teaching methods used in

EFL classrooms including Grammar Translation Method (GTM), Direct Method (DM), Communicative Language Teaching (CLT), and Collaborative Teaching Approach (CTA). More specifically, in the Thai EFL classroom context, the teachers alternatively applied GTM; using L1 and having learners translate English to Thai or Thai to English because the learners' language abilities were different; and CLT, integrating various authentic materials and communicative classroom activities relevant to real-life language use. On the contrary, in Vietnamese EFL classroom practice, three teaching methods including DM, CTA, and GTM, were reported. According to the research results, English was used by teachers as a medium of classroom instruction. The teachers provided opportunities for the learners to practice speaking skills by focusing on the meaning of the language used in a given topic. In addition, it was reported that the teacher encouraged the learners to engage in group work to share their opinions or ideas allowing the learners to improve their critical thinking. It was also found that some teachers sometimes used L1 in the classroom and had the learner translate words, sentences, passages, and did translation exercises from Vietnamese to English and vice versa.

Recently, Pitikornpuangpetcha and Suwanarak (2021) noted that teachers' belief was one of the most influential factors in classroom practice. Therefore, the researchers applied qualitative research methods, in-depth interviews, and teaching observations, to examine teachers' beliefs and teaching approaches concerning CLT in four public universities in Thailand. The results of the in-depth interview revealed that the participant teachers claimed that they adhered to CLT teaching because they realized the importance of developing learners' English language proficiency. They played the role of learning facilitators for learners and organized appropriate lessons integrated with content-based teaching (CBT), including encouraging the learners to have the opportunity to practice classroom activities in pairs and groups. However, in contrast, the results of the classroom observation analysis found that teacher classroom instruction was not inconsistent with the interview results.

Regarding the results of classroom observation, it was found that the teachers mainly applied a mixed teaching method, CLT and GTM, and used the whole class teaching which the teacher dominated the classroom in classroom activities. The teachers' roles were found to be the classroom leaders who provide information while the learners with few opportunities to engage in communicative language use played a role as the passive learners. While doing language performance, the teachers often immediately provided feedback when the learners made mistakes and errors in using the language during classroom activities and explained that issue, finally teaching them how to use it correctly. Concerning teaching materials, commercial books published by outstanding companies were used for teaching.

As for the language used for teaching in the classroom, code-switching between L1 and English was used as a medium of classroom teaching. English was primarily used when giving classroom instruction, reading dialogues and conversations, and clarifying some grammatical points, whereas Thai was mainly used when the teachers translated the meaning of words in the lesson, explained grammatical points, and directed how to do exercises. Very few teachers used easy English words to teach the lesson and explain the meaning of words. Finally, it was found that the local language was also used for telling stories to create an enjoyable environment and draw learners' attention.

Interestingly, based on the results, the researchers recommended that there be a plausible and meaningful teaching model so that the teacher could appropriately apply CLT in classroom practices.

Phisutthangkoon (2021) employed a qualitative research design that integrated non-participation observation and semi-structured interviews for gathering data to examine the relationship between teachers' beliefs and classroom practice concerning speaking skills. The participants were six teachers teaching English in two Thai universities. The results of the study found that there was consistency between teachers' beliefs and classroom practice. The teaching method used for teaching speaking relied on traditional teaching in which patterns of speaking were shaped by

grammatical structures. The data analysis of the interviews found that there were two factors involved with the teaching method employed by the teaching in teaching speaking. The former was internal factors including teachers' beliefs, and limited teaching skills, while the latter were contextual factors relevant to learners with low English proficiency, time restrictions, and backwash effects. As for the solution, the teachers were required to have professional development and appropriate training in teaching.

Lyu (2021) conducted a study on how task-based language (TBLT) teaching was applied by university teachers with different generations in Chinese EFL classrooms. Quantitative data were collected from 89 teachers, and qualitative data were gathered from seven class observations. The quantitative results showed that the new-generation teachers tended to be more communicative in their teaching than the old-generation teachers. Furthermore, the teachers who finished their degree from universities with teacher training courses used communicative lessons and a learner-centered approach in classroom practice while the teachers who graduated from the universities that did not provide training in ELT used traditional teaching methods, teacher-centered in the classroom.

The qualitative results obtained from participants' interviews and classroom observations found four different aspects of ELT classroom teaching. Regarding the use of L1. It was found that L1 was used in all classrooms with different purposes including explaining grammatical structures and vocabulary, giving example use of language, clarifying classroom activities, giving instructions, creating a learning environment to have learners engage in classroom activities, and repeating what had already been taught. However, the use of L1 was excessive in the classrooms taught by the older generation than in the classrooms taught by the new generation teachers. As for classroom instructions, it was found that the classrooms taught by the new generation teachers applied more collaborative, interactive, and communicative methods while the older generation teachers used mixed traditional methods.

Chapter II presented reviews of literature covering the instructional methods used in teaching English in EFL contexts and included classroom activities, teaching materials, classroom management, and teacher roles. Furthermore, related studies on classroom practice in teaching English and some difficulties encountered by EFL teachers were also reviewed. These elements were expected to be found in EFL classrooms at the university level in Thailand. The next chapter presents the research methodology used for gathering data to answer research questions.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents research methodology concerning how the research into the investigation of the instruction used in English Teaching as a Foreign Language (EFL) classroom practice at the university level in Thailand, and to gather data for answering the research questions. The chapter includes research design, selection of the university, selection of the participants, instrumentation, validity, and reliability of data collection procedures, data analysis, and confidentiality and data protection of the participants.

Research Design

The research design used an integration of qualitative and quantitative approaches to collect and analyze data that is deep, detailed, and comprehensive. This will answer the research questions and attempt to understand the phenomenon in natural settings (Creswell and Plano Clark (2017). Additionally, the qualitative and quantitative data will combine to allow researchers more complete data analysis (Fraenkel, Wallen, & Hyun, 2023).

This research consisted of qualitative data collection supported by quantitative data. The qualitative data was collected from teachers and other key informants, using selected instructional methods in English classes, in which the research instruments included indirect class observation, using video recording or audio recordings, and in-depth interviews.

Video and audio recording are considered one of the most valuable technologies for qualitative data since they have greater flexibility than observations conducted in written forms, although researchers may encounter difficulties in recording data (Bowman, 1994; Penn-Edwards, 2004). Record allows the researcher to replay the pictures and sounds to obtain more accurate data (Bowman, 1994; Jewitt, 2012; Penn-

Edwards, 2004; H. W. Smith, 1981). Video recordings for class observations and in-depth interviews are planned in this study.

In addition to the use of video, the in-depth interviews will collect qualitative data and allow individual participants to express their views, opinions, and reasons, as well as helping researchers obtain rich data from various dimensions (Cohen, Manion, & Morrison, 2018; Creswell & Plano Clark, 2017). This research uses a semi-structured interview form to examine the qualitative data in depth, involving the reasons, perceptions, and purposes of the teachers in terms of choosing instructional methods, as well as including other additional aspects in relation to the instructional methods used in their English classes.

Some quantitative data systematically and scientifically investigates a focus phenomenon by collecting data from potential sample groups, allowing the obtained data to be explained using statistical methods for data analysis. A set of questionnaires was designed to collect quantitative data with reference to the reasons, perceptions, and purposes of the teachers using the selected instructional methods, including the perceptions, in relation to the use of instructional methods in English classrooms.

Selection of the Universities

Thailand has a number of different higher education institutions, including vocational institutions, community colleges, and university systems, which are both public and private educational institutions. Public educational institutions are more popular than private universities, and there are 83 public universities under the Higher Education Commission, Ministry of Higher Education, Science, Research, and Innovation. These are located nationwide, providing higher education in various fields based on the objectives of establishment. Generally, their responsibility is to educate graduate students to become more knowledgeable and moral, lead to academic excellence, conduct research that develops constituent knowledge, provides academic services, and preserves arts and cultures in line with the needs of society.

More importantly, public universities are concerned with the suitability of answering the research questions. This not only reinforce the strength of the teaching profession, generate, and develop teachers and educational personnel with preferable and desirable qualities and the standard of an advanced profession, but also plays a significant role in connecting with the government policy and national plans. However, collecting data from universities in Thailand is difficult because of availability, permission, duration, transportation, and budget.

Thailand's top 50 universities indexed by Ranking Web of University (2022) and Scimago Institution Ranking (2022) were classified using four indicators, including (a) presence concerning public knowledge shared, (b) visibility of the web content impact, (c) transparency or openness of the top cited researchers, and (d) excellence or scholar involving the top cited papers. 41 universities (82%) were public universities and 9 were private universities (18%), so public universities were selected for the fieldwork.

There are 23 public autonomous universities, and 27 non-public autonomous universities, so the top 15 universities of each group were randomly for sampling, and 1 university from each group will be randomly selected for data collection. In addition, the availability of permission, collaboration, and access to the educational institution administrators, and teachers, was important and factored into the decision.

Selection of the Participants

Teachers

This research employed purposive sampling for data collection based on the characteristics of the selected samples that met the research objectives, which the researcher believed to be representative samples that contribute to the research. The selected teachers met the following criteria; (a) received at least a master's degree in English Language Teaching (ELT), teaching English to Speakers of Other Languages (TESOL), Teaching English as a Foreign Language (TEFL), Applied Linguistics, Second Language Acquisition (SLA) or other relevant fields, with at least one-year teaching experience, (b) receiving bachelor's degree in English, teaching English or other relevant fields, and (c) teaching English in the first semester of the 2022 academic year.

Within the selected university, a survey was conducted to identify the number of teachers that met the criteria, following which three volunteer teachers were randomly selected as the key informants in each university for classroom observation. Each teacher was expected to teach approximately four classes (12 credits) in a semester, but only one class was randomly selected for the classroom observation. In summary, two universities were selected for the fieldwork, with six teachers chosen to be key informants for classroom observation.

Participants to Be Observed

Data was collected by conducting class observations and in-depth interviews with a particular focus on the instructional methods used in contemporary English classrooms. Therefore, it was commonly recommended to conduct an observation and in-depth interview to obtain more specific and in-depth information, rather than general observations (Morgan, 1997). Significantly, the participants should share similar characteristics and feel comfortable engaging in the observation and in-depth interview (Creswell & Plano Clark, 2017; Marshall, Cardon, Poddar, & Fontenot, 2013; Morgan, 1997; Sawangdee & Wongsaichue, 2003; Seidler, 1974; Tongco, 2007).

Number of the Participants

Bernard (2000); Creswell (2015) provided guidelines for research practice, as well as Morgan (1997), who noted that the primary concern related to how much data was required for the research project. It was recommended that for qualitative research, employed observation, and in-depth interviews, data should consist of a minimum of three to a maximum of 30 participants, noting that more data is better than less (Creswell, 2015; Creswell & Plano Clark, 2017; Marshall et al., 2013; Morgan, 1997; Sawangdee & Wongsaichue, 2003). This research used six teachers who were the key informants, three from a public autonomous university, and three from a non-public autonomous university, for classroom observation and in-depth interviews for gathering qualitative data.

Code Mastering

Because the research involved many participants, the researcher coded the information using the Roman alphabet and Arabic numerals. This ensured that each

university and all participants data could be analyzed, and their identity protected, so it was unimportant if there was no permission to use their real names.

Table 1: Code Mastering

University (U)	Teachers in Observation and In-Depth Interviews (T)
Public Autonomous University (PU)	PU–Number
	PU-T1
	PU-T2
	PU-T3
Non-Public Autonomous University (NonPU)	NonPU–Number
	NonPU-T1
	NonPU-T2
	NonPU-T3

Instrumentation

A common problem when collecting data was selecting the participants. Important questions such as how many groups/participants should be selected, and what methodology should be used to obtain data. It was suggested that determining the participants and the number of participants and groups depended on what was necessary and sufficient data required reaching saturation of data (Guetterman, 2015; Morgan, 1997; Nyumba, Wilson, Derrick, & Mukherjee, 2018).

Testing validity and reliability of research instrument

To ensure the content was valid, the draft versions of the questionnaires, observation checklist form, and in-depth interview form were reviewed and revised by three experts (see Appendix G) in the field of language teaching to validate whether the questions are relevant and consistent with the objectives of the research. The Item-Objective Congruence (IOC) (Rovinelli & Hambleton, 1977) was used to evaluate the

items of the questionnaire, based on the following criteria, with attributed scores ranging from -1 to +1:

Congruent	=	+ 1
Questionable	=	0
Incongruent	=	-1

The data was evaluated by the experts and the score calculated using the following formula:

$$IOC = \frac{\sum R}{N}$$

Where:

$\sum R$ = Total score evaluated by the experts

N = Number of the experts.

The minimum acceptable score suggested by Turner and Carlson (2003) and Rovinelli and Hambleton (1977) was 0.50, and any item that was evaluated lower than 0.5 would be eliminated or revised.

To ensure the tests were reliable, the questionnaires were validated by the experts. All question items were organized into an appropriate sequence, and the order according to the objectives of the research was agreed. Purposively, the questionnaire was tested in a pilot study of 30 teachers with characteristics similar to the samples defined in the research to ensure its reliability and consistency.

To analyze the reliability value of the questionnaire, Cronbach's Alpha Coefficient (α) was employed to find the internal consistency within the items using the following equation:

$$\alpha = \frac{n}{n-1} \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\}$$

where:

$$\alpha = \quad \text{Coefficient}$$

$$n = \quad \text{Number of the items}$$

$$s_i^2 = \quad \text{Variance of scores on each item}$$

$$s_t^2 = \quad \text{Total variance of overall score on the entire questionnaire}$$

The value of Cronbach's Alpha Coefficient was illustrated by George and Mallery (2010) who explained that: values ≥ 0.9 = Excellent, ≥ 0.8 = Good, ≥ 0.7 = Acceptable, ≥ 0.6 = Questionable, ≥ 0.5 = Poor, and ≤ 0.5 = Unacceptable.

In addition, the research employed a method of inter-rater reliability using Fleiss' Kappa Statistic to measure the agreement of three raters, which measured the 43 items in the classroom observation checklist form. The Fleiss' kappa statistic (Fleiss, 1971) was used as follows:

$$k = \frac{P_o - P_e}{1 - P_e}$$

k = The congruent index between the observers.

P_o = The difference between 1.00 and the sum of the proportions of the differences between 2 observers (including any or all features of the observation).

P_e = The sum of squares of the proportion of the highest and second highest score from observed characteristics (select from the results of any one observation).

The interpretations of the degree of agreement suggested by Landis and Koch (1977) were:

< 0	Poor agreement
0.01 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

Observation

In terms of observation, video recording was employed to collect qualitative data for the reason that it could give greater flexibility than observations performed in the classroom (Bowman, 1994; H. W. Smith, 1981). The use of this technology as a real-time sequential medium essentially allowed the researcher to capture spontaneous and transitory data from the observed events, in which the pictures and sound of the observed classroom could be replayed for re-observation (Jewitt, 2012; Penn-Edwards, 2004).

The purpose of the observation using video records was not to individually assess or evaluate the performance of teachers in classes but to identify instructional methods including teaching activities, materials, and aids used in their English classes. Direct observation, such as sitting in class with observation forms, was not undertaken because it may cause anxiety and create an uncomfortable atmosphere in the classrooms, and the data obtained may not reflect the real nature of the teaching and learning environment. In the case that the participants did not allow the use video cameras, due to concerns relating to individual rights and confidentiality, sound recordings might be used. In addition, a selected teacher might teach several classes, so only one class was to be observed for each teacher, over a period of six weeks. This comprised of three lessons before the mid-term exam and three lessons after the mid-term exam.

To collect data from selected classes in the selected universities, a video camera was set in an appropriate corner and based on the classroom conditions to ensure that the recording received the information clearly, especially the sound of the teachers and students, and the whole class environment. The selected classes was recorded without interference or pausing until the end of the lesson, which lasted approximately three hours (Joe, Tocci, Holtzman, & Williams, 2013). The guidelines used for classroom observation were adopted and adapted from the frameworks proposed by D. H. Brown (2001), Brown (2014), Harmer (2007, 2015), and Richards and Lockhart (1996).

In-Depth Interview

In addition to the number of participants, the number of questions should also be taken into consideration, since data collection must be reliable and complete. (Marshall et al., 2013; Morgan, 1997; Nyumba et al., 2018; Pattison, Sherwood, Lumsden, Gale, & Markides, 2012) all recommended that the questions should rely on structured interviews validated by experts, with approximate numbers of 10 – 15 questions. However, the number of questions depended on the completeness of information required (Mason, 2010). In-depth interviews designed for robust data collection were selected to collect data from individual perspectives and perceptions towards the use of instructional methods in English classrooms, in order to elicit qualitative data (Cohen et al., 2018; Morgan, 1997; Nyumba et al., 2018). Significantly, in-depth interviews help the researcher and the participants to build up a good rapport, which makes them feel more relaxed, and allow the participants to express more insightful ideas and perspectives, in order to determine their perceptions in relation to the uses of the instructional methods in English classes. This determined if the results were consistent with the instructional methods, including activities, and materials that teachers actually use for teaching in observed lessons.

The in-depth interviews were conducted separately with the teacher volunteers (of the observed classes of each university). The number of participants was mutually agreed on to provide complete information for data analysis, with approximately 6-10 participants, as suggested by Creswell and Plano Clark (2017); Marshall et al. (2013); Sawangdee and Wongsaichue (2003). The in-depth interviews consisted of a set of 30 questions, based on the framework, which included the aspect of instructional methods in the language classroom, classroom management, classroom activities, teacher roles, teaching/learning materials, and perceptions of difficulties in classroom practice (see Appendix D) proposed by Brown (2001), Brown (2014), Harmer (2007), and Richards and Lockhart (1996). Each interview took approximately 40-60 minutes. Additional questions for the interview were relevant to how to develop classroom practice in learning and teaching English in the Thai EFL context, and

professional development activities that best support teaching. The questions relied on semi-structured interview questions, approved by experts (Eliot & Associates, 2005; Morgan, 1997; Nyumba et al., 2018).

The questions for the in-depth interviews are designed to be semi-structured interviews, where participants were asked about the purposes, and the difficulties of the instructional methods used in English classrooms.

The semi-structured interview forms, in both English and Thai, were submitted to three experts in the field of language teaching, to validate them according to the Index of Item Objective Congruence ($\geq$0.50.) (Rovinelli & Hambleton, 1977; Turner & Carlson, 2003), and whether the questions were relevant and consistent with the objectives of the research, before the pilot study was conducted. All interview questions received an IOC value of 1.00.

Questionnaire

The questionnaire was developed following this process:

(a) Determination of the purposes and specific objectives based on the research objectives.

(b) Review of the selected literature, including the instructional methods, and identified instructional problems.

(c) Question generation for the teachers and the students in a bilingual format. The questionnaire included (see Appendix C):

part I; (a) closed questions asking general information about the participants;

(b) Likert-scale questions asking about the instructional methods used in EFL classroom, opening, sequencing, pacing, and closure;

(c) Likert-scale questions asking about the difficulties encountered by teachers in the EFL classrooms;

(d) teaching materials,

(e) English classroom management,

(f) the teacher's role in EFL classroom,

(g) language learning activities used in the EFL classroom,

(h) language used in EFL Classrooms;

and part II, consisting of an open question involving other comments and recommendations for the development of language teaching in Thailand. Finally, the English version was translated into the Thai language.

4. The draft version of the questionnaires was reviewed and revised by three experts to validate whether the questions are relevant and consistent with the objectives of the research. The questionnaire received an IOC score of 1.00, while 5 statements (No. 18, 23, 25, 27, and 39) received an IOC score of 0.67. Therefore, the statements of the questionnaire were applicable.

5. Reliability testing. After the questionnaire was validated by experts, all question items were put in an appropriate sequence according to the objectives of the research. The questionnaire was tested in a pilot study including 30 teachers with approximately nine years of experience teaching English, 23 had a Master's degree, and seven had a doctoral degree.

Using Cronbach's Alpha Coefficient, Tavakol and Dennick (2011) suggested that the alpha value should not be higher than 0.90, because if it was higher, it might have some item redundancies. Therefore, it was recommended that the highest alpha value should be at a maximum value of 0.90. The value of Cronbach's Alpha Coefficient of the questionnaire for this research was 0.852 which indicated that the questionnaire was reliable.

Table 2 Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.852	68

Checklist Form

A checklist was employed to identify the facts involving the instructional methods, teaching/learning activities, and materials used in the selected English classes. The checklist, in both English and Thai, was submitted to the experts to verify whether the questionnaire was relevant and consistent with the objectives of the research. The IOC received a score higher than ≥0.50, at 0.67 (Item No. 23, 25, 27, and 39), which indicated that those items were applicable. The checklist was then reviewed and revised according to comments provided by experts, before the pilot study was conducted to test its reliability using Inter-rater-reliability (Cohen et al., 2018; Fleiss, 1971; Janprasert, Lawthong, & Ngudgratoke, 2020) to verify its consistency and reliability. The acceptable score of reliability was ≥0.50 – 1.00. The first evaluation received the score of 0.930, as shown in the table below:

Table 3: Inter-Rater-Reliability of Checklist Form

		Standard				
	Kappa	Error	z	Sig.	Lower Bound	Upper Bound
Overall Agreement	.930	.084	11.120	.000	.925	.935

Overall Agreement

Sample data contains 43 effective subjects and 3 raters.

There were two problematic items not measured by a rater because they were unclear and difficult to measure. Those were item 19, the teacher provides appropriate timing for each classroom activity, and 31, the teacher selects authentic materials that are appropriate for the year level of the students, which received an agreement score of 0.67. The researcher, therefore, decided to eliminate both items in order to make the questionnaire more reliable. The final version therefore contained 41 items and had a reliability score of 1.00 as follows:

Table 4 Inter-Rater-Reliability of Modified Checklist Form

		Overall Agreement				
	Kappa	Standard Error	z	Sig.	Lower Bound	Upper Bound
Overall Agreement	1.000	0.90	11.091	.000	.994	1.006
Sample data contains 41 effective subjects and 3 raters.						

Validity and Reliability of Qualitative Research

Cohen et al. (2018) and Onwuegbuzie and Leech (2007) discuss validity in qualitative research relating to the appropriateness of the whole process and research design, and whether the instrumentations and methodology were appropriate for answering the research questions while reliability primarily concerned the consistency of analytical procedure. The validity and reliability of the present study employed four principles proposed by Cohen et al. (2018) as follows:

Creditability involved the truth value of the research referring to the internal consistency, where the primary concern were the rigorous procedures relating to the research that could explain how the research was conducted, and the research process could be checked.

Transferability involved the general findings of the study which could be applied in similar contexts, groups, and situations.

Dependability concerned the consistency of the research, including the time, consistency, researchers, and the techniques employed for data analysis.

Confirmability referred to neutrality, which emphasizes real data provided by the respondents or informants without the researcher's bias, motivation, or expectation.

Data Collection Procedures

Generally, the first semester at public universities in Thailand starts in August and ends in late December, although some still follow the Thai academic calendar and start around the beginning of June. The second semester starts around the first week of

January and finishes at the end of April. In 2020 and 2021, many public universities had to offer online instruction instead of the normal in class tuition because of COVID-19, with actual English classrooms resuming in the first semester of the 2022 academic year. The data collection of this study; therefore, was conducted in the first semester 2022 when the universities mostly offered on-site teaching after the pandemic had subsided.

Phase 1. Conducting qualitative study by observation and in-depth interview

The data was collected using video recordings with an approximate length of three hours using the verified checklist. Noted activities included classroom management, activities, and materials, and the teacher's role in teaching practice. Finally, the researcher used a semi-structured interview to elicit qualitative information about instructional method(s) used, problems encountered by the teachers, the reasons for using the instructional methods in English classes, and the perceptions of the students towards the instructional methods used in English classes. For the in-depth interviews, video or audio recording was also used so that the researcher could repeat and replay the answers to be transcribed information.

The data collection procedure was as follows:

(a) The researcher contacted the appropriate President and Dean of each of the selected universities to send formal letters No. Or Wor 8718/1237, issued by the Graduate School of Srinakharinwirot University, to ask permission to conduct the study at the selected universities. Then, the data gathering was divided into two phases.

(b) The researcher met the teachers and introduced the data collection process during the first semester.

(c) The researcher informed the participants of the code of ethics and practice for the researcher, confidentiality, and the right protection of the participants to the key informants. This was because the researcher considered the personal rights, thoughts, and personal perspectives that might affect the feelings of the informants. Therefore, the researcher was strictly concerned about the ethics and practices of the researcher and the confidentiality and right protection of the informants by introducing

and clarifying the objectives of the research, providing the opportunity for the key informants to ask questions about the benefits or risks that may occur.

(d)　The researcher asked the key informants to sign the consent form.

(e)　The researcher created an introduction to clarify the research objectives and the method of data collection by video recording without intervening in the teaching and learning process. To this concern, the researcher also informed those taking part about the ethics and practices of the researcher, the confidentiality, and rights protections of the informants before starting the classroom observation.

The interviews were conducted in a spontaneous and semi-formal context over approximately 40-60 minutes. The interview was begun by explaining the objectives of the study, confidentiality, and rights protections of the informants, and requesting permission from the key informants to record the interview on video. The process was explained.

Phase 2. Gathering quantitative data using a set of questionnaires

The questionnaires for collecting quantitative data were administered to the teachers after the end of six classroom observations of each university because it helped and provided an opportunity for the participants to reliably and accurately answer the questions relevant to what has been done in the classes. The data collection started in the first semester of the 2022 academic year, which took place between June – September 2022:

Table 5 Data Collection Plans

University	Course	Week 1	Week 2	Week 3	Week 5	Week 5	Week 6
Non-Public Autonomous University (NonPU)							
NonPU-T1	Listening and Speaking in Daily Life	Jun 22, 2022	Jun 29, 2022	Jul 6, 2022	Aug 17, 2022	Aug 24, 2022 Aug 23, 2022 Interview	Aug 31, 2022
NonPU-T2	STEP UP ENGLISH	Jun 22, 2022	Jun 29, 2022	Jul 6, 2022	Aug 24, 2022 Aug 25, 2022 Interview	Aug 31, 2022	Sep 7, 2022
NonPU-T3	Listening and Speaking on Current Issues	Jun 20, 2022	Jun 27, 2022	Jul 4, 2022	Aug 15, 2022	Aug 22, 2022 Interview	Aug 29, 2022
Public Autonomous University (PU)							
PU-T1	English Structure	Jul 21, 2022	Aug 4, 2022	Aug 11, 2022	Sep 8, 2022	Sep 15, 2022 Interview	Sep 22, 2022
PU-T2	English for Food Business	Jul 20, 2022	Aug 03, 2022	Aug 10, 2022	Sep 7, 2022	Sep 22, 2022	Sep 28, 2022 Interview
PU-T3	English for Media	Jul 12, 2022	Jul 19, 2022	Aug 2, 2022	Sep 13, 2022	Sep 16, 2022	Sep 27, 2022 Sep 26, 2022 Interview

Data Analysis

The questionnaires were analyzed by using descriptive statistics. The classroom observations and the in-depth interviews were analyzed using typological analysis (framework-based), component analysis, and analytic induction. The classroom

observations were analyzed based on the framework using classroom observation checklists including instructional methods (opening, sequencing, pacing, and closure), classroom management, teaching materials, instructional activities, and teacher role. The in-depth interviews were transcribed, and the written transcripts were analyzed using analytic induction to examine the key informants 'perspectives on instructional methods used in EFL classrooms, classroom management, teaching activities, teaching materials, and teachers 'roles, challenges and difficulties in teaching at the university level, including opinions about how to improve and develop classroom practice in learning and teaching English in the Thai EFL context and professional development activities best support teaching at the university level.

To verify the data collection, the researcher submitted the first draft of data analysis, classroom observation checklists, and in-depth interview transcriptions to each key informant to verify the data prior to the analysis of the research results.

Finally, the questionnaires asked the key informants about the degree to which the level of agreement ranging from "Strongly Agree to Strongly Disagree" towards instructional methods used and difficulties perceived by the teachers in teaching English in EFL classrooms at the university level, were analyzed by using descriptive statistics, mean, percentage, and standard deviation to answer to research questions. To facilitate the analysis of data, the mean score was interpreted according to the result of a five-point Likert-type scale, as suggested by Srisa-ard (2018), as follows:

4.21 – 5.00	represents	Strongly agree
3.41 – 4.20	represents	Agree
2.61 – 3.40	represents	Uncertain
1.81 – 2.60	represents	Disagree
1.00 – 1.80	represents	Strongly disagree

Confidentiality and Rights Protections of the Participants

The present research involves human subjects and contains personal information, the teaching and learning habits of both the key informants who are

teachers and students in the classes, the lessons taught will be observed and recorded, and participants will be asked questions to provide information about their educational background, instructional methods and techniques, the beliefs, and attitudes as samples in teaching and learning in English classes. This means that confidentiality and privacy are important issues.

Prior to collecting data, the researcher introduced himself to the participants and explained the objective of the study, the data gathering involving classroom observation, video recording, in-depth interviews, and the time needed for the study. He explained that the study was not to evaluate their teaching but to elicit the components of teaching.

The researcher considered the individuals respect for individuality and the rights protections of the participants, by allowing informants to volunteer their cooperation in the interviews and provide information. The participants can cancel or stop participating in classroom observation and providing information at any time without specifying reasons.

Given the measurement of data confidentiality undertaken when recording research interview data and observing classes, codes would be used instead of names or private information of informants.

The results of the research would be collective information, with no public disclosure of individual information, and only those involved, and the ethical committee have permission to access this information. After the completion of this research data analysis, the data related to the research participants will be destroyed. All electronic information will be deleted from the computer and relevant devices. The papers used to record the data will be destroyed by document shredders.

The next chapter presents the results of the study

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CHAPTER 4

RESULTS

This research primarily sought to understand the facts that reflected Thai EFL classroom practice performed by teachers, including the reflections of teachers on their use of the instructional methods and whether or not the teaching used in the classroom could provide possibilities for students to effectively use English. Therefore, this research investigated the instructional methods used in teaching English as a Foreign Language in classrooms at the university level in Thailand. The research results were presented based on the research questions as follows:

        1.   What are the instructional methods used in English classes at public autonomous university and non-public autonomous university?

        2.   What are the similarities and differences in the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

        3.   What are the reasons for teachers using the instructional methods in English classes at a public autonomous university and a non-public autonomous university?

        4.   What are the instructional difficulties encountered by the teachers at a public autonomous university and a non-public autonomous university?

The results were presented both qualitative data and quantitative data from a set of questionnaires, semi-structured interviews, and classroom observations which included information on the instructional methods, classroom activities, and the teaching materials used in English classes, classroom management, the role of teachers, and the difficulties encountered by teachers at a public autonomous university and a non-public autonomous university.

4.1   Demographic Information of the Key Informants

The key informants consisted of six teachers who were volunteers for data collection in classroom observation, semi-structured interviews, and answering questionnaires. The key informants who were volunteers for the classroom observation from a public autonomous university (PU) were as follows.

PU-T1 had an academic position of Assistant Professor with 40-year teaching experience and received a doctoral degree in Linguistics from a university in Thailand. The selected course for classroom observation was English Structure 1.

PU-T2 had 19 years of English teaching experience and graduated with a master's degree in English from a university in Thailand. The selected course observation was English for Food Business.

PU-T3 had five years of English teaching experience and graduated with a master's degree in Language and Communication from a university in Thailand. The selected course observation was English for Mass Media.

The key informants volunteering for the classroom observation from a non-public autonomous university (NonPU) were as follows.

NonPU-T1 graduated with a master's degree in curriculum, teaching, and learning (English teaching) from a university in Thailand and is currently pursuing a doctoral degree in English at a non-public autonomous university in Thailand. The selected classroom observation was Listening and Speaking in Daily Life.

NonPU-T1, a Ph.D. candidate at a public university abroad, with 20 year-teaching experience, received a master's degree in English for Communication from a non-public autonomous university. The selected classroom observation was STEP English (an English course requirement that students must achieve B1 level).

NonPU-T3 with ten years of teaching experience graduated with a master's degree in English and Communication from a university in Thailand. The selected classroom observation was Listening and Speaking on Current Issues.

4.2   What are the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

The present study employs three research tools for gathering data to answer the research questions including questionnaires, in-depth interviews, and classroom observation. A set of questionnaires was used to explore the degree to which the teachers expressed a level of agreement towards instructional methods used in EFL instruction in EFL classrooms ranging from "Strongly Agree to Strongly Disagree" level. The results were analyzed by using descriptive statistics, mean, percentage, and standard deviation. To facilitate the analysis of data, the mean score was interpreted according to the result of a five-point Likert-type scale suggested by Srisa-ard (2018) as follows:

4.21 – 5.00	represents	Strongly agree
3.41 – 4.20	represents	Agree
2.61 – 3.40	represents	Uncertain
1.81 – 2.60	represents	Disagree
1.00 – 1.80	represents	Strongly disagree

The in-depth interviews and classroom observation were used to collect qualitative data. In qualitative data gathering, video recording was used as a tool for observation in the first semester 2022 academic year. The selected classes were drawn from a random of English classes taught by six key volunteer informants, three from a public autonomous university and three from a non-public autonomous university. The classroom observation was conducted for a total of six weeks, with three weeks before the midterm examination and three weeks after the midterm examination.

4.2.1 Results of the instructional methods used in English classes at a public autonomous university (PU)

Conclusion of the instructional methods used in English classes at public autonomous university (PU)

Based on three sources of data, the questionnaires, the in-depth interview, and the classroom observations, it could be concluded that the classroom practices including opening, sequencing, pacing, closure, teaching materials, classroom management, and teacher roles were consistent while the aspect of classroom activity was inconsistent.

As for the opening, there were three major elements including having a clear plan, describing the goal of the lesson, and describing the relationship between the lesson and real-life situations found in the classroom practice while reviewing the previous lesson and linking the present lesson to the previous lesson and getting students to look at a picture or dialogue and to think about what they were going to learn were occasionally found in the classroom practice. Finally, the teachers hardly stated the information or skills that the students would learn from the lesson.

In sequencing processes, it was found that the classroom practice covered teaching new vocabulary items used in the text, checking the comprehension of students, encouraging students to connect lessons with real-life situations, and giving many examples of the language uses while modeling a dialogue, providing opportunities for students to practice language patterns in the lesson in groups, and participating in group discussions were rarely found. The teachers occasionally modeled the pronunciation of difficult words for students and introduced a situation for students to learn a new language. However, many essential aspects of sequencing were omitted such as allowing students to practice language patterns in the lesson in groups or letting students identify errors in their use of language and correct them in a group.

In the pacing, the teachers put their efforts to encourage and facilitate students to learn English both inside and outside the classroom, created a classroom environment conducive to learning, and monitored all processes of learning activities.

As for the closure, the teachers concluded the key points of the lesson and gave assignments before ending the class.

In addition to the instructional processes used in the classroom, the teachers provided appropriate teaching materials which included textbooks, authentic materials, and modern technologies for students.

As for classroom management, it was found that the teachers used the whole class teaching in which the teachers mostly presented the lesson in front of the class and asked questions for the whole class to answer and used the Thai language to present the lesson except for reading English sentences or passages in the texts and manage the classroom.

Finally, it was found that the teachers played various roles in the classroom. The major roles of the teachers at the public autonomous university included playing a role as a resource, a facilitator, a monitor, and a role model.

The result from three sources of data that were inconsistent was the classroom activities. The result of the questionnaires showed that the teachers strongly agreed that they introduced a topic and encourage students to share their opinions about it. The results of the interviews found that the teachers used different classroom activities. PU-T1 mostly used questions and answers relevant to English structures in the lesson and had students remember verb tenses while PU-T2 preferred a role play. Finally, PU-T3 said that role-play was not used in the classroom but had individual students read, translate, and summarize a news article. However, the classroom observation found that the information gap activity provided in the text was commonly used in classroom practice.

The next part presented the details of the results of the instructional methods used in English classes at a public autonomous university (PU).

Opening

The opening process included (a) making a clear plan of what to teach, (b) describing the goals of the lesson clearly, (d) stating the information or skills that the students would learn, (e) describing the relationship between the lesson and real-life situations, (f) reviewing learning from the previous lesson, (g) pointing out the links between this lesson and previous lessons, and (h) asking students to look at the picture or dialogue and think about what they were going to learn.

As shown in Table 6, the average mean score of the opening that the teachers used in English instruction in the classroom was 4.42 (SD = .57), indicating a level of strong agreement on the openings in which they regularly provided an introduction to the lesson they were going to teach. When considering the components of the openings, what they usually had in classroom practice included describing the relationship between the lesson and real-life situations (M = 5.00, SD = .00), pointing out the links between this lesson and previous lessons (M = 4.66, SD = .57), describing the goals of the lesson (M = 4.66, SD = .57), asking students to look at the picture or dialogue and think about what they are going to learn (M = 4.33, SD = .57), reviewing the previous lesson (M = 4.33, SD = .57), and having a clear plan of what to teach (M= 4.33, SD = .57), respectively. The lowest mean score was stating the information or skills that the students will learn (M= 3.66, SD = 1.15)

In addition to the quantitative results, the results of the in-depth interviews revealed that the opening in the classroom practices was consistent with the quantitative results showing a level of strong agreement on the opening (M = 4.42, SD = .57). According to the interviews, the teachers briefly provided that the opening covered three common elements including reviewing of the previous lesson, asking students what they had learned from the previous lesson, and connecting the present lesson to the previous lesson (PU-T1, PU-T2).

PU-T1 started the lesson by reviewing the previous lesson, asking students what they learned, and connecting it to the present lesson. The repetition of this pattern suggested that teaching grammar in her course required consistent reinforcement, requiring ongoing practice and repetition for better understanding. PU-T1 said:

> After reviewing the previous lesson, I led them to enter the lesson by asking them what they had learned and linking that to the present lesson. I repeated the same pattern because teaching grammar had to repeat again and again.

PU-T2 started the lesson by engaging in casual conversation about students' lives, specifically catering to the Isan students' preference for relaxed conversation. After creating a comfortable atmosphere, she informed students about the lesson objectives, what they had learned in the previous lesson, and how it connected to the present lesson. However, PU-T2 mentioned that sometimes the previous lesson might not be mentioned if the content was different. She was likely to adapt the teaching based on the content and context of the lessons to be more flexible in lesson opening. PU-T2 explained:

> First class as a habit, I talked and asked about their lives. Well, they were Isan students, they liked talking like this to make them relaxed. Then, I said, "Let's start". I didn't try to be like…I told them what they were going to learn in the lesson, and what they had learned from the previous lesson, and connected it to the present lesson. I mentioned the previous lesson some weeks because it could be connected; some weeks I didn't do it because the content in the lesson was completely different. So, I didn't mention it.

Furthermore, PU-T3 used a different approach by indirectly presenting the lesson objectives through an interesting daily news article or story at the beginning of the lesson. This way made the learning enjoyable and natural for students. PU-T3 tended to focus on engaging students' interest and curiosity, creating a positive and comfortable learning environment in the opening process. PU-T3 said:

I began the lesson by telling a story without intentionally letting them know what I was telling was the lesson introduction. I might talk about an interesting issue of the day without telling them that it was the lesson introduction. I felt that I wanted them to enjoy learning and learn it naturally. They might feel uncomfortable or anti.

The results of the interviews implied that the teachers realize the importance of the opening. The teachers at PU commonly reviewed the previous lesson involves revisiting the key concepts, topics, or skills that were covered in the previous class. To do this, the teachers aimed to get students ready for the lessons and had them understand the lesson that they were going to learn. This could connect the gap between the previous lesson and the present lesson.

In addition, the teachers also ask students what they had learned from the previous lesson, the teachers tried to encourage active participation and engagement. This strategy recall and articulate the knowledge they acquired previously, and it allowed the teacher to assess the students' understanding of the lesson. If students were able to explain what they had learned, it indicated that they were ready to learn further lessons.

It was important that the teachers connected the present lesson to the previous lesson. This practice could involve pointing out similarities or contrasts between the two lessons, demonstrating how the new material builds upon the previous knowledge, or highlighting the relevance and practical application of the previous concepts in the current context.

Overall, the teachers realize the importance of the opening by reviewing the previous lesson, asking students about their learning, and connecting it to the present lesson, which consolidated knowledge, reinforced understanding, and provided a lesson transition into new material.

Furthermore, it was found that the results from classroom observations were also consistent with the quantitative results and the in-depth interviews. The teachers provided a clear goal of teaching according to the course descriptions.

Overall, the opening found in classroom practice at the public autonomous university included three major elements including having a clear plan, describing the goal of the lesson, and describing the relationship between the lesson and real-life situations. Three statements including reviewing the previous lesson and linking the present lesson to the previous lesson and getting students to look at a picture or dialogue and to think about what they were going to learn were occasionally found in the classroom practice. Finally, stating the information or skills that the students would learn was hardly found. The teacher used the Thai language to greet students and explain the lesson.

The results of classroom observation of PU-T1 found that the opening that she usually used to begin the class included having a clear plan, stating the goals of the lesson, and showing the relationship between the lesson and real-life situations by explaining how to use English structure in real-life situations with reference to students' behavior in the classrooms. PU-T1 sometimes skipped reviewing what students had learned in the previous lesson. The opening parts that were not found in the classroom practice were stating what skills students would learn in the present lesson, pointing out the links between this lesson and previous lessons, and asking students to look at a picture/dialogue and think about what they were going to learn.

The results of classroom observation of PU-T2 found that Three elements of the opening found in classroom practice were having a clear plan, stating the goals of the lesson, and linking the lesson with the real-life situation. The teacher first began by talking about the lesson, talking about how to apply knowledge of the lesson in real-life situations such as asking students about kitchen equipment whether they ever saw it or not.

PU-T1 occasionally pointed out the link between the lesson and the previous lesson and asked students to think about what they were going to learn after looking at a picture or reading a dialogue. Statement 3, stating the language skills that students would learn from the lesson and 5, reviewing knowledge or skills from the previous lesson were hardly found.

As for PU-T3, it was found that there were five basic components of the opening found including having a clear goal, stating the lesson objectives, linking between the lesson and real-life situations, reviewing the previous lesson, and having students discuss the picture of the lesson. However, PU-T3's opening skipped stating information or skills that students would learn and showing the relationship between the present lesson and the previous lesson. As for the classroom practice, English for Mass Media, PU-T3 usually began the class by explaining various patterns of headlines and how to understand headlines of the news, introducing how to write headlines followed by explaining a news event linking to the world situations and Thai TV dramas, asking students to look at a picture of daily news and ask them to think about the news events and the meaning of vocabulary or an abbreviation including letting individual students search for the meaning of vocabulary and translate it. Take the opening in the course of English for Food Business taught by PU-T2 in week 4 for an example. PU-T2 began the class by greeting and asking about the daily life of students.

PU-T2	Today we gonna start with Fast Food นะคะ รู้ไหมคะว่า Fast Food คืออะไร ถ้าเป็นบ้านเราก็คืออะไรคะ อาหารที่สะดวก รวดเร็ว เช่นในรูปเนาะ ดูซิ มีอะไร
Ss	Hamburgers, McDonald's
PU-T2	ใช่ วันนี้เราจะมาดูการจัดจำหน่ายที่เป็นระบบ การจัดจำหน่ายที่สนองต่อความรวดเร็ว ไม่ว่าจะเป็นการจ่ายเงิน การรออาหาร ใช่ไหมคะ ทีนี้เรามาดูการตอบคำถามก่อนเนาะ We have two questions. What are some characteristics of a franchise? เรารู้จักไหมระบบนี้ทำยังไง คืออะไรคะ
Ss	รู้จักครับ
PU-T2	มันเป็นระบบธุระกิจแบบไหน
Ss	ระบบซื้อขายระบบกิจการ
PU-T2	เราก็เคยผ่านหูผ่านตามาบ้าง ใช่ไหมคะ ว่ามันคืออะไร เดี๋ยวเรามาดูคร่าวๆ นะคะ คำถามต่อมา What is the difference between curb service and a drive through?

PU-T2	อันนี้เคยได้ยินไหม curb service หรือว่า drive through คืออะไรคะ มันเป็นยังไง ลักษณะของมันจะต้องมีลักษณะหน้าตาเป็นยังไงคะ ไช่ไหม รูปร่างหน้าตาจะต้อง เหมือนกัน For example มีอะไรคะ KFC อะไรอีก
Ss	เอเมซอน
PU-T2	Amazon ไช่ไหม อะไรอีก เซเว่น อีเลฟเว่น ไช่ไหม อะไรพวกนี้ ระบบของเค้าเนี่ยจะต้องเหมือนกัน เพราะว่ามีเอกลักษณ์เฉพาะนะ What is the difference between curb service and a drive through? เป็นยังไงคะ ทั้งสองคำนี้ต่างกันไหม
Ss	ต่างกัน

As can be seen in the examples, the PU-T2 began the lesson by asking students to look at a picture in the text and introducing what information students were going to learn from the lesson followed by asking two questions about the franchise, curb service, and drive through. The PU-T2 also encouraged students to discuss and think about the types of franchise restaurants that could be found in the country before giving further information about them.

In brief, the opening used by teachers at the public autonomous university commonly covered three components including the introduction of the teaching plan, stating the lesson goals, and connecting the lesson to the real-life situation while stating the information and reviewing learning from the previous lesson were hardly found.

Table 6 The Opening Used in English Classroom Practice at Public Autonomous University

No	Statements	M	SD	Interpretation
Opening				
1	Describing the relationship between the lesson and real-life situations.	5.00	.00	Strongly Agree
2	Describing the goals of the lesson clearly.	4.66	.57	Strongly Agree
3	Pointing out the links between this lesson and previous lessons.	4.66	.57	Strongly Agree
4	Making a clear plan of what to teach.	4.33	.57	Strongly Agree
5	Asking students to look at the picture or dialogue and think about what they are going to learn.	4.33	.57	Strongly Agree
6	Reviewing learning from the previous lesson.	4.33	.57	Strongly Agree
7	Stating the information or skills that the students will learn.	3.66	1.15	Agree
	Total	4.42	.57	Strongly Agree

Sequencing

The process of sequencing included (a) presenting the new vocabulary items used in the text, (c) having students discuss the meanings and uses of the new words in groups, (d) introducing a situation for students to learn new languages, (e) modeling the dialogue for students, and they repeated it, (f) modeling the pronunciation of difficult words for students, (g) having students participate in group discussions that were relevant to the lesson, (h) allowing students to practice language patterns in groups, (i) asking questions based on the topic in the lesson in English, (j) checking the comprehension of students before teaching the next steps of the lesson, (k) having students identify their errors in their uses of language and correct them in a group, (l) encouraging students to connect lessons with real-life situations, (m) providing

appropriate timing for each classroom activity, and (n) giving several examples of language patterns.

As presented in Table 7, it was found that the overall mean score of the sequencing process was at a level of uncertainty (*M* = 3.38, *SD* = 1.35). Out of 13 statements, there were two statements that the teachers strongly agreed including presenting the new vocabulary items used in the lesson (*M* = 4.33, *SD* = 1.15) and encouraging students to connect lessons with real-life situations such as giving everyday examples and applying lessons in everyday life (*M* = 4.33, *SD* = .57). Furthermore, they agreed that they had introduced a new situation for students to learn new languages (*M* = 4.00, *SD* = 1.00), and set appropriate timing classroom activities (*M* = 3.66, *SD* = 1.15).

When considering sequencing in detail, the mean score of nine statements showed a level of uncertainty indicating that they might skip these instructional processes. Those were; giving various examples of language patterns (*M* = 3.33, *SD* = 2.08), checking comprehension during the lesson (*M* = 3.33, *SD* = 1.15), using English to ask questions based on the topic in the lesson (*M* = 3.33, *SD* = 1.15), showing how to pronounce difficult words for students (*M* = 3.33, *SD* = 1.15), modeling the dialogue for students, and they repeat it (*M* = 3.00, *SD* = 1.00), letting students identify their errors in their use of language and correct them in a group (*M* = 2.66, *SD* = 2.08), allowing students to practice language patterns in the lesson in groups (*M* = 2.66, *SD* = 2.08) getting students to participate in group discussions that were relevant to the lesson (*M* = 2.66, *SD* = 1.52), and having students discuss the meanings and uses of the new words in groups (*M* = 2.66, *SD* = 1.52) respectively.

As for the sequencing, it was found that the results of the in-depth interviews were consistent with the quantitative results. The teachers revealed that their classroom practice included four common elements of sequencing; presenting the new vocabulary items used in the lesson, encouraging students to connect lessons with real-life situations such as giving everyday examples and applying lessons in everyday life, introducing a new situation for students to learn new languages and setting appropriate

timing classroom activities while other elements as presented in Table 7 showing the level of uncertainty were not mentioned.

According to the in-depth interview, PU-T1 mentioned that after the lesson opening, she proceeded to teach the lesson. During teaching grammar structure in the lesson, she provided examples from real-life situations to help the students better understand the content. It seemed that she focused on providing practical applications of grammar structures and contexts to enhance comprehension. PU-T1 said:

> After reviewing, I taught the lesson. During the lesson, I gave examples, both from real situations, to make them understand better.

PU-T2 started by asking general information questions before introducing the lesson. She asked individual students questions, which aimed to provide additional knowledge to the students. Additionally, new vocabulary items were presented in each lesson, with the expectation that the students would not only learn the meaning but also understand how to use them. PU-T2 explained:

> The first thing was asking about general information before leading to the lesson. Let's say, the lesson presentation was in English. When they answered, well, I asked one by one, "Did you know this? "What was this?". I let them answer, and I told them the answer. It was like I gave additional knowledge to them. After that, I presented new vocabulary items in each lesson. Actually, I expected more than that. I expected them to know how to use it. For example, it was "used for something". I wanted them to use it automatically. But the results of the midterm exam were not as much as I expected.

PU-T3's teaching practice involved assigning weekly individual and group activities to the students. The emphasis was on group participation, and students were given pre-assigned group tasks to complete. The goal was to engage students in collaborative activities and foster teamwork. PU-T3 also said:

> I was trying to get students to work both individually and in groups that I had assigned in advance each week. Mainly, I had them participate in group activities.

It was found that the sequencing processes used in EFL classrooms at the public autonomous university that varied according to the courses taught by each teacher were consistent with the results of the questionnaires and the in-depth interview. The most common sequencing processes that were found included: presenting new vocabulary items used in the text for the students, checking the comprehension of students before teaching the next steps of the lesson, encouraging students to connect lessons with real-life situations, and giving many examples of the language used. The sequencing that was hardly found included modeling a dialogue for students and getting them to repeat it, allowing students to practice language patterns in the lesson in groups, and participating in group discussions that were relevant to the lesson. The teachers occasionally modeled the pronunciation of difficult words for students and introduced a situation for students to learn a new language.

In classroom practice, it was found that six elements of sequencing were found in the classroom taught by PU-T1, presenting new vocabulary items, introducing new situations for students to learn the language, checking students' understanding, encouraging students to connect the lesson with the real-life situations, and giving serval examples of language uses. For example, the teacher showed an English structure and had students say it in English based on the structure and gave a Thai word and students used English for the Thai words.

In addition, PU-T1 often provided opportunities for students to identify errors in their uses of the language and had them correct errors in groups. However, the teacher skipped some elements of the sequencing including modeling language dialogues, having students discuss the meaning of words in groups, having students participate in group discussions about the lesson, allowing students to practice the language patterns in groups, and asking questions based on the topic of the lesson in English.

In contrast to PU-T1, the classroom practice of PU-T2 covered five elements of sequencing. Those included presenting new vocabulary items followed by using English to ask questions based on the topic, checking students' understanding in

each step of teaching, encouraging students to connect the lesson with real-life situations, and giving many examples of language patterns based on the lesson. In addition, there were two statements of the sequencing that the PU-T2 occasionally used in the classroom including introducing a new situation of language uses for students to learn new languages and having students participate in group discussions. The PU-T2 seldom provided opportunities for students to discuss the meaning of new words and have them practice using words and language patterns in groups, and modeling dialogues for students. Finally, it was found that the PU-T2 did not model the pronunciation of difficult words and have students identify their errors or mistakes in their uses of language and correct them in groups. Most of the time, the teacher herself identified errors and mistakes in the language produced by students and corrected them.

Similar to PU-T1, it was found that the classroom practice taught by PU-T3 contained four common elements of the sequencing including presenting new vocabulary items in the lesson, checking students' comprehension, encouraging students to connect the lesson with real-life situations, and giving several examples of the language pattern in the lesson. In classroom practice, the PU-T3 often provided opportunities for students to discuss the meanings of new words in groups and modeled the pronunciation of difficult words for students. Out of six weeks of classroom observation, there was only one week that the teacher introduced a new situation for students to learn new languages. However, there were five elements that the PU-T3 skipped in the classroom practice which included modeling dialogues of language patterns, having students participate in group discussions that were relevant to the lesson, practicing language patterns in groups, asking questions based on the lesson in English, and having students identify their errors and mistakes in the use of language and providing opportunities for them to correct those errors or mistakes in groups. The following was an example of the sequencing used by the PU-T1 in the first week of classroom observation.

PPU-T1	โอเค Open your books
	ครูได้พูดเรื่อง Course description, I have told you, right? พูดไปแล้วใช่ไหม
	ครูก็จะไม่พูดซ้ำอีกนะ
	เนื่องจากวิชานี้ ถึงแม้เป็น English class แต่ว่าเป็นเรื่องของ Grammar เนาะ
	เป็นเรื่อง English structure ซึ่งมันจะ Focus on grammar โดยใช้วิธีการ
	Speak English และภาษาไทยด้วยกัน ปนกันไป
	ดู irregular verb คือกริยา 3 ช่อง ซึ่งพวกคุณจะต้องพากันท่องส่งครูภายในสิ้น
	เดือนนี้ ภายในวันที่ 30 หรือ 31
	30 ภาษาอังกฤษว่าอะไรนะคะ
Ss	Thirty
PU-T1	ไม่ใช่ Thirty เฉยๆ นะคะ อะไรคะ Thirtieth ไม่ยากนะคะ
	อ้าวดูในตารางในช่องแรกนะคะ Be เวลาคุณส่งงานวีดีโอ ก็ท่อง
	(Be) is, am, are, was, were, been
	Eat ate eaten เป็นคำๆ ให้เพื่อนถ่ายวีดีโอให้ อันนี้เป็น Assignment ที่สั่งไปแล้ว
	ดังนั้นก็ไปทำให้เรียบร้อย ทำให้สนุก
	ใครไม่ชอบภาษาอังกฤษบ้างคะในนี้ Raise your hand ไม่มีนะ Who like
	English? raise your hand.
Ss	(Most students raised their hands)
PU-T1	Raise your hands คืออะไรคะ raise ยก your hand มือของคุณขึ้น
	ต่อนะเรื่องกริยาในช่องที่ 1 คือ กริยาที่เราใช้เป็นปกติ เป็นประจำ เป็นนิสัยน่ะ
	เราใช้ช่องที่ 1 เรียกว่า Present Simple เช่น I finish what I start ฉันจบในสิ่งที่
	ฉันเริ่มต้น What ไม่ได้แปลว่า อะไร นะ รู้ไหม สิ่งที่ฉันเริ่มต้น อันนี้เป็นนิสัยของ
	ครู อย่างนี้

Overall, the teachers introduced new vocabulary relevant to the lesson content to help students expand their language knowledge and understanding and checked students' comprehension before progressing to the next steps to ensure that clearly understand what they were learning before moving on to the next part of the lesson. This allowed for reinforcement and clarification of the lesson.

The teachers also encouraged students to relate the lesson content to real-life situations so that students were able to apply knowledge and skills for their everyday life and provide several examples of language used to demonstrate how the words were used in different contexts, which helped students understand language application and improve their understanding.

In addition, some sequencing processes were less frequently found. Those were modeling dialogues and pronunciations of difficult words for students and having students repeat, allowing students to practice using language patterns, and engaging in group discussions relevant to the lesson. This implied that the teachers at PU did not focus on making reinforcement of language patterns, encouraging group discussion, and promoting critical thinking and language production.

In summary, the most prevalent sequencing processes involved introducing new vocabulary, checking comprehension, connecting lessons to real-life situations, and providing examples of language usage. However, some less frequently observed processes included modeling dialogues, allowing group practice, and engaging in relevant group discussions.

Table 7 The Sequencing Used in English Classroom Practice at Public Autonomous University

No	Statements	M	SD	Interpretation
Sequencing				
1	Presenting the new vocabulary items used in the text.	4.33	1.15	Strongly Agree
2	Encouraging students to connect lessons with real-life situations.	4.33	.57	Strongly Agree
3	Introducing a situation for students to learn new languages.	4.00	1.00	Agree
4	Providing appropriate timing for each classroom activity.	3.66	1.15	Agree
5	Modeling the pronunciation of difficult words for students.	3.33	1.15	Uncertain
6	Checking the comprehension of students before teaching the next steps of the lesson.	3.33	1.15	Uncertain
7	Asking questions based on the topic in the lesson in English.	3.33	1.15	Uncertain
8	Giving several examples of language patterns.	3.33	2.08	Uncertain
9	Modeling the dialogue for students, and they repeat it.	3.00	1.00	Uncertain
10	Having students identify the errors in their use of language and correct them in a group.	2.66	2.08	Uncertain
11	Allowing students to practice language patterns in groups.	2.66	2.08	Uncertain
12	Having students discuss the meanings and uses of the new words in groups.	2.66	1.52	Uncertain
13	Having students participate in group discussions that are relevant to the lesson.	2.66	1.52	Uncertain
	Total	3.38	1.35	Uncertain

Pacing

The pacing process included (a) encouraging students to use English in the classroom (e.g., teaching and asking questions in English, playing English-speaking games, compliments when students used English, or persuading students to speak English), (b) avoiding interrupting the students who were trying to use the language, (c) facilitating the communication process while they were doing activities (e.g., helping students with activities, showing examples of language usage, allowing students to ask questions), (d) avoiding using Thai in the classroom, (e) creating a classroom environment conducive to language learning (e.g., arranging language boards, using appropriate teaching aids, doing activities both inside and outside classroom), (f) monitoring student performance in activities (e.g., asking questions, taking a quiz, assigning homework, giving individual feedback), (g) encouraging students to learn English outside the classroom (e.g., recommending learning sources, persuading students to use English in every life), and (h) using English to give feedback on the English language performance of students.

As shown in Table 8, the overall mean score of the instructional methods concerning pacing was 3.70 ($SD = 0.75$), which indicated that the teachers agreed that they used various methods to help students learn in the pacing process.

The three significant aspects they expressed a level of strong agreement including facilitating and helping students with activities such as showing examples of language use or providing opportunities for students to ask questions ($M = 4.6667$, $SD = .57$), encouraging students to learn English outside the classroom and persuading students to use English in every life ($M = 4.33$, $SD = .57$), and avoiding interrupting the students who were trying to use the language ($M = 4.33$, $SD = 1.15$). Furthermore, they agreed that they also gave feedback on the English language performance of students ($M = 4.00$, $SD = 1.00$) and monitored students' performance in activities which included asking questions, taking a quiz, or giving individual feedback ($M = 3.66$, $SD = .57$).

There were also some aspects that they were uncertain about their classroom practices. Those included encouraging students to use English in the classroom (M = 3.33, SD = .57), creating a classroom environment conducive to language learning (e.g., arranging language boards, using appropriate teaching aids, doing activities both inside and outside the classroom) (M = 3.00, SD = 1.00). Interestingly, they disagreed that they avoided using Thai in the classroom (M = 2.33, SD = .57) which indicated that they usually used Thai for some reasons in classroom practice of English teaching.

The results from the in-depth interviews provided by the teachers teaching at the public autonomous university found that the pacing used in the EFL classrooms was consistent with the results of the questionnaires. The teachers revealed that there were four elements of the pacing that they usually used in their classroom practices including facilitating and helping students with activities such as showing examples of language uses or providing opportunities for students to ask questions, encouraging students to learn English outside the classroom and persuading students to use English in every life. They also informed that they also gave feedback on the English language performance of students and monitored students' performance in activities which included asking questions or letting students ask questions with which they were struggling.

PU-T1 revealed that she frequently used questions and answers in the pacing process. She asked questions or have the students practice asking questions. Additionally, she provided sentences in the Thai language and asked the students to respond and express themselves in English. PU-T1 focused on the politeness and correctness of the language produced by students. Homework exercises were assigned for each chapter. She reviewed the answers, pointed out mistakes and errors, and corrected answers. PU-T1 then proceeded to present the lesson. As for the pacing process, PU-T1 informed:

It was questions and answers. I asked questions or had them practice asking questions. We gave a sentence in Thai language and asked them. For example,

"If you want to speak English like this, how would you say? How would you answer? Can you answer like this? Is it polite?" There were exercises in all chapters already. I assigned them to do homework and then I gave the answers in class. I also pointed out what was wrong, and why, and told them the correct answers. Then, I presented the lesson.

PU-T2 began with a series of questions and responses to introduce the topic in the pacing process. She would ask if the students knew certain words and their meanings. If the students couldn't imagine, she would give a picture for clarification. Sometimes, other students were involved to help identify the word. After explaining the meaning, exercises such as completing sentences, matching vocabulary, or defining words were given to enhance understanding. PU-T2 emphasized the importance of vocabulary meanings. PU-T2 clarified:

The first step was so simple. I used a way of questions and responses before doing the exercise. For example, "Do you know this word? What is it? What does it look like? Sometimes, students couldn't imagine what it was. I gave them a picture for them to show them to know what I meant. Most of the time they didn't know because they didn't have it at home. I also asked other students what it was. So, I told them what it was, and let them do exercises. It was about completing sentences, vocabulary, word matching, or word definition so that they could understand more. They must review it too.

PU-T3 put emphasis on encouraging students to do tasks individually and providing assistance if needed, including reviewing previously learned material to ensure a solid foundation. PU-T3 acknowledged that some students might find certain tasks challenging and emphasized the importance of guidance and individual support. PU-T3 stated:

Mostly, I started teaching by getting students to try doing it themselves and encouraging them first. If they couldn't do it, I would help them and give them some advice on how to do it. I also reviewed previous knowledge they had learned. It was not too difficult for them; they might need someone who was able

to help and guide them. I would tell them not to be afraid of giving a wrong answer.

In brief, each teacher covered important elements of the pacing and had their own practice of teaching, aiming to engage students, support their learning, and provide guidance in different ways.

Evidence from the classroom observation illustrated in Table 8 was consistent with the results of the questionnaires and the in-depth interview. Five elements of the pacing were found in the classroom observation at the public autonomous university. In the pacing, the teachers avoided interrupting while the students were trying to use the language, encouraged, and facilitated students to learn English both inside and outside the classroom, created a classroom environment conducive to learning, and monitored students' performance in activities. Obviously, it was found that only the PU-T3 skipped encouraging students to use English in the classroom while the PU-T1 and PU-T2 usually encouraged students to use English in the classroom. Interestingly, all teachers did not use English as a medium for teaching including giving feedback. The Thai language played a major role in teaching.

In classroom observation, it was found that the instructional methods used by the PU-T1 and the PU-T2 covered five elements of the pacing including encouraging students to use English in the classroom, avoiding interrupting while students were trying to use the language, facilitating students' learning while they were doing language activities, creating a supportive learning environment, monitoring students' language performance, and encouraging students to learn English outside the classroom. It should be noted that although there were similarities in the pacing, the details of classroom practice were different (see Table 16). It was also found that the teachers did not use English for teaching and giving feedback on the English language performance of students.

The classroom practices of the PU-T3 were slightly different from the PU-T1 and PU-T2 because the PU-T3 did not encourage students to use English in the

classroom and used Thai for teaching and giving feedback on the language performance of students. Other elements were similar.

For example, the pacing processes that the teachers (PU-T1, PU-T2) used to encourage students to use English in the classroom included asking questions in English and letting students answer in English, modeling English sentences and students repeat (e.g., May I go out?), asking students to spell words, giving a sentence in Thai and had students reported the sentence in English based on the structures in the whole classes, encouraging students to speak English by telling students not to be shy and afraid of using English incorrectly, asking a question and having students give examples of using words. Reading a passage in English and translating it; whereas, the PU-T3 also had students read a passage or translate news articles and headlines into Thai and ask questions. It should be noted that those teachers used Thai to explain or ask about the news articles and make a compliment and sometimes students answered the question in Thai.

Furthermore, the teachers always shared their own experiences in learning English or working such as working as a journalist in a well-known news agency in Thailand and letting students share daily general life experiences to create a more relaxing classroom. To monitor students while doing activities, especially the information gap activities, the teachers walked around the classroom and allowed students to ask questions including giving individual feedback and suggestions on how to improve reading skills.

Based on the results of the classroom observations, the teachers actively encouraged and facilitated English language learning both inside and outside the classroom. They provided support and resources to enhance students' learning experiences. The teachers monitored students without interrupting them while they were doing activities. Furthermore, the teachers at PU created an environment conducive to learning that involved building a positive and engaging atmosphere to enhance students' participation and motivation.

In addition, the teachers monitored and assessed students' performance through a variety of language activities to track progress, identify knowledge and skills for improvement, and provide appropriate guidance and feedback.

It was noted that all teachers at PU did not use English as the primary medium for teaching, including giving feedback. Instead, the Thai language played a significant role in instruction.

In summary, the evidence from the classroom observation, questionnaires, and interviews highlighted the common elements of pacing in teaching practices at the public autonomous university. These included non-interruption, encouragement, facilitation, creating a conducive learning environment, and monitoring student performance. However, differences were observed in the level of active encouragement for English language use, and it was notable that English was not the primary medium for instruction or feedback, with the Thai language being predominantly used.

Table 8 The Pacing Used in EFL Classrooms at Public Autonomous University

No	Statements	M	SD	Interpretation
	Pacing			
1	Facilitating the communication process while doing activities.	4.66	.57	Strongly Agree
2	Encouraging students to learn English outside the classroom	4.33	.57	Strongly Agree
3	Avoiding interrupting the students who are trying to use the language.	4.33	1.15	Strongly Agree
4	Using English to give feedback.	4.00	1.00	Agree
5	Monitoring student performance in activities.	3.66	.57	Agree
6	Encouraging students to use English in the classroom.	3.33	.57	Uncertain
7	Creating a classroom environment conducive to language learning.	3.00	1.00	Uncertain
8	Avoiding using Thai in the classroom.	2.33	.57	Disagree
	Total	3.70	0.75	Agree

Closure

The closure process included the aspect of summarizing the important points of lessons.

The results showed that the average mean of the closure process was 4.00 (SD = 1.00), which indicated the teachers summarized important points of the lesson.

As evidenced by the in-depth interviews, the teachers confirmed that they summarized important points of the lesson before ending the class. PU-T1 explained:

I summarized the lesson by asking them to answer. After completing the lesson, if you wanted to say something, could you say it in English? As usual, I gave them a sentence in Thai language and ask them, "If you wanted to talk about something, how could you say it in English?

At the end of the lesson, PU-T2 reviewed what the students had learned and provided a preview of the upcoming lesson for the next week. She also assigned exercises for the students to review and practice such as writing memos and taking notes. She also engaged students in sentence completion exercises to reinforce vocabulary usage and comprehension. PU-T2 also said:

Before ending the lesson, mostly, I reviewed the lesson about what they had learned and told them what they were going to learn next week. I had them review and write some exercises. Sometimes, the students asked, "Is this course about writing as well?". Yes, there were about writing such as writing memos and taking notes. I let them practice sentence completion; they would review how to use those vocabulary items.

Finally, PU-T3 explained the key points of the lesson and provided assignments for the students to work on each week, which allowed for reinforcement of the lesson content, and the summary would be revisited in the following week. PU-T3 said:

Personally, I summarized a lesson by explaining the main points of the lesson. I didn't use too many processes. Simply, I summarized the lesson by using both explanations and giving an assignment each week. The lesson would be summarized again in the next week.

In summary, PU-T1 summarized the lesson by having students answer questions and express themselves in English. PU-T2 reviewed the knowledge and skills covered in the lesson, previewed upcoming topics, assigned exercises, and incorporated writing activities. PU-T3 explained and summarized the lesson content for students. The teachers at PU had different methods of summarizing the lessons, ranging from active student participation to review and assignment-based approaches.

Additionally, the results of the classroom observation were consistent with the results of the questionnaires and the in-depth interviews. As shown in Table 9, the teachers at the public autonomous university summarized the lesson before ending the class.

The PU-T1 stated knowledge students had learned and assigned students to do exercises in the textbook. The PU-T2 ended the lesson by summarizing and reviewing what students had learned in the lesson and asking questions about the lesson, finally giving an assignment for the next class. The PU-T3 had different ways of lesson summary because the lesson summary included summarizing what students had learned from the lesson and giving individual assignments by allowing students to select a news article for their homework.

Table 9 The Closure Used in EFL Classrooms at Public Autonomous University

No	Statements	*M*	*SD*	Interpretation
Closure				
1	Summarizing the important points of lessons.	4.00	1.00	Agree
	Total	4.00	1.00	Agree

In brief, the results of the instructional methods used in the EFL classroom from three sources, the questionnaires, the in-depth interviews, and the classroom observation, were consistent with the classroom practice in terms of opening, sequencing, pacing, and closure at the public autonomous university.

Classroom Activities

This section presented quantitative results related to classroom activities that the teachers used in classroom practice at the public autonomous university. The aspects of classroom activities included (a) allowing students to learn dialogue and act it out in front of the class in groups, (b) assigning group work and having students present it in front of the classroom, (c) having students do role-playing with language patterns relevant to the lesson, (d) having students exchange their experiences of using English, (e) introducing a topic and encouraging students to share their opinions about it, (f) having students talk in a small group about the topic they are interested in, (g) allowing students to do information gap activities in pairs or small groups, (h) providing opportunities for students to play different language games.

As shown in Table 10, the average mean score of the language activities that the teachers used in the classroom was a level of uncertainty (M = 2.78, SD = 1.29), indicating a low level of using classroom activities used in teaching.

When considering the classroom activities separately, it was found that the mean of statement 5, introducing a topic relevant to the lesson and encouraging students to share their opinions about it was at a level of agreement (M = 4.00, SD = 1.00) while other statements were at a level of uncertainty including having students to exchange their experiences of using English (M = 3.00, SD = .00), allowing students to learn dialogue and act it out in front of the class in groups (M = 3.00, SD = 1.00), having students talk in a small group about the topic they were interested in (M = 2.66, SD = 1.52), doing role-play with language patterns relevant to the lesson (M = 2.66, SD = 2.08), giving group work and letting students present it in front of the classroom (M = 2.66, SD = 1.52), doing information gap activities in pair or small groups (M = 2.33, SD =

1.52), and providing opportunities for students to play different language games (M = 2.00, SD = 1.73).

According to the results of the in-depth interview, there were some inconsistencies with the results from the questionnaires in which the teachers introduced a topic and encouraged students to share their opinions about it. In fact, they informed about the activities used in the classrooms differently. PU-T1 teaching a course relevant to Basic English Structures used questions and answer activities based on the English structures in the lesson including having students translate words and recite verb tenses. PU-T1 said:

> I had them answer the questions and had them ask each other. Vocabulary would be put and mixed in the sentence because I had them recite the verb tenses. They must recite vocabulary and tell the meaning. There were many words. Reciting words and meanings was the assignment because they must know these basic vocabulary items. I had them recite words that were often used in other to increase their vocabulary. They could remember those words.

As for PU-T2 teaching the English for Food Business course, the language activity that was used in the classroom was a role-play because it allowed students to practice how to use the language in the lesson automatically. PU-T2 explained:

> I liked role-playing. Actually, I knew that they memorize it when they did it in front of me. I sometimes acted as a guest and students were the staff. It was a kind of role play, but they did it with me. I could see the difference when they did with each other and with me. They were fluent when doing with me despite using the same conversations. Sometimes they could do it. For example, in English for Hotel, can I book a room? They would be like…like, um, what first? I wondered why they didn't answer it automatically, "May I have your name, please? Or May I have your name? So, I just tried this way. I wanted them to English automatically. When I assigned them to do role-playing. I knew that they memorized it. Often, they didn't even know that was wrong because they

memorized only their own dialogues. For this reason, I tried to have them practice with me without having a script, like how to book a room or reserve a table at a restaurant. They still felt nervous.

In contrast to PU-T1 and PU-T2, PU-T3 teaching English for Media stated that the activity used in the classroom was not about questions and answers or role-playing. Individual works that allowed students to practice using the language themselves were assigned because of the nature of the students. PU-T3 revealed:

Learning activities were not like the activities for teaching children that were fun activities. It was a classroom activity at their age because these students seemed to be shy in doing an activity like role-playing. I thought I'd let them practice using the language themselves and give them assignments.

According to the classroom observations, the classroom activity used in EFL classrooms at the public autonomous university was inconsistent with the results from the questionnaires and the in-depth interviews. It varied based on the courses. It was found that the teachers mostly had students do information gap activities in pairs or a small group provided in the text.

Obviously, out of eight statements, the classroom activity provided by the PU-T1 was limited in letting students do information gap exercises and having students practice using questions and answers based on the English structures.

As for the PU-T2, the classroom activity that was commonly used in the classroom was doing information gap activities. The PU-T2 also provided an opportunity for students to have language performance and act in front of the classroom including learning dialogues, presenting group assignments, and doing role-playing. In the classroom activities, the teacher did not allow students to share opinions about a topic in the lesson or talk about what they were interested in and play language games. It should be noted that the teacher gave scores for group acuities in front of the classroom, practicing language dialogues, presenting group work, and role-playing.

It was found that the classroom activities used in the classroom practice by the PU-T3 were doing information gap activities and assigning group works and

having students present in front of the classroom while the students seldom had an opportunity to share opinions about a topic in the lesson. Other classroom activities including learning dialogues, role-playing, having students exchange experiences of using English, offering students to talk about what they were interested in, and playing language games were not found in the classroom observations.

It can be concluded that the language activities used for students to practice using the language were text-based activities and information gap activities which included writing, reading, listening, and speaking.

Table 10 The Classroom Activities Used in English Classroom Practice at Public Autonomous University

No	Statements	M	SD	Interpretation
Classroom Activities				
1	Introducing a topic and encouraging students to share their opinions about it.	4.00	1.00	Agree
2	Allowing students to learn dialogue and act it out in front of the class in groups.	3.00	1.00	Uncertain
3	Having students exchange their experiences of using English.	3.00	.00	Uncertain
4	Having students do role-playing.	2.66	2.08	Uncertain
5	Assigning group work and having students present it in front of the classroom.	2.66	1.52	Uncertain
6	Having students talk in a small group about the topic they are interested in.	2.66	1.52	Uncertain
7	Allowing students to do information gap activities in pairs or small groups.	2.33	1.52	Uncertain
8	Providing opportunities for students to play games.	2.00	1.73	Disagree
	Total	2.78	1.29	Uncertain

Teaching Materials

The results of teaching materials that were used in the classroom included (a) preparing the English textbook appropriate for the year level of the students, (b) selecting authentic materials that are appropriate for the year level of the students, (c) allowing students to select authentic materials based on their interests, (d) using journals, newspapers, and magazines that support students to understand the lessons, (e) integrating movies, radio broadcasts, or audiovisual content in teaching, (f) using a slideshow, projectors, and digital screens for teaching in class.

Table 8 showed that the teachers agreed that they mostly used suitable teaching materials ($M = 3.66$, $SD = 1.56$).

It was found that the teachers strongly agreed with the selection of authentic materials that were appropriate for the year level of the students ($M = 4.33$, $SD = 1.15$) and the use of a slideshow, projectors, and digital screens for teaching in class ($M = 4.33$, $SD = 1.15$). What's more, they agreed that they had prepared the English textbook appropriate for the year level of the students ($M = 4.00$, $SD = 1.00$) and used journals, newspapers, and magazines that support students to understand the lessons ($M = 3.33$, $SD = 2.08$) while they were uncertain that they integrated the movies, radio broadcasts, or audiovisual contents in teaching ($M = 3.00$, $SD = 2.00$) and allowed students to select authentic materials based on their interests (3.00, SD = 2.00).

Furthermore, the results of the in-depth interviews revealed that the teaching materials provided for students were consistent with the results of the questionnaires. The teachers confirmed that they prepared appropriate teaching materials, textbooks, authentic materials, and modern technologies for students. Some teachers also used journals, newspapers, and magazines that support students to understand the lessons and integrated movies, radio broadcasts, or audio-visual content in teaching.

PU-T1 considered the students themselves as authentic materials for teaching. She encouraged students to create sentences based on their own behaviors, actions, and experiences. For example, when teaching English tenses, students were

asked to make sentences about themselves, relating to their real-life situations. Additionally, she had students write sentences to practice the tenses they had learned. PU-T1 stated:

I used this textbook that contained information, pictures, and a few questions and responses because it was about grammar. Therefore, there were examples and pictures. I explained more from that picture and let them try to make questions to ask friends in the classroom. There were some other things if I had time.

PU-T1 also explained:

The authentic materials were students themselves. The students themselves made sentences based on their behavior. I considered what they were doing now based on their actions. It was the real situation. For example, teaching English Tense, I had them make sentences about themselves, it was a real situation about themselves. Sometimes, I had them write sentences about the tenses they had learned.

In the course of Food Business, PU-T2 provided various materials such as media, computers, and audio resources. She used a foreign commercial book, which contained exercises, including listening activities. She also showed pictures of food plates to represent authentic materials and provided assignments related to food menus. Students learned vocabulary about raw materials, fresh food, desserts, vegetables, and fruits, and how to describe and prepare menus in English. PU-T2 teaching the course about food business reported:

There were materials like media, computers, and audio. I used a foreign commercial book by Express DC Book. There were many exercises, including listening. I thought this was suitable for students. As for the authentic materials, I didn't use real food. I showed them a picture of the plate and food. On Thursday, I taught about food menus. I showed them what those manus looked like and gave them an assignment. There were the names of the food. They would learn some vocabulary about raw materials, fresh food, desserts, vegetables, and

fruits. When they were mixed and cooked, like Western food, they already knew that. What about Thai food such as Phad Kra Prao? I wanted to know how they made those menus in English, not in Thai transliteration. They would learn how to do this, including the types of menus that they made.

As for teaching English for media, PU-T3 integrated authentic materials such as PowerPoint presentations, print media, and podcasts. He used daily newspapers and actual TV news as sources. These materials were selected based on their relevance to the course description and their significance to the general public because he aimed to provide students with authentic and current information related to media and journalism. PU-T3 who taught English for media briefly stated:

I used PowerPoint, print media, podcasts something like this. The authentic materials I used were daily newspapers and actual TV news. These were useful because they matched the course description and were the issues that were of interest to people in general.

In brief, the teachers at PU employed different ways to provide authentic teaching materials and include real-life elements in their teaching, aligning with the specific subjects and contexts of their courses.

Finally, the results of the classroom observations were consistent with the results of the questionnaires and the in-depth interviews. it was found that the teachers prepared an appropriate English textbook according to the course descriptions for students and presented the lesson along with authentic materials by using a computer and projector in the classroom. However, the teaching materials used by the PU-T1 were not included using authentic materials that students selected by themselves, journals, newspapers, magazines, and audio or visual contents.

In addition to the English textbook and using a projector, the PU-T2 also integrated audio and visual content in teaching listening parts. Finally, it was found that the PU-T3 allowed students to select authentic materials based on their interests from daily news articles for assignments. However, teaching materials, movies, radio broadcasts, or audio-visual content was not found in the classroom taught by PU-T3.

The teachers also introduced various situations of using English structures and words and suggested learning sources including introducing situations (e.g., at a restaurant, at work) for using language and learning sources such as websites, YouTube, and applications for learning English.

In summary, the teachers at PU realized the importance of authentic teaching materials. They introduced various situations that highlighted the usage of English structures and words and suggested additional learning sources beyond the classroom, such as websites, YouTube, and language-learning applications. This encouraged students to explore and engage with English in real-life contexts beyond the classroom setting. Importantly, they emphasized the importance of providing authentic materials and also recommended additional learning sources outside the classroom.

Table 11 The Teaching Materials Used in English Classroom Practice at Public Autonomous University

No	Statements	M	SD	Interpretation
	Teaching Materials			
1	Selecting authentic materials that are appropriate for the year level of the students.	4.33	1.15	Strongly Agree
2	Using a slideshow, projectors, and digital screens for teaching in class.	4.33	1.15	Strongly Agree
3	Preparing the English textbook that is appropriate for the year level of the students.	4.00	1.00	Agree
4	Using journals, newspapers, and magazines that support students to understand the lessons.	3.33	2.08	Agree
5	Allowing students to select authentic materials based on their interests.	3.00	2.00	Uncertain
6	Integrating movies, radio, or audiovisual content in teaching.	3.00	2.00	Uncertain
	Total	3.66	1.56	Agree

Classroom Management

10 aspects were extracted from the questionnaire statements in the instructional methods including (a) having students discuss the meanings and used of the new words in groups, (b) having students participate in group discussions that were relevant to the lesson, (c) allowing students to practice language patterns in the lesson in groups, (d) having students identify their errors in their use of language and correct them in a group, (e) allowing students to learn dialogue and act it out in front of the class in groups, (f) assigning group work and having students present it in front of the classroom, (g) having students do role-play with language patterns relevant to the lesson, (h) having students talk in a small group about the topic they are interested in, (i) allowing students to do information gap activities in pairs or small groups, (j) avoiding using Thai in the classroom, (k) asking questions based on the topic in the lesson in English, (l) using English to give feedback on the English language performance of students. These aspects reflected classroom management and were used for data analysis along with qualitative data concerning whole-class teaching, group work, individual work, and language used in classroom teaching.

As presented in Table 12, the overall mean score of classroom management was at an uncertain level (M = 2.78, SD = 1.54) which indicated that there was little use of group work activities. The results showed that they were uncertain that they had students learn dialogue and act it out in front of the class in groups (M = 3.00, SD = 1.00), having students discuss the meanings and uses of the new words (M = 2.66, SD = 1.52), having students to participate in group discussions that are relevant to the lesson (M = 2.66, SD = 1.52), allowing students to practice language patterns in the lesson in groups (M = 2.66, SD = 2.08), letting students to identify their errors in their use of language and correct them in a group (M = 2.66, SD = 2.08), assigning group works to present in front of the class (M = 2.66, SD = 1.52), doing role-play with language patterns relevant to the lesson (M = 2.66, SD = 2.08), having students talk in a small group about the topic they were interested in (M = 2.66, SD = 1.52, and letting students do information gap activities in pair or small groups (M = 2.33, SD = 1.52).

As for the language used in teaching English, it was found that the mean score of avoidance of using Thai in teaching English was at a disagree level (M = 2.33, SD = .57), using English to make questions based on the topic in the lesson (M = 3.33, SD = 1.15), and giving feedback on the English language performance of students (M = 4.00, SD = 1.00). These results indicated that they mostly used Thai in teaching English in the classroom.

Furthermore, the teachers expressed their opinions about their classroom practice in which they rarely used group activities in classrooms. This was consistent with the results of the questionnaires showing the level of uncertainty of using group activities.

PU-T1 explained that she used mostly used a whiteboard for explaining the English structure. She said:

An example of an English sentence must be written on the board. I wrote it on the board because it was clear, fast, and nimble. It was not typing like on a computer. I wrote it. I could delete it and change it. Vocabulary would be put and mixed in the sentence because I had them recite the verb tenses. They must recite vocabulary and tell the meaning. There were many words. Reciting words and meanings was the assignment because they must know these basic vocabulary items. I had them recite words that were often used in other to increase their vocabulary. They could remember those words.

PU-T2 said that she did not like having students in groups. She informed:

I would rather have them work in pairs. I rarely let them work individually. Sometimes, I had them do role-playing, questions and answers, word matching, and sentence completion. The last assignment was group work, I didn't like working in a group because I knew that some students were not attentive to work by leaving it to only some students doing it. I couldn't control them. It was also the same, there were only some students who were attentive and helped friends work in class.

PU-T3 revealed that it didn't have role-plays in the classroom. Most of the time the students were given individual work. He said:

No, I didn't have students do role-playing because the contents were not suitable for role-playing. So, I didn't use role-playing. I explained or, sometimes, I let students do it by themselves. They would find their answers and discuss their answers later.

As for the language used for teaching, the results of in-depth interviews were also consistent with the results of the questionnaires indicating that the teachers used Thai for teaching. PU-T1 explained:

I probably used English a lot and tried to use it half and half. This course was about grammar, it was difficult to use English about 80 percent. I mostly taught in Thai. I used English when I could use it. Most of them were explained in Thai. But I used English when the sentence was English. The explanation was in Thai. I had them use English when they had to make English sentences.

PU-T2 noted that she rarely used English in teaching. She said:

In fact, I wanted to use English as much as possible. Mostly I used only language expressions and idioms in a normal lesson. If it was used for the whole class, students, Isan students, probably couldn't handle it. As for the whole class, I used only English expressions in general. For example, "Today we gonna start with bla bla bla or Okay, let's move to…". I used English to explain something, but if I used it to explain in detail, they couldn't understand.

PU-T3 also stated:

It was about 30% that I used English in class because some things were necessary to be explained in Thai. As it was an English for Media, it must be translated into Thai because it gave students a better understanding of the lesson than explaining in English because the course was about vocabulary. If it was about theory, it could be explained in English. If it was about a term that was very technical or terminology that has no Thai explanation, I would mainly use the Thai language.

What's more, classroom management was observed through the classroom practice that was organized in a group or individually to identify whether the teachers used the whole class teaching, group work, and/or pair work including the use of language used for instruction. It was found that there were two types of classroom management in classroom practice, the whole class teaching and the L1 use for teaching.

Whole Class Teaching

It was found that group work activities were seldom found in the classroom practice, which was one source of evidence indicating the whole class teaching. As for teaching, the results of the classroom observation revealed the teachers mostly stood in front of the classroom during their instructions, and the lecture chairs were put in a traditional seating arrangement. For example, the teachers had the same pattern of classroom instruction. They usually explained the meaning of words and gave examples of using each word or asked students in the whole class to translate it into Thai or had students in the whole class think about the situation of using language rather than in pairs or groups. Although it was found that there were some group activities in teaching, this happened when the teachers asked students to work in groups or pairs.

When analyzing separately, it was found that the PU-T1 stood and taught in front of the classroom including asking students to answer the question using English. The teacher mostly asked individual students to answer the questions. The group activities were hardly found. When letting students identify their errors or mistakes in the use of language, the students in the classroom were asked to express their opinions on whether or not they agreed with the sentence produced by a student. If the sentence was wrong, the teachers asked their representatives to correct those errors and mistakes.

Similarly, The PU-T2 spent most of the time in front of the classroom for teaching, explaining, and using a computer for presentation. However, the teacher often provided opportunities for students to participate in group work such as having

students discuss the meanings and uses of the new words in groups, having students participate in group discussions, and doing role plays while the PU-T1 did not.

The PU-T3 mostly presented a daily news article in front of the classroom. However, the teachers allowed students to discuss the meanings and uses of the new words in groups, and to do information gap activities in pairs or small groups presented in front of the classroom.

L1 Used for Classroom Instruction

It was found that L1 use played a major role in teaching and learning in classroom practice. L1 was always involved in the opening, sequencing, pacing, and closure. Results of the classroom observation revealed that the teachers used L1 to ask questions based on the topic in the lesson and give feedback on the English language performance of students. The teachers taught and explained the lesson in the Thai language except for making English sentences.

However, it was found that the PU-T2 used English to ask students, but the questions were provided in the texts such as lead-in questions, and classroom language for instruction such as Do you understand? What is it about? Or are you ready? The information in the lesson was taught, explained, and translated into the Thai language. For example. The PU-T2 taught the lesson in the fifth week of classroom observation. After presenting new vocabulary items for students in the Thai language, the teacher continued teaching a listening part about catering. The teacher opened the audio for listening:

| Audio | We offer catering for a wide range of events. This included wedding and corporate functions. We provide all the materials necessary for your event. First, we have quality tents. You can choose from a variety of styles. We also provide folding chairs and tables. Our banquet setup is impossible to beat. We serve delicious food that is always piping hot. To make that happen, we use only the best equipment. This includes aluminum steam pans and chafer dishes. |

Our chafers use fuel to ensure the food stays hot. Finally, our dinnerware is of the highest quality available.

PU-T2 เป็นไงบ้างคะ อันนี้เป็นเว็บไซต์ที่เค้าให้บริการเรื่องการจัดเลี้ยง ดูคำศัพท์ก่อน นะ เรามีอะไรคะ มี เต้นท์ มี Dinnerware พวกจานชาม อุปกรณ์ใส่อาหาร ต่างๆ มี steam pan เคยเห็น steam pan แบบนี้ไหม ครูเคยซื้อมาจากเกาหลี สามารถวางผักหรืออาหารไว้บนนี้ได้ แล้วไปอุ่นได้เลย ยกออกมาวางได้เลย Chafer dishes ที่มีที่อุ่นอาหารด้านล่างใช้รักษาความร้อนของอาหาร และก็ Folding chair อะไรคะ เก้าอี้พับได้

มาดูกันว่าเค้าว่าอย่างไรบ้าง

We offer catering for a wide range of events. This included wedding and corporate functions งาน corporate functions คืองานที่แบบที่เป็น การรวมกลุ่มกัน อย่างเช่นงานประชุม สมนาต่างๆ.

We provide all the materials necessary for your event ก็คือ เรา ให้บริการอะไรที่มันจำเป็นเนาะ ที่ต้องใช้ เช่น เต็นท์ First, we have quality tents. และก็ You can choose from a variety of styles เต้นท์ก็มีหลายๆ แบบ We also provide folding chairs and tables ก็มีเก้าอี้พับและก็โต๊ะ Our banquet setup is impossible to beat เดะดูคำว่า impossible to beat คือแบบ beyond ไม่มีใครเอาชนะเราได้ในเรื่องงานเลี้ยงเนี่ยะ.

We serve delicious food that is always piping hot อาหารก็อร่อย To make that happen, we use only the best equipment เราใช้แต่อุปกรณ์ ดีๆ เช่นอะไร aluminum steam pans และ chafer dishes. Our chafers use fuel to ensure the food stays hot ซึ่งเป็นอุปกรณ์ทำให้อาหารร้อน ตลอดเวลา. Finally, our dinnerware is of the highest quality available จานชามที่ใช้ก็เป็นอะไรคะ highest quality คุณภาพ

ต่อไปทำ True or False นะ

As illustrated in the example, the teachers used the whole class teaching for classroom instruction while the students were passive learners and they sometimes walked around the classroom to help students in doing group work or

individual work. L1 still played a major role in teaching and explaining information in the lesson.

It was obvious that the L1 was consistently used in various states of the lesson opening, sequencing, pacing, and closure. This indicated that L1 was used as a means of lesson instruction and communication. This might be a common practice for building a basis of understanding and facilitating the learning process.

Mostly, the L1 was used to making questions and giving feedback. The teachers used Thai which students were most familiar with, allowing students to understand and interact easily. In this practice, the teachers expected to make sure that all students in the class understood what they were learning from the lesson, which could support participation and engagement. The teachers consistently used Thai to provide feedback on students' English language performance including giving explanations, corrections, and guidance.

In addition, the use of Thai language served as the dominant language of lesson instruction. The teachers used it to explain and present information about the lesson, and make decisions about what students should do, and what they were going to learn. It was assumed that L1 might be comfortable to facilitate a better understanding of students. Using Thai allowed teachers to be more comfortable to provide deep details of the lesson to ensure that students understand the concept or lesson contents clearly.

Furthermore, the teachers did not use Thai when making English sentences. This indicated that the use of English was especially used to form English sentences. It was assumed that the teachers having students form English sentences would develop their language accuracy and promote active use of English.

In summary, the use of L1 in classroom observations at PU tended to be a medium of effective communication, comprehension, and instruction. The use of English which was the main language in instruction was used for specific language tasks such as making English sentences. In the PU context, the L1 use was to facilitate

understanding, provide guidance, and bridge the gap between the students' L1 and the English language.

Table 12 The Classroom Management in English Classroom Practice at Public Autonomous University

No	Statements	M	SD	Interpretation
	Classroom Management			
1	Using English to give feedback on the English language performance of students.	4.00	1.00	Agree
2	Allowing students to learn dialogue and act it out in front of the class in groups.	3.00	1.00	Uncertain
3	Asking questions based on the topic in the lesson in English.	3.33	1.15	Uncertain
4	Having students discuss the meanings and uses of the new words in groups.	2.66	1.52	Uncertain
5	Having students participate in group discussions that are relevant to the lesson.	2.66	1.52	Uncertain
6	Allowing students to practice English patterns in groups.	2.66	2.08	Uncertain
7	Having students identify the errors in their use of language and correct them in a group.	2.66	2.08	Uncertain
8	Assigning group work and having students present it in front of the classroom.	2.66	1.52	Uncertain
9	Having students do role-playing with language patterns relevant to the lesson.	2.66	2.08	Uncertain
10	Having students talk in a small group about the topic they are interested in.	2.66	1.52	Uncertain
11	Allowing students to do information gap activities in pairs or small groups.	2.33	1.52	Uncertain
12	Avoiding using Thai in the classroom.	2.33	.57	Disagree
	Total	2.78	1.46	Uncertain

The Teacher Roles

These aspects were extracted from the questionnaire regarding the teacher roles including (a) modeling the dialogue for students, and they repeated it, (b) modeling the pronunciation of difficult words for students, (c) encouraging students to connect lessons with real-life situations (e.g., giving everyday examples of how to apply lessons in everyday life), (d) facilitating the communication process while they were doing activities (e.g., helping students with activities, showing examples of language usage, allowing students to ask questions), (e) monitoring student performance in activities (e.g., asking questions, taking a quiz, assigning homework, giving individual feedback), and (f) encouraging students to learn English outside the classroom.

As shown in Table 13 the total mean score of the aspects relevant to the teacher role, in general, was at a level of agreement (M=3.88, SD = .73) which indicated that the teachers played a very important role in the EFL classroom.

When considering each aspect separately, the results showed that the teachers strongly agreed that they facilitated learning processes for students (M= 4.66, SD = .57). They helped the students with language activities such as helping students to generate ideas about the topic in the lesson. Additionally, they advised learning sources for students to learn English outside the classroom (M = 4.33, SD = .57), and encouraged students to apply the lesson in everyday life (M = 4.33, SD =. 57). Finally, they played a role as a monitor in the classroom (M = 3.66, SD = .57).

Furthermore, as for the teacher's role as a role model, it was found that they were uncertain that they modeled pronunciation of difficult words (M = 3.33, SD = 1.15) and dialogues for students (M = 3.00, SD = 1.00). The results indicated that the teachers were not sure if they could be role models for using the language for students or not.

To provide evidence of the role of the teachers in the classroom, in-depth interviews were conducted to verify their views on the role of teachers. It was found that the results of the interviews were consistent with the results of the questionnaires. The teachers played multiple roles at the same time which included four

major roles in the EFL classroom, as a resource (PU-T1, PU-T2, PU-T3), a facilitator (PU-T1, PU-T2, PU-T3), a monitor, (PU-T2, PU-T3), and a role model (PU-T2, PU-T3).

As a resource, the teachers revealed that they provided various learning sources including giving essential advice and guidance for the learning processes of the students. For example, as explained by PU-T1:

I recommended students watch YouTube and make friends with foreigners or suggested language learning from various online sources. Yes, they could learn English with a Native speaker. There were many. I always said that there was a way of studying like this; if they didn't understand listening, there were teaching English with different accents that I recommended.

PU-T3 also said:

I gave advice or guide them, letting them try to find information for themselves through various channels where they could practice reading English news or channels where they could find information or additional explanations in reading. For example, they might go to a page or website. Ah, I gave them some advice that match what they were okay with because they were good at using social media, they could search for that information.

As a facilitator, the teacher helped students with doing language activities. The teacher plays the role of an assistant to help them to achieve the lesson objectives. The role of a facilitator often coincided with the role of a monitor. As clarified by PU-T2:

I helped them with everything. I answered questions when they asked and tried to guide them. But wondered why they rarely asked me. Seriously, I like them to ask. They must be encouraged. I guided them if they still didn't understand. I actually knew that they still didn't understand. So, I tried to search for a photo from supplementary sources such as capturing photos and sending them to the group because students sitting in the back seat didn't see it so that they could open and keep them in their phones. The fact, if students didn't ask anything, it was my problem because I must encourage them to ask something, right?

Sometimes, I didn't know that they didn't understand. I knew it after taking a midterm exam that they didn't understand. So, the Midterm exam or whatever exam would allow me to know that didn't understand. I asked them instead.

As a role model, the teachers particularly encouraged students to have a positive attitude toward learning English and realize the importance of English. The teacher should provide effective communication in English, using correct grammar, vocabulary, and pronunciation which were important for students who did not have much exposure to the language including providing a useful and comprehensible model of English. As revealed by PU-3.

I supported their learning by creating an atmosphere conducive to learning. The atmosphere was referred to as how to encourage them to use English in the classroom as much as possible. If it was outside the classroom, students might play. When entering the lesson, I must get them to use English one way or another. In addition to using English in the classroom, I also tried to get them to speak, give opinions, and use English as much as possible. I not only encouraged, supported, and guided them but also talk about the importance of English all the time and how it was important for their career. I always encouraged them to learn English. My role here was to make them realize the importance of learning English, encourage them, help them, and help create an environment in the classroom, how to make the classroom not too boring. Furthermore, I also guided them on how to learn English through various learning materials. In addition, we must have enough knowledge to teach them and to answer their questions about learning and improving their English skills.

The teacher's role was primarily observed through some aspects of classroom practice that could be identified. In the classroom observation, it was found that the teachers put their efforts to have various roles in the classroom which were consistent with the results of the questionnaires and the in-depth interviews. The teachers always encouraged students to learn English in their daily life by connecting the lesson with real-life situations such as giving everyday examples of how to apply the

lessons in every life and giving recommendations about learning sources outside the classroom.

As a facilitator, the teachers were everything to students because they tended to be passive learners. They helped students while students were learning and doing exercises or activities such as walking around the classroom, allowing them to ask questions about what they were struggling with or explaining the topic again. Importantly, they monitored students' performance in activities regularly. For example, when they were not sure whether students were understanding or not, they repeated asking or explaining including giving group feedback or individual feedback.

It was also found that when the classroom atmosphere became tense, the teachers would change a topic of teaching to share some experiences of learning English or life experiences including allowing students to share their life experiences.

However, the aspects that were occasionally found in the classroom practice were teaching and modeling the pronunciation of some difficult words and English dialogues and having students repeat those words and dialogues. For pronunciation, some teachers opened language pronunciations from audio in the lesson and from a dictionary website for students (PU-T2) while others themselves modeled the pronunciation and asked students to check word pronunciations and meanings in dictionary websites (PU-T1, PU-3).

Overall, during classroom observations, the teacher roles were observed. It revealed that the teachers made an effort to serve various roles in the classroom. These roles were found to align with the responses obtained from the questionnaires and in-depth interviews, indicating that the teachers were intentional in their approach to classroom instruction. Teachers also attempted to encourage students to incorporate English learning into their daily life situations, provided everyday examples to explain how the lessons could be applied in practical situations, allowed students to use language by themselves, and provided corrections or feedback on the language produced by students. This practice could facilitate students learning and make the learning experience more relevant and meaningful for the students.

Furthermore, the teachers served a role beyond the classroom environment by recommending learning sources outside of the classroom. It was important to note that the teachers recognized the importance of continuous learning and suggested additional resources or materials that could support students' English learning experiences. As for doing this way, the teachers could be demonstrated their realization for promoting English language proficiency beyond the classroom.

In summary, the results indicated that the teachers were actively engaged in various roles (facilitator, monitor, role model) in the classroom, creating a conducive learning environment, promoting the practical application of lessons, and providing guidance for independent learning.

Table 13 The Teacher Roles in English Classroom Practice at Public Autonomous University

No	Statements	M	SD	Interpretation
Teacher Roles				
1	Facilitating the communication process while they are doing activities.	4.66	.57	Strongly Agree
2	Encouraging students to connect lessons with real-life situations.	4.33	.57	Strongly Agree
3	Encouraging students to learn English outside the classroom.	4.33	.57	Strongly Agree
4	Monitoring student performance in activities (e.g., asking questions, taking a quiz, assigning homework, giving individual feedback).	3.66	.57	Agree
5	Modeling the pronunciation of difficult words for students.	3.33	1.15	Uncertain
6	Modeling the dialogue for students, and they repeat it.	3.00	1.00	Uncertain
	Total	3.88	.73	Agree

The next section presents the instructional methods used in the English classes at the non-public autonomous university.

4.2.2 Results of the instructional methods used in English classes at a non-public autonomous university (NonPU)

This section presents the results of the instructional methods used in EFL classes at a non-public university including opening, sequencing, pacing, closure, teaching material, classroom activities, classroom management, and teacher roles.

Conclusion of the instructional methods used in English classes at non-public autonomous university (NonPU)

As for the opening, the teachers strongly agreed that they were highly concerned about the opening process including making a clear plan, explaining the objectives of the lessons, stating important information about the lesson, and having warm-up activities. The teachers occasionally reviewed the knowledge and skills students had learned from the previous lesson and provided opportunities for students to learn English from supplementary sources such as TV shows, songs, and examples of different English accents. The results from the in-depth interviews were consistent with the results from the questionnaires, and the classroom observations were also consistent with the results of the questionnaires and the interviews. The teachers provided clear objectives for the lessons, stated information about the knowledge and skills that students were going to learn from the lesson, reviewed what had been covered in the previous lesson, and clarified the relationship between the lesson and real-life situations.

In sequencing, the data obtained from the questionnaire, in-depth interview, and classroom observation were also consistent. The result obtained from the interviews was unclear as the teachers only stated that they were teaching based on the textbooks but did not clarify the exact details of the sequencing.

However, as evidenced by the questionnaire and the classroom observations, the results of the data analysis were consistent. The teachers put emphasis on presenting and teaching vocabulary, encouraging students to discuss the

meaning of those new words in groups, introducing a situation for learning language, modeling language dialogues and pronunciation of difficult words for students, having students engage in group discussion and practice language pattern in the lesson, giving many examples of language uses including checking students' understanding. In addition, it was observed that the teachers sometimes utilized the English language to make questions to their students, but they did not give them chances to recognize and rectify grammatical errors or mistakes. The teachers placed significant emphasis on instructing students on vocabulary, particularly on teaching them how to apply vocabulary in different situations. This involved introducing new words and providing explanations of their meanings, followed by group exercises where students practiced using the newly acquired vocabulary in context.

Regarding pacing, the results from the in-depth interview and classroom observation were consistent with the results from the questionnaires. The teachers facilitated the communication process, helping students with activities by showing several examples of language usage and monitoring students' performance in activities. Furthermore, the teachers agreed that they gave feedback on the English language performance of students in English, encouraged students to use English in the classroom such as teaching and asking questions in English, playing English-speaking games, complimenting when students use English, did not interrupt while the students were trying to use the language, avoided using Thai in the classroom, managed a supportive classroom environment conducive to language learning, and encouraged students to learn English outside the classroom such as recommending learning sources, persuading students to use English in every life.

Concerning the closure, the results of data analysis of the questionnaire, in-depth interview, and observation were consistent. The teachers summarized important points that were included in the lesson including giving an assignment provided in the text for the next week and providing opportunities for students to summarize the lesson for the class.

Regarding the classroom activities, the results of the questionnaire, in-depth interviews, and classroom observations were consistent. The most frequently used activities were those that focused on bridging information gaps. Additionally, the classroom exercises included crucial tasks that aided in the students' learning process. These tasks included group work, English dialogue practice, presenting assignments, and role-playing in front of the class. Moreover, students were encouraged to share their thoughts and opinions about the lesson topics or their experiences with English usage in daily life. This was often done through engaging activities that utilized vocabulary provided in a lesson.

Concerning the teaching materials, the results of data analysis of the questionnaire, in-depth interviews, and classroom observation were consistent. The teacher provided modern contemporary tools, like projectors, computers, digital screens, and sound amplifiers to support their lesson teaching. They employed a commercial textbook with software programs featuring audio, conversations, and video clips. To supplement their teaching, they incorporated sources such as TED Talks, TV show programs, and YouTube. Additionally, students were given opportunities to explore online sources of their preference for additional information that they could use to complete their assignments and presentations.

Finally, as regards the teacher role, the results of the data analysis were consistent. The teachers played four important roles in facilitating the communication and learning process of students, modeling using language for effective communication and correct use of language, monitoring student's progress in learning, including guiding additional learning sources and encouraging students to foster a culture of self-directed learning among students beyond the classroom environment.

In addition to the consistency of the data analysis above, data from the questionnaire and in-depth interviews concerning classroom management were aligned with the results from classroom observation.

Teachers claimed that they tended to use group work on a regular basis as they encouraged students to have the opportunity to learn language activities in

groups. In fact, in the classroom practice, the teachers were likely to use the whole class teaching as the teachers were observed to predominantly teach according to a text-based approach, by following a specific sequence of texts. While information gap activities were commonly used in the classroom, the teachers did not provide opportunities for students to work in groups and identify and correct language errors. In addition, group work activities such as practicing conversations, presenting assignments, or doing role-plays were only occasionally graded based on learning criteria. The teachers were found to have a significant presence in the classroom, mainly delivering the lesson, providing relevant information, and organizing activities in a whole-class approach.

In addition to the whole class teaching, the aspect of language used in the classroom was consistent within three sources of data as teachers were trying not to use Thai all for teaching English such as using English to ask questions, give a compliment on the language performance of students, and/or present information in the lesson. the result revealed that English and Thai languages were mixed in the classroom practice.

The section presented the results of instructional methods used in EFL classes at a non-public autonomous university. Based on the results from three sources of data, it could be concluded that opening, pacing, closure, teaching materials, classroom management, and teacher role were found to be consistent while classroom management was inconsistent.

The next part presented details of the results of the instructional methods used in English classes at a non-public autonomous university (NonPU).

Opening

The opening process included (a) making a clear plan of what to teach, (b) describing the goals of the lesson clearly, (d) stating the information or skills that the students would learn, (e) describing the relationship between the lesson and real-life situations, (f) reviewing learning from the previous lesson, (g) pointing out the links

between this lesson and previous lessons, and (h) asking students to look at the picture or dialogue and think about what they were going to learn.

As illustrated in Table 14, the overall mean score of the opening found in the classroom practice was 4.37 (SD = .75) indicating that the teachers strongly agreed that they were highly concerned about the openings.

Considering each element of the opening, the teachers strongly agreed that their classroom practice covered making a clear plan of what to teach (M = 4.66, SD = .57), explaining the goals of the lessons clearly (M = 4.66, SD = .57), stating important information of the lesson (M = 4.66, SD = .57), and asking students to think about a picture or dialogue of the lesson (M = 4.66, SD = .57). Furthermore, there were three aspects that the teachers agreed on using them in the opening including describing the relationship between the lesson and real-life situations (M = 4.00, SD = 1.00), reviewing the knowledge of the previous lesson (M = 4.00, SD = 1.00), and clarifying the relationship between the lesson and the previous lesson (M = 4.00, SD = 1.00).

As for the opening, it was found that the results from the in-depth interviews were consistent with the results from the questionnaires. The teachers revealed that they provided clear objectives for the lessons and stated information about the knowledge and skills that students were going to learn from the lesson including reviewing what had been covered in the previous lesson. Furthermore, they also began the lesson by doing some warm-up activities or showing a picture of the lesson and having students think about it. In addition, the teachers also provided an opportunity for students to listen to some additional listening from supplementary sources such as TV shows, songs, and examples of different English accents.

In the classroom practice, NonPU-T1 consistently informed the students about the objectives of the lesson, having them explore what they were going to learn and what activities they would be doing. Sometimes, he reviewed what was taught in the previous lessons and connect it to the present lesson's activities. Furthermore, he occasionally used pictures to give students an idea of what the upcoming chapter or

topic would be about and summarized the introduction by providing the main points and stating that the lesson for that day would focus on those topics. As informed by NonPU-T1:

> I, usually, informed the lesson objectives, what they were going to do, and what activities they were going to do. Sometimes, I reviewed the previous lessons about what they had done last week, and what we were going to do this week. I sometimes showed a picture of what the chapter might be about and concluded that the lesson today was about these things. that Today we will learn about them.

NonPU-T2 put emphasis on informing students about the lesson objectives and what they were going to learn. He used several strategies to engage students in the lesson, such as asking them to think about situations in their daily life, leading them into the lesson, or using warm-up activities. NonPU-T2 briefly explained:

> Mostly, I told the students the lesson objectives and what they were going to learn from the lessons. I also began the lesson by asking them to lead them into the lesson or doing a warm-up activity. For example, I had them think about the situations in their daily life.

Finally, NonPU-T3 also covered important elements of the opening. He provided an introduction to the lesson by explaining the topic and the lesson objectives, which were provided in the text. Interestingly, he used a special strategy for the opening by integrating listening activities into the lessons. He had students listen to English songs, watch TV show programs like "Got Talent" or "The Voice," and listen to English accents from different countries (e.g., England, Australia, America). NonPU-T3 said:

> After coming to the classroom, I would explain what the lesson was about including the lesson objectives which were provided in the text. Then, I had students listen to an English song. The second one included listening or watching TV show programs such as Got Talent or The Voice. The third one was listening to English accents from different countries, English, Australia, or America.

Overall, the teachers at NonPU covered essential and some special elements in the opening process, setting lesson objectives, engaging students through various activities, and incorporating listening activities into their lessons.

Furthermore, it was also found that the results of the classroom observations were consistent with the results of the questionnaires and the interviews. Importantly, the teachers presented the lesson step by step. The classroom practice covered six elements of opening the classrooms. That was, the teachers stated the lesson objectives and information that the students would learn in the lesson along with describing the relationship between the lesson and real-life situations. After that, the teachers showed a picture or dialogue in the lesson and encouraged students to think about the theme of the picture and let them think of vocabulary items in the picture. In addition, it was found that the teachers occasionally reviewed the knowledge and skills students had learned from the previous lesson. They rarely provided the links between this lesson and previous lessons.

As for NonPU-T1 teaching a course of speaking and listening for daily life, clear goals and information or skills that students were going to learn from the lesson were presented to the students. Before starting the lesson, the teacher asked students whether they understood the lesson or not.

To begin teaching the lesson, the teacher showed a picture that was the major theme of the lesson and asked students what the lesson might be about. In this process, the students must state the theme of the lesson such as living, work, or arts. After that, students were asked to discuss the meaning of vocabulary items that might be relevant to the theme of the lesson in groups while the teacher walked around the classroom to encourage them and helped them with vocabulary. Finally, the teacher let students think about the situations using vocabulary relevant to the lesson and explained the link between the lesson and real-life situations.

Similarly, NonPU-T2 teaching STEP UP English covered six elements of the opening process. The classroom practice started with asking students about their daily life and general knowledge of English and showed descriptions and objectives of

the lesson on screen followed by reading the lesson objectives and explaining what information students were going to learn. Then, the teacher first showed a set of vocabulary and asked students to think about their meanings including sharing some ideas about situations using those words. After that, the teacher showed a picture to let students think of word meanings in a warm-up activity. Take lesson one for an example, the teacher showed four pictures about activities in higher education and asked students which style of learning they preferred and let students discuss with friends and write it in their textbooks. Finally, the teacher explained how to apply the learning style in daily situations.

Furthermore, it was found that NonPU-T3 clearly provided elements of the opening process. Teachers began to engage students by playing contemporary international songs or TV shows and asking them if they knew the song or have watched it along with showing the title of the song and the content of the song or script of the TV show. The students were then asked to look at the lyrics and asked if there were any interesting words. The students gave the answers to their interesting words and phrases. The teacher gave a compliment and explained the content of the song or script of that conversation. When finished explaining, the teacher began to explain the lesson and what the students had to learn in that lesson in terms of common phrases used in the lesson for students and had students discuss the meanings and filled those words in the gaps provided in the dialogue.

Take an example of the opening taught by NonPU-T1 in the second week after checking class attendance.

NonPU-T1   The students in the back rows, please come to the front rows, please.
            ที่นี้ดูสามประโยคนี้ก่อน สามประโยคนี้จะเป็นงานสามอัน จะมีงานที่ครูเคยทำ สองอัน และมีงานที่ครูทำหนึ่งอัน

NonPU -T1   Showing sentences of three kinds of jobs. I used to work as a grocery clerk. I used to work as a dishwasher. I used to work as a cooking instructor. I would like you to discuss which jobs I used to do and which

jobs I didn't use to do. อันไหนบ้างที่ครูเคยทำและอันไหนที่ครูไม่เคยทำ You can ask me questions about these jobs. Ok? Which one is a liar? ครูจะบอกว่าครูเคยทำทุกอย่างเลยนะ แต่ให้หาว่าอะไรที่ครูโกหกพวกเรา guess what? อันแรก I used to work as a grocery clerk. อันนี้เป็นคนขายของน่ะ ลักษณะขายของชำ อันที่สองเป็น Dishwasher เป็นคนล้างจาน อันที่สาม Cooking instructor คนสอนทำอาหาร อันไหนที่ครูไม่เคยทำ before becoming a teacher. Ok? Let's discuss, I will be walking to you.

Ss	Discussing in groups (in Thai)
NonPU-T1	Walking around the class to listen to students and let students ask questions.
NonPU-T1	Ok? Anyone think that I used to work as a grocery clerk? Raise your hands.
Ss	Raise their hands.
NonPU-T1	What about number 2? Raise your hands. And what about number 3? The answer is number 1.
Ss	laughing and clapping.
NonPU-T1	Ok. Let's see what we are going to learn today (Showing a photo caption). เขาบอกว่า Look at the photo and read the caption.

1. What training or education is needed for this job? What skills are needed? 2. Do you like this job? Explain. And 3. Read the title of this unit. What do you think I mean? มีการเทรนที่ไหนบ้างทำต้องการสำหรับงานนี้ and skills are need มีทักษะใดบ้างที่จำเป็นกับงานนี้ So, let's look at the caption. He is an artist. Todd Stone works on his painting นะครับ of the city from his temporary studio เทมโพรารี สตูดิโอ เทมโพรารี คือ ชั่วคราว ดังนั้น จะแปลว่า สตูดิโอชั่วคราว คำนี้มีคำตรงข้ามคือ permanent คือถาวร ถ้าจะจำให้จำคำนี้ด้วยนะ เพราะว่าเวลาจะจำให้คิดถึงสถานการณ์หรือสิ่งที่เกี่ยวข้องกันกับสิ่งนั้นๆ จะได้จำได้เร็ว on the 67th floor of the World Trade Center in New York, U.S.A.

According to the classroom observation at NonPU, the teachers greatly realized the importance of the opening, indicating that they structured their lessons in a logical sequence, ensuring a clear flow of information.

The teachers stated the lesson objectives by informing the specific objectives of the lesson to the students, informing what they were going to learn. The teachers clearly provided information together with the objectives by sharing some information relevant to the content or concepts that would be covered in the lesson.

Furthermore, the teachers made highlights of connections between the lesson and real-life situations, helping students understand the practical relevance of the topic and applied using pictures or dialogues related to the lesson to engage students visually and encourage critical thinking. The teachers not only had students explore the theme of the lesson by encouraging them to think about pictures or dialogues, enhancing students analysis and interpretation skills but also had students to identify and think of vocabulary items related to the picture, fostering language skills, and expanding vocabulary knowledge. In addition, the teachers occasionally reviewed the knowledge and skills that students had learned from the previous lesson. This indicated a reinforcement of previously learned information, reinforcing retention, and making connections between lessons.

In summary, the observed teachers covered essential elements of the opening, including setting clear objectives, engaging students with visual aids and critical thinking exercises, and occasionally reviewing previous knowledge. However, the teachers might need to explicitly explain the connections between lessons to enhance the continuity and coherence of the lesson.

Table 14 The Opening Used in EFL Classrooms at Non-Public Autonomous University

No	Statements	M	SD	Interpretation
Opening				
1	Making a clear plan of what to teach.	4.66	.57	Strongly Agree
2	Describing the goals of the lesson clearly.	4.66	.57	Strongly Agree
3	Stating the information or skills that the students will learn.	4.66	.57	Strongly Agree
4	Having students to a picture/dialogue and discuss about it.	4.66	.57	Strongly Agree
5	Making connection between the lesson and real-life situations.	4.00	1.00	Agree
6	Reviewing learning from the previous lesson.	4.00	1.00	Agree
7	Pointing out the links between this lesson and previous lessons.	4.00	1.00	Agree
	Total	4.37	.75	Strongly Agree

Sequencing

The process of sequencing included (a) presenting the new vocabulary items used in the text, (c) having students discuss the meanings and uses of the new words in groups, (d) introducing a situation for students to learn new languages, (e) modeling the dialogue for students, and they repeated it, (f) modeling the pronunciation of difficult words for students, (g) having students participate in group discussions that were relevant to the lesson, (h) allowing students to practice language patterns in groups, (i) asking questions based on the topic in the lesson in English, (j) checking the comprehension of students before teaching the next steps of the lesson, (k) having students identify their errors in their uses of language and correct them in a group, (l) encouraging students to connect lessons with real-life situations, (m) providing appropriate timing for each classroom activity, and (n) giving several examples of language patterns.

As presented in Table 15, overall, the mean score of sequencing used in a lesson was relatively high at a level of agreement (M = 4.20, SD = .84) which indicated

that the teachers at the non-public autonomous university expressed their opinion that their classroom practice covered important elements of the sequencing.

When considering each aspect, the highest mean of the sequencing the teachers strongly agreed was an aspect of presenting new vocabulary items in the lesson for students (M = 4.66, SD = .57) followed by the aspects which received an equal mean score of 4.33 (SD = .57) including encouraging students to discuss the meaning of those new words in groups, introducing a situation for learning new languages, modeling language dialogues and pronunciation of difficult words for students, having students participate in group discussion and practice language pattern in the lesson, giving many examples of language uses including checking students' understanding before moving to another topic. Finally, the teachers also agreed that they encouraged students to connect lessons with real-life situations (M = 4.00, SD = 1.00), provided appropriate timing for each activity in the classroom (M = 4.00, SD = 1.00), used English to ask questions (M = 3.66, SD = 1.15), and provided opportunities for students to identify their errors in the use of English (M = 3.66, SD = 1.15).

Regarding the sequencing, the results of the in-depth interviews were not consistent with the results from the questionnaire since all volunteer teachers briefly stated that they presented the lessons sequentially according to the text.

According to NonPU-T1, the lesson presentation primarily followed the text. He emphasized the explanation of how words could be applied in different contexts, providing several examples through verbal explanations. Although writing examples may not have been a regular practice, he provided spoken examples to demonstrate the use of language. He also provided examples of pronunciations of difficult words pronunciation and had students repeat them. As stated by NonPU-T1:

> After that (after the opening), I presented the lesson by following the text. Most of the time, in this course, I mostly told them how the word could be used in other contexts. I gave examples by telling them. I probably didn't write, but I might say that this could be used in other contexts. I gave examples by speaking. About

pronunciation, I did. I gave some examples of word pronunciations, and let students repeat.

NonPU-T2 described that the lessons were presented by giving lectures and engaging the whole class. PowerPoint presentations were extensively utilized, incorporating vocabulary meanings and sentence examples. Reading practice materials were integrated when teaching reading. He had students learn grammatical structures from exercises or reading passages. NonPU-T2 said:

I taught by giving a lecture and asking as a whole class. Everything was available in PowerPoint. For example, in vocabulary, there were meanings and examples of using each word in a sentence. If it was about reading, then there was reading practice. If it was grammar, it was excerpted from exercises or reading parts.

NonPU-T3 integrated various activities into teaching in the sequencing process, including filling information in the blanks, sentence completion, question and answer exercises, and reading passages followed by answering questions. He also utilized video clips focusing on conversations and dialogues relevant to specific situations, such as a situation in the hospital. He described that he also provided examples of language use after showing the video clips, and had students practice them independently. NonPU-T3 also said:

There were activities like filling in the blank, sentence completion, questions, and answer, and reading a passage and answering questions. Most of the time, I used conversations or situations for video clips. For example, I showed them video clips of conversations and dialogue used in the hospital. Yes, I did. After that, I would let students have a look at examples and let them practice by themselves.

In summary, NonPU teachers realized the importance of the sequencing process and employed different strategies to engage students and facilitate their understanding and practice of the lesson contents.

According to the results of the in-depth interviews, the sequencing process was not clear because the teachers informed that the lesson was taught by following the text. Therefore, it must be carefully considered how the teachers taught by following the text.

According to the results of the classroom observations (NonPU-T1, NonPU-T2, NonPU-T3), it was found that classroom instruction was relatively consistent with the results of the questionnaire. There were 11 elements found in the classroom practice at a non-public autonomous university which included having students learn new vocabulary in the lesson and discuss their meaning and how to apply those words in daily life in groups, modeling dialogues, and pronunciation of difficult words for students. The teacher often explained the meaning and use of the words along with giving examples of how they were used in everyday life for students to understand more clearly including checking the comprehension of students before teaching another topic. Furthermore, the teachers occasionally used English to ask students. However, it was found that they did not provide opportunities for students to identify an error or a mistake in the use of language and had them correct it themselves.

Interestingly, the teachers considerably focus on teaching vocabulary, especially practicing how to use vocabulary in various contexts by introducing and explaining the meaning of words and letting students practice using that sentence or that word in groups.

In the classroom practice, after the opening, NonPU-T1 let students look at words in the lesson on the screen and asked students to identify which words they knew and which they did not in groups before explaining the meaning of words and how to use them in several situations including modeling how to pronounce some difficult word for students by using English coupled with the Thai language. When there were activities or exercises in the text such as completing a dialogue or reading a passage, the students were often encouraged to work in groups.

In addition, in explaining the vocabulary, the teacher also encouraged students to learn more about vocabulary by asking them to think about situations in

which they might use those words in their daily lives and having students practice making sentences related to the vocabulary in the lesson orally or sharing the experience of using English to the students. The teacher repeated this until he was sure that students understood it before moving on to the next section by asking them questions in groups and individually.

NonPU-T2 teaching STEP UP English began the sequencing process by presenting new vocabulary items after having students discuss what they should learn in the lesson. In this concern, the teacher read including pronouncing words, translated them into Thai, and explained how to use them in relevant contexts that students might use in daily life situations by giving examples of various situations. Occasionally, students were encouraged to build a sentence based on the situations in the text to check whether the whole class understood what they were learning or not. Similarly, the teacher did not allow them to identify their errors or mistakes in using the language. Mostly, he himself collected those errors and mistakes produced by students and corrected them including explaining what was wrong and what is correct.

As for NonPU-T3, the sequencing started with showing vocabulary items in the lesson. Students were first asked to think about their meanings and identify which ones they had already known and which ones they had not. After that, the teacher pronounced those words for students and had them repeat in groups and individually to check whether they produced correct pronunciations or not. Before doing an exercise, the teacher also translated, explained the meanings, and gave several examples of situations using those words. To make sure that the students understood, the teacher repeatedly asked students to think about situations and give some examples of using words in daily life situations in groups and individually.

In addition, in explaining the meaning and how to use vocabulary in different situations, the Teachers often search for more information from various internet sources to explain to students and gain more understanding. For the sequencing, take an example of the classroom practice of NonPU-T3.

NonPU-T3	Before going to our lesson, I'd like you to listen to animal voices. There are ten animals. มีสัตว์ทั้งหมดสิบอย่าง ให้หนูฟัง และบอกว่า Which animal can you hear? There are ten items. So, you have to listen and tell me. (Opening animal voice and having students answer in English).
Ss	(Pronouncing) Shout
NonPU-T3	สมมติตรงนี้เป็นวัวลูก สมมติว่าหนูจะเรียกเพื่อน your friend is in opposite you, if you shout like call your friend , shout คือเรียกปกติ เพื่อนอยู่ตรงข้าม เรียกก็คือ Shout เฉยๆ ไช่ไหมครับ แต่ถ้า shout down คืออย่างนี้นะ หันไปหาวัว คือไม่ได้ นอกจากวัวจะไม่กลัวหนูแล้ว หนูด่ามันนี่ อย่าทำนะครับ run วิ่งเท่านั้นจะเป็นวิธีที่ดี หรือไม่ Ok. I would put my hands in my pockets and walk slowly backwards. คือ คำนี้ครูสอนไปสัปดาห์ก่อนแล้ว put hands in my pocket สิ่งที่ข้าพเจ้าจะทำก็คือเอามือล้วงกระเป๋าแล้ว walk slowly backwards. Backwards คืออะไรลูก ภาษาเหนือคืออะไรลูก ตะตอนย้อนน่ะ เข้าใจไหมลูก And C I would keep completely still and look at it in its eyes. สิ่งที่จะทำก็คือ still, still ก็คือ ยัง หรือยังคง ไช่ไหมลูกความหมายแรก แต่ในบริบทนี้คือข้าพเจ้าจะนิ่ง คือ จะไม่ทำอะไร จะนิ่ง และ look at its eyes และมองตามมัน เราจะทำอย่างนั้นได้จริงไหมลูกถ้าในสถานการณ์จริง ตอนเด็กเคยไหมลูก หมาไล่ ทำอย่างไง
Ss	วิ่ง
NonPU-T3	อ่า you run วิ่งสิครับ

It could be concluded that the teachers at NonPU provided opportunities for students to discuss the meaning of vocabulary and words in groups and imagine how to use them in daily situations. They additionally modeled the dialogues to enhance students' understanding of how to use the vocabulary to communicate effectively including giving guidance on the pronunciation of difficult words to help students develop their speaking skills.

The teachers consistently explained the meaning of the vocabulary items and provided examples for using that vocabulary in real-life situations to develop

students' understanding of how to apply them. During the learning process, the teachers regularly checked the comprehension of the students before moving on to another topic to ensure that students understand what they were learning.

Finally, the teachers occasionally used English to communicate with the students, potentially immersing them in an English-speaking environment and enhancing English skills, especially listening and speaking.

However, it was observed that the teachers did not focus on having students identify and correct language errors or mistakes by themselves, but the teachers did it for students. This could limit opportunities for self-correction which was beneficial in fostering students' autonomy and language development.

Table 15 The Sequencing Used in EFL Classrooms at Non-Public Autonomous University

Statements	M	SD	Interpretation
Sequencing			
1 Presenting the new vocabulary items used in the text.	4.66	.57	Strongly agree
2 Having students discuss the meanings and uses of the new words in groups.	4.33	.57	Strongly agree
3 Introducing a situation for students to learn new languages.	4.33	.57	Strongly agree
4 Modeling the dialogue for students, and they repeat it.	4.33	.57	Strongly agree
5 Modeling the pronunciation of difficult words for students.	4.33	.57	Strongly agree
6 Having students participate in group discussions that are relevant to the lesson.	4.33	.57	Strongly agree
7 Allowing students to practice language patterns in the lesson in groups.	4.33	.57	Strongly agree

Table 15 (Continued)

	Statements	*M*	*SD*	Interpretation
8	Checking the comprehension of students before teaching the next steps of the lesson.	4.33	1.15	Strongly agree
9	Giving several examples of language patterns.	4.33	1.15	Strongly agree
10	Asking questions based on the topic in the lesson in English.	3.66	1.15	Agree
11	Encouraging students to connect lessons with real-life situations.	4.00	1.00	Agree
12	Providing appropriate timing for each classroom activity.	4.00	1.00	Agree
13	Having students identify the errors in their use of language and correct them in a group.	3.66	1.15	Agree
	Total	4.20	.84	Agree

Pacing

The pacing process included (a) encouraging students to use English in the classroom (e.g., teaching and asking questions in English, playing English-speaking games, compliments when students used English, or persuading students to speak English), (b) avoiding interrupting the students who were trying to use the language, (c) facilitating the communication process while they were doing activities (e.g., helping students with activities, showing examples of language usage, allowing students to ask questions), (d) avoiding using Thai in the classroom, (e) creating a classroom environment conducive to language learning (e.g., arranging language boards, using appropriate teaching aids, doing activities both inside and outside classroom), (f) monitoring student performance in activities (e.g., asking questions, taking a quiz, assigning homework, giving individual feedback), (g) encouraging students to learn English outside the classroom (e.g., recommending learning sources, persuading

students to use English in every life), and (h) using English to give feedback on the English language performance of students.

As shown in Table 16, the overage mean of the pacing used in the classroom practice was at a level of agreement (M = 3.87, SD = .91) indicating that the teaching covered important elements of the pacing.

The teachers strongly agreed that their teaching contained two essential elements of the pacing including facilitating the communication process, helping students with activities, showing several examples of language usages (M = 4.66, *SD* = .57) and monitoring students' performance in activities (*M* = 4.33, *SD* = .57). Furthermore, the teachers agreed that they gave feedback on the English language performance of students in English (*M* = 4.00, *SD* = 1.00), encouraged students to use English in the classroom such as teaching and asking questions in English, playing English-speaking games, compliments when students use English (*M* = 3.66, *SD* = 1.15), did not interrupt while the students were trying to use the language (*M* = 3.66, *SD* = 1.15), avoided using Thai in the classroom (*M* = 3.66, *SD* = 1.15), managed a classroom environment conducive to language learning (*M* = 3.66, *SD* = 1.15), and encouraged students to learn English outside the classroom such as recommending learning sources, persuading students to use English in every life (*M* = 3.66, *SD* = 1.15).

With reference to the pacing, the in-depth interviews provided by the teachers were consistent with the results of the questionnaire. The teachers informed that the classroom practice covered several elements of the pacing, especially facilitating, helping students with their learning, and monitoring students' performance including encouraging students to learn English inside and outside the classroom.

NonPU-T1 said that when he taught and provided classroom activities in the text, the students would do those activities in the text. For instance, they answered questions related to reading or vocabulary parts. In conversation activities, he had students talk to each other and practice conversations. NonPU-T1 actively monitored students while they were talking checking on their performance and the way they answered questions. As explained by NonPU-T1:

If there were activities in the text, they did those activities in the text. For example, I let them answer the questions. Let's say it was a reading part or a vocabulary part. They did those activities in the text. There might be a conversation part. They must talk to friends to practice conversations. Mostly, in the case of conversational activities, I started by letting them talk to each other. I tried to approach them and randomly asked to see how each group was doing the activity, and how they answered questions.

NonPU-T2 described that he specially focused on giving lectures due to having a large class size. However, he supported students to participate in thinking by asking them to answer questions during exercise sessions and having them find answers themselves. He did not give the answers because he wanted to have students engage in a critical thinking process by allowing them to attempt the exercises first. NonPU-T2 explained:

There was nothing much because it was a big class. I emphasized giving a lecture. When I let students do the exercises, I tried to ask them to answer and participate in doing the exercise and get them to think about the answers. For example, "Okay, let's have a look at the sentence completion, what word should be used to complete in the blank". I let them do it themselves first and asked them. If I came into the classroom and gave the answer, there was nothing happening, and it was useless. The students only waited for me to give them the answer.

NonPU-T3 focused on speaking activities to provide opportunities for students to improve their communication skills. He often used video clips featuring conversations and dialogues relevant to specific situations, such as in a hospital. He also assessed students' understanding by asking individual students questions. Additionally, he encouraged students to participate in classroom activities by using a scorecard to have them engage in classroom activities. NonPU-T3 said:

Mostly, I mainly used speaking activities because I want them to focus on communication. Most of the time, I used conversations or situations for video

clips. For example, I showed them video clips of conversations and dialogue used in the hospital. After that, I would let students have a look at examples and let them practice by themselves. To check students' understanding, mostly, I asked them individually. Another one that I used to encourage them to learn was giving them a scorecard to check whether they participated in a classroom activity or not.

In summary, it was obvious that the teachers at NonPU realized the importance of having students in classroom activities, especially communicative skills, listening, speaking, writing, reading, and critical thinking, and encouraged them to use the language independently. During the classroom activities, the teachers consistently monitored their language performance and helped them to achieve the goal of the lesson and enhance their communication skills in the classroom.

Regarding the pacing in the classroom practice, it was found that the pacing used in the classroom contained all eight elements of the classroom practice which were consistent with the results of the questionnaire and the in-depth interviews. The pacing mainly involved doing classroom activities in which the teachers encouraged students to learn English in the classroom, facilitated the learning process such as allowing students to ask when they were struggling with the use of language, monitoring students while they were doing activities including giving group feedback and individual feedback. The only aspect that was not counted was using English to give feedback on the English language performance of students. However, it was found that they used mixed languages for providing feedback in the classroom.

In the classroom, NonPU-T1 encouraged students to use English while doing activities by using a simple English sentence to ask students about the lesson (e.g., what is your answer? True or false?) and giving a compliment (e.g., very good, excellent). In addition, while students were doing language activities such as brainstorming or doing exercises in groups, the teacher walked around the classroom to help students with activities and allow them to ask about what they did not understand. After the activities, the teacher also provided some feedback by using mixed language,

English and Thai including recommending additional sources for learning English after the class.

In the week that there were no classroom teaching activities, that was, there was a test or quiz such as presenting assignments and doing roleplay. There was only the opening explaining what the students were going to do in that class.

As for NonPU-T2, the teaching seemed simple as a traditional method. However, the classroom practice concerning pacing contained seven important elements. In pacing, the teacher mainly let students do exercises such as reading, listening, and writing in the text. After students had finished doing the activity, the teachers showed the contents. After the students completed the exercises, the teacher presented all the contents of the exercises on the screen and gave answers and explained the contents of the exercises and vocabulary to the students. In explaining the answer or using the vocabulary, the teacher introduced the use of language in various situations that the students might encounter in daily life including encouraging them to use English in real-life situations.

Similarly, NonPU-T3 used a method of asking questions in simple English sentences to encourage students to participate in the use of English (e.g., how do you say in English?) when students answered in English, the teacher gave a compliment. Regarding language activities such as the pronunciation of difficult sentences or words, the teacher modeled pronunciations or dialogues and let the students repeat individually by randomly asking questions to check whether they could pronounce correctly or not.

If a student pronounced or used English incorrectly, the teacher corrected it immediately and then explained the use of that word in different situations in everyday life that students might need to use.

In addition, the teacher often shared the experiences in learning English or using English to inspire students in their studies or played contemporary international songs from various online media such as YouTube, and language teaching programs. or TV shows for students to practice listening to English accents from English-speaking

countries such as British, American, or Australian accents. When the activity was finished, the teacher collected the advantages or mistakes in the student's language use to provide feedback and provided further advice on the use of English or learning resources to practice using the language from different sources for the whole class.

Obviously, the results of the pacing covered essential elements. The teachers encouraged students to learn English in the classroom. This indicated that the teachers created a supportive learning environment that could promote students' engagement and participation. They provided opportunities for students to ask questions when they were struggling with using language, facilitating their learning process. This showed that the teachers were enthusiastic to help students and provide explanations of the lessons they were learning.

Furthermore, the teachers consistently monitored students during classroom activities, which enable them to assess students' learning progress, recognize the knowledge and skills of students to be improved, and give appropriate feedback. As for giving feedback. The teachers utilized both individual and group feedback. The group feedback was generally used for providing guidance and recommendations, whereas the individual feedback was used for individual support and improvement.

As for language use, the teachers did not use English all the time in the classroom. They used mixed languages in the classrooms. This suggested that incorporating Thai and English could facilitate students' understanding and promote communication skills.

In summary, the teachers showed that they provided effective pacing by encouraging students to learn English, facilitating the learning process, monitoring students while doing activities, and providing both group and individual feedback. They used a mix of English and Thai to provide feedback. This could enhance students' comprehension and promotes effective communication in the classroom.

Table 16 The Pacing Used in EFL Classrooms at Non-Public Autonomous University

Statements	*M*	*SD*	Interpretation
Pacing			
1 Facilitating the communication process while they are doing activities.	4.66	.57	Strongly Agree
2 Monitoring student performance in activities (e.g., asking questions, taking a quiz, assigning homework, giving individual feedback)	4.33	.57	Strongly Agree
3 Encouraging students to use English in the classroom.	3.66	1.15	Agree
4 Using English to give feedback on the English language performance of students.	4.00	1.00	Agree
5 Avoiding interrupting the students who are trying to use the language.	3.66	1.15	Agree
6 Creating a classroom environment conducive to language learning.	3.66	1.15	Agree
7 Encouraging students to learn English outside the classroom (e.g., recommending learning sources, persuading students to use English in every life)	3.66	1.15	Agree
8 Avoiding using Thai in the classroom.	3.33	.57	Agree
Total	3.87	.91	Agree

Closure

The closure process included the aspect of summarizing the important points of lessons. As seen in Table 17, The mean of the closure used in a non-public autonomous university was 4.00 (*SD* = 1.00) indicating that the teachers summarized the lesson before ending the class.

The results of the in-depth interviews were consistent with the mean of the questionnaires, it was found that the teachers concluded the lesson by reviewing what the students had learned in the lesson or by asking the whole class what they had learned in the lesson or sometimes having a student or representative summarize the

lesson for the class. In addition, the teacher assigned the students to do exercises in the lesson and informed them what the next lesson would be about and what the students would do.

NonPU-T2 stated that he mostly summarized the key points of the lesson, and he additionally reviewed the lessons for students during the exam period. He also provided a comprehensive summary of all the lessons covered in the month. NonPU-T1 said:

Sometimes I forget. If I wanted to focus on something, for example, in today's lesson, I wanted to focus on vocabulary. I summarized the vocabulary. That was this word they had learned. What did these words mean? I might not directly ask students about what they had learned.

NonPU-T2 stated that he mostly summarized the key points of the lesson, and he additionally reviewed the lessons for students during the exam period. He also provided a comprehensive summary of all the lessons covered in the month. NonPU-T2 also stated:

Mostly, I just ended the lesson by summarizing some important points in the lesson. I would make a summary again during the exam period. Let's say, there was a lesson review period. I would review all lessons all the month.

NonPU-T3 primarily summarized the lesson orally. In addition, he provided opportunities for students to summarize the lesson key points they had learned from the lesson by themselves.

NonPU-T3 noted:

I orally summarized the lesson first. This was the most used method. Then, second, I asked students to summarize what they had learned from the lesson. For example, they had learned about the Present Simple, they get them to give an example or speak from lesson content.

In summary, the teachers recognized that the closure was important. They used different strategies to summarize lesson content and ensure students' understanding of the lesson.

Regarding the classroom practice, the result of the observations was consistent with the results obtained from the questionnaires and the in-depth interviews. It revealed that the teachers (NonPU-T1, NonPU-T2, NonPU-T3) summarized important points that were included in the lesson including giving an assignment provided in the text for the next week. Additionally, NonPU-T1 and NonPU-T3 provided opportunities for students to summarize the lesson for the class to ensure that they could understand what had been covered in the lesson or could improve the skills needed in the lesson.

In conclusion, the teachers summarize the key points of the lesson, gave assignments that were included in the text for the next week which could help students to understand more clearly about the lesson, provide opportunities for students to summarize what had been included in the lesson to ensure that they understood and enabled them to actively engage in the learning process. This practice of closure could help students to improve the skills relevant to the lesson.

Table 17 The Closure Used in EFL Classrooms at Non - Public Autonomous University

	Statements	M	SD	Interpretation
Closure				
1	Summarizing the important points of lessons.	4.00	1.00	Agree
	Total	4.00	1.00	Agree

Classroom Activities

The aspects of classroom activities included (a) allowing students to learn dialogue and act it out in front of the class in groups, (b) assigning group work and having students present it in front of the classroom, (c) having students do role-play with language patterns relevant to the lesson, (d) having students exchange their experiences of using English, (e) introducing a topic and encouraging students to share their opinions about it, (f) having students talk in a small group about the topic they were

interested in, (g) allowing students to do information gap activities in pairs or small groups, (h) providing opportunities for students to play different language games.

As shown in Table 18, the result showed that the teachers strongly agreed that they provided opportunities for students to engage in classroom activities (M = 4.24, SD = .78).

The result showed that the teachers strongly agreed that they had students engage in role-playing with the language patterns and skills required in the lesson (M = 4.66, SD = .57), doing information gap activities (M = 4.66, SD = .57), having students share their opinions about the topic in the lesson (M = 4.33, SD = .57), and letting students play language games (M = 4.33, SD = .57). What's more, the teachers agreed with provided opportunities for students to participate in group works, allowing students to learn dialogues and act in from of the class (M = 4.00, SD = 1.00), having students present their assignments in front of the class (M = 4.00, SD = 1.00), exchanging their experiences of using English (M = 4.00, SD = 1.00), and letting students share and talk about the topic they were interested in.

Regarding the classroom activities provided in the classroom at the non-public autonomous university, it was found that the results of the in-depth interview were considered consistent with the results of the questionnaires. The teachers asserted that they provided opportunities for students to engage in various classroom activities in groups, especially communicative activities including speaking and listening that were required according to the course description. The teacher allowed students to select a topic for a presentation, do role-playing, and practice using language and listening through the information gap activities.

The results of interviews indicated that teachers (NonPU-T1, NonPU-T2, and NonPU-T3) emphasize speaking practice and communication skills in their language classes. They acknowledged that providing opportunities for students to practice using the language themselves was beneficial and allowed students to improve their communication skills.

NonPU-T1 said that, in almost every class, he integrated speaking activities in the classroom as a form of language assessment. He allowed students to practice speaking in pairs or small groups, particularly through role plays, and the students did well in role plays compared to presentations, as role plays encouraged interactive communication between group members. This practice could enable students to go beyond prepared topics and engage in spontaneous interactions, enhancing their speaking skills. NonPU-T1 said:

> Mostly, I had them practice speaking in almost every class, probably every class because it's an assessment. They must practice anyway. I evaluated them twice a week…within those two weeks, they had speaking activities. That was, I followed the lesson in the text which contained speaking activities. I had them practice speaking in pairs or three students per group. Students did well. I felt that did better than the presentation. When they presented information, it seemed that they only prepared the topic, and had topic arrangements. But if they did a role play, A and B were interacting. They did well.

NonPU-T2 also emphasizes the importance of language use and practice. The practice of using language was provided for students, such as allowing them to be tour guides in tourist attractions and having them make a scene in the classroom enabling students to practice speaking and presenting information. NonPU-T2 believed that students must have hands-on practice and real-life applications to be more meaningful for language learning than giving lectures. NonPU-T2 also added:

> Language uses and practice should be focused on. Students should have opportunities to practice using the language by themselves. For example, I was teaching a course in Hotel and Tourism. I let students be tour guides. They would take me to a real tourist attraction. As for the final exam, they would meet at each tourist attraction in Phayao province, and I would drive to them. In a classroom, I might set a scenario for them to practice speaking and presenting their information. If students had opportunities to practice using the language, it would be more beneficial than lectures because they might be bored. For

example, in a course on English for Hotel, I provided opportunities for students to learn such as table setting or equipment so that they could see. However, what the students learned best was, probably, grammar because it was something easy that they had been learning for a long time. Simply put, learning English in Thailand was a traditional method and it was a grammar-based teaching since high school. Students mostly learned it for exams.

NonPU-T3 primarily placed emphasis on communication skills through speaking activities. The use of role plays to simulate real-life situations, such as ordering food at a canteen or restaurant was mostly incorporated and integrated in the classroom. He believed that students acted out different roles, they could visualize and imagine, and practice how they could apply knowledge and skills in real-life situations. NonPU-T2 accepted that there were limitations language learning environment, therefore the classroom would be beneficial for students to practice using language. NonPU-T3 stated:

> Mostly, I mainly used speaking activities because I want them to focus on communication. I had the students do role-play. For example, I taught them what they should say at a canteen or restaurant, and how to order food. In the classroom, one student acted as a waiter, and the others acted as customers because it would allow them to imagine how the real situation might be, and it was difficult to go outside or to a restaurant.

Finally, the results of classroom observations supported the consistency of the data concerning classroom activities. It was found that an activity that was commonly used in the classroom was the information gap activity. Furthermore, the classroom practice included essential activities that support students' learning process, especially activities that allowed students to work in groups including allowing students to practice English dialogues, present their assignments, and do role-playing in front of the class. In addition, during the teaching, students were provided opportunities to express their opinions about the topics in the lesson or experiences in using English in everyday life, including playing with a small vocabulary game.

It should be noted that the activities used in class varied depending on the lesson plan of each course. Some activities such as presentations, role-play, or practicing dialogues would not be done every week. Interestingly, it was found that the teachers (NonPU-T1, NonPU-T2, NonPU-T3) similarly organized the classroom, and students were allowed to complete the information gap activities every week as detailed in the texts. As for group activities, the teacher informed the students from the first hour about the assignment that the student must present in front of the class and assigned students to practice speaking, using sentences or words according to the dialogues in the lesson that the students selected on the topic of interest to perform a role-playing activity in front of the class. Students would receive points for these two activities. During teaching, the teacher also encouraged students to express their opinions about lessons or the use of English in daily life. If the atmosphere in the classroom was not active, the teacher allowed students to play games about guessing words to make students feel relaxed.

Obviously, there were several common activities used in the classroom, with a focus on promoting student learning and engagement. One of the most frequently used activities was the information gap activity which provided opportunities for students to search and find incomplete information and have them work together to fill in the gaps. This activity could encourage communication and collaboration among students.

In the classroom, students also worked in groups to practice English dialogues, presented their assignments, and engaged in role-playing in front of the class. These activities promoted active participation, enhanced speaking skills, and fostered confidence in using English. Additionally, the teachers encouraged students to express their opinions about their experiences in using English in everyday life. This practice could develop their language skills and critical thinking skills. Furthermore, the observation found that the teachers used a small vocabulary game, which allowed students to be more active and enjoyable in the classroom activities, increasing their vocabulary knowledge and promoting their motivation.

It's important to recognize that the activities used in the classroom varied depending on the lesson plans for each course. While activities like presentations, role-plays, and dialogues were mentioned as examples, they might not be conducted every week. But the teachers put their effort to remain dynamic and flexible to the specific objectives of the lesson. in brief , the teachers at NonPU greatly emphasized student-centered teaching and organized active engagement, collaborative learning, and provided opportunities for students to express their opinions and perspectives about the lesson.

Table 18 The Classroom Activities Used in EFL Classrooms at Non-Public Autonomous University

No	Statements	M	SD	Interpretation
	Classroom Activities			
1	Having students do role-play with language patterns relevant to the lesson.	4.66	.57	Strongly Agree
2	Allowing students to do information gap activities in pairs or small groups.	4.66	.57	Strongly Agree
3	Introducing a topic and encouraging students to share their opinions about it.	4.33	.57	Strongly Agree
4	Providing opportunities for students to play different language games.	4.33	.57	Strongly Agree
5	Allowing students to learn dialogue and act it out in front of the class in groups.	4.00	1.00	Agree
6	Assigning group work and having students present it in front of the classroom.	4.00	1.00	Agree
7	Having students exchange their experiences of using English.	4.00	1.00	Agree
8	Having students talk in a small group about the topic they are interested in.	4.00	1.00	Agree
	Total			Strongly Agree
		4.24	.78	

Teaching Materials

The aspects of teaching materials that were used in the classroom included (a) preparing the English textbook that was appropriate for the year level of the students, (b) selecting authentic materials that were appropriate for the year level of the students, (c) allowing students to select authentic materials based on their interests, (d) using journals, newspapers, and magazines that support students to understand the lessons, (e) integrating movies, radio broadcasts, or audiovisual content in teaching, (f) using a slideshow, projectors, and digital screens for teaching in class.

As shown in Table 19, the average mean concerning the materials used by teachers was at an agreement level (M = 3.94, SD = .84). The result indicated that the teachers used appropriate teaching materials for their teaching.

The results showed that the teachers strongly agreed with the use of modern technologies for the lesson presentation such as a projector, a digital screen, or PowerPoint Presentation (M = 4.66, SD =. 57), and provided an appropriate English textbook for the year level of the students (M = 4.33, SD = .57). Furthermore, the teachers expressed their opinions through the questionnaire in which they agreed that they had integrated authentic materials in teaching such as audiovisual contents and movies (M = 4.00, SD = 1.00), used additional journals, newspaper, or magazine to support the lesson (M = 3.66, SD = .15), and the selected authentic materials for teaching were appropriate for students (M = 3.66, SD = .57). Finally, the students were allowed to select authentic materials for doing classroom activities (M = 3.33, SD = 1.15).

Regarding the teaching materials, the data obtained from the interviews were consistent with the data from the questionnaire. The teachers agreed that they provide a textbook, a commercial book, that was suitable for the level of students each year, including the use of various technologies in the classroom such as projectors, PowerPoint, or amplifiers.

Furthermore, it was found that teachers provided additional learning resources for teaching and explaining the lesson, such as accessing information from YouTube or various website resources to support a topic in the lesson.

For example, NonPU-T1 and NonPU-T3 used a commercial book that contained several interesting contents such as audiovisual contents, media, and audio, which were useful for teaching, while NonPU-T3 used a textbook that teachers in the faculty had jointly written for use in teaching STEP UP English that contained contents and media such as audio clips or video conversations in it. As informed by NonPU-T1:

> It was a kind of software package that was provided. In the class, I used a commercial book, which contained some new real media, such as audio, conversations, or even a video clip in it. So, the media is about research. It's already in there, but I rarely used additional authentic materials.

Similarly, NonPU-T3 explained that he used a textbook with software programs that included various multimedia elements such as pictures, audio, and scripts, and utilized supplementary sources like YouTube, TV show programs, and TED Talks to enhance the teaching materials. He primarily incorporated listening exercises were incorporated, sourced from YouTube, and adjusted d to match the lesson objectives within the lesson. For instance, if the lesson focused on job interviews, he used a relevant scene from a job interview for students to provide examples of language use. NonPU-T3 said:

> The first one was a textbook with software programs containing pictures, audio, and scripts. I also used other supplementary sources for teaching such as YouTube, TV show programs, and TED TALKS. In each lesson, there were listening exercises that were taken from YouTube that were placed in the lessons that we had written ourselves so that students could practice. We selected the materials that matched the lesson objectives. For example, this lesson was about a job interview, and an example of language use was about a scene of the job interview.

NonPU-T2 mentioned using a book that was collaboratively written for the course which contained all the necessary skills for the class. Additionally, NonPU-T2 also integrated authentic materials, particularly video scripts, as supplementary sources relevant to the lesson. NonPU-T2 briefly explained:

> The book used for this class was a book that we wrote together. It contained all skills needed for this course. Authentic materials that I used were video scripts which were supplementary sources relevant to the lesson. This was because this course was about speaking on current issues. So, the content was about current situations.

In brief, the teachers at NonPU utilized supplementary sources and authentic materials to enhance the teaching and learning experience. They adjusted these authentic materials be suite to the objectives of each lesson, ensuring relevance and engagement for the students.

As for the teaching materials, it was found that the results of the classroom observations were consistent with the results of the questionnaires and the in-depth interviews. The teachers mainly used essential modern technologies for the lesson presentation including a projector, computer, digital screen, and sound amplifiers. As for the teaching materials, a commercial textbook was chosen to match the lesson objectives with software programs containing audio, conversations, and video clips. Supplementary sources such as YouTube, TV show programs, and TED Talks were also used. In addition, the teachers also allowed students to search for more information via online sources based on their interest to complete their assignments and presentations.

In classroom practice, NonPU-T2 used a textbook written by the teachers in the university which was organized according to the course objectives including essential activities such as reading, writing, speaking, and listening exercises for students to practice learning English.

Furthermore, NonPU-T1 and NonPU-T3 used a commercial book with software packages published by a well-known international company which contained

content or skills necessary for students to learn English which included sample videos or audiovisuals to practice conversation, listening, reading, writing, and other activities corresponding to the objectives of the lesson It also found that teachers would assign presentations on topics of interest to students and allowed students to further search for more information from various online media resources. To support English listening and speaking, NonPU-T3 also uses additional resources from YouTube, TED Talks, and contemporary international songs to teach more about expressions used in speaking in various situations and gave students opportunities to learn the vocabulary needed in everyday life.

Based on the classroom observations, the teachers integrated various forms of modern technologies to facilitate the lesson presentation including projector, computer, digital screen, and sound amplifiers, which could allow for more dynamic and interactive teaching methods.

As for the teaching materials, a commercial textbook was used and selected according to the specific objectives of the course. The textbook included software programs that contained audio, conversations, and video clips, providing multimedia resources to enhance the learning experience.

The teachers also incorporated supplementary sources such as YouTube, TV show programs, and TED Talks. These additional materials likely offered real-world examples, diverse perspectives, and engaging content to further support the lesson content and engage the students.

In addition, the teachers allowed students to search for information from online sources based on their interests to complete assignments and presentations. This support could foster autonomous learning skills, critical thinking, and creativity among the students.

In summary, the observation revealed that the teachers integrated teaching materials and modern technologies, supported by supplementary sources, and encourage students to find information from online sources to create an interactive and enriched academic English learning environment.

Table 19 The Teaching Materials Used in EFL Classrooms at Non-Public Autonomous University

No	Statements	*M*	*SD*	Interpretation
Teaching Materials				
1	Using a slideshow, projectors, and digital screens for teaching in class.	4.66	0.57	Strongly Agree
2	Preparing the English textbook that is appropriate for the year level of the students.	4.33	0.57	Strongly Agree
3	Integrating movies, radio broadcasts, or audiovisual content in teaching.	4.00	1.00	Agree
4	Selecting authentic materials that are appropriate for the year level of the students.	3.66	0.57	Agree
5	Using journals, newspapers, and magazines that support students to understand the lessons.	3.66	1.15	Agree
6	Allowing students to select authentic materials based on their interests.	3.33	1.15	Agree
	Total	3.94	.84	Agree

Classroom Management

10 aspects were extracted from the questionnaire statements in the instructional methods including (a) having students discuss the meanings and uses of the new words in groups, (b) having students participate in group discussions that are relevant to the lesson, (c) allowing students to practice language patterns in the lesson in groups, (d) having students identify their errors in their use of language and correct them in a group, (e) allowing students to learn dialogue and act it out in front of the class in groups, (f) assigning group work and having students present it in front of the classroom, (g) having students do role-play with language patterns relevant to the lesson, (h) having students talk in a small group about the topic they were interested in, (i) allowing students to do information gap activities in pairs or small groups, (j) avoiding

using Thai in the classroom, (k) asking questions based on the topic in the lesson in English, (l) using English to give feedback on the English language performance of students. These aspects reflected classroom management and were used for data analysis along with qualitative data concerning whole-class teaching, group work, individual work, and language used in classroom teaching.

As presented in Table 20, overall, the mean of the classroom management was (*M* = 4.08, *SD* = .84) which indicated that the teachers agreed that they used group work activities in their classroom management.

When considering each aspect separately, the teachers strongly agreed that they mostly encouraged students to do role-playing with the language pattern relevant to the lesson (*M* = 4.66, *SD* =. 57) and do information gaps activities provided in the text (*M* = 4.66, *SD* = .57) followed by having students discuss the meanings and use of the new words in groups (*M* = 4.33, *SD* = .57), letting students participate in group discussions that are relevant to the lesson (*M* = 4.33, *SD* = .57), and allowing students to practice language pattern in groups (*M* = 4.33, *SD* = .57).

Additionally, the teachers agreed that they provided porosities for students to practice dialogues (*M* = 4.00, *SD* = 1.00), present their assignments in front of the class in groups (*M* = 4.00, *SD* = 1.00), and let students talk about the topic they were interested in (*M* = 4.00, *SD* = 1.00).

Regarding the language used in the classroom, it was found that the teachers agreed that they tried to use English in the classroom by giving feedback on the English language performance of students (*M* = 4.00, *SD* = 1.00), asking the questions in English (*M* = 3.66, *SD* = 1.15), and avoiding using Thai in the classroom (*M* = 3.33, *SD* = .57).

With reference to the use of group activities in classroom management, it was found that data obtained from the in-depth interview were consistent with the results of the questionnaire. Teachers agreed that they encouraged students to have the opportunity to learn language activities in groups on a regular basis. Those activities were specified in the objectives of each lesson that consists of a variety of activities, for

example, allowing students to practice dialogue in pairs or brainstorm ideas for answers to a topic being taught as a group, including having students search for relevant information in the lesson and presenting it in front of the class. It was also found that if students did exercises in the lesson, teachers also allowed students to consult and find answers in class together.

NonPU-T1 explained that he used speaking practice in the classroom practice for almost every class, as it was essential for assessments. Speaking activities were organized for students to practice twice a week, following the lessons in the textbook that included speaking activities. He had students do these activities in pairs or small groups of three to practice their speaking skills. This was because the teachers and students made an agreement at the beginning of the semester that they must work in pairs or groups. NonPU-T1 explained:

> Mostly, I had them practice speaking in almost every class, probably every class, because, if it's an assessment. They must practice anyway. I evaluated twice a week. Within those two weeks, they had speaking activities. That was, I followed the lesson in the text which contained speaking activities. I had them practice speaking in pairs or three students per group… Most of the time, I had them work in groups, pairs, and two or three students. We made an agreement at the beginning of the semester that they had to work in pairs or groups.

Furthermore, NonPU-T3 also added that students were asked to work in groups, pairs, and sometimes individually. Group work was used for students to do role-playing that required students' participation. He believed that group work enabled students to work together with other students. However, individual work was also used to evaluate students separately and the teachers needed to ensure that individual students understand the lesson and could perform assigned tasks. NonPU-T3 added:

> I assigned the students to work in groups, in pairs, and individually. I had them work in groups because some tasks like role-playing couldn't be done alone; they must work together. What's more, wanted them to practice working together with others. Sometimes, I want to evaluate them individually. Therefore, I

assigned individual work for them because, sometimes, I was not sure if all group members worked or not.

The results indicated that the teachers realized the importance of communicative activities, especially speaking activities, and provided opportunities for students to engage in group work, pair work, and individual work. They not only recognized the benefits of collaborative learning but also address the need for individual assessment of students.

Regarding the language used in the class, teachers said that they were also concerned that students would not be able to understand the lessons clearly if they had to use English to teach them all the time in the classroom. Therefore, English was used together with Thai in teaching, not translating, so that students can understand immediately and save time.

For example, NPU-T2 mentioned that he used very little English in the classroom because they believed that if he used English too much in the classroom presentation, students would not understand clearly. This made him repeat explanations in Thai to ensure comprehension. Therefore, a mix of languages was used in the classroom instruction. NPU-T2 briefly said:

I used very little English in the classroom because if used too much, students wouldn't understand. I must repeat explaining it again in the Thai language. So, I used a mix of languages.

Concerning the language used in the classroom practice, NonPU-T3 shared the use of English and Thai in the classroom. He said that the first time he became a teacher, he used English extensively in the classroom. He found it difficult to use English all the time in the classroom because the students had problems with using English, speaking, and listening. They did not fully understand, requiring the teacher to translate the content back into Thai. To address this, a mixed language approach was used, switching between English and Thai. He presented the lesson in English first and then explained it in Thai to summarize what had been taught one more time. NonPU-T3 clarified:

At first, I used English a lot in the classroom. It was 100% as I expected. Or, if I taught students majoring in English, I would use English 70 %; 50% for students in other majors. For this class. They studied English as a minor subject. At first, I used English a lot. After that, the problem was that I used English all the time as I expected; but they did not understand, and I had to translate it into Thai again. So, I used mixed languages, switching between English and Thai language. I didn't use word by word, but I used English first, then explained Thai later to conclude what I had taught.

In brief, the teachers acknowledge the importance of balancing language use in the classroom to ensure student understanding. They were likely to use English for presenting the content of the lesson and Thai to clarify it to have students understand it clearly.

Regarding data obtained from the classroom observation, it was found that the result of the classroom management was inconsistent, while the result of the language used in the classroom was consistent with the results of the questionnaires and the in-depth interview. The results revealed that the teachers used a whole class teaching with the use of mixed languages of English and Thai language.

The Whole Class Teaching

As evidenced by the video recordings of the classroom practice, it was found that the teachers played a major role in the classrooms by using text-based teaching, in other words, following the text sequences (NonPU-T1, NonPU-T2, NonPU-T3). One common activity used in the classroom was the information gap activities which allowed students to identify their errors and mistakes in the use of the language in groups was not found. Additionally, group work activities such as practicing conversation, presenting assignments, or doing role play were occasionally found when the teachers graded those activities based on the learning criteria.

Considering classroom instruction, teachers (NonPU-T1, NonPU-T2, NonPU-T3) played a major role in teaching. It was found that the teachers spent most of their time in front of the classroom presenting the lesson, providing information or

knowledge relevant to the lesson, and organizing activities in the classroom, which was considered a whole class teaching, whereas the mixed languages of English and Thai were used.

In the observed classrooms, the results indicated that the teachers played a significant role in delivering instruction using text-based teaching, which followed a specific sequence of texts, as mentioned by all teachers. One common activity that was found in the classroom classrooms was information gap activities. Occasionally, group work activities were provided in the instruction, which included practicing conversations, presenting assignments, or engaging in role-play. However, it was observed that these group activities were used to assess students' learning performance by giving scores. Overall, the classroom instruction followed a whole class teaching approach, where the teachers played a central role.

The observation results indicated differences between what the teachers claimed about using group activities in the classroom and what was observed. The teachers argued that they implemented group activities, but the observations were not as they claimed.

According to the interview, teachers argued that they used group activities in class. In fact, when the teachers provided opportunities for students to do the activities specified in the text students would receive points for doing activities. For example, similarly, when it was time to do exercises about filling words in the lesson in the gap, the teacher gave time for students to do activities, the teacher then provided answers and explained the use of words or sentences in mixed languages before teaching the next topic.

Obviously, the teachers provided opportunities for students to engage in activities specified in the text. However, the reason for students to participate and engage in these activities was the possibility of receiving points or marks. This suggested that the motivation for student engagement was to receive points. This classroom practice indicated a whole- class where the teachers organized all

information and gave correct answers rather than organizing classroom management as group work.

Mixed Languages Used for Classroom Instruction

As illustrated in Table 20, it was found that the teachers (NonPU-T1, NonPU-T2, NonPU-T3) tried not to use the Thai language in teaching and asking questions based on the lesson. However, they mostly used Thai to provide feedback on the language use produced by students. In the classroom practice, they used English to teach first. When they were concerned that students might not understand what was being presented, they tended to use English followed by the Thai language for further explanation. The use of mixed languages was found in every class at the non-public autonomous university. Take a lesson taught by NonPU-T2 about The Mothers of Invention for an example.

NonPU-T3   Let's look at 10 A, it is about mothers of invention.

(The teacher had students look at photos)

ดูซิ รู้ไหมคำศัพท์อะไรบ้าง Disposable nappies, a dishwasher, a zip, bullet-proof vest, windscreen wipers, Tipp-Ex, a washing machine, a hairdryer

Look at the photos. Five of these things were invented by women.

ดูซิลูก ห้าอันในนี้ เค้าว่าเป็นสิ่งที่คิดขึ้นโดยผู้หญิงนะ เดี๋ยวพวกเรา Fill answer in the blank หนูดูศัพท์และเติมเลยนะลูก

(The teacher had students do the exercise)

Ok.

Number 1. The <u>dishwasher </u>was invented by Josephine Cochrane in 1886. อันนี้ก็ถูกประดิษฐ์โดยผู้หญิงนะ

Number 2. <u>Wind wipers</u> were invented by Mary Anderson in 1903 . ถ้าอ่านปี ค.ศ เราจะแยกอ่านแบบ สอง สอง นะลูก Nineteen O Three ต่อไป Number 3. The <u>disposal nappies</u> were invented by Marion Donovan in 1950.

Number 4. <u>Tipp-Ex</u> was invented by Bette Nesmith Graham in 1956.

The last one, <u>the bullet-proof vest</u> was invented by Stephanie Kwolek in 1966.

NonPUT-3   Next, pronunciation.

So, look at page seventy-seven, about pronunciation.

The observation results indicated that the teachers made efforts not to use Thai. English was primarily used for instruction. During classroom practice, the teachers firstly taught in English. However, when they felt that students might have difficulty understanding the lesson contents, they used Thai for further explanation. This practice showed that the teachers might need to ensure that students could follow what was being presents and used the Thai language as a means to clarify concepts or instructions.

In brief, the use of mixed languages was a common practice in every class at NonPU. It tended to reflect that the teachers were trying to make a balance between presenting instruction in English and ensuring that students clearly understand the content by using their native language, Thai, for explanation.

Table 20 The Classroom Management Used in EFL Classrooms at Non-Public Autonomous University

No	Statements	M	SD	Interpretation
Classroom Management				
1	Allowing students to do information gap activities in pairs or small groups.	4.66	.57	Strongly Agree
2	Having students do role-play with language patterns relevant to the lesson.	4.66	.57	Strongly Agree

Table 20 (Continued)

No	Statements	M	SD	Interpretation
3	Having students discuss the meanings and use of the new words in groups.	4.33	.57	Strongly Agree
4	Having students participate in group discussions that are relevant to the lesson.	4.33	.57	Strongly Agree
5	Allowing students to practice language patterns in the lesson in groups.	4.33	.57	Strongly Agree
6	Allowing students to learn dialogue and act it out in front of the class in groups.	4.00	1.00	Agree
7	Assigning group work and having students present it in front of the classroom.	4.00	1.00	Agree
8	Having students talk in a small group about the topic they are interested in.	4.00	1.00	Agree
9	Using English to give feedback on the English language performance of students.	4.00	1.00	Agree
10	Asking questions based on the topic in the lesson in English.	3.66	1.15	Agree
11	Having students identify the errors in their use of language and correct them in a group.	3.66	1.52	Agree
12	Avoiding using Thai in the classroom.	3.33	.57	Agree
	Total	4.08	.84	Agree

The Teacher Roles

These aspects were extracted from the questionnaire regarding the teacher roles including (a) modeling the dialogue for students, and they repeated it, (b) modeling the pronunciation of difficult words for students, (c) encouraging students to connect lessons with real-life situations (e.g., giving everyday examples of how to apply lessons in everyday life), (d) facilitating the communication process while they were doing activities (e.g., helping students with activities, showing examples of language

usage, allowing students to ask questions), (e) monitoring student performance in activities (e.g., asking questions, taking a quiz, assigning homework, giving individual feedback), and (f) encouraging students to learn English outside the classroom.

As shown in Table 21, an analysis of the teacher role showed that the overall mean was at a level of strong agreement (M = 4.21, SD = .73) indicating that the teachers had a very positive attitude towards the role of the teachers in the classroom.

The teachers strongly agreed that they decidedly facilitated the learning processes of students in the classroom (M = 4.66, SD = .57), modeled the language dialogue and let students repeat it (M = 4.33, SD = .57), modeled the pronunciation of difficult words for students (M = 4.33, SD = .57), and monitored students' performance while they were doing language activities in the classroom (M = 4.33, SD = .57), respectively. Furthermore, the teachers agreed that they encouraged students to apply the lesson they learned in the classroom to real-life situations (M = 4.00, SD = 1.00), and persuaded students to learn and use English outside the classroom (M = 3.66, SD = 1.15)

In addition to the questionnaire, the teachers were asked to participate in the in-depth interview. It was found that their opinions about the teacher's roles were consistent with the result of the questionnaire. They agreed that they had multiple roles in teaching English including as a facilitator (NonPU-T1, NonPU-T2, NonPU-T3), a role model (NonPU-T1, NonPU-T2, NonPU-T3), a monitor (NonPU-T1, NonPU-T2, NonPU-T3), and a guide (NonPU-T2, NonPU-T3).

As a facilitator, the teachers (NonPU-T1, NonPU-T2, NonPU-T3) perceived that they acted as a guide who assisted students to improve their language skills and promote a positive and supportive learning environment. In addition to teaching the language itself, the teachers also help students to overcome any psychological barriers that might hinder their learning. The teachers also help students to foster a positive attitude toward learning and to feel more confident and motivated to learn. For example, NonPU-T1 put emphasis on promoting a positive attitude toward learning English.

NonPU-T1 reflected on his teaching and explained that he primarily encouraged students to have a positive attitude toward studying English. However, they feel that this alone was not enough for students. This was because he personally believed that a positive attitude was essential for learning and personal development in the future. NonPU-T1 explained:

> I looked back at myself. I didn't look at other people. I thought I tried to encourage students to have a good attitude toward studying English. But sometimes it's not enough, for now. I think it's not enough for students at all. However, I tried to encourage and motivate them to learn all the time. For example, your language skills were good, you were optimistic, and you had a positive attitude toward learning English. So, it's ok. For now, no matter how they are good and optimistic, it's still not enough. However, I keep doing it because it is necessary for someone to have a positive attitude toward learning. I will enable them to develop themselves in the future.

NonPU-T2 explained his role as a facilitator who provides essential advice and guidance to students in their learning process. He focused on guiding students on what they should do and encouraged students to learn independently outside the classroom. NonPU-T3 said:

> In my opinion, the teacher should be a guide for students guiding them on what they should do. These days, there are several learning processes such as "Active learners". It is not just encouraging them; they must participate and practice by themselves.

NonPU-T3 claimed that he helped students with English pronunciation. NonPU-T3 provided that he facilitated students' learning process in various ways, including preparing learning materials and/or advising supplementary learning sources. One important thing that he helped students was helping students with pronunciation. He not only facilitated students' learning in the classroom setting but also provided individual support. He stated:

I facilitated their learning in many ways such as preparing learning documents. Obviously, one thing that students asked for help with was pronunciation. I could help them individually.

Overall, as a facilitator, the teachers acknowledged the importance of enhancing a positive attitude toward learning English among students, providing guidance to students in their English language learning, and providing individual support.

As a role model, the teacher was a leader in using the language for communication. The results of the in-depth interviews revealed that the teachers were the person could provide a compressive example for students through their use of English. The teachers were role models of language proficiency that helped students have a positive attitude toward learning and improve their English skills for effective communication by giving appropriate examples, encouraging students to engage in role plays and other classroom activities that encourage practice, and instilling an appreciation of learning English within students.

NonPU-T1 believed that being a role model for students could have a positive impact on their attitude toward learning English. The teacher could inspire and motivate students to appreciate language learning, helping students see the possibilities and potential for improvement and development in the future. He added that should give examples that were relevant and applicable to students. Furthermore, as a role model, teachers could be role models for students not only in language proficiency but also in areas such as pronunciation, speaking, and listening. The teacher's English proficiency and English skills served as an inspiration for students to be more enthusiastic and active for better language skills. Finally, the teacher motivated students to prioritize their language learning and actively work towards improving their skills. As clarified by NonPU-T1:

I think, being a teacher as a role model for students can help encourage students to have a positive attitude toward learning English. in one classroom, students may not be able to improve their English ability from A1 to B2. But if

they have a model, and have the inspiration to study, they appreciate learning languages in the classroom. They can use these things to improve and develop themselves in the future. Therefore, the teacher should be their inspiration and be a role model for students. The teacher should give examples that are appropriate and link to them as much as possible teaching so that students can relate previous knowledge and new knowledge. One, the teacher should be a role model in terms of language, pronunciation, speaking, and listening. Two, the teacher is a role model in telling how important English is, and how a teacher learns and improves English proficiency.

NonPU-T2 also explained how the teacher acted as a role model. He said:

If we were a good model or example for students, then had them practice. The more they practice, the more they improve. We tried to focus on letting them practice and encourage them to be more confident. However, it also depended on their attention to study.

Finally, as a role model of using English for learning English, NonPU-T3 explained that being a facilitator and role model in language use could come together as he facilitated students' learning process and demonstrated how to apply English they had learned from the lesson to real-life situations and encouraged students to practice by themselves. NonPU-T3 noted:

It would be a facilitator and a role model. For example, I must be the role model for using the language in doing role-plays or situations before letting them practice. Sometimes, they might not be able to imagine something. So, it was necessary to show them some examples before letting them do it themselves.

As a monitor, the teachers monitored students' progress in language performance and provided feedback to help students improve their language skills in the classroom. This involved examining students' language skills and providing feedback on their language performance, including allowing asked students to check

whether they were understanding what they were learning or not. For example, NonPU-T1 informed:

In activities, I tried to walk toward each group or individual. I might ask each student or group about that point. For example, in doing an activity, I let them have conversations and walked walk to each group to ask or maybe every group. I was like the one who helped him. If they had questions, they could ask me. As a teacher, I walked to each group and provided opportunities for them to ask when they had questions.

NonPU-T3 monitored students by asking to assess whether or not students could gain language skills in the lesson and understand what they were learning. He said:

I asked them. For example, if told them to do one, two, or three, then I would see whether they understood or not, and let them repeat because they might skip from one to three. For checking their understanding, I asked them in groups and individually because if I asked them in groups, they might have a representative who understood to answer; others might not understand. So, I used both.

Finally, the teacher's role was as a guide, the teacher additionally served as a guide for students as they were learning English through activities. The teachers provided some advice about learning and recommended interesting learning sources including encouraging students to engage in self-learning inside and outside the classroom. Take NonPU-T2 and NonPU-T3 for example. NonPU-T2 said:

The teacher should be the one who gives some advice and guides them. In my opinion, the teacher should be a guide for students guiding them on what they should do. These days, there are several learning processes such as "Active learners". It is not just encouraging them; they must participate and practice by themselves.

NonPU-T3 also informed:

I always encouraged them to learn both in the classroom and outside the classroom. I used various media in the classroom, recommended learning sources, and how they could improve their English via YouTube or websites.

Regarding the classroom observations, it was found that the classroom practice concerning the teacher roles was consistent with the results obtained from the questionnaires and the in-depth interview.

Primarily, as a facilitator, the teachers (NonPU-T1, NonPU-T2, NonPU-T3) provided a supportive atmosphere in the classroom and made students feel more comfortable in learning in the classroom. Furthermore, they provided opportunities for students to participate in various language activities in groups, ask questions based on the lesson, and encourage students to share some ideas and opinions about information in the lesson. In addition, the teachers used a variety of teaching materials and techniques to support the teaching process including using multimedia resources such as audiovisuals, projectors, and amplifier devices to create an interactive learning environment.

As a role model, teachers at a non-public autonomous university provided several examples of the language used in real-life situations including modeling dialogues and pronunciations of difficult words for students. Furthermore, when students were struggling with the lessons and produced errors and mistakes in the use of language, the teachers provided clear and accurate uses of grammatical structure, vocabulary, and pronunciation. For example, the teachers demonstrated the correct pronunciation of a word, showed how to use a particular verb tense in context, or provided examples of commonly used idioms and expressions. They also shared their experiences in learning English to encourage students to discover their learning methods to improve their language proficiency.

As a monitor, the teachers monitored the language use produced by students including pronunciation, grammar, and vocabulary. In the classroom practice relevant to classroom activities, the teachers often asked students to check their understanding and had them produce sentences in English including giving feedback

on their langue uses positively. When students provided correct uses of English sentences, pronunciations, or grammar, the teachers gave compliments such as "Good job, "Very good, or "Excellent". In addition, during classroom activities in groups, the teachers let students work in groups and walked around the classroom to see how they worked together including advising on the activities the students were doing and providing them the opportunity to ask questions about the difficult issues relevant to the activities they were struggling with.

As for the teacher's role as a guide, the teachers provided guidance on how students could improve their language skills and encouraged students to engage in using English in the classroom. What's more, it was found that the teachers encouraged students to be more independent in learning outside the classroom including using English in their daily life situations. The teachers also recommended interesting language learning resources from online sources such as websites, TV shows, and YouTube that were considered authentic materials as well as encouraged them to learn and practice their English on their outside of the classroom.

In summary, the teachers, as a facilitator, created a supportive and comfortable learning environment, encouraged students' participation in language activities, and group work, and shared ideas and opinions related to the lesson by using several teaching materials and techniques, including multimedia resources, to enhance interactive learning. As a role model, the teachers provided real-life language examples, modeling dialogues and pronunciation of difficult words and providing clear and accurate explanations of grammar, vocabulary, and pronunciation when students encountered difficulties using languages. As a monitor, the teachers monitored students' language use, focusing on pronunciation, grammar, and vocabulary including checking students' understanding, providing positive feedback, and giving compliments for students' language performance. Finally, as a guide, the teachers guided students on how to improve their English knowledge and skills and encouraged them to use English both in and outside the classroom, encouraged students to be independent in learning,

and recommended authentic language resources from online platforms like websites, TV shows, and YouTube.

Table 21 The Teacher Roles in English Classroom Practice at Non-Public Autonomous University

No	Statements	M	SD	Interpretation
Teacher Roles				
1	Facilitating the communication process while they are doing activities (e.g., helping students with activities, showing examples of language usage, allowing students to ask questions).	4.66	.57	Strongly Agree
2	Monitoring student performance in activities (e.g., asking questions, taking a quiz, assigning homework, giving individual feedback).	4.33	.57	Strongly Agree
3	Modeling the dialogue for students, and they repeat it.	4.33	.57	Strongly Agree
4	Modeling the pronunciation of difficult words for students.	4.33	.57	Strongly Agree
5	Encouraging students to connect lessons with real-life situations.	4.00	1.00	Agree
6	Encouraging students to learn English outside the classroom.	3.66	1.15	Agree
	Total	4.21	.73	Strongly Agree

4.3 What are the similarities and differences in the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

This section compared similarities and differences in two sets of data relevant to instructional methods used in English classes at a public autonomous university (PU) and a non-public autonomous university (NonPU) including opening, sequencing, pacing, closure, classroom activities, teaching materials, classroom management, and teacher role based the results of data analysis presented in 4.2.

The Opening

Significantly, there was consistency in the data collected through questionnaires, in-depth interviews, and classroom observations of both PU and NonPU concerning the opening. The opening used in the classroom practice at PU included having a clear plan, describing the goal of the lesson, and describing the relationship between the lesson and real-life situations while three statements including reviewing the previous lesson and linking the present lesson to the previous lesson and getting students to look at a picture or dialogue and to think about what they were going to learn were occasionally found.

As for the opening found in the classroom practice, NonPU teachers strongly agreed that the opening included making a clear plan of what to teach, explaining the goals of the lessons clearly, stating important information about the lesson, and asking students to think about a picture or dialogue of the lesson. Furthermore, three aspects that the teachers used in the opening were linking the lesson with the previous lesson, connecting the lesson with real-life situations, and providing a brief review of the previous lesson.

Significantly, one major similarity between the opening used in PU and NonPU was that the teachers strongly emphasized three major elements having a clear plan and explaining the goals of the lesson focusing on providing a structured learning environment for their students, which were important and should be included in the opening.

What's more, the opening put emphasis on linking the lesson to real-life situations. It was considered one of the essential elements of the opening, with a high mean score. Similarly, the NonPU teachers strongly agreed that connecting the lesson with real-life situations was an important aspect of the opening. This suggests that both sets of teachers recognized the importance of making lessons relevant to the lives and experiences of students.

Finally, the aspect of asking students to think about a picture or dialogue of the lesson was an essential component of the opening. The NonPU teachers put emphasis on the importance of asking or letting students think about a picture or dialogue while this element, in PU, was found to be one of the most common components of the opening.

Differences between the opening used in PU and NonPU were also found. Significantly, one of the major differences between the two universities was a focus on reviewing the previous lesson. it was found that this element was occasionally found in the classroom practice at PU, with a lower mean score than other elements. However, at NonPU, it was found that the teachers strongly agreed that providing a brief review of the previous lesson was an important aspect of the opening.

Another significant difference was stating important information about the lesson. The NPU teachers were likely to place a higher emphasis on stating important information about the lesson than PU, while PU placed a great emphasis on reviewing the previous lesson and linking the present lesson to the previous lesson. Additionally, NonPU teachers strongly emphasized asking students to think about a picture or dialogue, while PU teachers used this to a lesser extent. This could suggest that NonPU teachers place a higher emphasis on visual aids to facilitate learning, while PU teachers may use a wider range of teaching methods.

Overall, the teachers at PU and NonPU realized the importance of the opening in terms of providing a clear plan and explaining lesson goals. However, in the classroom practice, PU teachers emphasized linking the lesson to real-life situations,

pointing out links between lessons, and having a clear plan, while NonPU teachers were concerned about stating important information students were going to learn.

In brief, the opening that PU and NonPU shared similarities included, having a clear plan and the goals of the lesson, and describing the relationship between the lesson and real-life situations. However, it was found that NonPU teachers reviewed the previous lesson and asked students to discuss a picture or dialogue in the lesson including stating the information or skills that students would learn in the lesson while PU teachers rarely covered these elements in the opening. Finally, both PU and NonPU teachers occasionally provided the link between the lesson and previous lessons.

Sequencing

Importantly, the teachers in PU and NonPU covered the sequencing in teaching, and the consistency in the sequencing in both PU and NonPU was found in the classroom practices.

In terms of similarities, one of the most considerable aspects of the sequencing applied by PU and NonPU teachers was the emphasis on presenting new vocabulary items in the lesson for students. Furthermore, both PU and NonPU teachers emphasized giving many comprehensible examples of language uses, followed by checking students' understanding before moving on to another topic, modeling language dialogues and pronunciation of difficult words for students, and having students participate in group discussions and practice language patterns in the lesson.

Another similarity was the emphasis on encouraging students to connect lessons with real-life situations. Teachers in PU and NonPU recognized the value of helping students see the relevance and applicability of what they are learning to their daily lives, and actively work to facilitate this connection including providing appropriate timing for each activity in the classroom.

Overall, the sequencing used by PU teachers was relatively lower than by NonPU teachers, indicating that the teachers in NonPU covered more important

elements of sequencing in their classroom practice. Especially, NonPU teachers focused on presenting new vocabulary items in the lesson.

However, the PU teachers also provided opportunities for students to identify their errors in the use of English and had them correct them in groups; whereas the NonPU themselves corrected errors and mistakes in the use of English for students. Furthermore, PU teachers provided lesser opportunities for students to discuss the meaning of new words in groups and practice language patterns in the lesson than NonPU teachers including giving various examples of language patterns and checking comprehension during the lesson was higher than in NonPU.

In brief, although there were some essential elements of the sequencing in both PU and NonPU, the sequencing provided by NonPU teachers included a wider range of classroom practices such as modeling dialogue and pronunciation of difficult words for students, and/or asking questions based on the topic in the lesson in English.

Pacing

Regarding the opening, it was found that the classroom practices of PU and NonPU teachers were consistent based on three data sources.

Importantly, both PU and NonPU teachers agreed that they used various methods to help students learn in the pacing process. They also strongly agreed that they facilitated and assisted students with learning activities such as showing examples of language use or providing opportunities for students to ask questions. Additionally, both agreed that they gave feedback on the English language performance of students and monitored students' performance in activities.

The qualitative results revealed that the pacing elements that PU and NonPU teachers shared similarities included avoiding interrupting the students who were trying to use the language facilitating the communication process while they were doing activities, creating a classroom environment conducive to language learning, and encouraging students to learn English outside the classroom. However, PU and NonPU

did not use English in their teaching and give feedback on the English language performance of students in English.

Concerning the differences in classroom practices. As for, encouraging students to use English in the classroom, PU teachers were uncertain in their classroom practice, while NonPU teachers agreed that they encouraged students to use English in the classroom such as teaching and asking questions in English, and complimenting students when they used English. Furthermore, PU teachers disagreed that they avoided using Thai in the classroom, while NonPU teachers agreed that they avoided using Thai in the classroom. This indicates that NonPU teachers are more committed to creating an English language immersive environment in the classroom than PU teachers.

Another difference between the two groups of teachers is in their classroom observations. In the PU classroom observations, the Thai language was used as a medium for teaching while NonPU teachers avoided using Thai in the classroom and used mixed languages in the classroom.

In brief, both PU and NonPU teachers were highly concerned about facilitating and helping students with activities, giving feedback on the English language performance of students, and monitoring students' performance in activities. However, NonPU teachers were more concerned about encouraging students to use English in the classroom and avoiding using Thai in the classroom. Additionally, NonPU teachers consistently used mixed languages in teaching.

Closure

The results of the instructional methods used by the teachers at PU and NonPU were consistent in terms of summarizing important points of the lesson before the ending the class. Similarly, the teachers at PU and NonPU assigned exercises from the textbook and asked questions about the lesson including asking students to summarize the lesson and assigning exercises for the next week. The difference in the closure was not found.

In summary, PU and NonPU teachers were also concerned about summarizing and reviewing what students had learned in the lesson.

Classroom Activities

Classroom activities were considered one of the most essential elements of classroom practice. There were significant results in the classroom activities used in both PU and NonPU.

Similarities between the classroom activities used in PU and NonPU was the use of the information gap activities in the classroom which were commonly found. Correspondingly, the PU and NonPU teachers mostly allowed students to practice language skills including writing, reading, listening, and speaking via information gap activities in pairs or small groups provided in the text.

As for classroom activities, the results from the questionnaire, in-depth interviews, and classroom observation provided by PU teachers were inconsistent, indicating that the classroom activities used varied based on the courses. The results showed that they were uncertain about allowing students to engage in language activities in groups, such as allowing students to learn dialogues, present assignments in front of the class, and do role-play. On the other hand, the results of the in-depth interview and classroom observation in NonPU were considered consistent with the results of the questionnaires. Various types of classroom activities were organized for students to practice language skills including communicative activities such as speaking and listening and allowed students to select a topic for a presentation, do role-playing, and practice using language and listening through the information gap activities.

In addition, group and communicative activities including learning dialogue and acting it out in front of the class, presenting group work assignments in front, role-playing, and having students exchange experiences of using English were seldom found in the classroom practice. Moreover, students were not allowed to talk in groups about their interests, play language games, or share opinions about the lesson. On the

contrary, the classroom practice at PU covered a variety of group and communicative activities including allowing students to learn dialogues and act in front of the class, present their assignments in front of the class, exchange their experiences of using English, share about the topic they were interested in, play language games, and express their opinions about the topics in the lesson or experiences in using English in everyday life.

In summary, the results of the classroom activities used in PU were found to be inconsistent while the results of NonPU were consistent. The information gap activities were shared similarity. Finally, NonPU teachers allowed students to engage in group and communicative activities to a greater extent than PU teachers.

Teaching Materials

Concerning teaching materials, some considerable results of similarities and differences were found.

Comparably, the results from the questionnaire, in-depth interviews, and the classroom observations provided by PU and NonPU were found to be consistent. The teachers strongly agreed that they used modern technologies to facilitate the lesson presentation and used a suitable English textbook for the course.

However, there also were major differences in the use of supplementary materials for teaching. NonPU teachers used a commercial textbook and integrated a diverse range of authentic materials including journals, newspapers, and magazines that support students to understand the lessons, movies, radio broadcasts, or audiovisual contents in teaching and also allowed students to select authentic materials based on their interests while PU teachers selected some contents relevant to the course descriptions from books or online sources, and rarely used authentic materials to support the lessons.

In summary, while the results regarding the English teaching materials employed in the classrooms of PU and NonPU were comparable, the teachers at NonPU tended to utilize a greater amount of contemporary and authentic materials in comparison to those at PU.

Classroom Management

Classroom management, one of the most important elements of classroom practice, was also examined. There were significant similarities and differences in the classroom practice at PU and NonPU in terms of the whole class teaching and the language used for instruction.

Considering the similarities, the results found that the teachers in both PU and NonPU repeated similar patterns for teaching in which the lesson was accordingly presented based on the text sequences. In addition, Instructional methods used for teaching were found to be the whole class teaching along with providing group work, and individual work. Statistically, PU teachers were uncertain about providing students to engage in group work activities, indicating little use of group activities while NonPU teachers had a higher level of agreement in using group activities in classroom practice. Although NonPU teachers argued that they consistently allowed students to corporate in group activities, the results from the classroom observations revealed that they spent most of the time in front of the classroom presenting the lesson information and teaching the lesson or allowing students to do activities based on the text.

As evidenced by observations done in the classes at PU and NonPU, it was found that the teachers at PU primarily functioned as the resources of information for students, who were responsible for teaching, explaining, giving feedback, and organizing classroom activities. Therefore, students were positioned as passive learners.

Similarly, the teachers at NonPU played a key role in an attempt to provide information in the lesson. The NonPU teachers presented the lesson according to the text sequence, explaining other information relevant to the lesson, and often asking the whole class to answer the questions except for group activities. However, the NonPU teachers tended to encourage students to engage in collaborative and active activities. During the activity section in the class, the teacher applied a learner-centered approach, thus enabling students to be more active and collaborative learners than those at PU.

Furthermore, L1 use was found to play an important role in classroom practice concerning asking to ask questions based on the topic in the lesson and giving feedback on the English language performance of students including presenting information in the lesson.

In addition to the similarities, some differences in classroom management were found. Remarkably it was found the results of the questionnaire, in-depth interviews, and classroom observations provided by the PU teachers were consistent while the results obtained from NonPU teachers were found to be inconsistent. Based on the results of the questionnaire and in-depth interviews, the teachers at NonPU thought that they were trying to have students engage in group work activities. However, NonPU teachers tended to provide greater opportunities for students to do a variety of communicative activities and selecting topics for presentations, role-playing, and practicing using language and listening through information gap activities, allowing students to talk about their interests, and share opinions about the lesson while PU teachers provided little opportunities for students to engage in communicative activities, group works, and expressing their opinions relevant to the lesson.

There was a different aspect in the use of L1 in the classroom practice at PU and NonPU. The results from the questionnaires, in-depth interviews, and classroom observation revealed that the L1 was extensively used by PU teachers in classroom instruction in all processes including opening, sequencing, pacing, and closure of the lesson. The L1 was used to ask questions based on the topic in the lesson, give feedback on students' English language performance, and present and explain information in the lesson except for making English sentences or reading passages. On the contrary, the teachers at NonPU avoid using L1 in teaching and asking questions based on the lesson. Instead, they mostly used English along with the Thai language to teach and present new information in the lesson. However, they still used Thai to give feedback on the language produced by students. The use of mixed languages was found in every class at NonPU.

Teacher roles

The teacher's role was one of the most essential elements of teaching and learning languages, which might vary according to the context of language learning or other factors.

As evidenced by the emphasis placed on different teacher roles. The results of the questionnaires, in-depth interviews, and classroom observation were consistent as the teachers at PU and NonPU played multiple roles in language teaching. Some similarities of the teacher role that were shared included the teacher's role as a facilitator, a monitor, and a role model. Additionally, the teacher's role as a resource was marked by PU teachers, while NonPU teachers were also concerned about the role as a guide.

Interestingly, the PU teachers prioritized the teacher role as a resource and a facilitator who provided various learning sources including giving advice and guidance for the learning processes of the students, helping students with learning, assisting students to achieve the lesson objectives, and monitored (as a monitor) the learning process of students. Additionally, the teacher's role as a role model was also mentioned. Therefore, teachers at PU were expected to be knowledgeable and skilled in their subject areas, able to provide students with the resources and guidance required for achieving learning goals and create an environment conducive to active learning and engagement, while also playing as role models for effective language learning and communication for students.

At NonPU, the teacher role was marked as a facilitator, monitor, guide, and role model. The NonPU teachers positioned themselves as learning facilitators who provided guidance and support to students, helped students with the learning process, and were role models for the effective use of the language including monitoring students' progress and providing feedback to help them improve their language skills, guiding and providing students with suitable direction for achieving goals of language learning.

In summary, the teachers were more likely to play multiple roles than a single role in language teaching in EFL contexts.

As presented in this section, the classroom practice at PU and NonPU shared similarities regarding consistency in classroom practice including opening, sequencing, pacing, closure, and teacher role. The result of the data analysis of PU was inconsistent in terms of classroom activities while the result of classroom management at NonPU was inconsistent.

The next section presents the reasons for teachers using the instructional methods in English classes at a public autonomous university and a non-public autonomous university.

4.4 What are the reasons for teachers using the instructional methods in English classes at a public autonomous university and a non-public autonomous university?

Data obtained from in-depth interviews were analyzed by using a synthetic, summary, and descriptive analysis. The data were descriptively reported according to the research question relevant to the reason and purposes for the teachers at both PU and NonPU using the instructional methods used in EFL classrooms.

The results found that there were significant reasons for the use of instructional methods in EFL classrooms. Those were reasons relevant to course description or requirement, students with insufficient language proficiency, a limited language learning environment, teacher preference, and demand in a competitive labor market.

4.4.1 Reasons Relevant to Course Description

Based on the interviews, the teacher typically prepared the lesson following a course description that outlined the overall goals, objectives, topics to be covered, and any specific requirements or expectations and served as a guide for both teachers and students, providing a clear understanding of what would be covered throughout the course.

In PU, teachers (PU-T1, PU-T2, PU-T3) prepared their lesson plans as specified in each course description. It had a significant impact on teaching because it

provided the goals and objectives of the course. Therefore, it was essential for teachers to prepare the lesson plan, teaching materials, media, classroom activities, and classroom management to be suitable for the course leading to effective teaching and preferable outcome for the student.

For example, PU-T3 teaching English for Media said that he expected students to be able to apply the theory of reading the news and have students get involved in learning world situations through reading and news. He expressed that his expectation was for the teaching according to the course description, It might not necessarily in an exact manner. However, he expected that students gained knowledge of the fundamental principles of reading news and be able could imply some important patterns when faced with challenging news content. The ultimate aim was to enhance the students' comprehension of the theoretical aspects of reading news. He explained:

> What I expected was teaching according to the Couse Syllabus. It might not be exactly 100 %, but I wanted them to know the principles of reading news and could apply some important patterns when encountering some difficult news content. The main purpose was to allow students to have a better understanding of the theory of reading news.

Correspondingly, teachers at NonPU (NonPU-T1, NonPU-T2, NonPU-T3) agreed that they also organize the classroom teaching based on the course descriptions. Interestingly, the observed classes additionally required students who enrolled in the courses to achieve a B1 or B2 level of English proficiency based on CEFR. Therefore, teachers at PU needed to provide intensive teaching and learning to support students to pass course requirements. It indicated that the teachers taught the lesson based on the evaluation and expectations of a particular course.

For example, NonPU-T2 explained that the course he was teaching required students to successfully complete the course and must achieve a B1 level according to the CEFR criteria. To ensure preparedness, the interviewee plans to focus on vocabulary and relevant grammar aligned with the CEFR criteria.NonPU-T2 said:

Okay, this course is mainly measured by CEFR criteria. After finishing this course, students must achieve B1. So, I must prepare myself, including vocabulary preparation and relevant grammar according to CEFR criteria.

Similarly, NonPU-T1 added that the course is compulsory. He put emphasis on encouraging students to achieve a B1 level. Therefore, based on this requirement, he aimed to enhance of vocabulary, reading, listening, and speaking skills for students in order to help them reach this goal. NonPU-T1 also stated:

This course is compulsory course and students must achieve a B1 level. According to the evaluation, there are only a few students who pass B1, and about four students who have already passed the exam. If it is counted in percentages, it is considered a small percentage. As I have noticed from students coming for consulting, it helps. So, I think that it helps students develop knowledge of vocabulary, reading, listening, and speaking.

In brief, all teachers accepted and realized the importance of preparing their lesson plans following the specifications outlined in each course description. It was important as it allowed students to achieve the goals and objectives of the course. They prepared the lesson plan, teaching materials, media, classroom activities, and classroom management to be consistent with the course requirements, to ensure effective teaching and preferable outcomes for the students.

4.4.2 Reasons Relevant to Students with Insufficient Language Proficiency

A factor relevant to students with insufficient English language background was one of the most important reasons affecting teaching in EFL classrooms. In PU, the teachers (PU-T1, PU-T2) found it challenging to prepare and adapt the lesson suitable to the English backgrounds of students, which might require additional time and resources leading to a slower teaching process.

For example, PU-T3 highlighted the students enrolled with different language backgrounds from different schools. This was a challenge as the students had different levels of proficiency in English, ranging from some being good at English while

others not having sufficient English knowledge and skills for the course. PU-T3 mentioned that this problem could make the teaching and learning process slower than expected. He also added that in the course English for Media, he had previous teaching experience and adjusted the content to suit the student's abilities. PU-T3 explained:

> This semester I taught two courses, introduction to Business English and English for Media. As I had experienced, it was found that there were differences in teaching. That was because students enrolling in the course Introduction to Business English had different language backgrounds from different schools. So, I couldn't be able to speed up teaching them to have similar basics. Some students were good at English, some didn't know it at all. These were some problems for the first-year students. As for the course of English for Media, I had taught them before, I adjusted the content to be suitable for the ability of the students. It was okay as I expected.

On the contrary, in PU, the different backgrounds of English affected the language used in EFL classrooms (NonPU-T1, NonPU-T2, NonPU-T3). In teaching, teachers were expected to use English as a medium of teaching in the classroom. However, they realized that students had different backgrounds in English, and some struggled with communicating in English in an academic context. As a result, teachers used English together with the Thai language in teaching to accommodate those students with limited English communication skills. For instance, NonPU-T3 explained:

> At first, I used English a lot in the classroom. It was 100% as I expected. Or, if I taught students majoring in English, I would use English 70 %; 50% for students in other majors. For this class. They studied English as a minor course. At first, I used English a lot. After that, the problem was that I used English all the time as I expected; but they did not understand, and I had to translate it into Thai again. So, I used mixed languages, switching between English and Thai language. I didn't use word by word, but I used English first, then explained Thai later to conclude what I had taught.

NonPU-T1 also briefly added:

Maybe, it was me who worried students wouldn't understand. I was still worried that students may not understand. Therefore, both English and Thai are used to support teaching, such as reading Passages, But I thought that if it was instructions, they understood because they were used to these kinds of instructions. But if it was new content such as content in reading passages or in listening part, I must clarify in Thai.

The results from the interviews indicated that teachers at PU and NonPU faced unique challenges in their teaching practices. However, they were able to adapt and adjust their lesson content, materials, and activities to be suitable for a diversity of English language backgrounds of their students. It was necessary for the teachers to make adjustments to the lesson content. This implies that they modified the curriculum, teaching materials, or instructional strategies to better suit the English backgrounds of their students.

The adjustments made by the teachers reflect their commitment to meeting the diverse needs of their students. Adapting the lesson content to align with the students' English backgrounds demonstrates an understanding of the importance of tailoring instruction to facilitate effective learning. It also signifies a proactive approach by the teachers to create an inclusive and supportive learning environment. The adjustment that teachers provided in the classroom reflected their attempts to respond to the diverse needs of their students. This indicated that they were concerned about providing the lesson content suitable for English backgrounds of students.

4.4.3 Reasons Relevant to a Limited Language Learning Environment

A limited language learning environment was a factor that influenced how the teachers decided to organize their lessons. This was because the students had not only limited or lesser opportunities to practice and use the English language in real-life situations but also were not exposed to the use of English outside the classroom and did not communicate with native speakers.

In PU, the teachers (PU-T1, PU-T2, PU-3) expressed their perspectives that one possibility that supported students to learn English was to have them engage in activities as much as possible. That was, they may do other things when they were outside the classroom rather than practicing and learning English. Critically, they did not use English in their daily life. In addition to providing opportunities for students to learn and practice in the classroom, the students were also encouraged to interact with native speakers or foreigners or participate in volunteering activities within or outside the university so that they could practice using English in real-life situations.

PU-T3 encouraged students to use English in real-life practice and interact with foreigners. He recommended that students should volunteer for activities with foreigners, such as in communities or other universities, to have opportunities to use English in authentic situations. It enabled them to be confident in using the language, regardless of making mistakes. He thought that students would find it easier to use English outside the classroom when they realized that English was not as difficult as they learned in the classroom. PU-T3 reported:

> I tried to encourage students to feel confident in talking to foreigners and advise them to be volunteer students for activities together with foreigners. For example, it might be a volunteer in various communities or other universities so that they could use English skills in real situations and train themselves to have confidence in using the language whether it was right or wrong. But they must feel confident. They would feel that it was not difficult as they had learned in the classroom.

Similarly, teachers at NonPU (NonPU-T1, NonPU-T2, NonPU-T3) realized that students at the university did not have opportunities to use English outside the classroom. Some students tended to use dialects rather using the Thai formal language. In addition to studying in the classroom, they did not use English in everyday life. Therefore, teaching and learning that provide opportunities for them to engage in English communication during classroom activities or assignments became an alternative way for improving their language skills. Furthermore, teachers also sought

supplementary materials relevant to the lesson to further enhance the student's language learning experiences.

Because of having a limited language learning environment, NonPU-T1 emphasized the importance of participation in classroom activities. He encouraged students to regularly practice English in the classroom, including role-playing, presenting assignments, and learning English expressions from dialogues. He accepted that some students might initially be shy and hesitant to speak, but they found that overall, students were able to practice conversations with their friends. He emphasized the goal of communication and encouraged students to focus on effectively conveying their thoughts, even if they made mistakes in grammar or pronunciation. NonPU-T3 said:

> I always encouraged them to learn both in the classroom and outside the classroom. I used various media in the classroom, recommended learning sources, and how they could improve their English via YouTube or websites. Actually, we wanted to give them as much as possible. But basic knowledge of each individual was different, some students got a lot. Some got less. It also depended on their attention. I tried to encourage them to learn as much as possible.

NonPU-T1 also stated that he encouraged students to practice English in the classroom regularly to improve their skills in using English. Because of having a limited language learning environment, he emphasized the importance of participation in classroom activities. He encouraged students to regularly practice English in the classroom, including role-playing, presenting assignments, and learning English expressions from dialogues. He accepted that some students might initially be shy and hesitant to speak, but they found that overall, students were able to practice conversations with their friends. He emphasized the goal of communication and encouraged students to focus on effectively conveying their thoughts, even if they made mistakes in grammar or pronunciation. NonPU-T1 said:

> I think they have to practice regularly. They should improve. They have opportunities to do activities themselves, speaking in front of the class. It works. I

believe that they can improve their English. In the beginning, some students were shy and dared not to speak. Overall, they practiced conversations with friends. I always tell them that although they speak incorrectly or use grammar incorrectly if they can communicate, that is the goal of conversation and communication. Communication is achieved, that's enough. So, when students know this, they can improve their English.

In summary, the teachers at both PU and NonPU highlighted the importance of practicing English regularly inside the classroom because of the limited language environment. They encouraged students to build confidence and use English in real-life situations such as volunteering, using different learning sources, and creating communicative classroom activities. Importantly, they focus on the idea of effective communication and language fluency rather than language accuracy of grammar usage.

4.4.4 Reasons Relevant to Teacher Preferences

Teacher preferences could significantly affect classroom practice influencing the way teaching methods and classroom activities were designed and planned.

For instance, PU-T1 preferred a traditional teaching method focusing on vocabulary and grammatical structure. The activities used for students to practice included encouraging students to communicate in English based on grammatical structures required in the lesson. On the other hand, PU-T3 tended to encourage students to search for daily news articles based on their interests and present the news in their own language. For example, PU-T1 realized that various methods of teaching could be used in the classroom. However, she preferred a traditional lecture style of teaching and having students memorize words. PU-T3 believed that the students must practice using the language regularly in order to improve their language skills such as generating ideas for writing. She said:

I always kept in mind that students must use English regularly. It was important. For example, I used to teach writing; they must have opportunities to use it. If they didn't use it, they forgot. Learning by Doing was important. Most teachers taught the lesson by using traditional grammar-translation; they asked students to memorize grammatical rules such as tense structure. When they wrote a paragraph, they couldn't. They were confused when I asked them. So, I tried to teach them about grammar, passive voice, and language functions of request, Can I have…? If they didn't use it, they would be like, ah, blank. So, they must use it and practice it a lot.

She also added that she mostly assigned students to work in pairs rather than in groups as she realized that some students did not help group members with group work assignments. He further stated:

I would rather have them work in pairs. I rarely let them work individually. Sometimes, I had them do role-playing, question and answer, word matching, and sentence completion. The last assignment was group work, I didn't like working in groups because, outside the class, I knew that some students were not attentive to work by leaving it to only some students doing it. I couldn't control them. It was also the same, there were only some students who were attentive and helped friends work in class.

In NonPU, the teachers (NonPU-T1, NonPU-T2, NonPU-T3) were more likely to have students engage in group work activities emphasizing speaking and listening. Therefore, classroom practice contained various group activities such as presenting assignments in front of the class and discussing and sharing learning experiences. For example, NonPU-T1 used a variety of classroom activities and encouraged them to realize the importance of the English language and inspire them because he expected that the students should have a positive attitude toward language learning, leading to further self-development in the future.

Similarly, NonPU-T3 emphasized speaking and listening skills. He encouraged students to listen to various English accents from TV shows or YouTube in

order to have students get familiar with English accents and English pronunciation which might accommodate their speaking and listening skills. He claimed:

These days, I always had students listen to songs or watch video clips. This was because if there were video clips from various sources such as YouTube, they would be more interested in those sources than the content of the textbook. I thought they could learn best.

4.4.5 Reasons Relevant to Demand in a Competitive Labor Market

An issue in a competitive opportunity in the labor market could influence how the teachers designed English lessons. In a globalized economy, employees with good English proficiency were required in many companies. As a result, the teachers at both PU and NonPU were aware of the current trend and demands in the job market. The teachers were responsible for preparing their lessons and teaching strategies enabling students to have sufficient English skills to become successful in their careers.

In PU, for example, PU-T2 listened to the student's internship experiences and what English skills they used in their work. She used this information to adapt and adjust her teaching in the classroom by incorporating work-related vocabulary or English for specific purposes that would be useful for students in the future. In preparing the lessons, PU-T2 included vocabulary and content related to alumni internship experiences, such as checking orders or table settings, and incorporated essential conversations in various work-related situations to develop speaking skills. She explained:

It was prepared before the semester started. I decided which textbook would be used. This course was a new one; so, there wasn't a particular textbook that we wrote ourselves. So, I had a look at a lot of textbooks, and I got this. It might be suitable for our students. I also selected the contents that matched the course description and were beneficial for students. The contents were also selected based on the alumnus' experiences who had done an internship. Then, I selected some essential content. For example, many student interns told me

about their experiences in checking orders or table settings. So, I tried to teach them about these vocabulary items. Although it was just vocabulary, they needed some source of vocabulary. I also wanted them to have speaking skills for work. So, the lessons contained essential conversations in various situations so that they could learn vocabulary, then use them in the conversations. I also had them learn how to complete many business forms.

In NonPU, NonPU-T2 emphasized the importance of an adjustment of the course syllabus and description that allowed students to gain higher English proficiency for competitive opportunities in the job market, emphasizing the need for students to gain proficiency in both theoretical knowledge and practical skills that would put students at an advantage compared to others. He stated:

I think that the course description must be adjusted to be consistent with the labor market as much as possible. Then, the students should be trained to be proficient in both theory and practice. This was because if we focus only on the theory we cannot compete with others.

In summary, the reasons that influenced teaching English in both PU and NonPU included the reasons relevant to the course description, students with insufficient language proficiency, a limited language learning environment, teacher preference, and demand in a competitive labor market.

The section presents the results of difficulties faced by the teachers at a public autonomous university and a non-public autonomous university.

4.5 What are the instructional difficulties faced by the teachers at a public autonomous university and a non-public autonomous university?

Data obtained from the questionnaire and in-depth interviews were used to investigate difficulties encountered by the teachers at PU and NonPU and how to handle those difficulties. In the questionnaire, 25 aspects as illustrated in Table 22 of instructional difficulties were examined.

4.5.1 Difficulties Encountered by the Teachers at Public Autonomous University (PU)

Table 22 showed the difficulty level experienced by PU in various aspects of teaching English to their students. The overall mean of difficulty level across all the aspects was at a level of disagreement (M = 1.89, SD = .89, indicating that the PU teachers faced very little difficulty in teaching.

The aspect that PU teachers tended to have the greatest difficulty in teaching was they were uncertain about preparing lesson plans (M = 2.66, SD = .57). What's more, the results relatively showed that the teachers disagreed, indicating a low level of difficulty, on encountering difficulty in encouraging students to participate in groups (M = 2.33, SD = 1.15), encouraging students to answer questions based on the topic of the lesson in English (M = 2.33, SD = 1.15), relating lessons to real-life situations (M = 2.33, SD = 1.15), creating a classroom environment conducive to language learning (M = 2.00, SD = 1.00), monitoring the language performances of students (M = 2.00, SD = 1.00), giving feedback on the English language performance (M = 2.00, SD = 1.00), encouraging students to learn English outside the classroom (M = 2.00, SD = 1.00), encouraging students to use English in the classroom (M = 2.00, SD = 1.00), providing appropriate timing for classroom activities (M = 2.00, SD = 1.00), encouraging students to practice English language patterns (M = 2.00, SD = 1.00), selecting classroom activities (M = 2.00, SD = 1.00), modelling English dialogues for students (M = 2.00, SD = 1.00), introducing situations for students to learn a new language, and presenting the new vocabulary items used in the text (M = 2.00, SD = 1.00), respectively.

Finally, the aspects that showed a level of disagreement with a very lower mean score indicating that teachers faced very little difficulty included: integrating modern technologies in teaching English (M = 1.66, SD = 1.15), selecting appropriate authentic materials (M = 1.66, SD = 1.15), preparing an English textbook appropriate for students (M = 1.66, SD = 1.15), facilitating the communication process while students were doing activities (M = 1.66, SD = 1.15), applying instructional techniques appropriate for students in the classroom (M = 1.66, SD = 1.15), checking the

comprehension of students in lessons (M = 1.66, SD = 1.15), making the students understand the goals of the lessons (M = 1.66, SD = 1.15), communicating with students in English (M = 1.33, SD = .57), getting the students involved in lessons or group classroom activities (M = 1.33, SD = .57), and teaching the English pronunciation of difficult words (M = 1.33, SD = .57), respectively. The results implied that the teachers did not have significant difficulty in teaching at PU classroom practice.

In addition to the quantitative results from the questionnaire, in-depth interviews were conducted to examine the difficulties that PU teachers might encounter in the classroom. Based on the question "What difficulties have you encountered in teaching English in each lesson?". It was found that the teachers at PU faced difficulties relevant to the students (PU-T1, PU-T2, PU-T3 and the teachers themselves (PU-T3).

The difficulty concerning the students found in PU included: (a) students with limited English vocabulary (PU-T1), (b) lack of writing skills (PU-T2), and (c) lack of preparation (PU-T3).

According to the in-depth interview, the learning process of students was slower because the students had a limited vocabulary. PU-T1 said that if the students had sufficient English vocabulary, she could be capable of facilitating a greater degree of improvement in their English proficiency. PU-T1 encountered students with limited vocabulary knowledge, which hindered their understanding and application of grammar. To address this issue, she applied a traditional teaching method of having students memorize vocabulary items and assigned them to recite the vocabulary without looking at the script, both in front of her and through video clips. The aim was to improve their vocabulary knowledge, particularly in areas like verb tenses. She said:

I didn't understand why they didn't understand. I really didn't understand why. The problem was they had a limited vocabulary. I thought that they would have sufficient vocabulary. I just shaped their knowledge about how to apply this grammar to their uses. If their knowledge was at this level; I could help them more. But they could think of words. They had a limited vocabulary.

Therefore, to deal with the problems of students with limited vocabulary knowledge, she used a traditional method to handle it by having students memorize vocabulary items. She explained:

I assigned them to recite vocabulary. It was about memorizing without looking at the script. They must be able to speak, think, and remember. Once I used this strategy. I had them sit in front of me and recite while I was listening, but it was tiring. I also had them send me the video clips of their reciting without looking at the script. One way I used to was I had them sit across from each other and recite for me. but it's tiring I let them send me a video clip without looking at the script. For example, they must be able to memorize verb tenses. It was to improve their vocabulary knowledge.

PU-T2 encountered difficulty teaching writing. She found that students could not generate ideas for writing, thus making the teaching process slower. Furthermore, they could not be able to organize their thoughts and provide coherence in sentences. That was She found that students struggled to generate ideas for writing and could not organize their thoughts and make coherence in their sentences. To handle this difficulty, she provided guidelines to students on sentence contexts, parts of speech, and connecting writing to previous conversations or reading passages and allow students to practice independently while she monitored their practices. PU-T2 stated:

I had difficulty teaching writing. In fact, this course was not difficult at all. Let's say, when it was about writing, students didn't have any idea what to write. For example, "What word should use to complete this sentence". They did it for a very long time if there were no vocabulary items for them.

As for teaching writing, she attempted to provide some guidelines for students to improve their writing. She said:

I must guide them about the contexts of sentences or parts of speech, or how to connect writing to the previous part of conversations or reading passages. After that I let them try to do it by themselves. but it was a little slow.

PU-T3 highlighted the difficulty of students' lack of preparation before attending classes. Many students were unprepared for the class. To address this, PU-T3 implemented strategies to promote students' sense of responsibility. He assigned more assignments and emphasized their responsibility for completing the tasks. Each assignment was graded to motivate them to work and take their studies seriously. PU-T3 said:

> The problem was that the students were not prepared, not ready to study in each class. Few students were willing to study.

He handled it by giving assignments to promote their sense of responsibility and assigning tasks for them to complete before each week, including graded assignments. He said:

> I gave them more assignments and encouraged them to be more responsible for their work. Each assignment was given a score to motivate them to work.

Overall, these language teachers faced different challenges in their classrooms and employed various strategies to address those challenges.

In addition to difficulties relevant to students, it was found that the teacher had difficulty transferring knowledge or explaining information and ideas to students. Sometimes, the teacher perceived that students did not understand what was being explained and therefore, it became necessary to use the Thai language to explain some information to students. As mentioned by PU-T2:

> I had difficulties transferring and conveying some knowledge as well. It felt that it was more difficult after I had already explained something. I must translate it again because I didn't know how to say it.

As for the difficulty of explaining information in the lesson, she did not ignore it. Instead, she attempted to explain clearly to the students about the subject matter before moving on to the next topic. She said:

> However, I must explain that point to my students until they all understood before moving on to the next one. I must think and figure out the meaning of certain words or phrases in Thai. I sometimes asked students to help explain.

In conclusion, the teachers at PU perceived that they encountered little difficulty provided in the questionnaire. However, they addressed additional difficulties they experienced in the classroom and suggested some guidelines for handling them.

Table 22 Difficulties Encountered by the Teachers at Public Autonomous University (PU)

No	Statements	M	SD	Interpretation
1	Difficulty preparing lesson plans.	2.67	.58	Uncertain
2	Difficulty relating lessons to real-life situations.	2.33	1.15	Disagree
3	Difficulty encouraging students to participate in group discussions.	2.33	1.15	Disagree
4	Difficulty encouraging students to answer questions based on the topic of the lesson in English.	2.33	1.53	Disagree
5	Difficulty presenting the new vocabulary items used in the text.	2.00	1.00	Disagree
6	Difficulty introducing situations for students to learn.	2.00	1.00	Disagree
7	Difficulty modeling English dialogues for students.	2.00	1.00	Disagree
8	Difficulty selecting classroom activities appropriate for students.	2.00	1.00	Disagree
9	Difficulty encouraging students to practice English patterns.	2.00	1.00	Disagree
10	Difficulty providing appropriate timing for classroom activities.	2.00	1.00	Disagree
11	Difficulty encouraging students to use English in the classroom.	2.00	1.00	Disagree
12	Difficulty encouraging students to learn English outside the classroom.	2.00	1.00	Disagree
13	Difficulty giving feedback on the English language performance of students.	2.00	1.00	Disagree
14	Difficulty monitoring the language performances of students in classroom activities.	2.00	1.00	Disagree
15	Difficulty creating a classroom environment.	2.00	1.00	Disagree
16	Difficulty making the students understand the goals of the lessons.	1.67	.58	Strongly Disagree

Table 22 (Continued)

No	Statements	*M*	*SD*	*Interpretation*
17	Difficulty checking the comprehension of students in lessons.	1.67	.58	Strongly Disagree
18	Difficulty applying instructional techniques that are appropriate for students in the classroom.	1.67	.58	Strongly Disagree
19	Difficulty preparing an English textbook appropriate for the year level of the students.	1.67	.58	Strongly Disagree
20	Difficulty facilitating the communication process while students are doing activities.	1.67	.58	Strongly Disagree
21	Difficulty selecting appropriate authentic materials.	1.67	1.15	Strongly Disagree
22	Difficulty integrating modern technologies in teaching English.	1.67	1.15	Strongly Disagree
23	Difficulty teaching English pronunciation of difficult words.	1.33	.58	Strongly Disagree
24	Difficulty getting the students involved in lessons or group classroom activities.	1.33	.58	Strongly Disagree
25	Difficulty communicating with students in English.	1.33	.58	Strongly Disagree
	Total	1.89	.89	Disagree

4. 5.2 Difficulties Encountered by the Teachers at Non-Public Autonomous University (NonPU)

Table 23 showed the overall mean of difficulty level faced by NonPU teachers was at a level of agreement (M = 3.79, SD = 1.27, indicating that the NonPU teachers had a higher level of difficulty in teaching.

The aspects that NonPU teachers strongly agreed on having difficulty in teaching included difficulty in encouraging students to participate in group discussions (M = 4.66, SD = .57), encouraging students to practice English language patterns (M = 4.33, SD = .57), teaching the English pronunciation of difficult words (M = 4.33, SD = .57), and introducing situations for students to learn a new language (M = 4.33, SD = .57), respectively.

They agreed, indicating that the level of difficulty was relatively high, that they encountered difficulty in encouraging students to learn English outside the classroom (M = 4.00, SD = 1.73), communicating with students in English (M = 4.00, SD = 1.73), checking the comprehension of students in lessons (M = 4.00, SD = 1.73), integrating modern technologies in teaching English (M = 3.66, SD = 1.52), selecting appropriate authentic materials (M = 3.66, SD = 1.52), preparing an English textbook appropriate for the year level of the students (M = 3.66, SD = 1.52), monitoring the language performances of students in classroom activities (M = 3.66, SD = 1.52), giving feedback on the English language performance of students, encouraging students to use English in the classroom (M = 3.66, SD = 1.52), applying instructional techniques that are appropriate for students in the classroom (M = 3.66, SD = 1.52), providing appropriate timing for classroom activities (M = 3.66, SD = 1.52), encouraging students to answer questions based on the topic of the lesson in English (M = 3.66, SD = 1.52), selecting classroom activities appropriate for students (M = 3.66, SD = 1.52), getting the students involved in lessons or group classroom activities (M = 3.66, SD = 1.52), modelling English dialogues for students (M = 3.66, SD = 1.52), relating lessons to real-life situations (M = 3.66, SD = 1.52), making the students understand the goals of the lessons (M = 3.66, SD = 1.52), and preparing lesson plans (M = 3.66, SD = 1.52).

Finally, the aspects with a level of uncertainty, indicating a lower level of difficulty perceived by the teachers in the classroom practice included difficulty in creating a classroom environment conducive to language learning (M = 3.33, SD = 1.52), facilitating the communication process while students are doing activities (M = 3.33, SD = 1.52), and presenting the new vocabulary items used in the text (M = 3.33, SD = 1.15), respectively.

To provide additional evidence for the results obtained from the questionnaire, in-depth interviews were conducted to investigate potential difficulties in EFL classrooms at NonPU. It was found that they additionally experienced difficulties relevant to students, teachers, and textbook preparation. The difficulties relevant to students included: students with different language backgrounds (NonPU-T2), and lack

of preparation (NonPU-T3) while difficulties relevant to the teachers were evaluation (NonPU-T1) and adaptation (NonPU-T2). Additionally, the issue of textbook preparation was found to be a challenge by NonPU-T2.

One of the most important issues was students with different background knowledge. NonPU-T2 revealed that there was a greater demand for the number of students than the selection of students based on the criteria of the university. Therefore, students entering the university had different language backgrounds. He stated:

> Another one was the students' knowledge background. This was because the university needed a number of students. So, it was necessary to accept all admission. It was not like before when there was a standard criterion for admission. So, there were students who were competent and incompetent. So, we must try to improve the basic knowledge of incompetent students to be more competent.

Another difficulty was students lacked preparation before learning in classes. NonPU-T3 said that the students did not prepare themselves for the class because they expected the teacher to teach and explain the lesson to them in the class. Therefore, the teacher gave some assignments or had students discuss some interesting points to get them prepared for the class. He said:

> In each lesson, students didn't prepare for studying in advance. They waited for me to teach and explain in the classroom. Therefore, I made them do a quiz or asked questions at the beginning of the lesson so that they would prepare themselves in advance.

It was found that teachers faced difficulty evaluating the language performance of students because students expected to receive a high score in their language performance. Therefore, it was stressful to deal with it. As stated by NonPU-T1:

> I had difficulty with the evaluation. I realized that I was the only one who judges students. Actually, we had discussed this issue at a meeting. Would it be better if two teachers helped each other to evaluate the score and grade students?

Yes, all the teachers said that it would be better, but it gave an additional burden for the teacher. So, it was still based on the judgment of a single teacher in making this, despite having grading criteria. I don't know what to say.

To handle it, he said that he tried to provide clear criteria and give additional feedback on their language performance. He said:

Actually, I always told them and always gave feedback about strengths and weaknesses every time there was an evaluation and I tried to give feedback individually, in groups, and as a whole class. But it couldn't eliminate the stress of the students.

Another difficulty was the teacher's adaptation. It was a challenge that the teachers were expected to adapt themselves to keep up with the times, including adjusting their ideas and teaching methods to align with the student's ages. NonPU-T2 stated:

It is about the teachers themselves. The teachers must be able to adapt themselves to keep up with the age of students. It is necessary to adapt to each other. Being a traditional teacher doesn't work for students these days because most of them are always complaining about their rights. Therefore, they should adapt to each other.

In addition to the difficulties relevant to students and teachers, there was also difficulty in providing a textbook appropriate for a newly offered course in which no textbooks had been previously offered in the university. The teacher needed to find or write an appropriate textbook that was suitable for the educational background and context of their students. As a result, some teachers may put an effort into sourcing and modifying texts themselves to ensure that the textbook used was suitable for the context of the university and students. NonPU-T2 explained:

It was about the matter of the sources. If the course was a new one that had never been opened for teaching such as Translation, I was the first who taught this course. I had to find a direction myself on how to teach. It took many years; I had to teach many times before I could write a textbook. It had to be changed,

adapted, and adjusted until it worked and was suitable for the context of the university and my students. Furthermore, the content of the course must always be up to date because it was not just writing a single textbook and keeping using it for 20 or 30 years.

It can be concluded that the difficulties faced by the teachers at NonPU were difficulties relevant to students which included students with different language background knowledge, and lack of self-preparation while difficulties relevant to the teachers were evaluation and teacher's adaptation to a contemporary changing context of teaching. An additional difficulty was preparing a suitable textbook for a newly offered course.

Table 23 Difficulties Encountered by the Teachers at Non-Public Autonomous University (NonPU)

No	Statement	M	SD	Interpretation
1	Difficulty encouraging students to participate in group discussions.	4.67	0.58	Strongly Agree
2	Difficulty introducing situations for students to learn a new language.	4.33	0.58	Strongly Agree
3	Difficulty teaching the English pronunciation of difficult words.	4.33	0.58	Strongly Agree
4	Difficulty encouraging students to practice English language patterns.	4.33	0.58	Strongly Agree
5	Difficulty checking the comprehension of students in lessons.	4.00	1.73	Agree
6	Difficulty encouraging students to learn English outside the classroom.	4.00	1.73	Agree
7	Difficulty communicating with students in English.	4.00	1.73	Agree
8	Difficulty preparing lesson plans.	3.67	0.58	Agree
9	Difficulty making the students understand the goals of the lessons.	3.67	0.58	Agree
10	Difficulty relating lessons to real-life situations.	3.67	0.58	Agree
11	Difficulty modeling English dialogues for students.	3.67	1.53	Agree

Table 23 (Continued)

No	Statement	*M*	*SD*	Interpretation
12	Difficulty getting the students involved in lessons or group classroom activities.	3.67	1.53	Agree
13	Difficulty selecting classroom activities appropriate for students.	3.67	1.53	Agree
14	Difficulty encouraging students to answer questions based on the topic of the lesson in English.	3.67	1.53	Agree
15	Difficulty providing appropriate timing for classroom activities.	3.67	1.53	Agree
16	Difficulty applying instructional techniques that are appropriate for students in the classroom.	3.67	1.53	Agree
17	Difficulty encouraging students to use English in the classroom.	3.67	1.53	Agree
18	Difficulty giving feedback on the English language performance of students.	3.67	1.53	Agree
19	Difficulty monitoring the language performances of students in classroom activities.	3.67	1.53	Agree
20	Difficulty preparing an English textbook appropriate for the year level of the students.	3.67	1.53	Agree
21	Difficulty selecting appropriate authentic materials.	3.67	1.53	Agree
22	Difficulty integrating modern technologies in teaching English.	3.67	1.53	Agree
23	Difficulty presenting the new vocabulary items used in the text.	3.33	1.15	Uncertain
24	Difficulty facilitating the communication process while students are doing activities.	3.33	1.53	Uncertain
25	Difficulty creating a classroom environment conducive to language learning.	3.33	1.53	Uncertain
	Total	3.79	1.27	Agree

In conclusion, the difficulties perceived by the teachers at both PU and NonPU included some similarities and differences.

The results from the questionnaire found that PU teachers perceived that they encountered very little difficulty in the instructional process which might be relevant to providing an effective lesson plan while NonPU teachers were more concerned about

difficulties challenged in the instructional process concerning how to encourage students to participate in group discussions, practice English language patterns, introduce a situation for students to learn new language including modeling English pronunciation of difficult words.

In addition, the results obtained from the in-depth interview revealed that the teachers at both PU and NonPU shared similar difficulties relevant to students in terms of the lack of preparation before attending the class because they expected the teachers to provide all information in the lesson for them.

Furthermore, PU teachers encountered the problem of students with limited English vocabulary and writing skills leading to a slower teaching process while NonPU teachers mentioned students with different language backgrounds leading to a challenge of how to improve the language skills of incompetent students to achieve the course requirements.

As for the difficulties relevant to the teachers, the results revealed that the teachers at PU also struggled to transfer and explain knowledge relevant to the lesson effectively, leading to frustration and confusion for both the teacher and the students. Whereas teachers at NonPU dealt with difficulty evaluating the language performance of students which might vary according to evaluation criteria. Furthermore, NonPU teachers also provided that the teachers' adaptation to generational differences might affect teaching in the classroom and idea and knowledge transmission. Finally, difficulties preparing suitable textbooks for the course that had never been offered before in which the teachers had to prepare materials themselves to be suitable for learning contexts.

The next section presents some important emerging results obtained data from data analysis.

4.6 Emerging Results

In response to the question about opinions about how to improve and develop classroom practice in learning and teaching English in the Thai EFL context, the teachers at both PU and NonPU shared some critical perspectives on how to improve learning English and/or teaching in Thai EFL context, especially in the university level.

It was found that teachers at PU shared two aspects including the students with insufficient English language background (PU-T1, PU-T2) and creating a supportive language learning environment (PU-T3).

PU-T1 emphasized the importance of vocabulary and grammatical structures. She said that the students should have adequate vocabulary before entering the university because it was an essential element of learning a language. If students had sufficient vocabulary and grammatical structures, communication could be taught easier. That was because the vocabulary and grammar interacted to convey the meaning. Therefore, they were interdependent. She stated:

Thai students must have sufficient vocabulary. If they have enough vocabulary, it can be shaped and applied to some sources of grammatical structures that they can use to communicate. Grammar is an important part of speaking. If you use grammar incorrectly, the meaning is also wrong. Sometimes, if the grammar is wrong, you can arrange a sentence, subject, verb, and object; it is still enough to communicate when you have sufficient vocabulary. You can make sentences, native speakers understand, and foreigners can understand; it is okay.

Similarly, PU-T2 added that the students enrolling at the university level must gain sufficient language proficiency and be prepared for further development in the profession. She said:

This was at the university level, or professional learning level. Students studying in the English major must have used English for various purposes, for example, English Business for Translation. It shouldn't start teaching A B C again.

Additionally, teachers at PU provided important guidelines for teaching English to students at the university level including organizing additional training (PU-T1)

and creating a supportive language learning environment (PU-T3). PU-T1 viewed that the students should have the opportunity to receive additional training to have them engage and participate in additional language activities so that they could use English for communication.

Similarly, PU-T3 prioritized the importance of an environment conducive to learning. He explained that the learning environment should not be limited to the classroom. The students should have opportunities to use and practice using English in various environments such as in companies, and tourist sites rather than in learning in textbooks, not in real-life situations, which may encourage students to be more curious and motivated to learn and use English. He said:

> What should be improved is creating an environment to be suitable for language learning. This means that the classroom must be organized in a more natural way to use the language. The classroom might not be the square classroom like today. It may be a classroom in a company, a tourist attraction, or various business sources that can allow students to practice the language. These things will make students curious, want to see, and want to use the language. Students will be able to use English automatically. Therefore, we must create a learning environment must be conducive to learning, and change learning conditions that are suitable for students these days who don't like being in the classroom.

In addition to proving the learning environment, PU-T3 further provided an additional guideline about improving teaching English that language teachers should be qualified with good teaching skills and have an alternative role as an advisor or a leader in using effective language for communication. He further added:

> It may need teachers with more teaching skills. The teachers need to change their teaching styles because some teachers may use a traditional teaching method which is going to be difficult for them to learn. Teachers may have to change their roles to be an advisor or a leader in using the language which is like leading how to use language and letting them practice using it.

Teachers at NonPU shared their viewpoints similar to those at PU regarding students with insufficient language knowledge (NonPU-T1) and creating an environment conducive to language learning for students (NonPU-T2) including developing the courses that meet the requirements of the current labor market (NonPU-T2).

Similar to PU-T1 and NonPU-T2, NonPU-T1 viewed that the students should have sufficient language knowledge and skills language the elementary school level. They should have enough basic English background. If not, it would become difficult to manage teaching and learning because of gab in students' English proficiency. He stated:

In fact, I think it should start at the elementary level. It should have started before. When entering the university level, they should have a certain level of basic English to be able to study at the university level. If it is like this, it is difficult to manage teaching and learning because the gap is too different. If they have a sufficient basic level of English, all schools have the same measurement that what level of English proficiency students in secondary and high school should achieve. When entering university, students have similar background knowledge of English. So, it may be easy to manage teaching and learning. The teachers don't have to teach A B C D again.

NonPU-T3's response was also consistent with PU-T3 regarding providing greater use of the English language, both within and outside of universities or at the national level. Students should have opportunities for students to use language as much as possible. This was because the context of learning English for students was limited in the classroom, they rarely used English in their daily life. He said:

I would like to encourage and promote the use of English inside and outside the university. For example, teachers in the faculty thought that there should be a coffee corner for students where they must use English when asking or buying. Even though they learned a lot of grammar and vocabulary; they didn't have an opportunity to use it. They might forget. Therefore, I would like to promote more

use of the English language. It would be better if the use of English was promoted nationally as well.

Finally, NonPU-T2 prioritized the importance of the current labor market. The English courses or curricula offered for students should meet the demand of the current labor market. particularly, the courses should aim to provide learners with ample opportunities to enhance their English proficiency and build confidence in applying the language in professional settings. He revealed:

> As in the university, the curriculum and the labor market were inconsistent. For example, students were required to learn English literature. In fact, they didn't use it in the labor market…so I tried to create a project so that students would have opportunities to practice using the language because the courses such as English for hospitality, Business for service businesses, or English for Hotel were cut off.

In response to the question "What kinds of professional development activities best support teaching?". The teachers at PU suggested two possibilities for teacher development; (1) teachers should receive training and development (PU-T1, PU-T3), and teachers should be given an opportunity to study aboard.

PU-T1 and PU-T3 agreed that teachers should have opportunities to receive training or go to observe teaching practices from experienced experts and adapt those beneficial and useful teaching methods to suit the classes they teach. This is because these activities can allow teachers to accept new things to be used in their classes. Additionally, another way for teachers to improve is to learn from colleagues or fellow professionals who have experience in teaching different teaching techniques, to apply them in the classroom.

PU-T1 also remarked that it was essential to develop teachers because she wondered why the students who enrolled in the university had inadequate knowledge for studying at the university level. She said:

> It is because the teachers are not teaching well or because the teachers are not qualified? The students have been learning English for ten years from primary

school until they come here. So, why do they have such a limited vocabulary or grammatical knowledge? Therefore, it is important to teach students to gain sufficient knowledge at the university level.

PU-T2 suggested that teachers should be given an opportunity to study aboard. EFL Teachers should have opportunities to expose themselves to language use and improve their language proficiency so that they could be a good model for effective communication that could encourage students to be more confident about using language. This was because she did not agree with participating in seminars, workshops, or conferences. She said:

Teachers should be given an opportunity to go abroad. Seriously, that was they were doing their jobs and responsibility to attend a seminar. Honestly, I didn't get much from the seminar. It didn't mean that I didn't intend to participate. The teachers wouldn't be able to have additional skills for further development within two days. Sometimes, a lecturer provided knowledge that was inconsistent with classroom practice.

Finally, as for teacher professional development, teachers at NonPU (NonPU-T1, NonPU-T2, NonPU-T3) agreed that the teachers should have opportunities to attend teacher training or seminar provided by experts with language teaching expertise or universities. These activities enabled teachers to have new perspectives on language teaching techniques including allowing teachers to effectively manage their teaching. For example, NonPU-T1 reported:

Training and knowledge management of the teachers themselves, sharing goals, and different views in teaching activities. I think all these things can be applied in classroom teaching. I think that the expert who trains and educates us must have knowledge in a specific field to teach us. We may never know those things before, getting new perspectives, and new knowledge, or maybe have a session that exchanges knowledge. There may be a session in which we can exchange teaching methods and activities.

In summary, the teachers at both PU and NonPU provided some critical perspectives on guidelines for the development of teaching and learning in English Thai EFL contexts. They viewed that the students should gain sufficient language knowledge and skills before entering the university level, there should have a learning environment conducive to language learning not limited to a classroom, and EFL teachers should have good knowledge and skills in teaching English including developing English curriculum the meet the demand of current labor market.

As for teacher development, EFL teachers should have opportunities to continually develop their knowledge and teaching skills by attending teacher training courses, seminars, or conferences. Finally, the teachers should be given opportunities to study aboard to improve their language proficiency to be a good model of using English for students and gain more innovative teaching strategies and techniques to provide more effective language instruction to their students.

4.7 Conclusion

4.7.1 What are the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

The instructional methods used in English classes at a public autonomous university (PU) and a non-public autonomous university (NonPU)

Opening. For PU, the results of the questionnaire, in-depth interview, and classroom observation were consistent, with all seven elements of the opening being found. The three major elements, including having a clear plan, describing the goal of the lesson, and describing the relationship between the lesson and real-life situations found in the classroom practice, were common. The other four, including reviewing the previous lesson, linking the present lesson to the previous lesson, getting students to look at a picture or dialogue and to think about what they were going to learn were also found in the classroom practice, but teachers rarely stated the information or skills that the students would learn from the lesson.

In NonPU, the results from three data sources were consistent. The teachers were highly concerned about the opening process and provided clear

objectives for the lessons, stating information about the knowledge and skills that students were going to learn from the lesson. Also, they reviewed what had been covered in the previous lesson, asked students to think and discuss about a picture or dialogue of the lesson, and clarified the relationship between the lesson and real-life situations. The teachers occasionally reviewed the knowledge and skills students had learned from the previous lesson and provided greater opportunities for students to learn English from supplementary sources such as TV shows, songs, and examples of different English accents.

Sequencing. In PU, it was found that the results from questionnaire, in-depth interview, and classroom observation were found to be consistent. An investigation of the classroom practices in terms of the sequencing taught by teachers in PU found that the teachers prioritized the implementation of teaching new vocabulary items used in the text, checking the comprehension of students, encouraging students to connect lessons with real-life situations, and giving many examples of the language uses. The teachers occasionally modeled the pronunciations of difficult words and introduced a situation for students to learn a new language. However, the teachers did not put emphasis on having students practice language patterns in groups, engage in group discussions, and identify and correct errors in the language use in a group setting.

In NonPU, the results from the in-depth interviews had remained unclear since the teachers only stated that they were teaching based on the textbooks but did not clarify the exact details of the sequencing. However, as evidenced by the questionnaire and the classroom observations, the results of the data analysis were found to be consistent. The teachers highlighted presenting and teaching vocabulary, encouraging students to discuss the meaning of those new words in groups, introducing a situation for learning language, modeling language dialogues and pronunciation of difficult words for students, having students engage in group discussion and practice language pattern in the lesson, giving many examples of language uses including checking students' understanding. In addition, it was observed that the teachers

sometimes utilized English language to make inquiries to their students, but they did not provide opportunities for students to correct grammatical errors or mistakes by themselves. Notably, the teachers placed significant emphasis on instructing students on vocabulary, particularly on teaching them how to apply vocabulary in different situations, introducing new words, and providing explanations of their meanings, followed by group exercises where students practiced using the newly acquired vocabulary in context.

Pacing. In PU, the results were consistent across the questionnaire, in-depth interview, and classroom observation. The teachers attempted to encourage and facilitate students to learn English both inside and outside the classroom, created a classroom environment conducive to learning, and monitored all processes of learning activities.

In NonPU, the results from the in-depth interview and classroom observation were consistent with the results from the questionnaires. The teachers were more engaged in the pacing than those in PU. They facilitated the communication process, helping students with activities by showing several examples of language usage and monitoring students' performance in activities. Furthermore, the teachers gave feedback on the English language performance of students in English, encouraged students to use English in the classroom and asked questions in English, played English-speaking games, complimented students' use of English, did not interrupt while the students were trying to use the language, avoided using Thai in the classroom, managed a supportive classroom environment conducive to language learning, and encouraged students to learn English outside the classroom such as recommending learning sources, persuading students to use English in every life.

Closure. The results obtained from the questionnaire, in-depth interview, and classroom observation in both PU and NonPU were consistent and comparable. The teachers summarized key points that were included in the lesson including giving an assignment provided in the text for the next week and providing opportunities for students to summarize the lesson for the class.

Classroom activities. In PU, the results from the questionnaire, in-depth interview, and classroom observation were found to be inconsistent. The result of the questionnaire showed that the teachers thought that they introduced a topic and encouraged students to share their opinions on the given topic, but the results of the interviews found that the teachers used different classroom activities. PU-T1 focused on making questions and answers relevant to English structures and had students remember verb tenses, while PU-T2 preferred a role play. PU-T3 reported that role-play was not used in the classroom, but he assigned students to read, translate, and summarize a news article. Classroom observation found that the information gap activity was commonly implemented in classroom practice.

The results of the questionnaire, in-depth interviews, and classroom observations from NonPU were consistent. The most commonly used activities were those that focused on completing information gaps, and the teachers in NonPU provided more opportunities for students to engage in communicative tasks including group work, English dialogue practice, presenting assignments, and role-playing in front of the class. Moreover, students were encouraged to share their thoughts and opinions about the lesson topics or their experiences with English usage in real-life situations.

Teaching materials. The results of the questionnaire, in-depth interview, and classroom observation of both PU and NonPU were consistent. In PU, the teachers themselves selected appropriate contents for the lessons and provided appropriate teaching materials which included textbooks, and authentic materials including using modern technologies for students.

Significantly, the teachers in NonPU used a commercial textbook with software programs featuring audio, conversations, and video clips. To supplement their teaching, they incorporated sources such as TED Talks, TV show programs, and YouTube. Additionally, students were given opportunities to explore online sources of their preference for additional information that they could use to complete their assignments and presentations.

Classroom management. For PU, the results were consistent across the questionnaire, in-depth interview, and classroom observation. The teachers used whole class teaching and used Thai to present the lesson, except for reading English sentences in the texts and managing the classroom.

In NonPU, teachers at NonPU claimed that they employed group work to encourage students to engage in language activities in groups. In fact, in the classroom practice, the teachers were likely to use the whole class teaching as the teachers played a dominant role in the classroom and predominantly taught the lesson according to a text-based approach, by following a specific sequence of texts, primarily delivering lessons, conveying relevant information, and organizing activities using a whole-class instructional approach. Information gap activities were typically implemented in the classroom and the teachers inconsistently offered students the opportunities to engage in group work to identify and correct language errors. Moreover, group works such as conversation practice, assignment presentations, and role-playing were only occasionally assessed based on learning objectives.

Concerning the language used for classroom instruction, teachers at NonPU avoided using Thai for teaching, using English to ask questions, giving a compliment on the language performance of students, and/or presenting information in the lesson. In reality, a mix of English and Thai languages was used in the classroom.

Teacher Roles. The results of the questionnaire, in-depth interview, and classroom observation obtained from PU and NonPU were consistent. The teachers reported that they played various roles in the classroom, including the three major roles of the teachers at PU were playing a role as a resource, a facilitator, a monitor, and the added fourth of being a role model. The teachers at NonPU reported that they played four important roles including as a facilitator, a role model, a monitor, and a guide.

In brief, the results of the questionnaire, in-depth interview, and classroom observation were consistent in opening, sequencing, pacing, closure, teaching materials, classroom management, and teacher roles. The results from three

data sources were inconsistent, as the teachers emphasized the information gap activities rather than group activities.

4.7. 2 What are the similarities and differences in the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

The two sets of data from PU and NonPU were compared in terms of similarities and differences relevant to instructional methods used in English classes.

Opening. The results from the questionnaire, in-depth interview, and classroom observation of PU and NonPU were consistent. The opening in classroom practice at PU and NonPU shared similarities, including having a clear plan, the goals of the lesson, and describing the relationship between the lesson and real-life situations. Additionally, teachers at NonPU reviewed the previous lesson and asked students to discuss a picture or dialogue in the lesson including stating the information or skills that students would learn in the lesson. The teachers at PU rarely covered these elements in the opening. Teachers at both PU and NonPU did not focus on providing the link between the lesson and previous lessons.

Sequencing. The teachers at PU and NonPU covered the sequencing in teaching, and the consistency in the sequencing in both PU and NonPU was observed in the classroom practices.

In terms of similarities, the emphasis on presenting new vocabulary items in the lesson for students was strong at both. The teachers emphasized giving a number of comprehensible examples of language uses, checking students' understanding before moving on to another topic, modeling language dialogues and pronunciation of difficult words for students, having students participate in group discussions, and practicing language patterns in the lesson including encouraging students to connect lessons with real-life situations. Teachers in PU and NonPU recognized the value of helping students see the relevance and applicability of what they are learning to their daily lives, and actively work to facilitate this connection including providing appropriate timing for each activity in the classroom.

Regarding the differences, the sequencing used by PU teachers was less obvious than by NonPU teachers, indicating that the teachers in NonPU covered more important elements of sequencing in their classroom practice. NonPU teachers focused on presenting new vocabulary items in the lesson and provided greater opportunities for students to discuss the meaning of new words in groups, and practice language patterns in the lesson

In brief, although there were some essential elements of the sequencing in both PU and NonPU, the sequencing provided by NonPU teachers included a wider range of classroom practices, such as modeling dialogue and pronunciation of difficult words for students, and/or asking questions based on the topic in the lesson in English.

Pacing. It was found that the classroom practices of PU and NonPU teachers were consistent based on three data sources. Importantly, teachers both PU and NonPU used various methods to help students learn by facilitating and assisting students with learning activities, providing opportunities for students to ask questions, giving feedback on the English language performance of students, and monitoring students' performance in activities. However, they did not use English in their teaching, nor give feedback on the English language performance of students in English. Significantly, in the PU classroom observations, the Thai language was used as a medium for teaching, while NonPU teachers avoided using Thai in the classroom and used mixed languages in the classroom.

In brief, both PU and NonPU teachers were highly concerned about facilitating and helping students with activities, giving feedback on the English language performance of students, and monitoring students' performance in activities. However, NonPU teachers were more concerned about encouraging students to use English in the classroom and avoiding using Thai in the classroom.

Closure. The results of the instructional methods used by the teachers at PU and NonPU were consistent in terms of summarizing important points of the lesson before the ending the class. Similarly, the teachers at PU and NonPU assigned

exercises from the textbook and asked questions about the lesson including asking students to summarize the lesson and assigning exercises for the next week.

Classroom Activities. Classroom activities were considered an essential element of classroom practice and there were significant results in the classroom activities used in both PU and NonPU. The results of the classroom activities used in PU were found to be inconsistent while the results of NonPU were consistent, though information gap activities were shared similarity. Teachers at NonPU allowed students to engage in group and communicative activities to a greater extent than teachers at PU, in which those communicative classroom activities were not focused.

At NonPU, a variety of classroom activities were organized for students to practice language skills including communicative activities such as speaking and listening, allowing students to select a topic for a presentation, role-playing, practicing using language, listening through the information gap activities, including learning dialogue and acting it out in front of the class, presenting group work assignments, doing role-playing, having students exchange experiences of using English, and expressing their opinions about the topics in the lesson or experiences in using English in everyday life while these elements were seldom found in the classroom practice at PU.

Teaching Materials. Comparably, the results from the questionnaire, in-depth interviews, and the classroom observations provided by the teachers at PU and NonPU were found to be consistent. The teachers at NonPU utilized a greater amount of contemporary and authentic materials in comparison to those at PU. There were major differences in the use of supplementary materials for teaching, with NonPU teachers using a commercial textbook, which was integrated with a diverse range of authentic materials including journals, newspapers, and magazines that support students to understand the lessons, movies, radio broadcasts, or audiovisual contents in teaching. Also, this allowed students to select authentic materials based on their interests, while PU teachers selected some contents relevant to the course descriptions from books or online sources, and rarely used authentic materials to support the lessons.

Classroom Management. Classroom management, one of the most important elements of classroom practice, was also examined. There were significant similarities and differences in the classroom practice at PU and NonPU in terms of the whole class teaching and the first language used for instruction.

As evidenced by observations done in the classes at PU and NonPU, the results relating to similarities found that the teachers in both PU and NonPU repeated similar teaching patterns where the lesson was presented based on the text sequences. Instructional methods used for teaching at both included whole class teaching along with group and individual work. Teachers at PU were primarily resources of information for students, responsible for teaching, explaining, giving feedback, and organizing classroom activities, so students were positioned as passive learners. The teachers at NonPU played a key role in providing information in the lesson, presenting the lesson according to the text sequence, explaining other information relevant to the lesson, and encouraging students to engage in collaborative and active activities. During the class activities section, the teacher applied a learner-centered approach, thus enabling students to be more active and collaborative learners than those at PU.

L1 use plays an important role in classroom practice with regard to asking questions about the lesson and giving feedback on the English language performance of students. L1 was extensively used by PU teachers in classroom instruction in all processes including opening, sequencing, pacing, and closure of the lesson, while the teachers at NonPU avoided using L1 in teaching and asking questions based on the lesson. Instead, they used English along with the Thai language to teach and present new information in the lesson but used Thai to give feedback on the language produced by students. The use of mixed languages was found in every class at NonPU.

Teacher roles. The results of the questionnaires, in-depth interviews, and classroom observation were consistent as the teachers at PU and NonPU played multiple roles in language teaching. Some similarities of the teacher role that were shared included the teacher role as a facilitator, a monitor, and a role model.

Additionally, the teacher role as a resource was marked by PU teachers, while NonPU teachers were also concerned about the role as a guide.

The PU teachers prioritized the teacher role as a resource and a facilitator who provided various learning sources including giving advice and guidance for the learning processes of the students, helping students with learning, assisting students to achieve the lesson objectives, and monitored (as a monitor) the learning process of students. Additionally, the teacher's role as a role model was also mentioned. At NonPU, the teacher role was marked as a facilitator, monitor, guide, and role model. The NonPU teachers positioned themselves as learning facilitators who provided guidance and support to students, helped students with the learning process, and were role models for the effective use of the language including monitoring students' progress and providing feedback to help them improve their language skills, guiding and providing students with suitable direction for achieving goals of language learning.

In brief, the teachers were more likely to play multiple roles than a single role in language teaching in EFL contexts.

4.7.3 What are the reasons for teachers using the instructional methods in English classes at a public autonomous university and a non-public autonomous university?

Data obtained from in-depth interviews was analyzed using synthetic summary, and descriptive analysis. The data were reported using the research question relevant to the reason for the teachers at both PU and NonPU using the instructional methods used in EFL classrooms.

The results found that there were significant reasons for the use of instructional methods in EFL classrooms including:

(a) the course description or requirement, as it was essential for teachers to prepare the lesson plan, teaching materials, media, classroom activities, and classroom management to be suitable for the course, leading to effective teaching and preferable outcome for the student;

(b)　students with insufficient language proficiency, which was a challenge for the teachers at both PU and NonPU, to prepare and adapt the lesson suitable to the English backgrounds of students, which might require additional time and resources leading to a slower teaching process;

(c)　a limited language learning environment that gave students limited or lesser opportunities to practice and use the English language in real-life situations, but also were not exposed to the use of English outside the classroom, and did not communicate with native speakers;

(d)　teacher preference including belief and attitude that in classroom practice influenced how instructional methods and classroom activities were designed and planned, and

(e)　demand in a competitive labor market which required the teachers to prepare students with good communicative language proficiency for competitive market in this globalized economy.

4.7.4 What are the instructional difficulties encountered by the teachers at a public autonomous university and a non-public autonomous university?

It was found that the difficulties perceived by the teachers at both PU and NonPU included the instructional methods. PU teachers perceived that they encountered very little difficulty in the instructional process, while NonPU teachers were more concerned about difficulties in the instructional process, and how to encourage students to participate in group discussions, practice English language patterns, introduce a situation for students to learn new language including modeling English pronunciation of difficult words.

Teachers at PU and NonPU encountered the problem of the student who lacked preparation before attending the class because they expected the teachers to provide all information in the lesson for them. It was reported that students at PU with limited English vocabulary and writing skills lead to slower teaching. The teachers at NonPU stated that students having different language backgrounds create a challenge

in improving English language skills of incompetent students to achieve the course requirements.

The results revealed that the teachers at PU also struggled to transfer and explain knowledge relevant to the lesson effectively, whereas teachers at NonPU dealt with difficulty by evaluating the language performance of students. This could vary according to evaluation criteria and the teachers' adaptation to generational differences, including difficulties finding suitable textbooks for a course that had never been offered before, and preparing other materials suitable for learning contexts.

4.7.5 Emerging Results

The teachers at both PU and NonPU provided some critical perspectives on the guidelines for the development of the teaching and learning of English - Thai EFL contexts. Significantly, they viewed that the students should gain sufficient language knowledge and skills before entering the university level, and EFL teachers should be high-quality teachers.

With regard to teacher development, EFL teachers should have opportunities to continually develop their knowledge and teaching skills by attending teacher training courses, seminars, or conferences. Opportunities to study abroad to improve their language proficiency in order to be a good model of using English for students would be helpful, and they might learn more innovative teaching strategies and techniques to provide more effective language instruction to their students.

Chapter 4 presented the results of an investigation of the instructional methods used in teaching English in EFL classrooms at PU and NonPU including the instructional process, classroom activities, teaching materials, classroom management, and teacher roles. In addition, the quantitative results and the qualitative results were compared to examine consistency in the classroom practice at both PU and NonPU, including providing a critical analysis of the reasons having a significant impact on teaching, and difficulties teaching English in EFL classrooms. Finally, the emerging results and some guidelines for improving teaching English in Thailand's EFL context were presented.

CHAPTER 5
SUMMARY DISCUSSION AND SUGGESTION

This chapter presents discussions relating to the research, results, conclusions, implications, and recommendations for further study. This research attempts to understand the instructional methods used in Thai EFL classrooms and the classroom practices of teachers at the university level in Thailand. Significantly, the study reflects on the teachers' use of instructional methods and whether the teaching method used provides the opportunity for the teachers to teach English more strategically and for students to use English for more effective communication.

Therefore, the present study investigates

(a) the instructional methods, including teaching process, classroom activities, teaching materials, classroom management, and teacher roles, used in English classes at a public autonomous university and a non-public autonomous university,

(b) the similarities and differences between instructional methods used in English classes at a public autonomous university and a non-public autonomous university,

(c) the reasons for using instructional methods in English classes at a public autonomous university and a non-public autonomous university, and

(d) the instructional difficulties that teachers encountered in their English classes at a public autonomous university and a non-public autonomous university.

To answer the research questions, questionnaires explored the degree to which the teachers expressed their level of agreement with the instructional methods used in EFL instruction, while in-depth interviews and classroom observation were used to collect qualitative data.

In qualitative data gathering, video recording was used as a tool for observation during the first semester 2022 academic year. The selected classes were selected at random from English classes taught by six volunteer teachers, three working in public

autonomous universities (PU), and three working in non-public autonomous universities (NonPU). The classroom observation was conducted for a total of six weeks, three weeks before the midterm examinations and three weeks after.

The results make it possible to understand the context of teaching English at the university level in Thailand and help teachers manage the processes of English language teaching so that learning is more effective.

5.1 Summary

5.1.1 Research Question 1 What are the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

Opening. Three major elements found in the opening were (a) having a clear plan, describing the goal of the lesson, and describing the relationship between the lesson and real-life situations, (b) reviewing the previous lesson and getting students to discuss a picture or dialogue about what they were going to learn were occasionally found in the classroom practice, (c) the teachers focusing on stating the information or skills that the students would learn from the lesson.

However, the teachers at PU did not provide explicit explanations of what students would learn while the teachers at NonPU focused more on clear objectives, reviewing previous lessons, connecting lessons to real-life situations, and using supplementary sources for English learning.

Sequencing. The teachers at NonPU emphasize the presentation and teaching of vocabulary, encouraging students to discuss the meaning in groups, introducing situations for learning language, modeling language dialogues and pronunciation of difficult words for students, having students engage in group discussion, practice language patterns in the lesson, and giving many examples of language uses including checking students' understanding. At PU, teachers emphasize the implementation of teaching new vocabulary items used in the text, checking the comprehension of students, encouraging students to connect lessons with real-life situations, and giving many examples of language uses. The teachers occasionally

modeled the pronunciations of difficult words and introduced a situation for students to learn a new language. Teachers at both universities corrected the language used by students and did not provide opportunities for students to correct grammatical errors or mistakes by themselves.

Pacing. It was found that the teachers at PU attempted to encourage and facilitate students to learn English both inside and outside the classroom, created a classroom environment conducive to learning, and monitored all processes of learning activities. At NonPU, they were more engaged in encouraging students to learn by showing several examples of language usage and monitoring students' performance in activities, giving feedback on the English language performance of students in English, and encouraging students to use English in the classroom. Importantly the teachers at NonPU avoided using Thai in the classroom, managed a supportive classroom environment conducive to language learning, and encouraged students to learn English outside the classroom, while the teachers at PU used L1 for instruction continuously.

Closure. The teachers summarized key points from the lesson including an assignment provided in the text for the next week and provided opportunities for students to summarize the lesson for the class.

Classroom activities. It was found that information gap activity was commonly implemented in classroom practice at both universities. The classroom activities that were found in the classroom at PU were making questions and answers relevant to English structures in the lesson and having students remember verb tenses, occasionally using pair works or role-playing, and assigning students to read, translate, and summarize a news article. Significantly, the teachers in NonPU provided greater opportunities for students to engage in communicative tasks including group work, English dialogue practice, presenting assignments, and role-playing in front of the class. Moreover, students were encouraged to share their thoughts and opinions about the lesson topics or their experiences with English usage in real-life situations.

Teaching materials. Teachers at PU themselves selected appropriate content corresponding to the lessons and authentic materials for students while the

teachers in NonPU used a commercial textbook with software programs featuring audio, conversations, and video clips. To supplement their teaching, they incorporated additional sources such as TED Talks, TV show programs, and YouTube for teaching and were also asked to search for online sources of their preference to complete their assignments and presentations.

Classroom management. The teachers at both universities used whole-class teaching in which the teachers dominated the lessons. However, the teachers at NonPU were more flexible to provide opportunities for students to engage in group work activities. Teachers at NonPU used a mix of Thai and English language for teaching such as using English to ask questions, give a compliment on the language performance of students, and/or present information in the lesson while the teachers at PU used Thai language.

Teacher roles. The results of the questionnaire, in-depth interview, and classroom observation obtained from PU and NonPU were consistent. The teachers reported that they played various roles in the classroom, which were as a resource, a facilitator, a monitor, and a role model. At NonPU the teachers reported playing four important roles in facilitating the communication and learning process of students, modeling using language for effective communication and correct use of language, monitoring student's progress in learning, including guiding additional learning sources, and encouraging students to foster a culture of self-directed learning among students beyond the classroom environment.

5.1.2 Research Question 2 What are the similarities and differences in the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

Opening. The classroom practices at PU and NonPU included similarities relating to clear plans and the lesson goals, as well as describing the relationship between the lesson and real-life situations, and the link between the lesson and previous lessons. As for the differences, teachers at NonPU reviewed the previous lessons and asked students to discuss a picture or dialogue in the lesson and inform the information

or skills that students would learn in the lesson while teachers at PU rarely covered these elements in the opening.

Sequencing. The teachers at PU and NonPU emphasize presenting new vocabulary, giving many comprehensible examples of language uses, checking students' understanding, modeling language dialogues and pronunciation of difficult words for students, and having students participate in group discussions and practice language patterns in the lesson including encouraging students to connect lessons with real-life situations. However, the teachers at NonPU included more important elements of sequencing in their classroom practice, especially presenting new vocabulary items and having students discuss the meaning in groups, and practicing language patterns in the lesson.

Pacing. Teachers used various methods to facilitate the learning process in the pacing including providing opportunities for students to ask questions, giving feedback on the English language performance of students, and monitoring students' performance in activities. The Thai language was used as a medium for teaching at PU while a mix of Thai and English was applied in the classrooms at NonPU.

Closure. The results of the instructional methods used by the teachers at PU and NPU were consistent in terms of summarizing important points of the lesson before the end of the class. Similarly, the teachers at PU and NonPU assigned exercises from the textbook and asked questions about the lesson including asking students to summarize the lesson and assigning exercises for the next week.

Classroom Activities. It was found that the information gap activities shared similarities in PU and NonPU. The teachers at NonPU allowed students to engage in group and communicative activities such as speaking and listening and allowing students to select a topic for a presentation, do role-playing, and practice using language and listening through the information gap activities including learning dialogue and acting it out in front of the class, presenting group work assignments, doing role-playing while the teacher at PU focused on language accuracy.

Teaching Materials. It was found that the teachers at both PU and NonPU used authentic and supplementary materials for teaching. A major difference was the teachers at NonPU used a commercial textbook and integrated a diverse range of authentic materials, while PU teachers selected some contents relevant to the course descriptions from books or online sources.

Classroom Management. the results revealed that the teachers used the whole class teaching and L1 played an important role in the instruction which was mainly used for asking to ask questions based on the topic in the lesson and giving feedback on the English language performance of students, including presenting information in the lesson. L1 was extensively used by teachers at PU teachers in classroom instruction in all processes while teachers at NonPU used Thai and English, for instructions.

Teacher role. Teachers revealed that they played multiple roles rather than a single role in language teaching in EFL contexts at the university level including as a facilitator, a monitor, and a role model, as a resource, and as a guide.

5.1.3 Research Question 3 What are the reasons for teachers using the instructional methods in English classes at a public autonomous university and a non-public autonomous university?

The reasons for teachers using instructional methods in their classrooms were course description or requirement, students with insufficient and different language proficiency, a limited language learning environment, teacher preferences, and demand in a competitive labor market

5.1.4 Research Question 4 What are the instructional difficulties encountered by the teachers at a public autonomous university and a non-public autonomous university?

PU teachers reported that they did not have difficulty in the instructional processes, but NonPU teachers found it difficult to encourage students to participate in group discussions, practice English language patterns, and introduce situations in

which students could, including the modeling of English pronunciation of difficult words. Additionally, the teachers at PU and NonPU faced difficulties including the students attending unprepared, and students with different language skills and backgrounds. It also found that some teachers struggled to transfer and explain knowledge, especially relating to complicated concepts.

5.1.5 Emerging Results

The emerging results highlighted guidelines for the development of teaching and learning in English basic education. It was reported that students should have adequate language knowledge and skills before entering the university and EFL teachers should have the necessary skills and strategies for EFL classrooms and have opportunities to continually develop their knowledge and teaching skills by attending teacher training courses, seminars, or conferences. Additionally, the EFL teachers should be given opportunities to improve language proficiency in native-speaker countries to provide a model of good practice when using English. This would provide effective teaching strategies and techniques to provide more effective language instruction to their students.

5.2 Discussion

5.2.1 Research Question 1 What are the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

This section discusses the major elements of the instructional methods that were found in the classroom practice at PU and NonPU.

Opening

In the opening, four important elements include providing a clear plan, describing the goal of the lesson, reviewing the previous lesson and engaging students in discussions, and focusing on stating the information or skills that students will learn. The teachers at PU seemed not to have explicit explanations of what students would

learn, while the teachers at NonPU provide clear objectives, reviewing previous lessons, connecting lessons to real-life situations, and allowing students to learn supplementary sources for English learning. These elements could have a positive impact on how to begin the lesson.

One essential element reported in the opening is the clarity of the lesson objectives and goals. According to (2014); Richards and Rodgers (2014); Richards and Rogers (2001); Scrivener (2011), Teachers provide a well-planned lesson with a clear plan and explain the goals of the lesson to students so that students understand the purposes of their learning, what they are expected to learn, and stay focused throughout the lesson. In addition, Harmer (2015) suggests that teachers who are highly concerned about explaining the lesson goals help provide opportunities for students to have a clear direction and enhance their engagement in the lesson. This element was found to be consistent in classroom practice.

It was found that teachers at both PU and NonPU are highly concerned about connecting the English lesson to real-life situations. This practice is consistent with the studies highlighting the importance of linking learning English in the EFL context to the real use of English. According to Farrell (2002b), teachers integrating real-life situations in language instruction can provide opportunities for students to realize the relevance and practicality of the language skills they are acquiring. The connection between the lesson and the real world enhances students' engagement and participation because it makes them see the importance of what they are learning and their daily lives. In addition, Brown (2014) states that the relevance of what students learn in the lesson and their language learning contexts promotes a clear understanding and helps them acquire knowledge and language skills including applying the language in real communication situations meaningfully and fostering the development of communicative competence (Elahi Shirvan et al., 2015).

Furthermore, the teachers also review the previous lesson and engage students in a small group discussion before reaching the main session. These two elements can help students to assess their prior knowledge and establish a connection

between the previous and current lessons, including getting familiar with the lesson. The results are consistent with the previous studies. According to Brown (2014), the teachers reviewing and connecting the present lesson to the previous lessons could develop long-term retention and establish basic knowledge for further learning. Furthermore, a study by Pang (2016) suggests that teachers have students engage in discussions at the beginning of the lesson can provide opportunities for them to assess their knowledge and language skills and prepares them to be ready to learn the upcoming information. These elements were found in the classroom practice at PU and NonPU. However, there are differences between the two universities. As reported by the classroom observation and the in-depth interview, teachers at NonPU, enthusiastically provide discussions and encourage students to think a picture or dialogue related to present lesson.

The focus on stating the information or skills that the students will learn from the lesson was also observed. It can help students realize the specific knowledge or abilities they are expected to acquire during the learning process. This is consistent previous literature review provided by Harmer (2015); Pang (2016) explaining that explicitly stating the learning outcomes sets clear expectations for students and increases their motivation to achieve those outcomes. If the teachers do not make a clear statement of the relationship between the lesson and what skills or knowledge students are going to learn, it may lead to confusion and discourage learning. At PU, the observations reveal that the teachers do not provide explicit explanations of what students will learn, which could lead to unsatisfied learning outcomes. For example, a teacher at PU comes into the classroom, greets students, and asks students about their lives, then tells them to open the textbook.

Based on the classroom observation, an interesting element of opening has been found in the classroom practice at NonPU. The teachers usually have students learn English from supplementary sources such as TED Talks, contemporary songs, and TV show programs to provide opportunities for students to learn some useful English expressions and different English accents. The use of authentic supplementary sources

in language teaching has been acknowledged as one of the most effective strategies for enhancing students' language skills and cultural communication (Cook, 2010; Ellis, 2017; Ellis & Shintani, 2014; Gebhard, 2017). According to Ellis (2017) and Ellis and Shintani (2014), the use of authentic materials, language teaching applications, and TV shows, allows students to be exposed to real language use including helping them to understand different English accents, thus improving their listening comprehension and communicative skills. Cook (2010) and Gebhard (2017) suggest that these authentic materials can also facilitate students to gain more understating of diverse cultural perspectives and promote their intercultural competence. According to Litzler and Bakieva (2017), Gebhard (2017) put that the English song benefits EFL language learning because it helps students to improve their pronunciation, and vocabulary, including enabling students to gain a deeper understanding of the cultural contexts that are created in the song. Therefore, the integration of authentic materials, song, and TV show program has valuable advantages as it helps students to learn useful language expressions with different English accents, and cultural context and promote autonomous learning.

Although the teachers at both PU and NonPU cover important elements in the opening, there are differences in their practices. That is, the teachers at PU tend to provide little explicit in explaining what students would learn from the lesson. On the contrary, the teachers at NonPU emphasize stating clear objectives, reviewing previous lessons, connecting lessons to real-life situations, and utilizing supplementary sources for English learning. This difference suggests that the teachers at NonPU may have a more comprehensive approach to lesson planning and aim to provide a well-rounded learning experience for their students.

Sequencing

The results of both PU and NonPU show that the teachers emphasized the effective teaching of new vocabulary items provided in the lesson. Teaching strategies such as checking students' comprehension and encouraging them to make

connections between the lessons and real-life situations are employed for the sequencing. Additionally, the teachers provide several examples of the language in use to enhance students' understanding and application of the vocabulary. As for teaching new vocabulary, the results are consistent with Chien's (2014) study that emphasizes vocabulary instruction in language learning research. A study conducted by Chien (2014) supports the teachers' emphasis on teaching vocabulary with multiple examples and providing further explanations. The study suggests that students with low or intermediate English backgrounds benefit from encountering vocabulary items in various contexts and receiving additional explanations to improve their language skills. The teachers' approach aligns with this recommendation, as they recognize the significance of providing examples and explanations to facilitate students' utilization of the vocabulary in practical situations.

Furthermore, teachers at both PU and NonPU are aware of checking the comprehension of students to ensure that students understand the content being taught. By asking some questions about the topic, the teachers could assess students' comprehension and identify knowledge and language skills that need to be improved. This practice is consistent with the guidance of educational researchers. Research by Ahmad and Rao (2013); Ansari (2012); Chang (2011), suggests that assessing students' understanding is very essential in teaching and learning as the teacher could make decisions about teaching. Continuously checking comprehension allows teachers to make informed instructional decisions, adjust their teaching strategies, and provide additional support to students as needed.

In the NonPU, the sequencing of language instruction includes crucial elements that contribute to effective language learning. The teacher model the pronunciation of difficult words, language patterns, or dialogues. This allows students to observe and follow the teachers to pronounce some challenging words and use appropriate language structures and expressions. The results support the effectiveness of modeling language patterns in language teaching. Litzler and Bakieva (2017) put emphasis on the importance of providing a variety of language activities to engage

students and provide them with opportunities to practice language patterns. By modeling language patterns, teachers not only provide clear examples for students to follow but also create a supportive learning environment where students can actively engage with the language in a meaningful context. Teaching how to pronounce difficult words correctly is also important. According to Ellis (2015); Nunan (2015), focusing on and addressing pronunciation difficulties allow students to improve develop language accuracy and fluency. This is because the correct pronunciation of words is important for effective communication and comprehension

In the sequencing process, one of the most noticeable results is that teachers do not offer opportunities for students to identify errors in their use of language. It suggests that teachers should realize the importance of error correction in language learning classrooms because correction is a crucial aspect of language instruction as it helps students become aware of their mistakes and facilitates the process of language improvement. According to Ellis (2015, 2017), error correction plays an essential role in promoting language accuracy and helping learners develop their language skills. By not providing opportunities for students to identify errors in their language use, teachers may inadvertently hinder students' progress in language learning. What's more, in language learning, identifying specific information about the errors produced by students themselves is an effective strategy for improvement. By incorporating error identification tasks in the classroom, teachers can create an environment where students actively engage with their own language use, reflect on their mistakes, and work towards self-correction (Chaves & Hernandez, 2013b; Nunan, 2015; Pitikornpuangpetch & Suwanarak, 2021).

In classroom practice, the reasons for the teachers not providing opportunities for students to correct errors and mistakes in language use may be relevant to time constraints, teacher preference, or students' language background. However, teachers need to recognize the importance of error correction and provide students with regular opportunities to identify errors in their language use. The result

highlights the need for greater emphasis on providing opportunities for students to engage in error correction in language learning classrooms.

Pacing

The results of this study highlight the importance the pacing in the classroom. As evidenced by the three sources of data collection, teachers place greater emphasis on facilitating the communication process among students, allowing them to practice using language in the classroom and monitoring their performance in activities. The results are consistent with previous studies on effective language teaching strategies (Abdelgadir & Ramana, 2018; Anggraeni & Yusnita, 2017; Pang, 2016), suggesting that it is essential for teachers to facilitate students' communication process in language teaching by focusing on using language in meaningful and authentic contexts (Richards & Rodgers, 2014). By focusing on this element, teachers provide opportunities for students to practice and develop their language skills through interaction and participation in the classroom. This practice helps students promote language acquisition and foster their confidence in using the target language (Coskun, 2016; Ellis, 2017; Nunan, 2015).

Furthermore, teachers' practice is consistent with the notion of scaffolding, as proposed by Berk (1995); Vygotsky (1978). The teachers demonstrate various examples of language use that can provide opportunities for students to follow or imitate effective model language, thus promoting their language improvement (Ellis, 1991; Ellis & Shintani, 2014). In addition, the students develop language knowledge and skills through explicit instruction and exposure to authentic language use, which can enhance their understanding of the real use of the target language (NeSmith, 2012b; Richards, 2006)

The results also indicate that teachers emphasize monitoring students' performance in activities. This emphasis on monitoring and assessing students' progress is in line with the principles of formative assessment (Vassiliou et al., 2022a), which is very important in supporting students' learning and progress. By carefully

monitoring students' language performance, teachers could identify areas of improvement, provide valuable feedback, and apply appropriate instructional methods to improve students' language knowledge and skills individually (Widiastuti & Saukah, 2017) including enhanced learning outcomes and increasing student engagement (Vogt & Tsagari, 2014).

As for the learning environment, teachers at both PU and NonPU realize the importance of a supportive classroom conducive to language learning which is consistent with the notion of dimensions of language learning (Gebhard, 2017), which suggests that a positive and supportive classroom atmosphere can promote active learning and readiness for learning. Teachers' efforts to create a supportive learning environment by encouraging the use of English in the classroom and recommending learning sources outside the classroom can help students feel comfortable and confident in practicing their language skills, which can lead to a positive outcome in language learning (Ellis & Shintani, 2014; Gebhard, 2017).

Finally, teachers at both universities encourage students to learn English outside the classroom. This emphasis on promoting autonomous learning is in line with the principles of learner autonomy, which emphasize learners' active involvement in their learning process (Nunan, 2013; R. Smith, 2008). By recommending learning sources and encouraging students to use English in their daily lives, teachers might expect that the students could improve their language skills outside the square classroom and promote their responsibility in learning. This aspect is supported by studies that highlight the advantages of learner autonomy, self-motivation, self-efficacy, and proficiency development (Phillips & Filmer-Sankey, 1993; R. Smith, 2008; Wiengnil, 2014).

Closure

The closure of the lesson is one of the most important elements for consolidating students' understanding and facilitating effective learning. An important aspect of the closure is the provision of clear summaries of key points presented in the lesson. Providing clear and well-structured summaries enables students to remember

the information they have learned from the lesson. According to Brown (2014), summarization can help students retain important concepts and content, providing evidence that teachers should prioritize this practice.

What's more, providing opportunities for students to summarize the lesson themselves. The teachers who ask students to conclude the key points of the lesson based on their own understanding can evaluate whether or not students understand the key points and concepts discussed in the lesson. This practice is in line with formative assessment (Rovinelli & Hambleton, 1977; Schildkamp et al., 2020; Tsagari & Vogt, 2017; Vassiliou et al., 2022a), which enables teachers to assess students' comprehension or identify students' understanding. When the teachers have found that the key points of the lesson are missed during their summarization, the teachers can provide more information or further explanations and clarification to ensure a comprehensive understanding of the material (H. D. Brown, 2001).

In addition to the lesson summary, giving related work or assignments is an effective strategy for reinforcing learning and promoting active engagement as it allows students to practice and apply what they have learned in class, thus reinforcing their understanding and retention of the material. Ellis and Shintani (2014) suggest that assignments in language learning are valuable as they encourage students to actively engage with the material and develop critical thinking and problem-solving skills. Similarly, Meiramova and Zhanysbayeva (2020) put emphasis on the importance of assignments in enhancing learning outcomes and facilitating deeper understanding. Furthermore, providing opportunities for students to do assignments encourage them to take an active role in their own learning process. Students can explore and apply concepts independently, fostering critical thinking and problem-solving abilities. This promotes a deeper understanding of the material and helps students develop transferable skills that can be applied beyond the classroom (Nunan, 2015).

In brief, the implementation of clear summaries, student-led summarization, and related assignments at the end of the lesson is essential for enhancing student learning and comprehension.

Classroom Activities

The results reveal that information gap activity is commonly used when teaching EFL in classrooms at the university level. Other important classroom activities are found are occasionally found in the classroom practice, including allowing students to learn dialogue and act it out in front of the class, assigning group work and having students present it in front of the classroom, doing role-play, having students exchange their experiences of using English, sharing opinions about a topic of interest. The use of information gap activities in EFL classrooms has been acknowledged in the literature. According to Richards and Lockhart (1996); Richards and Rodgers (2014), the teacher can create a situation with incomplete information, and students are required to communicate with each other to fill in the gaps and complete the task. This kind of activity promotes communication and interaction among students, allowing them to practice their language skills in a meaningful context (Harmer, 2015). Research by Ismaili and Bajrami (2016) has revealed that information gap activities can enhance students' speaking and listening skills, as well as their communicative competence. This is because the information gap activity allows students to practice alone rather than requiring interaction between students and teachers, and it is useful for students to negotiate language meaning, a skill that is considered natural when learning the language. This helps develop conversation strategies, where the students are required to find missing information when writing or speaking (Ismaili & Bajrami, 2016; Richards & Rodgers, 2014).

Furthermore, the teachers at PU and NonPU also allow students to learn English from dialogues where students learn scripted conversations and then act them out in front of the class. It provides students with the opportunity to practice real-life conversations and develop their speaking skills. This is consistent with a study conducted by Litzler and Bakieva (2017), which shows that the use of dialogue-based activities develops students' pronunciation, intonation, and fluency. The students with participate in dialogues could gain confidence in their speaking abilities and apply their language knowledge in authentic communicative contexts (Wiengnil, 2014).

Furthermore, communicative and social interaction language activities are observed in the interview and classroom observation results, which reflects the classroom practices when teachers occasionally provide opportunities for students to engage in group conversations, group presentations, information sharing, problem-solving, or role-play. The use of classroom activities might not necessarily be problematic, as different language activities can be effective in specific contexts, and also lead the students to achieve different learning outcomes. Furthermore, one activity might be used more regularly than other activities if the teachers believe that it is suitable for students and promote interaction and communication among students.

Group work and classroom presentations are commonly used among NonPU teachers. In this practice, students are assigned group tasks, such as preparing collaborative projects relevant to the lesson, then they present them to the class. This activity fosters collaboration, teamwork, and communication skills because the students can use transferable for working together to complete the task and effectively present their work to the whole class. Studies have highlighted the positive impact of group work on promoting student engagement, motivation, and language development (Aumpimai, 2018; Nounlong et al., 2015; Otienoh, 2015). Learning through group work and presentations enables students not only to enhance their speaking skills but also to improve their ability to organize information, deliver coherent presentations, and respond to questions or feedback (NeSmith, 2012b; Otienoh, 2015; Suwannatrai, 2018).

Role-play activities are part of the instructional methods provided by NonPU teachers. Role-play allows students to simulate real-life situations and practice specific language functions. It enables students to develop their communicative competence, as they engage in meaningful interactions and use the language in context (Freeman & Richards, 1993; Larsen-Freeman & Anderson, 2011). By assuming different roles and engaging in role-play scenarios, students can improve their language proficiency, expand their vocabulary, and develop their sociolinguistic and pragmatic skills (Ali, 2015; Gilmore, 2007; Ibrahim & Ibrahim, 2017; Nunan, 2013).

In addition, sharing opinions about the topic relevant to the lesson, and the topic of students' interest is reported in the study. These classroom activities allow students to reflect on their own language learning experiences of using English and express their thoughts and perspectives on different knowledge areas which contribute to the development of students' critical thinking skills, as they analyze and evaluate their experiences and engage in meaningful discussions (Freeman & Richards, 1993; Khemmani, 2017; Larsen-Freeman & Anderson, 2011). Furthermore, these language activities provide opportunities for students to improve their oral communication skills and develop their ability to express opinions (Meiramova & Zhanysbayeva, 2020).

Teaching Materials

The results from the questionnaire, in-depth interviews, and classroom observations reveal a consistency regarding the effectiveness of teachers who provide suitable teaching materials and utilize modern technologies in their instruction. These materials include textbooks, authentic materials, and resources obtained from online platforms such as YouTube or TV show programs. This is consistent with previous literature and research that realize the importance of using authentic materials in the teaching process, particularly in environments with limited learning resources (Ellis, 2015, 2017; Gilmore, 2007; Mugimu & Sekiziyivu, 2016; Remache, 2014).

The teachers integrating authentic materials into their lessons offer students the opportunity to engage with real-world content and enhance their learning experiences which has been supported in the literature and research that put emphasis on how teaching materials play an important role in supporting students' learning (Chung, 2017; Ellis, 2017; Gebhard, 2017; Rao, 2018). Furthermore, according to Litzler and Bakieva (2017); Rao (2018), the use of authentic materials encourage students to explore additional online sources to supplement their assignments and presentations, thus fostering their learning autonomy.

In addition, the integration of modern technologies and authentic materials can not only enhance the quality of instruction but also promote students'

active involvement in the learning process. The teachers who provide a variety of additional resources beyond the textbooks facilitate students learning process and provide a more engaging and dynamic classroom environment. Students are encouraged to seek out information independently, promoting their critical thinking and research skills (Gilmore, 2007; Mugimu & Sekiziyivu, 2016; Remache, 2014).

Teachers who prepare and provide suitable teaching materials including textbooks, authentic materials, and use modern technologies, as well as preparing additional teaching sources for teaching such as news articles, and language learning from YouTube or TV show programs are effective. The use of these authentic materials is consistent with previous literature, which explains how teaching materials support students' learning in a limited learning environment (Ellis, 2017; Gebhard, 2017; Rao, 2018). Furthermore, students have opportunities to explore online sources for additional information to complete their assignments and presentations. This is one of the most essential skills students can achieve learning autonomy (Litzler & Bakieva, 2017; Rao, 2018).

In brief, the use of authentic materials can have a positive impact on student learning process, particularly in environments with limited learning resources because they promotes learning autonomy and enables students to explore a wider range of information to improve their assignments and presentations.

Classroom Management
The Whole – Class Teaching

The results obtained from in-depth interviews and classroom observation provide important evidence that teachers play a dominant role in teaching by organizing the classroom activities and leading the planned lesson, including presenting the lesson information, explaining relevant information, giving feedback, and asking questions while students follow the teachers in all activities. The results indicate that whole-class teaching represents common classroom practice at the university level in Thailand, and provide substantial evidence supporting the notion that teachers play a dominant role in organizing classroom activities and leading planned lessons. These

results are consistent with studies conducted by Muijs and Reynolds (2017); Pitikornpuangpetch and Suwanarak (2021); Slater and Chambers (2022); Tyk (2014); Wedin and Shaswar (2019), which acknowledge the significance of effective teacher-student dynamics in creating a comfortable and conducive learning environment.

A study conducted by Pitikornpuangpetch and Suwanarak (2021) at a university highlights that teachers are responsible for organizing classroom activities. This involves tasks such as presenting lesson information, explaining relevant concepts, providing feedback, and posing questions, while students actively follow the guidance of the teachers. Such actions underscore the centrality of teachers in providing structure, guidance, and direction during classroom instruction. Furthermore, Slater and Chambers (2022) support that the teachers themselves can organize effective classroom management and instructional methods used in the classroom because they can create an environment conducive to learning. The teachers who are proactively involved in organizing activities are able to ensure a well-structured learning experience, enabling students to focus on the content being taught. By taking charge of the lesson flow, teachers can efficiently manage time, resources, and students' learning process behavior, maximizing instructional effectiveness (Wedin & Shaswar, 2019).

Additionally, in terms of encouraging students' engagement, it is essential for teachers to be skillful and purposeful in their classroom practice. Muijs and Reynolds (2017) argue that skilled and qualified teachers could employ a variety of instructional strategies to have students engage and participate in classroom activities. By applying teaching techniques such as cooperative learning, collaborative learning, and interactive discussions, teachers can provide a supportive learning environment that promotes active participation and collaboration among students. This way of practice can encourage students to learn and promote their learning responsibilities, resulting in enhanced motivation and improved academic performance.

Furthermore, the whole-class teaching can create unity within the classroom and make students feel more comfortable, relaxed, and active to participate in whole-class activities. According to Slater and Chambers (2022), building a

supportive and inclusive classroom environment is one of the most effective strategies because it can encourage students to participate in teamwork and respect the perspectives of other students. Teachers who use the whole-class teaching can make students feel more comfortable expressing their ideas, engaging in classroom activities, and collaborating with their peers. As a result, the overall classroom environment becomes conducive to learning, and students are more likely to actively participate and contribute to the learning process. Moreover, Tyk (2014); Wedin and Shaswar (2019) further also explain the significance of maintaining unity within the classroom because unity and a harmonious classroom environment can promote students' motivation. The teacher can encourage students to feel supported by creating positive relationships with students in the classroom, encouraging collaboration, and establishing clear expectations. Making student to feel more inclusive and comfortable enables students to fully participate in whole-class activities. Some students with lower language backgrounds may be more confident when learning with friends in the whole class rather than learning individually (Tullis & Goldstone, 2020).

In brief, the whole-class teaching is not always problematic in the classroom practice since it can encourage students to encourage students' engagement and maintain unity within the classroom, creating supportive environment, make students with lower English abilities to feel more comfortable and relaxed participating in classroom activities.

L1 Use in the Classroom Instruction

The results of the study show that the teacher using L1 including using Thai language or a mix of Thai and English plays an important role in presenting the lesson. Teachers use L1 for explaining grammar, introducing contexts for using the language, giving feedback, translating words, phrases, and sentences, and telling teachers' experiences. This is consistent with previous studies conducted in the EFL contexts (Elahi Shirvan et al., 2015; H. Maleki, 2015; Meade, Midgley, & Holcomb, 2018; Pitikornpuangpetch & Suwanarak, 2021; Tieocharoen & Rimkeeratikul, 2019; Topolska-

Pado, 2011). The use of L1, Thai language or a mix of Thai and English, by teachers is essential in effectively presenting lessons and explaining grammar concepts. In Thailand's EFL context, Tieocharoen and Rimkeeratikul (2019) emphasize the necessity of L1 use in the Thai EFL classroom, particularly when students with low and different language backgrounds. L1 use enables teachers to provide clarifications, enhance understanding, and bridge the gap between L1 and English. By utilizing L1, teachers can deliver clear explanations and make connections between L1 and the target language, facilitating students' comprehension of lesson content and grammar structures.

The L1 is used to introduce the language use contexts and provide feedback are important for language learning. In the Thai EFL classroom, L1 use plays a significant role in these aspects. According to Pitikornpuangpetch and Suwanarak (2021), L1 use or code-switching is commonly used as a medium for classroom instruction. The teachers may use L1 to help students comprehend the context more effectively, relate it to their own experiences, and enhance their overall language understanding. In addition, the use of L1 in providing feedback enables students to understand what they are learning clearly (Pan & Pan, 2012). What's more, the use of L1 for explaining facilitates students' comprehension of the key concepts of the lesson (Elahi Shirvan et al., 2015; H. Maleki, 2015).

Furthermore, the use of L1 for translating words or phrases can serve as an important tool in language learning, supporting vocabulary enhancement and comprehension. The use of English incorporated with Thai language specifically for translating words and phrases is essential in the Thai EFL classroom. Pitikornpuangpetch and Suwanarak (2021) note that L1 is often used to translate word meanings and explain grammatical points because it helps students in linking L1 and L2, facilitating their understanding and retention of vocabulary and grammar structures. Additionally, L1 use enables teachers to share personal experiences of learning English and cultural references, fostering engagement and creating a meaningful learning

environment (Elahi Shirvan et al., 2015; H. Maleki, 2015; Meade et al., 2018; Pan & Pan, 2012).

The results imply that L1 use is common practice that can be beneficial in Thai EFL classrooms practice at the university level. However, teachers should use L1 carefully and have as much interaction with the students in L2 as much as possible (Ellis, 2015) because excessive use of L1 in language learning may have negative consequences (Angell, Lightbown, & Spada, 2006; Elahi Shirvan et al., 2015). Therefore, the teacher should control when L1 is appropriate to be used or when it is not (Lyu, 2021).

Teacher Roles

From the results of the questionnaire, in-depth interview, and classroom observation, the teachers play multiple roles in the classroom. The three major roles of the teachers are as the facilitator, monitor, and role model. These roles enable learners to be more creative and innovative in their learning. The results of this study highlight the role of teachers as facilitators in the classroom.

As facilitators, teachers provide support and guidance to students, helping them actively engage in classroom activities and learn effectively, which is in line with the previous literature, emphasizing the importance of teachers' facilitation in promoting student learning (Anggraeni & Yusnita, 2017; Brown, 2014; Harmer, 2015; Renandya, 2012; Richards & Rodgers, 2014). Renandya (2012) suggests that teachers help and support students in their learning process and create an environment that encourages students to actively engage in classroom activities. In addition, teachers who serve as facilitators can create an interactive learning environment. This includes allowing students to move around the classroom, encouraging them to ask questions and seek clarification about what they are struggling with. By providing such opportunities, teachers enable students to be responsible for their learning and actively participate in the learning process. The results are consistent with previous literature provided by Brown (2014); Lewis (2002); Richards (2006) and studies conducted by

Anggraeni and Yusnita (2017); Archana and Kumbakonam (2017); Bicaj and Shala (2018), which supports the notion that teachers' facilitation allows students to engage with the lesson. Furthermore, teachers connect lessons to real-life situations, providing everyday examples and demonstrating how the knowledge and skills can be applied in students' daily lives. This approach not only enhances students' understanding of the lesson but also motivates them to apply what they have learned outside the classroom. By recommending learning sources beyond the classroom, teachers encourage students to take initiative in their language learning, which is consistent with Rouf and Sultana (2018), emphasizing the role of teachers in guiding students to achieve their language learning goals.

Furthermore, the role of a monitor in the classroom has been found in the present study. Teachers are responsible for overseeing students' progress, providing feedback, and ensuring that learning objectives are met. This monitoring function is crucial for maintaining a productive learning environment and addressing individual needs. The results suggest that monitoring is a valuable technique in language teaching. Monitoring involves a closer look at learners' language performance, with a focus on accuracy and fluency which align with Anggraeni and Yusnita (2017); Coskun (2016), realizing the importance of monitoring and providing meaningful feedback to guide learners in self-correction. In the practice of closely monitoring learners' performance, teachers can identify errors produced by students during lessons. This allows teachers to provide timely and relevant feedback to guide learners in correcting their errors and mistakes. According to Coskun (2016), the feedback provided through monitoring plays a crucial role in enhancing language accuracy and skill fluency. Therefore, the role of monitoring provide meaningful feedback to learners (Ellis & Shintani, 2014; Nunan, 2013). Naibaho (2019) also suggests that the teachers should monitor in terms of continuous assessment of students' performance and progress in order to effectively adjust the instructional strategies to be suitable for students' needs. The teachers can use information obtained from monitoring and assessment to improve lessons, teaching methodologies, and learning materials. This allows teachers to create

new teaching strategies and techniques that better support learners in achieving higher goals in language learning (Renandya, 2012).

As a role model, the teachers demonstrate effective language use, including proper pronunciation, language expressions, and effective writing. This modeling behavior has a positive impact on student's attitudes toward learning and helps improve their English skills for effective communication (Bicaj & Shala, 2018). When teachers model language usage, students are more likely to imitate and internalize the language patterns and expressions demonstrated by their teachers. This imitation process can have a significant impact on students' motivation and inspiration in language learning. By observing their teachers as positive language role models, students are encouraged to develop a positive attitude toward learning and strive to improve their language skills (Bicaj & Shala, 2018).

Furthermore, the role of teachers as language role models creates a sense of security and confidence among students in using the language. When students see their teachers' effective language use, they feel more comfortable and assured in their language use. This sense of security enables students to take risks, engage actively in language learning, and communicate more confidently (Muir, Dornyei, & Adolphs, 2019). Therefore, the teachers model effective uses of language inside or outside the classroom, which can not only enhance students' motivation and inspiration in learning language but also promote student confidence in using language for communication.

As a resource, the teachers provide various learning sources and help students to improve their language skills, giving essential advice and guidance that can facilitate the learning processes of the students. This is consistent with Brown (2014); Renandya (2012) who explain that the teachers are responsible for giving comprehensible information, and serve as a counselor providing advice when the learners need some knowledge and information essential for their learning processes.

As a guide, teachers guide the students on how to improve their language skills while encouraging students to be more active and engage more in

classroom activities. Teachers can also encourage students to be more active in learning outside the classroom, including using English in their daily life situation by recommending interesting language learning resources from online sources such as websites and media repositories which are considered authentic materials, as well as encouraging them to learn and practice their English on their outside of the classroom. The results are consistent with studies conducted by Ray (2018); Yasin, Bukhari, and Javed (2020). According to Ray (2018), as guides, teachers support and give direction to students in their language learning by offering guidance on various strategies and techniques to enhance language skills and encourage students to actively participate in classroom activities. By doing so, teachers can foster students' engagement and promote effective language learning. Furthermore, a study conducted by Yasin et al. (2020) reveals that teachers who encourage students to continue their language learning outside the classroom and recommend interesting and authentic language learning resources from sources, such as websites and media, provide opportunities for students to practice using their language skills in real-life situation and develop their language proficiency beyond the classroom setting.

In brief, the classroom practice at PU and NonPU covers all important elements including opening, sequencing, pacing, closure, essential classroom activities, authentic teaching materials, using the whole-class teaching incorporated with communicative activities, and the teacher role as a facilitator, monitor, role model, resource, and guide.

Summary of Research Question 1

As far as EFL classroom teaching is concerned, the results of the present study are not only consistent with the previous literature and studies but also imply that the consistent implementation of these effective classroom practices at PU and NonPU has positive implications for instructional effectiveness in EFL contexts. This is because the classroom practice covers all essential elements especially emphasizing a logical sequence of lesson presentation, providing engaging activities that promote

students' critical thinking skills, creating a supportive learning environment, organizing classroom management, and teacher roles.

The results significantly provide valuable insights and practices which could be applied to diverse classrooms. The teachers who present the lesson in a systematic sequence help students to connect the main concepts and enhance their understanding of the lesson. Firstly, the teachers begin introducing the clear goal of learning that allows students to understand the direction of the subject matter, leading to increased motivation and focus on the information being presented.

Secondly, the teachers provide new important concepts or information with examples relevant to students' real-life situations to facilitate students' understanding of some complicated concepts or ideas followed by organizing a supportive environment that encourages questions, interaction, and participation in creative learning activities among students including providing support and monitoring their performance. In this process, it is important for teachers to provide opportunities for students to identify errors or mistakes in their work and allow them to correct those errors and mistakes by themselves. This practice can promote critical thinking and analytical skills.

Finally, it is useful that the teachers summarize key points and give feedback for further improvement at the end of the learning session to help reinforce learning and provide opportunities for them to assess their understanding and compare their previous knowledge and current knowledge.

The results imply that systematic and logical presentation is important for effective communication as it can provide clarity and understanding, maintain attention and participation, and connect the previous knowledge to the current knowledge.

Furthermore, the results of the present study imply that the active learning strategy is also important. The classroom activities such as group work, group discussion, and role-play, can enhance students' engagement and learning development. These strategies can be not only applied to the EFL classrooms but also

to other subjects. For example, in science classes, students can do experiments and hands-on activities in order to have a deeper understanding of scientific phenomena and concepts. In business studies, group discussions on how to solve problems of business management can promote students' analytical thinking skills and enable them to handle difficulties more effectively.

In addition, the present study shed light on student-centered learning. In teaching, it is useful for teachers to realize the importance of student-centered learning and apply it to classroom practice, focusing on students' needs, interests, and abilities including encouraging them to be more responsible for their education. This is because it allows students to explore their individual learning experiences, actively engage with the learning materials and learning process, and improve their autonomous learning. For example, in learning English, the teachers may give an assignment for students to present based on their interests. Students can search for topics of interest such as songs, modern technologies, or lifestyle. This allows them to be more active in learning and explore further knowledge, thus enhancing their creativity in activities and self-expression.

As for classroom management, the results suggest that an inclusive classroom environment and supportive classroom environment, as discussed in the study, are crucial in teaching and various educational settings. Teachers should create a comfortable and respectful atmosphere to make all students feel valued and equally supported without having biases relevant to their backgrounds, abilities, or personal appearances. The results imply that creating a supportive and conducive learning environment can have a positive impact on increasing the learning outcome of students.

Furthermore, it is important to note that the integration of the real-life context and application is presented in the study. The teachers should realize the importance of how to connect and apply knowledge and skills in the lessons to real-life situations. This implies that pointing out the applications of learning theories and concepts allows students to have a deeper understanding of the subject matter and apply the knowledge and skills in real-life situations. Another important notion of the

study is the integration of authentic materials and modern technology in the classroom. As for the EFL classroom, the use of authentic materials in their lessons is essential as it provides opportunities for students to engage with real-world content and enhance their learning experiences and support students' learning within a limited language learning environment. Furthermore, students have opportunities to explore online sources for additional information to complete their assignments and presentations. Therefore, the use of authentic materials helps students to expose to real-world content beyond the limited learning context and encourages them to have learning autonomy.

Significantly, the results of the present study also spotlight the role of L1 use, particularly in EFL classroom practice. The results show that the teacher's use of L1 in the classroom can be positive for teaching in the Thailand EFL context because the teachers feel comfortable using it for managing the classroom, giving feedback, some complex concepts, and creating a relationship between teachers and students. However, in teaching, the teachers should make a balance between using English and Thai. The occasional use of L1 can be useful for providing clarifications, and explanations, and fostering understanding, especially for complex or abstract concepts. Furthermore, the teacher can use L1 to facilitate comprehension for students with lower English proficiency, making them more comprehensible to new language input. It should be noted that the language use should be positive and supportive in order to provide a clear understanding, promote positive attitudes toward learning and enhance effective communication.

Finally, the results suggest that three major roles of teachers are important not only for EFL teaching, as discussed earlier, but also for other classroom practices. As a facilitator, the teachers create a supportive and engaging learning environment and help students to active participation in the classroom, promoting students' critical thinking and problem-solving skills. It is important that the teachers encourage students to take responsibility for their learning, explore and apply their knowledge. As a role model, the teachers should model meaningful language use, communication, and learning strategy including demonstrating motivation for learning

and promoting a positive attitude towards language learning of students. Finally, as a monitor, the teachers should monitor students' progress and their activities performance, provide feedback and support, identify areas of improvement, and help students handle difficulties in learning. The results can not only have a positive impact on students learning development but also imply that a traditional teacher role might not be suitable for students in this generation. The teachers should be flexible and play multiple to facilitate students' learning process.

In conclusion, adopting effective classroom practices and realizing the teacher roles of facilitator, role model, and monitor can enhance educational experiences, not only in EFL classrooms but also in various educational settings, leading to improved learning outcomes and students' improvement.

5.2.2 Research Question 2 What are the similarities and differences in the instructional methods used in English classes at a public autonomous university and a non-public autonomous university?

Similarities and differences relevant to instructional methods used in EFL classrooms at PU and NonPU are discussed based on the frameworks for the study including opening, sequencing, pacing, closure, classroom activities, teaching materials, classroom management, and the teacher's role.

Opening

The results from the questionnaire, in-depth interviews, and classroom observations of PU and NonPU are consistent, indicating that the teachers realize the importance of the opening, acknowledging the significance of providing a clear plan and the goals of the lesson, which support the importance of basic elements of the lesson structure enabling students to have clear goals and know what they are going to learn (Richards & Rodgers, 2014; Scrivener, 2011). An emphasis on the relationship between the lesson and real-life situations allows students to gain a better understanding of how to apply the lesson in real use of the language (Brown, 2014; Harmer, 2015).

In addition, the differences in the opening are presented. The teachers at NonPU consistently ask students to discuss a picture or dialogue in the lesson, and clearly state the information or skills that students will learn, while teachers at PU covered these elements in the opening sometimes. This implies that the teachers at NonPU provide a greater opportunity for students to be enthusiastically involved in constructing their fundamental knowledge of the lesson, which can have positive implications for instructional effectiveness (Brown, 2014; Nunan, 2015; Richards, 2006; Richards & Lockhart, 1996; Richards & Rodgers, 2014). Teachers who do not focus on these two elements are inconsistent with the framework that the opening or warm-up activity should enable students to get familiar with the lesson and allow the students to connect the knowledge and skills of the present lesson, which provides opportunities for students to evaluate their current knowledge before starting the lesson. A lack of awareness of these elements might reduce students' motivation, engagement in the lesson, and comprehension (Brown, 2014; Ellis & Shintani, 2014; Farrell, 2002a; Richards & Rodgers, 2014; Richards & Schmidt, 2002). However, it should be noted that some of the elements in the opening are not included if the classes are continuous and the previous week's learning has not yet been completed.

Sequencing

The results show the consistency of the sequencing in the classroom practice at both universities. The results support the previous literature and empirical studies (Harmer, 2015; Matamoros, Encalada, Romero, Vera - Quinonez, & Soto, 2017; Richards & Lockhart, 1996; Richards & Rodgers, 2014) that emphasize the importance of presenting the lesson information. The more details the teacher present in the lesson, the more students are able to understand the lesson, offering more effective learning (Hardman, 2019; Nunan, 2006). That is, the teachers provide comprehensible examples of language uses, check students' understanding, model language dialogues and pronunciation of difficult words for students, have students participate in group discussions, and practice language patterns in the lesson including encouraging

students to connect lessons with real-life situations. Teachers realize the importance of helping students see the relevance and applicability of what they are learning to their daily lives, and actively work to facilitate this connection including providing appropriate timing for each activity in the classroom. The results are consistent with the framework provided by Brown (2014); Harmer (2015); Richard and Rodgers (1986); Richards and Lockhart (1996); Richards and Rodgers (2014); Scrivener (2011), which states that teachers who introduce new vocabulary with examples, clear explanations, and facilitate discussions on the meanings and contextual applications of those new words in real-life situations, including guiding how to pronounce those words so that students are more confident the language use are more effective. The results imply that teachers may prefer teacher-centered teaching, where the teachers play a dominant role in teaching vocabulary, pronunciation, and grammatical structure (Chaves & Hernandez, 2013a; Matamoros et al., 2017).

Significantly, the results from the in-depth interviews and classroom observations reveal that the teachers do not focus on having students identify and correct errors in their language use in the classroom. This suggests that students tend to be limited in opportunities to be aware of their language use and enhance their thinking abilities. As provided by Ellis (2015, 2017); Ellis and Shintani (2014); Litzler and Bakieva (2017), allowing students to cooperate in identifying errors and mistakes in the language helps students to have a better understanding of their language use, as well as assessing their language ability, and improve problem-solving skills. Furthermore, encouraging students to work in groups to identify and correct errors in language use enhances students' communication skills, and makes them more engaged and collaborative in classroom activities (Khemmani, 2017; Larsen-Freeman & Anderson, 2011; Thinhanwong, 2015). Importantly, it can promote students' confidence in using the language and autonomous learning when they assess their language performance (Litzler & Bakieva, 2017; Nunan, 2013, 2015).

Regarding the differences, the results from the questionnaire, in-depth interview, and classroom observation of the sequencing used by teachers at PU are

lower than teachers at NonPU who consistently include those important elements in the sequencing. The results imply that students at NonPU have greater opportunities to practice using language and engage and participate in communicative language activities and exercises. To this concern, the teachers are required to be aware of the sequencing process in the lesson plan to ensure that the crucial elements of the sequencing are included and well-prepared (Ellis & Shintani, 2014; Nunan, 2013; Pang, 2016).

Pacing

The results indicate that the classroom practices provided by teachers at PU and NonPU are consistent. Significantly, the classroom teaching shares essential elements with regard to pacing, with teachers facilitating students' learning by providing several examples of language usage and monitoring students' performance in activities, allowing students to ask questions about the lesson managing a supportive classroom environment conducive to language learning, and encouraging students to learn English outside the classroom. The results are consistent with the claim that facilitating the students' learning process and monitoring students' language performance to ensure that all learners sufficiently achieve the goal of the lesson are essential in EFL classrooms (Anggraeni & Yusnita, 2017; Pang, 2016; Renandya, 2012). Furthermore, the similarities strongly imply that facilitating and monitoring students' learning process are strategies that have a positive impact on language learning outcomes and enhance students' language abilities. Furthermore, it has a positive impact on the students' learning processes and helps students feel more relaxed. Students are more confident in practicing their language skills when the teachers create a supportive learning environment by suggesting learning sources outside the classroom (Ellis, 2017; Ellis & Shintani, 2014; Gebhard, 2017; Nunan, 2013).

The pacing provided by teachers allows teachers and students to build good relationships in the classroom, which makes them feel more comfortable learning

and using the language. As suggested by Lewis (2002); Nunan (2015), creating a good rapport with students enables interaction and easier communication.

The language used for classroom instruction implies that the Thai language is considered an essential device for teaching in the Thai EFL context, especially in the classroom at PU. The teachers at PU use Thai excessively to present all information in the lesson, whereas the teachers at NonPU use a mix of English and Thai. This could indicate that teachers are more concerned about creating an English language immersive environment in the classroom than NonPU teachers. This aspect of L1 use, including some benefits and limitations, will be discussed in the part of the use of L1 in classroom management.

Closure

The closure used by the teachers at PU and NonPU is consistent. The results suggest the teachers summarize important points of the lesson before ending the class or ask students to summarize the lesson and give assignments relevant to the lesson. The results support the previous literature stating that these closure techniques can help students retain the information from the class (Nunan, 1989; Richards & Rodgers, 2014). By having students summarize the lesson, the teachers can assess whether students understand the key points of the lesson, identify knowledge and skills that students are struggling with, and provide advice and guidance for further development (Badea, 2012; Brown, 2014; Ellis, 2017; Pang, 2016). In addition, giving assignments is a technique that provides opportunities for teachers to assess students' understanding, and give feedback on the language use or in terms of language corrections, suggestions, or comments where extra support and guidance are needed to improve their language skills(Nunan, 1989, 2013).

Classroom Activities

The results reveal that teachers at both PU and NonPU acknowledge the significance of language activities. However, teachers at PU do not focus on the implementation of language group activities, whereas the teachers at NonPU implement

several types of activities for students to practice language skills, including communicative activities such as speaking and listening, allowing students to select a topic for a presentation, role-play, and practice using language and listening through the information gap activities. This implies that instructional methods used by teachers at NonPU are likely to be more student-centered, so students have greater opportunities to improve their communicative skills and there is greater engagement and participation among students. One possible explanation is that the teachers may consider that group activities are not required in the course objectives or are not suitable for the language abilities of students at PU.

The information gap activities provided by the teachers in the classroom are an obvious similarity. It suggests that they could be the most appropriate in both universities. Many language scholars (e.g., EllisEllis, 2017; Ellis & Shintani, 2014; Nunan, 2013; 2014) suggest the information gap activities are useful activities that help students improve language skills, especially for language accuracy where students in information to complete the tasks. The information gap activity also enables students to solve problems in terms of finding missing information as they use communication skills and exchange information and negotiate the meanings. Importantly, it helps students improve critical thinking skills because the information gap activities usually provide opportunities for students to develop thinking skills in terms of problem-solving, decision-making, and reasoning skills which allow students to think critically to analyze information and match the relationship of the missing information (Ismaili & Bajrami, 2016).

It should be noted that one possible explanation for the classroom activities used at PU, in particular, is that the teachers have strong preparation and adequate training in how to organize language activities. Insufficient knowledge and skills may cause teachers to feel insecure and lack confidence in organizing other classroom activities.

Teaching Materials

Consistency in the use of appropriate textbooks and authentic materials, including using modern technologies for students in classrooms, and preparing additional teaching sources for teaching, such as news articles, YouTube, or TV show programs, suggest that these teaching materials can have a positive result for teaching in EFL classroom. The results are consistent with Ahmad and Rao (2013); Gebhard (2017); Rao (2018) stating that within a limited learning environment, authentic materials provided for students in the classroom are crucial for language learning. Furthermore, selecting appropriate authentic materials such as TV shows, YouTube, or news articles exposes students to real language use (Gebhard, 2017). In addition, if the authentic material is compelling in terms of giving a sense of real-world context and matching the needs or interests of students, this can engage the student with enjoyable materials, making them more enthusiastic and motivated to learn (Pitikornpuangpetch & Suwanarak, 2021; Tieocharoen & Rimkeeratikul, 2019).

Students are also encouraged to explore online sources that interest them for supplementary information to complete their assignments and presentations. This enables students to be autonomous in learning, as well as innovative and creative, which are required skills in the modern world (Litzler & Bakieva, 2017).

Classroom Management
Whole-Class Teaching

Different teachers perceive their classroom management differently. Teachers at PU accept that they use the whole class teaching, whereas NonPU teachers claim that they use group activities. In classroom practice, teachers at NonPU are responsible for all activities, (e.g., presenting information in the lesson, giving feedback, asking questions, and organizing activities), but the teachers at NonPU emphasize more collaborative engagement and interactive activities as part of student-centered engagement. PU teachers tend to use lecture-based teaching.

The results imply that whole-class teaching may be appropriate for teaching and represents classroom practice at the university level in Thailand. The

teachers are the classroom leader, and they may organize individual work, pair work, or group work. Pitikornpuangpetch and Suwanarak (2021) investigated the teachers' practice in CLT at a Thai university, where whole-class teaching is commonly implemented in classroom practice. In addition, Phisutthangkoon (2021) suggests that the teachers at Thai universities sometimes rely on a traditional teaching method such as lecture-based methods. Previous studies (e.g., Slater& Chambers, 2022; Tullis & Goldstone, 2020; Wedin & Shaswar, 2019) concur, stating that whole-class learning is a useful strategy for effective teaching because language learning today focuses on explicit and clear instructions that allow students to have better engagement and participation in the activities, as well as feeling more comfortable and confident in the classroom.

This suggests that the teachers have the capability to manage the whole class, and those with a clear teaching objective make the students feel relaxed and comfortable when participating in the whole class activities, and ensure that students with lower language abilities do not fall further behind (Tullis & Goldstone, 2020; Wedin & Shaswar, 2019).

L1 Use for the Classroom Instruction

The use of L1, such as the use of Thai language or a mix is important. Teachers at PU use L1 more than those at NonPU. This similarity in the use of L1 implies that it could have a positive impact on language teaching in EFL classrooms. As suggested by Angell et al. (2006); Ellis (2017), L1 use is a useful device that enables students to have a better understanding of complex concepts and instructions including explaining grammar and introducing a situation for using the language, giving feedback, translating difficult words or phrases, and telling teachers' experiences.

In the Thai EFL classroom context, Tieocharoen and Rimkeeratikul (2019) report that teachers are forced to use the Thai language while teaching because of the different backgrounds of students. The results are consistent with a study by Pitikornpuangpetch and Suwanarak (2021) that has recently conducted at a university in

Thailand, which reveal that L1 and code-switching are consistently employed to read the passages and dialogues, explain grammatical usage, and direct classroom activities.

The results of the present study show that using Thai is prevalent at the university level in Thai EFL classrooms. Nonetheless, it is recommended that teachers use less L1 and maximize the use of English to interact with students (Ellis, 2017; Ellis & Shintani, 2014) as excessive use of L1 in language learning could be positive and negative (Elahi Shirvan et al., 2015). Therefore, teachers should carefully use L1, especially in PU.

Teachers may have different perceptions, attitudes, and beliefs about the use of L1, with those at PU believing it is a suitable strategy for conveying the meaning of words, explaining complicated concepts, and avoiding misunderstanding what they are teaching to students, or maintaining a good rapport between teachers and students (Archana & Kumbakonam, 2017; Pitikornpuangpetch & Suwanarak, 2021; Silalahi & Sitorus, 2017). Teachers at NonPU may be confident that students are capable of understanding the messages being conveyed, and the use of mixed language can provide opportunities for students to expose to English and develop their English knowledge and skills.

Furthermore, the L1 use derives from some teachers graduating from faculties that do not offer training in English teaching (Lyu, 2021), so the teachers are familiar with different teaching methods. Some receive traditional training, where L1 is used to facilitate the learning process. This is common for teachers in PU, but teachers at NonPU may be trained in communicative language teaching prioritizing where the use of English is more prevalent. Some teachers may rely on their beliefs, attitudes, preferences, or the way they are taught at the university.

However, if L1 is needed to be used, it is necessary to keep a balance between the use of Thai and English in the classroom. The teachers provide opportunities for students to use English as much as possible, give positive feedback, and encourage them to improve their language skills, which are essential for their future careers (Ellis, 2015, 2017; Ellis & Shintani, 2014).

Teacher Roles

An analysis of the teacher roles shows that teachers play multiple roles in teaching in EFL classrooms. The similarities of the teacher roles including serving as a facilitator, monitor, and role model could provide a great contribution to teaching in EFL classrooms. It also implies that the teachers realize these important roles, and it aligns with the previous literature that explains the significance of the teacher's role in EFL classrooms (Brown, 2014; Ellis & McClintock, 1994; G. Hall, 2017; Khan, 2011). As a facilitator, the teachers attempt to provide help and support students' learning process including providing additional resources for learning, guiding, and managing the classroom environment to be supportive of learning and fostering students' participation and further development of essential language skills (Anggraeni & Yusnita, 2017; Badea, 2012; Pitikornpuangpetch & Suwanarak, 2021).

The role of a monitor is associated with paying closer attention to the assessment of students' language performance, including feedback to encourage the improvement of language skills, monitoring of their language learning development, and ability to identify language skills and knowledge that need further improvement (Coskun, 2016). As role models, the teachers provide examples of the language, showing effective communication skills. Therefore, the English used by the teachers in the classroom must be clear, correct, and appropriate so that students have positive attitudes toward language learning (Bicaj & Shala, 2018; Muir et al., 2019).

The differences between the teacher's role as a resource and as a guide suggest the additional roles that the teacher should take into account. As explained by Brown (2014), teachers sometimes provide additional learning resources that are essential for the students' learning process and give advice when students need help to improve their language knowledge and skills. The teachers could be a guide who provide supportive advice to improve students' language abilities, motivating them to engage in classroom activities energetically and enthusiastically (Nunan, 2015). Furthermore, teachers promote active and autonomous learning outside the classroom by encouraging students to understand the importance of English used in everyday life

by advising useful online learning sources, websites, TV shows, and YouTube, all of which are deemed authentic materials to support their learning process (Meiramova & Zhanysbayeva, 2020).

The results of the present study suggest that the teachers playing the role of a facilitator, monitor, and role model, including additional roles as a resource and a guide could provide positive effects on students' language skills, knowledge, and attitudes. The traditional model emphasizes teacher authority and power in the classroom, yet this may not be appropriate or the best matched for students in this modern era.

Summary of Research Question 2

Based on the results of research question two regarding similarities and differences in the instructional methods used in the classroom at PU and NonPU, some critical issues should be addressed.

Instructional strategies. The similarities and consistency of the classroom practices show a positive impact on effective teaching practices as it supports support basic elements for planning instructional strategies. The results are consistent with the previous literature and studies that realize the importance of useful techniques in language teaching, indicating that these practices are generally effective and applicable to different contexts. Teachers can apply the results to be guidelines to set their instructional planning and create well-planned instruction by integrating and incorporating these teaching strategies to be suitable for their contexts. For example, the results of the use of authentic material support other studies that show the importance of integrating real-life situations and authentic materials in language lessons and promote students' language proficiency, teachers can incorporate these elements into their lesson plans to provide meaningful learning experiences for their students.

Teacher training course. The results of the study that highlight the need for teacher improvement, can be beneficial for organizing teacher training courses. This is because the teacher training course can enable teachers to explore their necessary

skills, knowledge, and additional resources so that they can apply and implement feasible teaching practices for the teaching contexts. For example, the results show that most teachers struggle with using L1 in the classroom, the teacher training could be designed to provide teachers with making a balance of using L1 and L2 in the classroom to provide opportunities for students to expose to L2 as much as possible.

Offering feasible classroom practices. The similarities and consistency in the classroom practice could be positive and encourage teachers to adapt or adopt some relevant classroom practice to enhance students' learning outcomes such as encouraging students to be more engaged in classroom activities, promoting positive attitude toward learning among students, and presenting the lesson in a systematic order.

In brief, the implications of similarities and consistency in the classroom practice provided this present study can have a positive impact on teaching and contribute to the development of instructional strategies and plans, and teacher training courses including encouraging teachers to apply some suitable practice for the educational institutions.

In addition to the similarities and consistency in classroom practice, some limitations should be taken into consideration because the differences and inconsistencies in the classroom practice at both PU and NonPU have been investigated. The results imply that some practices might not be suitable or effective in a certain context. To this concern, the context of the institution should be considered. The teachers or educational institutions can use the results of the study to be guidelines for identifying important practices that are suitable for their contexts and work together to improve teaching quality in specific areas.

For instance, some PU teachers consistently use traditional teaching methods while NonPU teachers provide greater opportunities for students to actively engage in communicative activities and implement the student-centered methods. It should be considered whether the traditional methods are appropriate for students concerning their language background, learning style, and attitude toward learning.

Furthermore, the results suggest that teachers should put effort to work on alternative teaching strategies and tailoring instructional strategies to meet the specific needs and characteristics of the students and the learning environment.

In conclusion, the teachers should take into account their institutional contexts and work together to enhance teaching quality and implement instructional methods that are suitable for institutions and students.

5.2.3 Research Question 3 What are the reasons for teachers using the instructional methods in English classes at a public autonomous university and a non-public autonomous university?

This section discusses the reasons for teachers using a particular method in classroom instruction relevant to

(a) course description or requirement,

(b) students with insufficient language proficiency,

(c) a limited language learning environment,

(d) teacher preference, and

(e) demand in a competitive labor market.

Reasons Relevant to Course Description or Requirement

The course description serves as a major reason for using different instruction methods in their English classrooms at PU and NonPU. This is evident from the fact that teachers at both types of universities acknowledge the importance of preparing their lessons according to the course description, which makes them ensure that the details specified in the course description are effectively prepared and addressed in their English classrooms. This is consistent with the previous literature that realizes the importance of planning effective language lessons (Brown, 2014; Farrell, 2002b; Harmer, 2015; Richards & Rodgers, 2014; Scrivener, 2011). According to Brown (2014); Harmer (2015), teachers are required to have a clear understanding of the course objectives, which enables them to have a clear plan of what to teach. Additionally, Scrivener (2011) explains that the course description is an important

guideline, and teachers create effective plans for each lesson, decide what should be covered in the lesson, what teaching materials, language activities, and classroom management based on that, and the classroom teaching.

Furthermore, the result is consistent with recent studies (Nooyod & Hiranto, 2017; Pang, 2016), that support the implementation of course descriptions to plan their lessons. The teachers at both universities acknowledge the importance of preparing the lesson based on the course objectives that are specific to the course description. A study by Pang (2016) highlights a clear understanding of the course objectives that enable teachers to develop a well-structured and organized plan for what to teach in their English classrooms. It helps them identify the key topics, skills, and knowledge areas that need to be covered throughout the course. Srithongkham and Intakaew (2022) argue that having a clear understanding of the course description helps teachers to provide an effective connection between the lesson. By providing a clear plan based on the course description, teachers can ensure that they allocate sufficient time to each topic and incorporate appropriate instructional strategies to facilitate student learning. Understanding the course description enables the teachers to provide a coherent lesson plan which is beneficial for teachers, who are confident in the classroom, and for students, who require a consistent outcome (Nunan, 2015; Pang, 2016; Scrivener, 2011; Shastri, 2010).

There is one aspect to be mentioned in the discussion. NonPU requires students to achieve a certain level of language proficiency, B1 or B2, based on CEFR. This may be because the course descriptions of the observed classes require students to have achieved a higher academic English level. This aspect is consistent with a study by Straessle (2014), stating that it is possible that the students may have a limited period for enrolling in the subject in only one semester, it requires teachers to provide intensive teaching to help students achieve the required level of English proficiency. The teachers recognize that students need to make significant progress within a limited timeframe, and as a result, they employ more intensive teaching strategies to accelerate language acquisition. Therefore, the teacher must have a clear lesson plan, and provide intensive

teaching to ensure that students can achieve the required language proficiency level. As a result, the English proficiency level of students at NonPU could be assumed to be higher.

In brief, teaching in EFL contexts requires a clear understanding of the course description and objectives, and this provides more effective classroom practice.

Reasons Relevant Students with Insufficient Language Proficiency

The results reveal that the different language backgrounds of students are a reason to adjust the instructional methods in the classrooms. Teachers at PU encounter challenges preparing suitable lessons for students with insufficient language proficiency, whereas teachers at NonPU cannot use English as a medium for teaching because of students with different backgrounds. The results are consistent with the factor relevant to the learners that make the teaching process slower, and teachers adjust their instructional methods accordingly (Chombuathong, 2019); DeKeyser (2015); (Panich, 2016; Udomkeatsakul, 2016). According to Chombuathong (2019), the English language proficiency of students varies, with most having a limited vocabulary and grammatical knowledge, and lacking other essential skills. This makes it difficult for teachers to organize classroom activities, especially in PU. Therefore, the teachers adjust the lessons to be easier focusing on basic English knowledge and skills, reading or understanding grammatical structures rather than communication skills (Aumpimai, 2018; Noom-ura, 2013).

Students with limited English proficiency could make the teaching process slower and students need more time. This makes teachers encounter specific challenges when it comes to preparing lessons for students with insufficient language proficiency. According to DeKeyser (2015), different language backgrounds among students with limited language proficiency make the teachers difficult to provide advanced lessons in the instructional process, thus adjusting the lesson ensure inclusive learning experiences.

In the observed class, the teachers provide additional support and encouragement to help them achieve a higher English proficiency level and use various

strategies to adapt their instructional methods effectively. This practice could have a positive impact on teaching in this situation, which is in line with the notion that students with insufficient language competency need more support in the classroom (Aumpimai, 2018; Ellis, 2017; Nunan, 2013). The strategies that the teachers at PU can be purposeful support and scaffold learning experiences to enhance the comprehension and engagement of the students by teaching some essential grammar, using simple vocabulary, using L1, and connecting the lesson to their real-life situations (Awadelkarim, 2021; Larsen-Freeman & Anderson, 2011; Sittirak, 2015; Songbatumis, 2017). These techniques help facilitate understanding of the lessons (Awadelkarim, 2021; Ellis & Shintani, 2014)

In the NonPU context, the teachers face a challenge using English as a medium of teaching English in their classrooms. They expect to use English in classroom teaching but the different language skills, especially in academic contexts, of students who are struggling with communication make it impossible. Therefore, the teachers use mixed language, English and Thai, to facilitate learning process. This is consistent with previous literature that supports the use of L1 which is essential when students in the classroom cannot clearly understand the target language (Elahi Shirvan et al., 2015; Graham Hall & Cook, 2012; H. Maleki, 2015; Meade et al., 2018; Topolska-Pado, 2011). According to Graham Hall and Cook (2012), incorporating L1 where students have different language backgrounds to facilitate comprehension and instruction can have a positive impact on language teaching because teachers can create a bridge between their familiar language and the target language. This practice enhances understanding and ensures that all students, including those with insufficient language proficiency, can actively participate in the learning process.

Research conducted by Meade et al. (2018) also supports the use of L1 support in instruction as it is useful for the overall comprehension and engagement of students. By incorporating L1 in the classroom, teachers can provide deeper clarifications, explain concepts, and provide examples that resonate with students' linguistic and cultural backgrounds. The use of L1 mixed with L2 can promote students'

compression and a sense of inclusivity in the classroom (Elahi Shirvan et al., 2015; H. Maleki, 2015).

However, the teachers use the Thai language incorporated with English, to accommodate students with lower English proficiency. If the teachers can use English as the medium of instruction, a higher outcome of language teaching can be expected. In this situation, as suggested by Nunan (2006, 2015), the teachers may challenge themselves by preparing in advance to provide opportunities for them to be exposed to authentic activities and real use of English to improve their skills.

Reasons Relevant to Limited Language Learning Environment

In a limited language learning environment, where students do not have opportunities to use English for communication in real-life situations, teachers play a crucial role in providing effective instruction. The teachers at PU and NonPU acknowledge this challenge and employ a variety of classroom activities and authentic materials to support their teaching efforts. By integrating these resources, teachers aim to enhance English language learning despite the constraints of the communication environment. The results underline the use of various classroom activities and authentic materials for classroom teaching (Abdelgadir & Ramana, 2018; Boonnark, 2018; Pitikornpuangpetch & Suwanarak, 2021).

A study by Pitikornpuangpetch and Suwanarak (2021) suggests that Thailand's context is not conducive to learning English; teaching students to apply basic grammar structure for communication is an alternative way. With the limited language learning environment, the teachers focus their efforts on students engaging and participating in classroom activities in English, encouraging them to participate in communication activities by providing supplementary learning sources related to the lessons for students as much as possible. This suggests that this could be an alternative way to enhance the English language skills of students within a limited language learning environment (Boonnark, 2018; Ibrahim & Ibrahim, 2017).

The results are consistent with previous studies, which state the importance of authentic classroom activities. Ellis (2017); Richards and Rodgers (2014) encourage teachers to use a variety of classroom activities such as language drills, role-playing, group presentation, or discussion to provide opportunities for students to practice using English in the classrooms. A study by Akbari (2015b) support that by having students participate in activities such as pair work, group discussions, debates, and role-plays, students can practice using English in controlled settings, fostering their language proficiency and promoting interaction.

To provide students with more opportunities to have new experiences of learning, the use of authentic materials in classroom practice is essential for a limited language learning environment (Krashen, 2013; Latifi et al., 2013). Rifai and Nabhan (2017) suggest that teachers provide opportunities for students to expose to the use of English through using authentic materials like audiovisuals, TV shows, or movies. A study by Barcroft (2015) also considers the importance of authentic materials, which provide greater opportunities for students to learn the language and significantly improve their language skills. Furthermore, the use of authentic materials including multimedia, videos, or online sources can reflect the language and culture of native speakers, thus enhancing their comprehension skills, vocabulary retention, and cultural understanding because students can expose to the real language used by real people in a real situation (Chung, 2017; Gilmore, 2007; Mugimu & Sekiziyivu, 2016; Saengboon, 2017).

In brief, within a limited learning environment, an adjustment of English teaching that supports students' engagement in classroom activities and exposes them to authentic materials contributes to the enhancement of English learning and significantly promotes students' language knowledge and skills.

Reasons Relevant to Teacher Preference

The results from the interviews show that the teachers at both PU and NonPU use different instructional methods because of preference. Teachers at PU use

traditional teaching styles or lecture-based teaching with limited opportunities for students to participate in group work or communication activities. The teachers prefer teaching vocabulary, writing, reading, and explaining grammatical structures. The results show the teachers understand the importance of a learner-center approach, group activities, or pair work but focus on language accuracy as the key fundamental in order to develop other English skills. Reasons for this are that the teacher may be unfamiliar with the instructional method, lack the confidence to apply other methods, or they may not receive training in ELT. As a result, they continue to use a particular instructional method that they prefer and rely on their preferences for teaching resulting in weak classroom management (Rifai & Nabhan, 2017). Additional training and development in organizing language classroom activities could make teachers more confident to provide a variety of classroom activities and plan the lesson more systematically (Hoa & Mai, 2016; Ulla & Perales, 2021; Weawong & Singhasiri, 2009).

The results from the interviews show that the teachers at both PU and NonPU use different instructional methods because of preference. The instructional methods employed by teachers play an essential role in promoting the learning experience and outcomes of students.

According to the results of the present study, Teachers at PU use traditional teaching styles or lecture-based teaching with few opportunities for students to participate in group work or communication activities. The teachers prefer teaching vocabulary, writing, reading, and explaining grammatical structures. Although the teachers understand the importance of a learner-center approach, group activities, or pair work but focus on language accuracy as the key fundamental to developing other English skills, they do not apply them in classroom practice. This preference for traditional teaching methods may be attributed to various factors which could lead to a negative impact on students' learning outcomes (Akbari, 2015b; Chanaprakhon et al., 2017; Debyasuvarn, 2011; Fareh, 2010).

According to Debyasuvarn (2011), the teacher may be unfamiliar with the instructional method, lack the confidence to apply other methods, or may not receive

training in ELT. As a result, they continue to use a particular instructional method that they prefer and rely on their preferences for teaching resulting in weak classroom management (Rifai & Nabhan, 2017). In addition, this lecture-based teaching might be influenced by their learning experiences, where traditional teaching styles are dominant during their own education, thus perceiving these methods as the most effective way to impart knowledge and maintain control in the classroom (Pitikornpuangpetch & Suwanarak, 2021). Additionally, the emphasis on vocabulary, writing, reading, and grammar teaching is in accordance with standardized assessments and academic requirements that place significant importance on these language components. Consequently, the teachers emphasize the areas to ensure their students meet the expected standards (Chanaprakhon et al., 2017; Pitikornpuangpetch & Suwanarak, 2021). The results imply that the teachers need to have sufficient training or teacher development in organizing classroom activities as it could make teachers more confident to provide a variety of classroom activities and plan the lesson more systematically (Hoa & Mai, 2016; Ulla & Perales, 2021; Weawong & Singhasiri, 2009).

In NonPU, teachers prefer teaching communication skills, by watching movies and TV shows in English and listening to contemporary international songs as a part of their main activities. This is consistent with the notion that teachers express an understanding of teaching methods (Ellis, 2017; Gebhard, 2017; Nunan, 2015).

According to Ellis (2017), teaching communication skills to EFL students is very important. The teachers who engage sentences, interesting language usage, or useful English expressions from these authentic materials in their classroom instruction allow students to engage in language learning activities to provide opportunities for students to be exposed to real language use and actively use the language. Additionally, it enables students to be actively engaged in learning, and enjoy practicing the language, thus promoting communication competency (Gebhard, 2017; Tieocharoen & Rimkeeratikul, 2019).

Furthermore, the teachers realize the importance of the communication skills that are essential for students which is beneficial for students to use language

skills for real-life situations. They put effort to give important input not only in learning how to memorize rules and structures but also in using language for effective communication. This is in line with the importance of teaching communication skills (Ellis, 2015; Krashen, 2013; Nunan, 2015). According to Krashen (2013), input and language practice are essential for learning in EFL contexts. The teachers emphasizing language skills for communication in the classroom provide students with greater opportunities to engage in meaningful use of real language and encourage students to use it in their daily life, enabling them to internalize linguistic patterns and develop fluency.

In addition, teaching communication in the classroom can provide a positive impact on teaching in terms of promoting students' motivation and confidence (Celce-Murcia, 1991; Ellis, 2015; Krashen, 2013; Pang, 2016). Teachers at NonPU acknowledge this notion by emphasizing communication skills, which can build a supportive and interactive classroom environment that promotes students' motivation to participate and engage in language learning and use the language effectively. What's more, focusing on communicative skills in classroom teaching is essential for students to use in the real world (Naibaho, 2019; Nunan, 2015; Prastyo, 2015; Richards, 2005; Scrivener, 2011) as the students need to apply language skills in various contexts in their future professional or academic contexts.

There may be other reasons that influence teachers' instruction in EFL classrooms, which could be beneficial for further study.

Reasons Relevant to Demand in a Competitive Labor Market

The results address the necessity to adjust and adapt the lessons that provide opportunities for students to gain adequate language knowledge and skills for future careers. As a result, teachers must be aware of the current trends and demands in the job market.

Teachers at PU receive feedback from their students about the language skills they use during internships. According to the previous literature and studies

(Jayalaskhmi. & Peruvalluthi, 2018; Krashen, 2013; Litzler & Bakieva, 2017; Lozano & Gateva, 1988; Matamoros et al., 2017; Nunan, 2015; Phillips & Filmer-Sankey, 1993; Richards, 2006), the student's feedback on their language skills required for the real use of English skills in the professional contexts is beneficial for teachers to provide more effective teaching and prepare the lesson to meet students' requirements. Teachers acknowledge and realize the importance of skills that would be necessary for future careers. They adapt and adjust the contents of the lesson by incorporating additional classroom activities or providing supplementary information to enhance students' language skills to prepare them for future work opportunities (Matamoros et al., 2017). Therefore, students' feedback on the language skills required for their future care is beneficial information for teachers to develop their language lessons and promote higher learning outcomes for students.

As for the teachers at NonPU, they themselves believe that course design and syllabus adjustment should focus on the importance of English proficiency in the competitive job market and suggest that teachers aim to provide opportunities for students to achieve a higher level of English proficiency so that they are more competitive in the modern jobs marketplace. This notion of adjustment of the course description to be consistent with the labor market supports previous literature (Ahmad & Rao, 2013; Litzler & Bakieva, 2017; Matamoros et al., 2017; Nunan, 2015; Phillips & Filmer-Sankey, 1993; Richards, 2006) providing the importance of understanding of the course description lesson plan structure focusing on language proficiency that is essential for students in their future career. By recognizing the value placed on English proficiency by employers, teachers can create opportunities for students to achieve a higher level of English language proficiency (Elahi Shirvan et al., 2015). The result of this aspect strongly implies that teachers should ensure that students achieve adequate language knowledge and skills and are well-prepared for future professional opportunities. This preparation increases their competitiveness and opens doors to a wider range of job prospects in an increasingly globalized and competitive job market (Pang, 2016; Straessle, 2014).

The results suggest that the teachers have a strong commitment to providing a meaningful learning experience that can be applied to the future careers of students in the competitive job market, which is supported by Kasper and Burch's (2016) work that states that a language course may place emphasis on the language skills essential for a particular requirement, and the teachers integrate role-playing activities, language expression, and additional language skills for effective communication in the tourism or hotel industry. Furthermore, based on academic requirements, teachers could prepare students to pass international standard tests (Tsagari & Vogt, 2017; Vogt & Tsagari, 2014).

In brief, adapting language teaching practices to meet the demands of the labor market is essential for preparing students with sufficient language knowledge and skills for a future profession. Feedback from internships can be a useful resource for teachers to understand the specific language requirements of different professions. In addition, the teachers adjusting, adapting, or modifying their teaching practices based on the improved course description, incorporating relevant activities, can enable students to be competitive in the modern job market.

Summary of Research Question 3

Based on the discussion of research question three, the teachers provide some critical perspectives on the reasons for implementing different teaching methods. It has been found that teachers at both PU and NonPU teach according to the course descriptions or requirements and adjust teaching practices based on students with insufficient language proficiency, preferences of teachers, and demand in a competitive labor market. The results imply that teachers are required to have flexibility in teaching to help students achieve the goal of language learning.

Importantly, teachers should adjust the instructional methods for students with insufficient language proficiency. It should be noted that EFL teachers should not ignore the diverse language backgrounds of their students and adapt their instructional methods accordingly. The teachers can teach basic English knowledge

and skills, reading, and understanding grammatical structures based on the level of their English proficiency. The teachers can provide individual and purposeful support, scaffolding techniques, and connecting lessons to real-life situations to facilitate understanding and engagement.

Furthermore, the notion of a limited language learning environment has been addressed. The results imply of the present study suggest that the teachers use a variety of classroom activities and authentic materials to handle this limitation. The teachers are responsible for encouraging students to engage in language drills, role-playing, group presentations, and discussions which can provide opportunities for practice in classroom settings. The use of authentic materials such as audiovisuals, TV shows, songs, and movies can expose students to real language use, and cultural context, and improve comprehension skills.

In addition, the teachers' preferences in teaching can have some positive and negative impacts on teaching. However, to provide a more meaningful classroom practice, the teachers are required to have sufficient training and development because it enables teachers to have confidence in applying a variety of instructional methods such as incorporating student-centered teaching, group activities, and pair work that promote student engagement and active language use in the classroom.

Importantly, as for the modern era, the results show that it is essential for teachers to prepare the lessons for students to be ready for future career opportunities, especially the students enrolling at the university level. As for EFL classroom practices, the teachers should adjust the teaching to the demands of a competitive labor market. The teachers should realize the importance of feedback from students about the language skills needed for their future profession which can be critical aspects for teachers to adjust the lesson to meet their requirements. The teachers may place emphasis on communication skills for real-life situations, language accuracy, and fluency regarding the demand of the labor market that increases competitiveness for

career opportunities beyond the classrooms. This notion is important not only in language education but also in other subjects, faculties, and educational settings.

In conclusion, understanding the reasons for adapting different teaching methods can lead to more effective learning experiences for students. Teachers should be flexible and innovative in their instructional methods to facilitate students with different backgrounds, overcome limited learning environments, and prepare students for future career opportunities.

5.2.4 Research Question 4 What are the instructional difficulties encountered by the teachers at a public autonomous university and a non-public autonomous university?

The present study also spotlights the instructional difficulties encountered by the teachers at PU and NonPU. The results reveal that there difficulties in classroom practice the teachers encounter include difficulties dealing students with a lack of preparation before attending classes, with different English background, with a limited vocabulary and with poor writing skills; difficulties relevant to teacher including knowledge transmission and evaluation of students' language performance.

Difficulties Relevant to Students

The results of the questionnaire indicate that the teachers at PU and NonPU faced different issues. At PU, teachers report that they encounter no significant difficulties in managing instructional processes, which suggests that they have no difficulties managing classrooms. This is inconsistent with the previous studies (e.g., Binroan, 1998; Chanaprakhon et al., 2017; Weawong & Singhasiri, 2009), who all state that teachers usually have difficulty managing EFL classrooms. The teachers may have a good relationship with students, and this has a positive impact on effective classroom management by allowing it to be more flexible and comfortable, where the students tend to follow instructions, maintain the classroom rules, and help teachers to create a more supportive and productive learning environment (Khatri, 2016).

The teachers at NonPU are greatly concerned about the instructional process regarding the encouragement of students' participation in group discussions, practicing English language patterns, and introducing situations for students to learn a new language. The results imply that the teachers recognize the importance of learner-centered teaching, which promotes students' engagement in classroom activities. It suggests that classroom practice in managing group language activities requires skillful teachers who can apply purposeful strategies in the instructional practices. Therefore, the teachers should have clear plans and prepare effectively, including creating expectations for each activity to ensure that students receive the language skills and the ultimate benefits from the language activities (Solak & Bayar, 2015; Sulistiyo, 2016). However, the learning style and motivation of students in language learning are additional factors that are worth further study.

The results of the in-depth interview reveal that the teachers face difficulties relevant to students, a lack of self-preparation for classes, limited or different language backgrounds, evaluating the language performance of students, and knowledge transferability.

A lack of self-preparation is highlighted, and the results imply that the teachers are expected to give all the information in the classrooms. It can be assumed that the students are passive learners (Chombuathong, 2019; Noom-ura, 2013; Panich, 2016; Saengboon, 2017; Teng & Sinwongsuwat, 2015), leading to several implications and concerns in educational settings, because the students at the university level are expected to learn and prepare independently by reading or studying the lesson materials before attending the classes to actively engage in classroom activities. The result of students attending the class without prior preparation implies that students may lack learning responsibility and motivation. Furthermore, there are several learning distractions, social media, friends, hobbies, or leisure outside the classroom (Udomkeatsakul, 2016) that have a negative effect.

One possible explanation is familiarity with traditional classroom teaching. Students, especially first-year students, who have recently finished their secondary

education are familiar with the traditional teaching style as this is practiced in Thai secondary education. At university, the role of teachers differs in terms of encouraging critical thinking and problem-solving, facilitating learning, and promoting autonomous learning (Noom-ura, 2013; Panich, 2016) but it will take time for students to adapt to university level and onsite learning after the pandemic. Teachers must help them understand their role at the university level.

Teachers may use pre-class activities or discussions relevant to assignments to help students into the lesson before entering the main session. These activities can provide opportunities for students to engage in discussion, collaboration, and thinking, including recognizing the importance of preparation before entering the class. In addition, the teacher may introduce learning autonomy, encouraging students to be responsible for their learning, by providing efficient learning strategies and time management techniques (Ellis, 2015, 2017; Lewis, 2002; Nunan, 1989; Richards & Rodgers, 2014).

Students with different language backgrounds are also important. Some students have sufficient knowledge and skills, while some have more limited knowledge and skills, including limited vocabulary and writing skills (e.g., Hang, 2021; Nunan, 1991; Silalahi & Sitorus, 2017). The result implies that there is a gap in students' English background, which makes the teacher's job more difficult. The teacher may find it easier to teach when the students have sufficient knowledge and skills, enabling them to be easier to participate in learning activities. Some may struggle with the teaching if they have limited English knowledge and skills, in writing in particular, and this makes the teaching process slower (Shamsitdinova & Smetana, 2022), and the students will have more difficulty expressing their ideas or complicated concepts as they do not have adequate language expressions for writing. This can be a barrier to learning in academic contexts, and make it more difficult to fully engage in classroom activities (Ellis, 2017; Khan, 2011).

As for dealing with students with limited English proficiency, it is essential for the teacher to provide additional support, and to apply instructional strategies to help

students improve their English knowledge and skills with the lessons. The teacher may provide extra vocabulary support, language-focused activities, and techniques for writing, which will help generate ideas or useful expressions to facilitate their writing process (Ellis, 2015, 2017; Larsen-Freeman & Anderson, 2011). When teaching students from diverse language backgrounds, the teacher can create an inclusive classroom environment that allows students to be more comfortable expressing themselves, collaborating with peers, and seeking help when necessary, as well as encouraging students to work and interact with other students in the classroom (Haggag & Bakr, 2020; Shamsitdinova & Smetana, 2022).

Difficulties Relevant to Teachers

Results revealed that the teachers struggle with transferring and explaining knowledge relevant to the lesson effectively. This is consistent with a remarkable notion that is mentioned that the teachers in Thailand's EFL context have insufficient teaching strategies and training (Debyasuvarn, 2011). A lack of adequate training can make the teachers difficult to employ effective teaching strategies for teaching. That is, the teachers encounter challenges in transferring some complicated concepts that are comprehensible and understandable for students because knowledge transfer, which is not just presenting information of a lesson, sometimes contains difficult real-world concepts and contextual information, or specific meanings (Angell et al., 2006). According to Hoa and Mai (2016), if the teacher struggling with providing a clear explanation of the information in the lesson cannot explain and transfer knowledge meaningfully and effectively, the students may be confused, lack motivation, and be disinterested in learning. As such, the teacher must seek additional training to promote effective teaching in the classroom through workshops, conferences, interactive discussions, and internet sources to improve teaching practices (Akbari, 2015b; Hadi & Arante, 2015; Hoa & Mai, 2016). This is because having sufficient training allows teachers to generate a variety of teaching strategies that can cater to the different learning styles and abilities of students in the classroom (Hang, 2021).

In addition, insufficient cultural understanding of the target language makes teachers difficult to explain complicated concepts or specific meanings of information in the lessons. This is an essential issue for the effectiveness of language instruction and needs further exploration. Previous literature and studies also support that cultural understanding in EFL teaching is important (Ahmad & Rao, 2013; Angell et al., 2006; Bell & Bogan, 2013; Chan, 2016; Ellis, 2017; Gebhard, 2017; Larsen-Freeman & Anderson, 2011; Nunan, 2015). In language instruction, teachers with an insufficient cultural understanding of deep information about the target language may encounter difficulties in providing meaningful information. According to Angell et al. (2006); Huttayavilaiphan (2019); Larsen-Freeman and Anderson (2011), insufficient cultural understanding can impact how the teachers explain the information to the students including clarifying meanings and providing contextual information. If the teachers cannot provide clear and meaningful information regarding the cultures of the target language, students may feel unmotivated, confused, and disinterested in learning the language (Huttayavilaiphan, 2019).

To deal with this difficulty, according to Ulla and Perales (2021), teachers should be encouraged to participate in ongoing training and professional development such as cultural exchange programs with native speakers, seminars, and workshops on intercultural communication, that focus on cultural immersion and understanding. Teachers enthusiastically seeking opportunities to develop their cultural knowledge can effectively explain cultural information or concepts provided in the lessons (Nunan, 2015). Sufficient cultural understanding incorporated with the integration of authentic cultural materials into the lesson, such as literature, films, song, or real-life TV show, can be beneficial for promoting a more meaningful language learning environment that encourages students to be more engaged in language learning experiences (Boonnark, 2018; Hardman, 2019; Nooyod & Hiranto, 2017).

Finally, teachers have difficulty evaluating the language performance of students, especially in NonPU. The result of this aspect implies that the students may expect to receive good scores for their language performance when they are not

deserved. This may be because of the diversity of language backgrounds of students and the nature of language performance itself making it difficult to give scores for strengths and weaknesses of students' language performance.

The language performance assessment should be taken into account in classroom practice because it can lead to both positive and negative impacts on students' learning and motivation. To deal with this difficulty, previous literature highlights effective and standardized criteria for the evaluation to reduce the potential consequences (Schildkamp et al., 2020). According to Schildkamp et al. (2020). it is essential for the teacher to have standardized criteria for evaluation for each required skill, such as vocabulary, grammar, pronunciation, and reading comprehension, as well as having clear feedback on their language performance Clear feedback or explanation of the evaluation process enables students to understand their language performance and promotes a cooperative learning environment in the classrooms (Widiastuti & Saukah, 2017). This is because inconsistency in language evaluation criteria can lead to a negative impact on students' attitudes, motivation, and confidence, with frustration and confusion becoming apparent over time. Therefore, it is essential to create consistent evaluations to support fairness in evaluating students' language performance (S. Vassiliou, S. Papadima-Sophocleous, & C. N. Giannikas, 2022b; Widiastuti & Saukah, 2017).

The results also reveal that the teachers at both universities acknowledge and realize the potential difficulties they may encounter in the classroom practice. This demonstrates that the teachers are concerned, perceive, understand these potential difficulties in teaching English in their classroom practices. The result is consistent with the previous literature that state the importance of teacher's awareness of potential difficulties in language teaching (Aryana & Apsari, 2018; Haggag & Bakr, 2020; Pitikornpuangpetch & Suwanarak, 2021; Suwannatrai et al., 2022) . This can lead to a positive impact on teaching because the teachers who realize these challenges are eager to seek additional training and professional development to improve their teaching skills (Pitikornpuangpetch & Suwanarak, 2021) and prepare themselves for

difficulties they may experience in classroom practices, allowing them to apply teaching methods, strategies, techniques, teaching materials, and evaluation to handle the particular difficulties to promote students' engagement and participation in classroom activities (Derakhshan & Shirmohammadli, 2015; Suwannatrai et al., 2022).

Summary of Research Question 4

In this section, the difficulties encountered by teachers in EFL classrooms have been discussed. The results imply that understanding and being aware of these difficulties in teaching that involves students and teachers can have a positive impact on classroom practices not only in EFL classrooms but also in other learning contexts as they enable teachers or involved organizations to improve and apply more effective instructional methods that address the identified challenges. The teachers should not only organize a more supportive and engaging learning environment by implementing the instructional methods to meet the needs and language proficiency levels of their students but also address potential difficulties or challenges in advance and apply appropriate strategies for maintaining effective classroom management. In addition, a positive relationship between teachers and students can be beneficial for classroom management and help create a conducive learning environment where students are more focused and actively participate in classroom activities.

More importantly, the results underscore the importance of professional development for teachers. The teachers can improve their knowledge and skills by participating in workshops, seminars, and teacher training courses because these enable them to enhance their teaching skills, improve knowledge transfer, and have consistent assessment valuation and feedback.

Finally, the results reveal that students lack preparation before attending class. it is important for teachers to encourage students to be responsible for their learning process especially at the university level as because they need to be well-prepared before entering the workforce after completing their education.

In brief, the overall results reveal that understanding and awareness of difficulties in learning enable teachers and stakeholders to effectively prepare and cope with potential challenges. The results also provide foundation evidence for decision-making in education settings. The educational institutions can use these results to organize and design the expected target focusing on professional development programs, and curriculum enhancements to create a more supportive, effective, and inclusive learning environment for both students and teachers.

5.2.5 Emerging Results

The results highlight some critical perspectives on the guidelines for the development of teaching and learning in English Thai EFL contexts. The teachers at both universities share some common viewpoints on key aspects of language education and put emphasis on the significance of students receiving adequate language knowledge and skills before entering the university level. The result suggests that a sufficient foundation in English is an essential element for students in higher education and that students must have adequate English language proficiency for learning in academic settings. The necessity of having a strong emphasis on English language development at basic education levels is underlined. This aspect is in line with the notion of the preparation for students in basic education to be ready for higher education (Akbari, 2015a; Aumpimai, 2018; Nooyod & Hiranto, 2017). A study by Nooyod and Hiranto (2017) indicates that the English knowledge and skills of students, especially first-year students at a public university in the northeast of Thailand are relatively low. This may be because students at school levels have negative attitudes toward learning English, avoid learning and using English in the classroom, and believe that English is not important for their daily lives (Aumpimai, 2018; Nooyod & Hiranto, 2017). This may explain why students have low English proficiency. The study suggests teachers encourage students to realize the importance of English and to have a positive attitude toward learning English, which will help students to be enthusiastic about learning English (Aumpimai, 2018; Yokchoo, 2010) as the teachers at the school level

play an important role in preparing and facilitating the development of students' knowledge and skills necessary for higher education (Singharachan, 2018). A study conducted by Aumpimai (2018) also addresses the need for teacher training and professional development for native Thai EFL primary school teachers in Thailand. The results of the study suggest that the teachers teaching English in EFL contexts have strong knowledge of English and enough teaching techniques and strategies to be a good model of language use for their students effectively and have students engage in classroom activities to enhance their English language abilities (Noom-ura, 2013). This has a positive effect on classroom practice (Nounlong et al., 2015), as when the teachers are confident in the use of their language, and the teaching integrates meaningful and authentic language classroom activities, classroom management, and effective evaluation criteria, they could provide meaningful teaching and the improvement of language knowledge and the students' skills. (A. Maleki, Mollaee, & Khosravi, 2014; Nooyod & Hiranto, 2017). However, the result of this aspect provides significant implications for further studies.

The emerging results also shed light on teacher training and professional development at the university level. The results support the previous studies (Abdelgadir & Ramana, 2018; Akbari, 2015a; Aumpimai, 2018; Chombuathong, 2019; Nooyod & Hiranto, 2017) emphasizing the need for teacher training and development which should not only be focused on basic education level, but teachers at higher education institutes must be skillful and able to prepare themselves for the development of students graduating from high school. Teachers should have good knowledge and skills in teaching to provide equal opportunities for higher education students, and levels of professional development should be the same as in basic education(Chanaprakhon et al., 2017; Singharachan, 2018). Teachers should have the opportunity to participate in interactive platforms, online learning sources, conferences, or workshops that provide opportunities for sharing teaching experiences and effective teaching practices. This can be a great contribution to the development of EFL teachers (Noom-ura, 2013).

In conclusion, the teachers at both PU and NonPU realize the important elements of the lesson to provide effective teaching in the classroom practice including lesson planning, opening, sequencing, pacing, closure, classroom activities, and teaching materials; managing the classroom; and their roles and responsibilities that contribute to facilitating learning process of students. In addition, the reasons for teachers and difficulties encountered by teachers in teaching practices may be different according to the institutional contexts such as vocational education, private university, and Rajamangala University of Technology.

It should be noted that there is no information regarding teacher experiences, individual training and professional development, and English language proficiency of the teachers, the researcher cannot explain and analyze the effectiveness of their instructional practice. This provides implications for further research.

Summary of Result Discussion

This section summarizes the overall results and implications of the present study.

Teacher Development. As can be seen from the discussion, the overall results highlight the importance of teacher development and training as they are crucial for enhancing the quality of education and improving student outcomes. This is because the teachers can improve their teaching effectiveness, strategies, techniques, and suitable practices which can make classroom interactions more engaging and impactful for students. In addition, teacher training allows teachers to deepen their subject knowledge and stay updated with the latest developments in their fields and be flexible and adaptable to the changing trend of education.

Importantly, this is also consistent with the notion of professional development beyond the education sector, the readers can apply the results to their origination and workplaces because professional development can improve the working proficiency of personnel in organizations. Furthermore, in rapidly evolving industries,

professional development helps personnel keep up to date with the latest trends and technologies, fostering adaptability and innovation.

Teacher Preparation Before Teaching. The overall results of the present study emphasize that teacher preparation before class is of paramount importance as it lays the foundation for effective teaching and positive learning experiences and allows teachers to organize appropriate lessons, select appropriate teaching materials, and design engaging activities according to learning objectives, leading to a more structured and efficient learning experience for students. In addition, the teacher can have confidence in presenting the lessons which can foster a positive classroom environment and enhances students' confidence in their teachers' abilities and proficiency. What's more, teachers with adequate preparation for the class can be flexible and adaptable to manage unexpected difficulties or challenge they encounter in the classroom.

Finally, it allows them to manage time for teaching effectively and reduce unnecessary information and increase the important information in the lesson. The importance of preparation can also contribute to other professional settings. For example, in presenting a business project, the preparation of the presenters helps them have clear and systematic, and effective communication and confidently convey the information, engage the listeners in the presentation, and create a supportive atmosphere. For project management, it allows people to ensure that important aspects of the project are well-organized which can reduce potential risks, improve effectiveness, and reach the overall success of the project.

Curriculum Design. the overall results and classroom teaching can provide important information for improving the content of lessons to be more suitable for students' needs and knowledge levels. The teachers can adjust curricula or lesson content that enhance students' learning experiences with increased variety and interest. In addition, it helps to create relationships and understanding in the classroom, fostering an environment that stimulates students' creativity and confidence in learning. Moreover, the results of the study could be beneficial for designing curricula that align with the

modern digital era, ensuring that teaching remains relevant and responsive to current social and technological changes. Updating curricula to be consistent with the present time helps students acquire skills and knowledge relevant to the demands of the job market and society and enable students to continuously explore and learn new information.

Adaptation of Teachers' Teaching Methods. For teachers, the important elements of the classroom practice provided in the present study can serve as inspiration for teachers to improve and develop their teaching methods. Teachers may use the knowledge to design engaging and enriching learning activities that enhance students' understanding or employ student-friendly teaching techniques to make their lessons more comprehensive and effective. Furthermore, the teachers can apply the knowledge obtained from the study to adapt classroom content to be more suitable for students' needs and knowledge levels. Updating content or selecting interesting and relevant materials that meet students' interests and requirements can maximize students' engagement and interest in the learning process.

5.3 Implications for Instructional Methods Used in EFL Classroom Practice

The results obtained from the questionnaires, in-depth interviews, and classroom observation provide possibilities for the teachers to organize effective instructional methods used in EFL classrooms at the university level, allowing them to use English for effective communication.

5.3.1 Implications for Instruction of English in EFL Classrooms

Significantly, teachers should state a clear plan for the lesson, objectives, and goals, which enables students to understand the knowledge and skills they are going to learn. The lessons should be connected to real-life situations that allow students to apply English language skills for effective communication. Additionally, at the beginning of each lesson, the teachers should provide opportunities for students to engage in a discussion about the information relevant to the lessons, as this helps students get ready for the lesson.

The teachers should emphasize teaching vocabulary, including new vocabulary, and provide opportunities for students to discuss the meaning of these words in groups. To provide a better understanding of those words, the teachers should explain and model the pronunciations and patterns of the language used with several examples to improve language patterns and pronunciation skills. Additionally, the students should have opportunities to practice using English and engage in group activities to promote their learning participation. Finally, the teachers should check whether the students understand the lesson or need additional support.

The teachers should create a supportive environment both inside and outside the classroom and encourage students to use English in the classroom and practice using English in various contexts. While students are undertaking classroom activities, the teachers regularly monitor their language performance including giving positive feedback on their language performance.

The teachers summarize the key points in the lesson or may ask students to summarize and presents their understanding of the lesson to promote classroom participation and communication skills. In addition, the teachers should provide assignments related to the lesson to help the practice and review what they have learned from the lesson.

Effective classroom practices require the teacher to prepare the lesson, including the opening, which allows students to understand the objectives of the lesson; sequencing concerning enhancing knowledge and skills through the classroom activities; pacing, concerning creating a language-rich environment, monitoring students' language performance; and finally, closure, summarizing key points and providing relevant assignments.

The classroom activities provided for students to practice using English should focus on both language accuracy and fluency, with information gap activities offered as basic practice for the language activities. This allows students to share and exchange information to fill in gaps in their knowledge and promote communication and collaboration among students. Furthermore, it is essential for teachers to organize

communicative activities such as speaking and listening, allowing students to select a topic for a presentation, doing role-plays, presenting group work assignments in front of the class, and English dialogue practice. Classroom activities should be creative to gain students and increase engagement in classroom activities, providing opportunities for students to improve their critical thinking skills, problem-solving as well as communicative skills.

The use of the commercial textbook is recommended as it integrates several useful authentic and supplementary materials, or a suitable book should be selected for teaching and additional and supplementary material relevant to the course objectives and lessons should be provided.

The results of the present study suggest that the teachers use whole-class teaching in classroom practice. However, the teachers should have effective preparation for presenting the lesson information and managing times for the classroom activities. It is important for teachers to provide both individual and group support and have students enthusiastically engage and participate in interactive activities such as discussions, and pair work activities that can provide opportunities for students to participate and be actively engaged in the lesson. The teachers can carefully and appropriately manage time for classroom activities and have students practice using language through dialogue pattern practice, role-playing, or group presentation based on the topic they are interested in the lesson. These methods allow students to keep their focus, provide a better understanding of the lesson, and foster critical thinking skills as well as improving language fluency concerning communication skills.

Additionally, L1 used in the classrooms should be purposeful, mainly for building relationships and creating a supportive learning environment, and/or explaining the more complicated concepts. A mix of Thai and English language would be preferable as this can be used to facilitate students' learning process. It should be noted that the excessive use of L1 in the classroom limits the opportunities for students to learn and expose themselves to the language and leads to negative effects on language learning.

As for the negative results of the use of L1, it may make students not realize the importance of English learning and lack motivation and confidence in the use of English skills. Additionally, L1 use reduces students' opportunities to be exposed to the English language. As a result, English skills may be perceived as invaluable skills or unnecessary to learn or use in their contexts or works. Furthermore, the teachers should be aware of the L1 use as it conveys a direct effect on students' feelings in terms of criticizing and negatively commenting on students' language performance, especially the students with lower English proficiency. This can lead them to have negative attitudes toward learning English that hinder the improvement of their English knowledge and skills. This can make their learning process slower or even worse, students may stop learning English. Therefore, L1 use should be positive and supportive.

Teachers should play multiple roles rather than a single role in language teaching in EFL contexts at the university level including as a facilitator, a monitor, and a role model, a resource, and a guide that may contribute to the student's learning atmosphere and hopefully to their learning outcome. The traditional model of teacher authority and power may not be well-suited to students at this age, as it could be perceived as too restrictive and hierarchical, potentially reducing and undermining student autonomy and engagement in the learning process.

5.3.2 Implications for the Teacher Preparation for Instruction in EFL Classrooms

The teachers should have a lesson plan and course plan for the whole course, including important elements such as language proficiency, lesson planning, theoretical knowledge, or skills in organizing classroom activities. The researcher agrees with many scholars (e.g., Brown, 2014; Ellis, 2017; Nunan, 2013, 2015; Richards, 2006; Richards & Rodgers, 2014) in the field of language teaching that teachers may have a survey to obtain information about students' preferences, learning styles, or some specific areas of language that they need to improve.

A survey can be useful for teachers to prepare suitable teaching materials and supplementary resources as it allows teachers to understand students' needs and

provide effective lesson planning, and appropriate instructional methods for classroom practice. The teacher can prepare the lessons to meet students' preferences, learning styles, and needs, which can enhance students' engagement and participation in the classroom. When the lessons are prepared based on their interests, it could promote their positive attitudes toward learning English and create a good relationship between the teachers and students, resulting in being more actively and fully engaged in classroom activities and creating a supportive language learning environment.

In addition, the teachers can effectively deal with students with different language backgrounds, as the teachers can identify students' strengths and weaknesses. Understanding students' language backgrounds allows teachers to use suitable teaching strategies in the classroom. The teachers may give additional help to students who struggle with learning or offer some higher level of language activities for advanced students.

Finally, the teachers should have effective criteria for evaluating the students' language performance in the classroom activities, as well as clear feedback and explanation of the evaluation process. This provides opportunities for students to understand their language performance and realize the language skills that need improvement.

5.4 Suggestion

Suggestion for Teacher Development

Participation in various types of teacher development and training programs enables teachers to have sufficient knowledge and skills for teaching. In addition, teachers at the university level require additional knowledge and training to be especially skilled in dealing with unexpected problems and difficulties that may arise in the language classrooms. The teachers should be more flexible to deal with difficulties in organizing lessons suitable for the different language backgrounds and limited opportunities for using the English language.

Suggestion for Further Studies

This study attempts to understand instructional methods used in Thai EFL classrooms and classroom practices at the university level in Thailand. The present study includes an in-depth view of the teaching methods and classroom management problems in the university-level classroom. The researcher wants to suggest future research in this field to apply and improve the study in this area.

The update on instructional difficulties that teachers encounter in their English classes, as the learning environment and technologies change and develop rapidly, so studying and teaching English may change and improves in terms of teachers' approach to the use of technology and media in the classroom.

The ineffectiveness of the teacher's role, teaching processes, and their results on the student's learning outcome is beneficial for further investigation. As this study has documented problems in the opening, sequencing, and classroom activities of EFL classes in various institutions, the implication of the research results indicates that there is a further gap in the study in terms of the difference in students' backgrounds and the difference in teachers' implementation of teaching methods. The correlations between the teacher's practice and the student's background are suggested only to imply that both issues are equally important.

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APPENDICES

Appendix A

Interview Transcriptions

Interview Transcriptions (PU)

Code	PU-T1		Date of Interview	15 September 2022
No	Questions		Interviewee's Answers	
1	Please describe your experience teaching students in your classroom this semester in general terms.		Skipped.	
2	Please describe how you prepare and organize English lessons.	00.10	For this subject, I first looked at the course description to see what the course was about. Then I tried to find media or a text that matched the course description. This was about grammatical structures. In the first week, I met with the students first and explore their English background. I found that the students had a poor English background, so I selected a text suitable for them. I didn't write the text myself, I brought it from a textbook that other authors had already written and chose some of essential lessons to teach these students, and then added more knowledge from other supplementary sources for them, not exactly according to the text.	
3	What are the goals you expect your students to achieve from the English	01.24	Hopefully, they will have a good grammar basis enabling them to listen, speak, read, and write. So, sufficient grammar background is required to understand what tense to be used. They have	

	lessons you are teaching? Why?		some sources of vocabulary and are able to bring those vocabularies to put them together to make a correct sentence, which can communicate to listeners to understand exactly what they want to convey according to their goals.
4	What level of English language performance do you expect your students to achieve after finishing this language course?	02.00	I hoped they could use English at an intermediate level to a good level because there were many students with poor English backgrounds. An intermediate level was ok for them. Students with a good background could use it at a good to a very good level.
5	What are the instructional materials that you use for the classroom instruction?	02.23	I only used this textbook. It contained information, pictures, and a few questions and responses because it was about grammar. Therefore, there were examples, and pictures. I explained more from that picture and let them try to make questions to ask friends in the classroom. There were some other things if I had time.
6	Please describe the teaching process you usually use in the classroom. 6.1. What activities do you use to introduce the lesson?	02.56	After reviewing the previous lesson, I led them to enter the lesson by asking them what they had learned and linking that to the present lesson. I repeated the same pattern because teaching grammar had to repeat again and again.

	6.2. What activities do you use to present the lesson after the introduction?	03.20	After reviewing, I taught the lesson. During the lesson, I gave examples, both from real situations in order to make them understand better.
	6.3. What language activities do you have students practice in the classroom?	03.47	It was a question and answer. I ask questions or have them practice asking questions. We gave a sentence in Thai language and asked them. For example, "if you want to speak English like this, how would you say? how would you answer? Can you answer like this? Is it polite?". (Did you have them do the exercises?) Yes, I did. There were exercises in all chapters already. I assigned them to do homework and then I gave the answers in class. I asl point out what was wrong, and why, and told them the correct answers. Then, I presented the lesson.
	6.4. What activities do you use to end the lesson?	04.30	I summarized the lesson by asking them to answer. After completing the lesson, if you wanted to say something, could you say it in English? As usual, I gave them a sentence in Thai language and ask them, "if you wanted to talk about something, how could you say it in English?
7	In what way do you model the language when you are teaching a lesson?	05.03	An example of an English sentence must be written on the board. I wrote it on the board because it was clear, fast, and nimble. It was not typing like on a computer. I wrote it. I could

			delete it and change it.
			Vocabulary would be put and mixed in the sentence because I had them recite the verb tenses.
			They must recite vocabulary and tell the meaning. There were many words. Reciting words and meanings was the assignment because they must know these basic vocabulary items. I had them recite words that were often used in other to increase their vocabulary. They could remember those words.
8	What kinds of English learning activities do you usually use in the classroom? Why?	06.11	I had them answer the questions and had them ask each other.
9	How do you encourage students to take apart in lessons and classroom activities?	06.26	I mentioned the names of the students who were afraid of reading. For example, "What's your name? Please tell me, did you understand what I had taught? Did you understand what I explained? If you understood, you could answer my questions. I would ask those students.
10	What kind of English classroom activities do you think students learn best? Please explain Why?	07.06	Uh, that was what connected to themselves. When I gave an example sentence, I used an example that is real. For example, I was teaching Past Continuous tense and Past Simple tense, a student entered the classroom. I had them make a sentence, "the teacher was teaching, and a

			student came. It was real. Then I had them make their own sentences. I repeated giving examples of what were often problems of Thai students. I said it over and over until they could remember. (It meant that you used techniques that students would remember, right?) Yes, I used situations that were connected to them. When they had problems, they could think of situations that were connected to them.
11	How do you make sure that your students understand your directions or what you are teaching during lessons before teaching the next points?	08.11	By asking and having them answer. If a student seemed to be struggling, I called them and ask questions, or let friends who understood help to answer the questions. I checked their understanding by asking whether they understood or not. If they could answer the questions, it meant they understood. Sometimes, I asked them to raise their hands. If they understood they would raise their hands. If you didn't understand, they sat quietly like this. (Did you ask them randomly or what kind?) Randomly too, and asked the whole class, "Do you understand what I have taught?" If you understand, raise your hand". If they didn't understand, they won't raise their hands. So, I asked if anyone understood, and raised their hands.
12	Do you use authentic materials to support your	08.59	The authentic materials were students themselves. The students themselves made sentences based on their behaviors. I

	teaching in the classroom? What are they? How do they support the lesson or topic you are teaching?	09.22	considered what they were doing now based on their actions. (The real situations?) Yes, real situations in the classroom. (How did this technique support your teaching?) Of course, it was the real situation. For example, teaching English Tense, I had them make sentences about themselves, it was a real situation about themselves. Sometimes, I had them write sentences about the Tenses they had learned.
13	How do you facilitate the English learning processes of students in the classroom?	09.54	There were teaching/learning devices, a projector for sharing on the screen, and a board for writing. When I only taught, they didn't understand. I must write on the board to check if they were written correctly and displayed on the screen. When I was teaching, I did know whether they understood or not, I must write on the board.
14	To what extent do you use English in your teaching in the classroom? Please explain.	10.35	I probably used English a lot and tried to use it half and half. This course was about grammar, it was difficult to use English about 80 percent. I mostly taught in Thai. I used English when I could use it. Most of them were explained in Thai. But I used English when the sentence was English. The explanation was in Thai. I had them use English when they had to make English sentences.

15	How do you encourage students to speak English in the classroom?	11.18	Like in class, they had foreign friends, I let them talk to foreign friends in English and encouraged each other to practice English. I encouraged them to use English wherever they had opportunities and tried to use English as much as possible even if they were Thai; practiced and talked to each other. They could understand.
16	Do you encourage students to do a role-play that is relevant to the lesson? Please explain how?	11.59	It wasn't really a role-play. That was, they were students; what they did, just said it. So, it was about bringing the lesson to be used. When I asked them in English and encouraged them to answer in English. They always answered in Thai. For example, where are you going? They replied in Thai. I emphasized that they must reply in English. I tried, but most of them were weak in English. They could do it; I must guide them. (Was it because of the students' English background that you had to adjust your teaching methods.) Well, yes, because they were weak at English. If they were better than this, I could use English more.
17	Do you usually encourage students to work in groups or individually? Why?	12.56	Mostly, I assigned individual work; but they could ask and consult with each other. They could walk around and ask friends. They sat together, discussed, and helped each other whether the answers were correct or not. (Did you have them work in groups or let them

			help each other?)
			They helped each other.
18	What do you do when students make mistakes in their language use? Why?	13.51	I explained and gave examples many times; and had them repeat that. I pointed out the mistakes and errors, then explained.
			(Did you point out their mistakes immediately or wait?)
			They must finish practicing speaking first; I didn't interrupt while they were practicing.
			When they were speaking English, I let them finish speaking and asked them whether the sentence was correct or not, and showed it on the board.
		14.52	It was about grammar that I must display on the board. I asked their friends in the classroom. Most of them didn't understand. Some said it was correct, some said it was wrong. Finally, I pointed out what was wrong, and provided a reason why.
			(Why did you think this method could be used with students?)
			It is according to the course description. They must speak like this according to grammar patterns. I taught them how to make an imperative sentence and there was a teacher handbook. For example, I taught how to use "none", and its function when it was used in various situations; or how to use "May I" and its functions when speaking; it functioned as a

			request or offer. I depended on the sentence they used.
			(That was, did you teach according to the course description?)
			Yes. I taught them how to apply these grammar points in their daily lives. Request or Offer was what was in daily life. I also explained how to use it in real-life situations
19	How do you give feedback on the language performance of the students?	16.05	When they did well, I would say, "Good job or very good.
			Actually, when they made mistakes, I would also ask others whether students in the classroom agreed with the answer or not. It was not that he/she was the only one giving a wrong answer. I occasionally gave individual feedback.
			(You had students practice using language according to the pattern; after that, you checked overall if they had the same errors or not and fix them, right?
			Well, I used both, I pointed out that point and asked whether other students agreed with the answer of not, "raised your hand if you agree.
			If there was a student who didn't understand, I would explain until all students gave the correct answer. I explained it to all students even if there was only one student who was struggling.
20	How do you create an atmosphere that is conducive to	18.21	These days, I talked to them in a joking way or a soft manner. Sometimes, I really felt angry, but I tried to create a good atmosphere in the

	language teaching and learning in your classroom?		classroom. (Was there anything else, such as sharing your experiences in learning?) Yes, I sometimes told them about my own experiences to make them feel relaxed or about how I learned English and the way I improved my English.
21	As a language teacher, what do you think teachers can do to support and help students to improve their English language performance?	19.26	How could I help? I taught them, guided them, and gave them some advice. I advised them to search for information on the internet sources. Sometimes, I took examples of language use from the net and send to them in the LINE group.
22	To what extent do you think the teaching methods you use in the classroom have helped students improve their English? Why?	20.19	Students with a good English background, they could improve their English. They understood easily what I explained because they wanted to do it, wanted to try. For example, I told them to find information about listening to other teachers, they would follow what I had told them. I also gave them some examples of language use. (To what extent did this teaching method you used in the classroom help students develop their English?) I thought that it helped a lot because the students with poor English backgrounds would understand better, but I just thought of how to make those students improve. The teaching

			process of those students was slower within a limited time. So, I thought that my teaching method now was appropriate because I was told that this was what they wanted.
23	Do you have specific instructional methods or strategies that help you to deal with teaching English at this university? How?	21.26	Because of being weak in English, they could spell, could read words. My strategy was I made a comparison of English vowels, A E I O U compared to Thai sounds. It was spelled like this if it was compared to Thai vowels. Students with good English would remember and could apply this strategy to their teaching after graduating.
24	How do you encourage your students to learn English outside the classroom? Please explain.	22.12	I recommended they watch on YouTube and make friends with foreigners, or suggested language learning from various online sources. Yes, they could learn English with a Native speaker. There were many. I always said that there was a way of studying like this; if they didn't understand listening, there were teaching English with different accents that I recommended.
25	Please describe the challenges you have faced in teaching EFL at the university level, according to your point of view.	22.52	I was thinking of how to make students with poor English able to overcome the problems and improve their English proficiency, which was acceptable because now, they were studying in the first year, in the second year, they learned grammar.

			When they were in the third year, they had to study with other teachers. When they wrote, they could write good sentences because it was not emphasized this.
			This department did not emphasize that students must be good at grammar, it emphasized communication. But it was OK, if they could communicate, they could do it; I was satisfied and accepted.
26	What problems or difficulties have you encountered in teaching English in each lesson? How do you handle them?	24.16	I didn't understand why they didn't understand. I really didn't understand why.
			The problem was they had limited vocabulary. I thought that they would have sufficient vocabulary. I just shaped their knowledge about how to apply this grammar to their uses. If their knowledge was at this level; I could help them more. But they could think of words. They had a limited vocabulary.
		25.00	(How did you handle this problem?)
			I assigned them to recite vocabulary. It was about memorizing without looking at the script. They must be able to speak, think, and remember. Once I used this strategy. I had them sit in front of me and recite while I was listening, but it was tiring. I also had them send me their video clips of their reciting without looking at the script.
			One way I used to was I had them sit across from each other and recite for me.

			but it's tiring I let them send me a video clip without looking at the script.
			For example, they must be able to memorize verb tenses. It was to improve their vocabulary knowledge.
			(What about the exam?)
			The information of the examination was those vocabulary items and sentences I taught. If they didn't know how to use the verb tense "teach, taught, taught; they couldn't pass the exam. At the beginning, they didn't really know "teach, taught, taught".
			I didn't know how they graduated from Hight school. I wondered. I didn't understand how they passed high school with this knowledge background. They could have sufficient knowledge.
27	What is your role in contributing to the learning process of the students in teaching English in the classroom? Please explain.	26.18	The role? I was just a teacher, a traditional teacher. I taught by having them memorize vocabulary directly.
			(You had them recite, memorize, make questions and answers, and practice, right?)
			Yes. I realized that there were new teaching methods that they must work in groups, have field studies, and present work. But this course was about grammar. It was not like that.
28	What are your perceptions of the language	27.06	They could communicate when they were in a higher year of their study.
			At this level, they were still unable to

	performance of students in your class after finishing the course?		communicate. There were only some students with good English who could do it. Students who were weak at English could not at all. Let's say, uh, I asked them to make a sentence. They didn't know how to think of how to say a word or sentence, "I have talked to Jeff". (Did you use English together with Thai language?) Yes, I did. They didn't know what to say in English. They couldn't translate it. So, I translated it into Thai for them in order that they could answer. I used English together with using Thai. It was about 50/50.
29	What are your opinions about how to improve and develop classroom practice in learning and teaching English in the Thai EFL context?	28.32	Thai students must have sufficient vocabulary. If they have enough vocabulary, it can be shaped and applied to some sources of grammatical structures that they can use to communicate. Grammar is an important part of speaking. If you use grammar incorrectly, the meaning is also wrong. Sometimes, if grammar is wrong, but you can arrange a sentence, subject, verb, and object; it is still enough to communicate when you have sufficient vocabulary. You can make sentences, native speakers understand, foreigners can understand; it is okay. (How do you help them improve their English?) This could be done by providing training to provide additional knowledge and encourage them to participate in additional activities.

			From now on, they will have to work in groups and use English. If they can speak English, it's good. I try to teach them as much as possible. It depends on the course description itself. This course is not like that (communication). However, they must understand basic elements of sentences, and how to communicate the meaning of what they want to convey.
30	What kinds of professional development activities best support teaching?	30.38	It should be attending teacher's training, observational activities, learning how other teachers teach, then bringing it to apply it into classroom practice; these activities can broaden teachers' visions, then apply it in the classroom. (How much are these activities supported?) It is okay. The university supports teachers to attend training and teachers' development. There is a budget for that. (Which is the best way to develop teachers at the national level?) Teacher...it should develop the language teachers. The teachers must have adequate ability. (Teacher first?) Yes. It should develop the teachers first. This is because I am wondering that students' English background is poor because of the teacher. Isn't the teacher good at teaching? Isn't the teacher able to teach? This is because, from elementary school, they have been studying English for ten

years. It is about ten years before coming here. Still, they know very little English, why?

Their English vocabulary is poor. So, how do you teach English and prepare them to have sufficient vocabulary at the school level? If their grammar isn't good; that's fine. I can check it. But they don't have sufficient vocabulary, it is difficult to keep going.

Code	PU-T2	Date of Interview	28 September 2022
No	Questions	Time	Interviewee's Answer
1	Please describe your experience teaching students in your classroom this semester in general terms.	01.58	Actually, this course was for the third-year students. But it was taught to the second-year students. So, their experiences of using vocabulary were not much as in this course. At the beginning of the course, It told them that there were a lot of vocabulary items that they would learn. This was because I didn't emphasize speaking skills like in the previous course. There were vocabulary items about business, food, and food equipment. However, I told them that it was not so difficult. I felt that students were poor at English vocabulary. For example, they didn't know some easy words. Were those easy? or I was not sure whether they forgot or not. What about you? Do you know all words in the kitchen? These students may be the same as you. So, I told them how to remember those vocabularies. But they still couldn't be able to make it good as I expected. Overall, I could say that it was memorizing, but they did role plays, and they did well, maybe 70%.
2	Please describe how you prepare and organize English lessons.	03.43	It was prepared before the semester started. I decided which textbook would be used. This course was a new one; so, there wasn't a particular textbook that we wrote ourselves. So, I had a look at a lot of textbooks, and I got this. It

might be suitable for our students. I also selected the contents that matched the course description and were beneficial for students. The contents were also selected based on the alumnus' experiences who had done an internship. Then, I selected some essential contents.

For example, many student interns told me about their experiences in checking orders or table settings. So, I tried to teach them about these vocabularies. Although it was just vocabularies, they needed some source of vocabulary. I also wanted them to have speaking skills for work.

So, the lessons contained essential conversations in various situations in order that they could learn vocabulary, then use them in the conversations. I also had them learn how to complete many business forms.

| 3 | What are the goals you expect your students to achieve from the English lessons you are teaching? Why? | 05.43 | From teaching experience, most students who go to internship, they did an internship in hotels, or airlines. So, the language functions of conversation were similar; but the contexts changed such as Request or Offering help. It could be used together. It was different in terms of vocabulary. So, I thought it was helpful for them to learn about vocabulary in different situations that they may experience in the future. I would be of great benefit. Before, we only had English for Hotel, which they had to learn many |

			things. In fact, most students were working at FB or Front. Most of them worked in FB. It was very useful to use this at work.
4	What level of English language performance do you expect your students to achieve after finishing this language course?	07.06 07.15	All skills? As I had taught, they were better at about intermediate level. Maybe, they were only at the second year. From the first time I taught, their English improved because they had more interaction with each other. They tried to ask me about what they were struggling with, tried to understand. But, if I let them write something, they still needed time to think about it. They were better than the first time of the class. It was blank.
5	What are the instructional materials that you use for the classroom instruction?	08.11	There were materials like media, computer, audio. (Where did you get the textbook?) I was a foreign commercial book by Express DC Book. There were many exercises, listening. I thought this was suitable for students.
6	Please describe the teaching process you usually use in the classroom. 6.1. What activities do you use to introduce the lesson?	09.13 09.18	First lesson or? (Every lesson) First class as a habit, I talked and asked about their lives. Well, they were Isan students, they liked talking like this in order to make them relaxed. Then, I said, "let's start". I didn't try to be like… I told them what they were going to learn in the lesson, what they had learned from the previous lesson, and connected it to the present lesson. I

		mentioned to the previous lesson some weeks because it could be connected; some weeks I didn't do it because the content in lesson completely different. So, I didn't mention to it.
6.2. What activities do you use to present the lesson after the introduction?	10.54	The first thing was asking about general information before leading to the lesson. Let's say, the lesson presentation was in English. When they answered, well, I asked one by one, "Did you know this? "What was this?". I let them answer, and I told them the answer. It was like I gave additional knowledge to them. After that, I presented new vocabulary items in each lesson. (That mean, you put a focus on vocabulary?) Yes. (To what extent did you focus) They could use it. Actually, I expected more than that. I expected them to know how to use it. For example, it was "used for something". I wanted them to use it automatically. But the results of midterm exam were not as much as I expected.
6.3. What language activities do you have students practice in the classroom?	12.26 12.42	Language practice like using vocabulary? The first step was so simple. I used a way of questions and responses before doing exercise. For example, "do you know this word? What is it? What does it look like? Sometimes, students couldn't imagine what was it. I gave them a picture for them to show them to what I meant. Most of the time they didn't know because they didn't have it at home. I also asked other

			students what it was. So, I told them what it was, and let them do exercise. It was about completing sentences, vocabulary, word matching, or word definition so that they could understand more. They must review it too.
	6.4. What activities do you use to end the lesson?	14.18	Before ending the lesson, mostly, I reviewed the lesson about what they had learned, and told them what they were going to learn next week. I had them review and write some exercises. Sometimes, the students asked, "Is this course about writing as well?". Yes, there were about writing such as writing memos, taking notes. I let them him practice sentence completion; they would review how to use those vocabularies.
7	In what way do you model the language when you are teaching a lesson?	15.34	I searched for information from other sources. Easily, I searched in my phone, then sent it into their group. Let's say, when I used Power Point, some students might not be able to see it clearly. So, I captured that picture and sent it to the group. They would see. I always told them that they could use their smart phones and use it smartly because they were studying in Business English; they could search for information they didn't know such as vocabulary or an example of language uses. But most of the time, they couldn't be able to find it. (Maybe, they waited for you to confirm the information or whether their answer matched with you or not.)

For example, it was a chafer pan used in Catering. They were doubtful what it was. So, I would show them its picture. Another example, students didn't know how to use "Passive voice structures" to answer questions. I must explained how to use it, "What is….used for?, then it is used for….plus a noun or a gerund (ing). I wrote some examples of how to use it.

(What about pronunciation?)

I modelled the pronunciation.

I always told them that my accent was not so good; but it was pronounced like this. Sometimes, I used audio provided in the textbook that presented in a form of memos, a brochure. I opened for them how to pronounce those words. Sometimes, I myself modelled a word pronunciation.

| 8 | What kinds of English learning activities do you usually use in the classroom? Why? | 18.55 | I also like a role playing. Actually, I knew that they memorize it when they did it in front of me. I sometimes acted as a guest and students were staff. It was a kind of role play, but they did it with me. I could see the difference when they did with each other and with me. They were fluent when doing with me despite using the same conversations. Sometimes they could do it. For example, in English for Hotel, can I book a room? They would be like…like, um, what first? I wondered why they didn't answer it automatically, "May I have |

			your name please? Or May I have your name? So, I just tried this way.
			I wanted them to English automatically. When I assigned them to do a role playing. I knew that they memorized it. Often, they didn't even how that that was wrong because they memorized only their own dialogues. For this reason, I tried to have them practice with me without having a script, like how to book a room or reserve a table at a restaurant.
			They still felt nervous.
9	How do you encourage students to take apart in lessons and classroom activities?	21.02	Mostly, how I encouraged them, it was about monitoring, I walked around. It was tiring to walk a lot. Sometime, because of the content of the lesson, it made me stay in front of the computer. Sometimes, I didn't want to stay there to click the mouse. I wanted to walk, walk. In case that I they have them practice role playing or do exercise; I would rather walk around so that they could asked what they didn't understand. They wouldn't feel nervous.
10	What kind of English classroom activities do you think students learn best? Please explain Why?	22.17	Activities that students did best were sentence completion, word definition, word matching. Were these easy for them? They could match word meaning, they understood contexts of language uses. For listening, I would give them a negative score. They couldn't do in the listening part. They were okay about vocabulary, reading, and writing.

11	How do you make sure that your students understand your directions or what you are teaching during lessons before teaching the next points?	23.44	After providing the answer for them and before moving to the next topic, I would complete everything. Maybe, it was not a hundred percent; but I thought they could have understood. I would review everything. Vocabulary. (Did you allow students to participate in reviewing? And how did you check whether they understood or not begoring teaching the next topics?) I checked their understanding by looking their responses or their eyes. Maybe I trusted them? In fact, they didn't ask anything, they understood. But the last activity before moving to the next part was about writing that conclude everything referring to vocabulary in the previous part. Students could answer the questions.
12	Do you use authentic materials to support your teaching in the classroom? What are they? How do they support the lesson or topic you are teaching?	25.37	It hadn't been used about food yet. I showed them a picture of the plate, food. This Thursday, I am going to teach food menus. I'll show them what those manus look like, and give them an assignment. For authentic materials, there were the names of the food. They would learn some vocabularies about raw materials, fresh food, desserts, vegetables, and fruits. When they were mixed and cooked, like Western food, they had already known that. What about Thai food such as Phad Kra Prao. I wanted to know how they made those

			menus in English, not in Thai transliteration. They would learn how to do this including types of menus that they made.
13	How do you facilitate the English learning processes of students in the classroom?	27.22	I helped them with everything. I answered questions when they asked, tried to guide them. But wondered why they rarely asked me. Seriously, I like them to ask. They must be encouraged. I guide them or if they still didn't understand. I actually knew that they still didn't understand. So, I tried to search for a photo from supplementary sources such as capturing photos and sending them to the group because students sitting in the back seat didn't see it so that they could open and keep them in their phone. (If the student didn't ask, how would you know that they understood? How did you handle with it?) The fact, if students didn't ask anything, it was my problem because I must encourage them to ask something, right? Sometimes, I didn't know that they didn't understand. I knew it after taking a midterm exam that they didn't understand. So, the Midterm exam or whatever exam would allow me to know that didn't understand. I could ask them instead.
14	To what extent do you use English in your teaching	29.32	In fact, I wanted to use English as much as possible. Mostly I used only for language expressions, idioms in a normal lesson. If it was

	in the classroom? Please explain.		used for the whole class, students, Isan students, probably couldn't handle it. (In this case, you rarely used English in class?) Yes.
15	How do you encourage students to speak English in the classroom?	30.11	This was a problem. I wanted them use English regularly. I tried to introduce situations or emphasize the importance of English, tried to have them make use of their smart phone so that they could practice it all the times they wanted.
			As for the accent, I told them that it was not necessary to be like a native speaker, but it should be understandable by using a simple sentence. I also tried to talk to them, ask them
		31.02	individually, and use English with them, using questions and answer.
			(Did you ask them individually or as a whole class?)
			As for the whole class, I used only English
		31.36	expressions in general. For example, "Today we gonna start with bla bla bla or okay, let's move to…". I used English to explain something, but if I used it to explain in detail, they couldn't understand.
			(In what cases would students use English in the classroom?)
			Roll play, when they did a role play. But I let them practice asking and answering first, and then let them try to change the context.
16	Do you	32.08	I followed the conversation patterns first by using

	encourage students to do a role-play that is relevant to the lesson? Please explain how?		question and answer. Sometimes the students were randomly invited to come out and did a role-playing with their friends. But they always asked if they could look at the script. I tried to let them practice. After that, I would have the students use the same patterns; but they must change the context without looking at the script. I just told them to practice until they could do it fluently and gave them a score. (Is the score a stimulus?) Yeah, some students did well in role-playing. Some didn't practice at all, but it was about one percent. However, they still asked if they could look at the script.
17	Do you usually encourage students to work in groups or individually? Why?	33.29	I would rather have them work in pairs. I rarely let them work individually. Sometimes, I had them do role-playing, question and answer, word matching, and sentence completion. The last assignment was a group work, I didn't like working in group because, outside the class, I knew that some students were not attentive to work by leaving it to only some students doing it. I couldn't control them. It was also the same, there were only some students who were attentive and helped friends work in class.
18	What do you do when students make mistakes in	34.42	First one, students often misspelled words. At first time, I didn't correct them. I told them that they had modern technology in their hands, they

	their language use? Why?		should check word spelling before submitting assignments or anything. I wouldn't make my students memorize words. I seldom did this kind of thing. As for their pronunciation, if they pronounced a word incorrectly, I interrupted immediately. Here it might be like, it was not good; but sometimes I had to interrupt and correct it immediately. Let's say, after having a conversation practice session, they pronounced incorrectly, I would correct it or order that it would make them remember, like "my pleasure". I had to tell them immediately because they might forget. I probably forgot to tell them too. But if they were presenting their works, doing role playing or something like; I wouldn't interrupt.
19	How do you give feedback on the language performance of the students?	36.52	About this, I didn't really talk about their defects because I knew how they felt. Mostly, I would give feedback that reflected the whole picture of the class and tell them their strengths. I would give them a compliment and say," everyone did well in presenting the information. I didn't give individual feedback or criticism. It was about suggestion. Tone of the voice I used was friendly.
20	How do you create an	38.22	It might be my personality. I was like being a sister, being a mother, being a relative. This

	atmosphere that is conducive to language teaching and learning in your classroom?		might be a reason why students like to learn with me. They supported and accepted, what I was teaching them. Let's say, teaching vocabulary, they got excited while waiting for me to give the answers that I let them do themselves. As for the atmosphere learning, I must do whatever to make him want to be with me for a certain period in the classroom. I was kind to them. If I entered the classroom, blamed them, and complained about them. I didn't do that. I was not sure whether I made them undisciplined or not. I tried to create a friendly atmosphere. But they knew what level they could play and talk. When I was asking, chatting, talking about anything, they would change a mode of talking to me, uh, not in a serious mode. Their feedback was very good. They said, " I wanted to study with you". It might be because of my kindness. I graded them hard.
21	As a language teacher, what do you think teachers can do to support and help students to improve their English language performance?	45.25 46.56	The first one the main responsibility was teaching. I realized that they didn't use English in their daily life. As a teacher, I taught, gave them advice, and tried to inspire or motivate them in learning. I told them the importance of English, and how it useful it was, and encouraged them to seek more knowledge. I also told them that they could have chatting with foreigners, it was okay to do that, and it was useful because I did like this when I was an

			undergraduate student.
			I advised them. I didn't expect them to be the best because it also depended on themselves. I always thought of how to encourage them the realize that English was useful. I always told them and guided them.
22	To what extent do you think the teaching methods you use in the classroom have helped students improve their English? Why?	47.46	From the first lesson until today I thought that they improved a lot because there were not many things in one activity, or the content wasn't difficult. There were just many vocabularies. They did a variety of activities such as presenting new vocabulary, reading websites and passages. They could look at examples in the reading passages. I also translated for them in order that they could understand better. In fact, it shouldn't be translated.
			It means that one activity is not much. The content isn't difficult. but just a lot of vocabulary And as a kid, he's done a variety of things. The introduction of new vocabulary in the form or the company's website is something like that. We will see an example of using it in Passage, and it's like translating it for them too. Actually, we shouldn't translate it, but because, well... for understanding.
			As for completing vocabulary part, I provided additional explanation because, sometimes, contents like in a brochure didn't have clear information. I must explain where it came from

			and what it was. I had to search for more information before teaching. For now, I thought that they were better, they had improved to some extent.
23	Do you have specific instructional methods or strategies that help you to deal with teaching English in this university? How?	49.20 49.30	I always kept in mind that students must use English regularly. It was important. For example, I used to teach writing; they must have opportunities to use it. If they didn't use it, they forgot. Learning by Doing was important. Most teachers taught in traditional grammar-translation; they asked students to memorize grammatical rules such as tense structure. When they wrote a paragraph, they couldn't. They were confused when I asked them. So, I tried to teach them about grammar, passive voice, and language functions of request, Can I have…? If they didn't use it, they would be like, ah, blank. So, they must use it and practice it a lot.
24	How do you encourage your students to learn English outside the classroom? Please explain.	51.07	I suggested they have social chit-chat outside the classroom. I told them to seek further knowledge by themselves and to make use of social media such as learning English from Facebook or following native speaker teachers. I told them that there were many ways to learn English by applying new technologies such as listening to music or chatting which was useful for practicing speaking.
25	Please describe	55.16	Well, students could use English to

	the challenges you have faced in teaching EFL at the university level, according to your point of view.		communicate naturally; that was a challenge. The problem was that some could speak English, but they didn't have additional information other than English. They lacked additional knowledge. Like me, sometimes, I knew the English structures, but I didn't have other knowledge. So, my challenge was to teach them to have additional knowledge and could be able to transfer and convey their knowledge in both spoken and written language.
26	What problems or difficulties have you encountered in teaching English in each lesson? How do you handle them?	57.36	I had difficulty teaching writing. In fact, this course was not difficult at all. Let's say, when it was about writing, students didn't have any idea to write. For example, "What word should use to complete this sentence". They did it for a very long time if there were not vocabulary items for them. I must guide them about the contexts of sentences or parts of speech, or how to connect writing to the previous part of conversations or reading passages. After that I let them try to do it by themselves. but it was a little slow. (Did you have any problem with teaching or using technologies?) Maybe, I had difficulties transferring and conveying some knowledge as well. It felt that it was more difficult after I had already explained something. I must translate it again because I didn't know how to say it. However, I must explain that point to my students until they all

			understood before moving on to the next one.
27	What is your role in contributing to the learning process of the students in teaching English in the classroom? Please explain.	01.00.29	What was important was the clarity of each activity. I must be sure that what I had explained to the students was clear. If it was not clear, they would be unable to continue their learning activities because I had experienced it before. Students asked again and again when they didn't understand. It must be clear from the beginning about what they were going to do. While doing activities, I kept asking if the activities they were doing were done or not. For example, "Do you understand? Can you do it? It will always follow up. If they finished, I would give them the answers and explain.
28	What are your perceptions of the language performance of students in your class after finishing the course?	01.00.44	About 60 – 70 percent. They did better. They could learn and have more vocabulary. Well, only a few of them were not as good as they should be. Overall, I was satisfied. They told me that the exam was very easy. So, I felt good.
29	What are your opinions about how to improve and develop classroom practice in learning and	01.02.56	It was like about challenging. In fact, they should be developed their English from the kindergarten level because, in fact, higher education was not to develop English for them. They must have opportunities to learn and use English in everyday life from the kindergarten level or primary school.

teaching English in the Thai EFL context?	They must have the opportunity to learn and use English from kindergarten. Children must have the opportunity to use English in everyday life.
	Honestly, do you think that it is difficult? Yea, it is difficult.
	Let's say, the teacher in a school where my son was studying still taught English by way of using traditional translation, "a cat is…(in Thai), a dog is…(in Thai)…, dog. But when I taught him without translation. Therefore, Thai students must have opportunities to use English in everyday life rather than studying language structures and rules.
	Another thing was about adjusting the teaching style. It was also difficult what and how teachers had to learn.
	Even some teachers tried to teach in English. But it was like a drill. They still had students memorize and recite. So, do you think that they understand or not?
	This was at the university level, or professional learning level. Students studying in English major must have used English for various purposes, for example, English Business for Translation. It shouldn't start teaching A B C again.
	In fact, it should be like that. Still, I used to ask some students about what they had learned from the school level. They told me that they rarely

			studied. When they came to the university, I could teach them only basic knowledge to go into a career. It would help or give a headache?
30	What kinds of professional development activities best support teaching?	01.07.08	Teacher development, right?
			Teachers should be given an opportunity to go abroad. Seriously, that was they were doing their jobs and responsibility to attend a seminar. Honestly, I myself didn't get much from the seminar. It didn't mean that I didn't intend to participate. I just helped.
			The teachers wouldn't be able to have additional skills for further development within two days. Sometimes, a lecturer provided knowledge that was inconsistent with classroom practice.
			Although we teach students by learning by doing and have them practice using the language in daily life, some teachers have graduated the university in Thailand, they hardly speak English. sometimes, they couldn't even think of a word in English.
			Even though some teachers went to study abroad, they couldn't teach language skills to students. They may be struggling with approaching students. So, the teachers should have additional knowledge of instructional or educational psychology in order that they could understand the nature of the students. They have difficulties approaching the students.

Code	PU-T3	Date of Interview		26 September 2022
No	Questions	Time	Interviewee's Answer	
1	Please describe your experience teaching students in your classroom this semester in general terms.	02.00	This semester I taught two courses, An introduction to Business English and English for Media. As I had experienced, it was found that there were different in teaching. That was because students enrolling the course of introduction to Business English had different language background from different schools. So, I couldn't be able to speed up teaching them to have similar basics. Some students were good at English, some didn't know it at all. This was some problems of the first-year students. As for the course of English for Media, I had taught them before, I adjusted the content to be suitable for ability of the students. It was okay as I expected.	
2	Please describe how you prepare and organize English lessons.	03.55	This course was English for Media, it was about news. We mainly relied on teaching by applying its theory and taught students to the theory into reading news. I also let students get involved in learning and encouraged them to study on their own more than before. To my teaching experience, if I only taught them, they didn't have opportunities to think and do it themselves. There was a very little chance that they would understand. I might give them some assignments outside the classroom.	
3	What are the goals you expect	05.04	What I expected was teaching according to the Couse Syllabus. It might not be exactly 100 %, but	

	your students to achieve from the English lessons you are teaching? Why?		I wanted them to know the principles of reading news and could apply some important patterns when encountering some difficult news contents. The main purpose was allowing students to have a better understanding of the theory of reading news.
4	What level of English language performance do you expect your students to achieve after finishing this language course?	06.03	They could read English news. It was not really reading, but they could read English news easier.
5	What are the instructional materials that you use for the classroom instruction?	06.23	I used power point, print media, podcast something like this.
6	Please describe the teaching process you usually use in the classroom. 6.1. What activities do you use to introduce the lesson?	06.53	I began the lesson by telling a story without intentionally letting them know what I was telling was the lesson introduction. I might talk about an interesting issue of the day without telling them that it was the lesson introduction. I felt that I wanted them to enjoy learning and learn it naturally. They might feel uncomfortable or anti.
	6.2. What	07.43	I was trying to get students to work both

	activities do you use to present the lesson after the introduction?		individually and in groups that I had assigned in advance each week. Mainly, I had them participate in group activities.
	6.3. What language activities do you have students practice in the classroom?		Mostly, I started teaching with getting students to try doing it themselves, encourage them first. If they couldn't do it, I would help them and gave them some advice of how to do. I also reviewed previous knowledge they had learned. It was not too difficult for them; they might need someone who was able to help and guide them. I would tell them not to be afraid of giving a wrong answer.
	6.4. What activities do you use to end the lesson?	09.27	Personally, I summarized a lesson by explaining the main points of the lesson. I didn't use too many processes. Simply, I summarized the lesson by using both explanations and giving assignment each week. The lesson would be summarized again in the next week.
7	In what way do you model the language when you are teaching a lesson?	10.14	I used media or situations occurring in each day because this was about media; examples were easy to find. (What about vocabulary or sentence patterns?) Vocabulary, I didn't have them practice by repeating after me; but I had them practice how to find and search for the meaning of words in each context because the meaning of words in news language was different. Most of the times, they had problems with news terminologies. I them how to

			find the meaning of words on in each context.
8	What kinds of English learning activities do you usually use in the classroom? Why?	11.20	Learning activities were not like the activities for teaching children that were fun activities. It was a classroom activity at their age because these students seemed to be shy in doing an activity like role playing. I thought I'd let them practice using the language themselves and gave them assignments.
9	How do you encourage students to take apart in lessons and classroom activities?	12.04	Basically, I allowed them to select news that they were interested in because they were different. Some students liked art; some liked celebrities some liked sports that were connected to what were interested in. They would feel that it was not difficult and be eager to learn this course.
10	What kind of English classroom activities do you think students learn best? Please explain Why?	12.52	Students learned, practiced, and did activities that were connected to what they were interested in. I could be able to apply contents of the lessons or theories that I was teaching each week to match what they were interested. That was because if they did what was connected to them, they would be interested in doing it. If they felt that what they were learning was distant. It had nothing to do with them.
11	How do you make sure that your students understand your directions or what you are teaching	13.54	I gave them assignments and gave several examples that they might be interested in to make sure that they really understood. Or I used assignments to check their understanding for the next week and have them practice for a better understanding.

	during lessons before teaching the next points?		
12	Do you use authentic materials to support your teaching in the classroom? What are they? How do they support the lesson or topic you are teaching?	14.33	The authentic materials I used were daily newspapers and actual TV news. These were useful because they matched the course description and were the issues that was of interest of people in general.
13	How do you facilitate the English learning processes of students in the classroom?	15.33	I gave advice or guide them, letting them try to find information for themselves through various channels where they could practice reading English news or channels that they could find information or additional explanations in reading. For example, they might go to a page or website. Ah, I gave them some advice that match what they were okay with because they were good at using social media, they could search for that information.
14	To what extent do you use English in your teaching in the classroom? Please explain.	16.19	I was about 30 % that I used English in class because some things were necessary to be explained in Thai. (Please explain why they were necessary to be explained in Thai?) As it was an English media, English media must be

			translated into Thai because it gave students a better understanding of the lesson than explaining in English because the course was about vocabulary. If it was about theory, it could be explained in English. If it was about a term that was very technical or terminology that has no Thai explanation, I would mainly use Thai language.
15	How do you encourage students to speak English in the classroom?	17.36	I tried to get students to explain their understanding in English by encourage them to explain the news language into language that were used in general. I gave them the terms that were used in the news language and explained how those terms matched with the language they used.
16	Do you encourage students to do a role-play that is relevant to the lesson? Please explain how?	18.24	No, I didn't have students do a role play because the contents were not suitable for role playing. So, I didn't use role playing. I explained or, sometimes, I let students do it by themselves. They would find their answers and discussed their answers later.
17	Do you usually encourage students to work in groups or individually? Why?	19.15	I liked to have them work in groups in the classroom because students would enjoy working with each other. The second reason wat I would make a student who did understand able to Learn with friends who understood. Did you have students select group members by themselves or did you select group members for them?) They selected group members by themselves. (What were advantages?)

			The advantage of letting them select group members by themselves because they had a close relationship in which to talk or ask questions. However, there was a disadvantage. I couldn't see the difference who understood or who didn't understand.
18	What do you do when students make mistakes in their language use? Why?	20.40	When they made a mistake in using language, I didn't say it was the mistake. But I would tell them that there were probably some different ways to use the language. That was because if I mentioned their mistake, they wouldn't feel good and reluctant to answer next time. So, I encouraged them tried to use the language and explained the diversity of language uses instead of blaming them.
19	How do you give feedback on the language performance of the students?	21.32	As for giving feedback. I wouldn't blame them, I complimented and suggested that they could learn English in everyday life and from their surroundings. I encouraged them learn instead of blaming. (What do you do when a student makes a language mistake?) I explained immediately if students had problems. I would explain to them immediately as a whole class.
20	How do you create an atmosphere that is conducive to language	22.40	I tried to make the classroom conducive to learning by making everyone feel comfortable, not letting students get stressed about politics, not letting students to feel bad whey they couldn't answer the questions or make students who could answer feel

	teaching and learning in your classroom?		that it was too easy.
			If the atmosphere in the classroom dropped down, I would change the issue of presentation that I was talking, and I might take an example out of the lesson about five or ten minutes. When I felt that they were ready to learn, I started teaching again.
21	As a language teacher, what do you think teachers can do to support and help students to improve their English language performance?	24.44	I supported their learning by creating an atmosphere conducive to learning. Atmosphere meant how to encourage them to use English in the classroom as much as possible.
			If it was outside the classroom, students might play. When entering the lesson, I must get them to use English one way or another.
			In addition to using English in the classroom, I also tried to get them to speak, to give opinions, and use English as much as possible. I not only encouraged, supported, and guided them but also talk about the importance of English all the time and how it was important for their career. I always encouraged them to learn English.
			(What was your role in encouraging them to learn?)
			My role here was to make them realize the importance of learning English, encourage them, help them, and help create an environment in the classroom, how to make the classroom not too boring.
			Furthermore, I also guided them how to learn English through various learning materials. In addition, we must have enough knowledge to

			teach them and to answer their questions about learning.
22	To what extent do you think the teaching methods you use in the classroom have helped students improve their English? Why?	27.03	It might not be 100%. But I thought it was a teaching method about 60 or 70 %. This was because students were different, and their English background was not good as expected. So, I thought that this teaching method might be suitable or some students. It might not be suitable for others. It was difficult to achieve an ultimate goal of teaching.
23	Do you have specific instructional methods or strategies that help you to deal with teaching English in this university? How?	28.09	A special strategy that I thought would be a great way was to encouraging students to do more activities which attracted their interests and must have rewards for them. By nature, my students didn't like studying in the classroom. There were a small group that liked to study or tutor in the classroom. Most of them liked to do activities, so I had to find activities for them to practice using language such as reading English news, making online learning materials, or online magazine, writing e-books, writing brochures. There was how to encourage them to learn. They would be willing to do it because those works were done by themselves.
24	How do you encourage your students to learn English outside the classroom?	29.36	I tried to encourage students to feel confident in talking to foreigners and advise them students to be a volunteer for activities together with foreigners. For example, it might be a volunteer in various communities or other universities so that

	Please explain.		they could us English skills in real situations and train themselves to have confidence in using the language whether it was right or wrong. But they must feel confident. They would feel that it was no difficult like they had learned in the classroom.
25	Please describe the challenges you have faced in teaching EFL at the university level, according to your point of view.	30.27	The challenge of teaching English at the university level is how to get students to focus on what is being taught. This is because, first, some students just learn for graduation. second, some want to learn for a specific purpose. Some are only interested in what they want to learn or that they can really use in real-life situations, and some learn as if they are just passing through the day. The importance is how we get their attention and get them to focus on what I am teaching because students at the university level have quite a lot of distractions in each time they come into the classroom.
26	What problems or difficulties have you encountered in teaching English in each lesson? How do you handle them?	31.35	The problem was that the students were not prepared, not ready to study in each class. Few students were willing to study. As for this problem, I gave them more assignments and encouraged them to be more reapable for their works. Each assignment was given a score to motivate them to do.
27	What is your role in contributing to the learning process of the	32.44	The teacher's role that supports students' learning is to provide advice, to create a learning environment or to give students confidence in learning the language being taught or what they

	students in teaching English in the classroom? Please explain.		are learning could be used in real life so that they will be curious and interested to practice. If we are unable to assure them at this point, they won't be interested in learning.
28	What are your perceptions of the language performance of students in your class after finishing the course?	33.53	I thought students understood what I wanted them to know at a satisfactory level. This was because, after many years of teaching, I narrowed the course objectives to be more specific, and had been focusing on this all semester. Therefore, it was satisfactory about 60 or 70%. They understood what was being taught and could use it in their real-life situations.
29	What are your opinions about how to improve and develop classroom practice in learning and teaching English in the Thai EFL context?	34.52	What should be improved is creating an environment to be suitable and for language learning. This means that the classroom must be organized in a more natural way to use the language. The classroom might not be the square classroom like today. It may be a classroom in a company, a tourist attraction, or various business sources that can allow students to practice the language. These things will make students curious, want to see, want to use the language. Students will be able to use English automatically. One, if learning the language is limited in a classroom, playing a video, it doesn't motivate students to learn. Two, the English that is used in the textbooks might not be used in real life. Therefore, we must create learning environment must be conducive to learning, change learning

			condition that is suitable for students these days who don't like being in the classroom.
			Furthermore, it may need the teachers with more teaching skills. The teachers need to change their teaching styles because some teachers may use a traditional teaching method which is going to be difficult for them to learn. Teachers may have to change their roles to be an advisor, a leader of using the language which is like leading how to use language and letting them practice using it.
30	What kinds of professional development activities best support teaching?	37.30	Teachers may need to develop more diverse teaching techniques within the classroom because students these days are more diverse and different. The methods they are using today may not be suitable for most students. Therefore, we must try to find other methods that support our teaching process in order to be able to deal with more diverse students. Teachers must learn more by taking courses, learning from teachers who have experience in teaching, or learning colleagues who have different teaching techniques to apply it to be used in the classroom.

Interview Transcriptions (NonPU)

Code	NonPU-T1	Date of Interview		23 August 2022
No	Questions	Time	Interviewee's Answers
1	Please describe your experience teaching students in your classroom this semester in general terms.	01.58	The students were attentive to their studies, and they evaluated their language proficiency, they might not be good at English. But each of them showed determination that he/she put a lot of effort into studying and thought that the score was important. Can't wait to hear it. So, we tried very hard.
2	Please describe how you prepare and organize English lessons.	02.38	Uh, in the previous years, the subject was usually taught by many teachers, but we taught different groups. Therefore, for lesson preparations, we prepared and organized the lessons together. For example, in selecting, there was an agreement between the teachers on which book to be chosen, what teaching method to be used, and what kind of assessment method to be used. We prepare together.
3	What are the goals you expect your students to achieve from the English lessons you are teaching? Why?	03.29	I expected that, actually, I wanted them to have a positive attitude towards studying and wanted them to keep this kind of intention in learning indefinitely because now, they were very attentive to studying. Therefore, I thought they would keep focusing on their studying. After class, about three or four times, some students came to consult about how to develop themselves. They came to consult about the examinations of other courses besides this course. They tried to do their best. So, this was just

			a course for this semester, I wanted them to continue to have a positive attitude toward learning English.
4	What level of English language performance do you expect your students to achieve after finishing this language course?	04.29	I just wanted them to be able to communicate because this one was the latest one about speaking that I was teaching. Therefore, if they were able to communicate, hopefully, that was achieved.
5	What are the instructional materials that you use for the classroom instruction?	04.56	It was a kind of software package that was provided. (Was the software package a commercial book?) Yes.
6	Please describe the teaching process you usually use in the classroom. 6.1. What activities do you use to introduce the lesson?	05.18	I, usually, informed the lesson objectives, what they were going to do, and what activities they were going to do. Sometimes, I reviewed the previous lessons about what they had done last week, and what we were going to do this week. I sometimes showed a picture of what the chapter might be about and concluded that the lesson today was about these things. that Today we will learn about them.
	6.2. What activities do you use to present the	05.58	After that I presented the lesson by following the text.

	lesson after the introduction?		
	6.3. What language activities do you have students practice in the classroom?	06.18	If there were activities in the text, they did those activities in the text. For example, let them answer the questions. Let's say it was a reading part or a vocabulary part. They did those activities in the text. There might be a conversation part. They must talk to friends to practice conversations.
	6.4. What activities do you use to end the lesson?	06.47	Sometimes I forgot (laughed). Usually, If I wanted to focus on something, for example, in today's lesson, I wanted to focus on vocabulary. I summarized the vocabulary. That was, this word they had learned. What did these words mean? I might not directly ask students about what they had learned.
7	In what way do you model the language when you are teaching a lesson?	07.22	Most of the time, in this course, I mostly told them how that the word could be used in other contexts. I gave examples by telling them. I probably didn't write, but I might say that this could be used in other contexts. I gave examples by speaking. (What about pronunciation?) About pronunciation, I did. I gave some examples of word pronunciations, and let students repeat.
8	What kinds of English learning activities do you usually use in the classroom? Why?	08.01	That was an agreement. If you ask me if I like it or not, I don't really like it because it increases stress. The more exams, the more stressful. But about talking or having a conversation in class, the students were doing it in class. There was no stress

			when doing conversations in the room. But when they did the exam; it was about the score. Students started to get stressed. It made the process more difficult to adjust students' attitudes. But what I really like to do in class might be having students practice in the class. The school desk might be conducive to practice. Three students sat together. The classroom was also conducive to helping each other in activities.
9	How do you encourage students to take apart in lessons and classroom activities?	09.28	Mostly, in case of conversational activities, I started by letting them talk to each other. I tried to approach them and randomly asked to see how each group was doing the activity, how they answered questions.
10	What kind of English classroom activities do you think students learn best? Please explain Why?	10.16	Actually, I like playing the game, I didn't use it in classes this year. But normally, I like when the students play games together. They get up and think about playing those games. I think those things help a lot. Also, activities that they can practice by themselves, such as they read and answer questions by themselves without me translating them, or just translating the words that seemed difficult for them. After that, let them think about what words should be put in the context, for example. That is, whatever activity they do by themselves, think by themselves.
11	How do you make sure that your	11.29	Actually, after explaining I always had a question whether they understood or had questions or not. I

	students understand your directions or what you are teaching during lessons before teaching the next points?		provided a channel for students to contact me. Suppose one day they don't understand after the course ends. They can contact me via Facebook, Window Team, or Facebook group. But in class, I usually walked towards each group and if one of the groups doesn't understand the activity, I usually bring those questions that they are struggling with and explain again in front of the class. (How do you evaluate students' understanding before moving to the next part?) Uh… Sometimes I miss doing that. A text lesson was divided into two parts, and each part was related to the other. For example, in the vocabulary section, there was a reading part. Students did exercises relevant to reading and vocabulary. After that, there would be a pronunciation part or a conversation in which the conversation was related to what they did in the reading part. I might have forgotten in changing the transition in each part. Mostly, I checked the correctness of what students had done before moving to the next part.
12	Do you use authentic materials to support your teaching in the classroom? What	13.58	In the class, I used a commercial book, which contained some new real media, such as audio, conversations, or even a video clip in it. So, the media is about research. It's already in there, but I rarely used additional authentic materials. (How did the authentic materials you use in the

	are they? How do they support the lesson or topic you are teaching?		classroom support your teaching?) The students could hear the sound and see it. When they listened to the sound, they understood the story better. It helped students focus on listening. This was because when I opened a clip if a student talked, others didn't understand. Therefore, it seemed that they realized that they must keep quiet and listen. These things helped other students to listen carefully and focus on what they were listening to. When a student talked, it disturbed other students
13	How do you facilitate the English learning processes of students in the classroom?	15.55	In activities, I tried to walk toward each group or individual. I might ask each student or group about that point. For example, in doing an activity, I let them have conversations and walked walk to each group to ask or maybe every group. I was like the one who helped him. If they had questions, they could ask me. As for devices, there were various learning devices for them such as computers or things like this. When they presented in front of the class, those devices were available. As a teacher, I walked to each group, and provide opportunities for them to ask when they had questions.
14	To what extent do you use English in your teaching in the classroom? Please explain.	17.04	In percentage? I'm not sure, maybe about 40 %. Maybe, it was me who worried students wouldn't understand. I was still worried that students may not understand. Therefore, both English and Thai

are used to support teaching, such as reading Passages, sometimes I let them read, then read together. When I was in a hurry, in class we read together. I translated some for them only some words and used the Thai language to explain again.

(Have you tried to use English for about five minutes to evaluate students to see if they were understanding or not?)

I couldn't remember. About five minutes, maybe I did, such as instruction, not in detail.

Did you evaluate whether the student understood or not?

I evaluated that the students understood.

But I thought that if it was instructions, they understood because they were used to these kinds of instructions. But if it was new content such as content in reading passages or in listening part, I must clarify in Thai.

| 15 | How do you encourage students to speak English in the classroom? | 19.17 | Mostly, I had them practice speaking almost every class, probably every class because if it's an assessment. The must practice anyway. I evaluated twice a week. Within those two weeks, they had speaking activities. That was, I followed the lesson in the text which have speaking activities. I had them practice speaking in pairs or three students per group. |
| 16 | Do you encourage students to do a | 20.04 | Yes, I did. The first one. It's been a long time. Students did well. I felt that did better than the |

	role-play that is relevant to the lesson? Please explain how?		presentation. When they presented information, it seemed that they only prepared the topic, and had topic arrangements. But if they did a role play, A and B were interacting. They did well. (Did you have students prepare in advance or did role play simultaneously) This semester, I hadn't had them do role play simultaneously. is probably not done yet. Immediately, no (Prepared in advance?) Yes, did.
17	Do you usually encourage students to work in groups or individually? Why?	21.32	Most of the time, I had them work in groups, pairs, and two or three students. We made an agreement at the beginning of the semester that they had to work in pairs or groups. I had them sit in rows of three. Then, they had to fill out a form with whom they wanted to practice conversation the third week of the lesson (Testing). I taught each lesson for three weeks. For the first two weeks, they just practiced conversation.
18	What do you do when students make mistakes in their language use? Why?		Skipped
19	How do you give feedback on the language	22.24	Actually, I tried to compliment the students on their performance. For example, you had done well. Sometimes, students said that they did well, but

	performance of the students?		their scores were….? (Lower than they expected). Anyway, I tried to compliment them all the time. One time, I felt that it took a long time. It seemed that it didn't work. Ah…it might work. But Giving individual feedback, it seemed that students were stressed. When giving individual feedback. I thought they understood doing that. Instead, it put more pressure on them. So, I wrote comments as a whole picture rather than giving individual feedback, and wrote the overall picture of my feedback. When I gave individual feedback, students were stressed because they needed good scores. When they expected this, they would try to do that thing and try to do better. If I still talked about the mistakes that they had done. Let's say, normally, people tend to focus on the mistakes rather than what we try to explain that they are good. So, it's stressful. (What do you mean by stress?) Students needed more scores. It gave feedback on the overall picture and recommended that they should do or improve in this way like this. When I talked about the overview of their mistakes, it didn't refer to individuals. Anyway, they still practice using language. In my opinion, it reduced stress.
20	How do you create an	24.59	There were various devices that facilitated their learning, such as a board, projector, and

	atmosphere that is conducive to language teaching and learning in your classroom?		microphone. In this class, I used on-site teaching and learning. I could make an agreement with students whether to learn online or on site, or both. We can agree with students whether it will be online or on-site. The classroom was also conducive to dual systems, but it was hard to do. This course I decided to teach on-site because it was about speaking and listening. Myself, I facilitated them in a way that I offered help to them. If they needed any help or had questions, they could come and ask me.
21	As a language teacher, what do you think teachers can do to support and help students to improve their English language performance?	26.19	I think, being a teacher as a role model for students can help encourage students to have a positive attitude toward learning English. in one classroom, students may not be able to improve their English ability from A1 to B2.
			But if they have a model, and have the inspiration to study, they appreciate learning languages in the classroom. They can use these things to improve and develop themselves in the future.
			Therefore, the teacher should be their inspiration and be a role model for students.
			The teacher should give examples that are appropriate and link to them as much as possible teaching so that students can relate previous knowledge and new knowledge.
			(Please explain the word role model, what should the teacher do?
			One, the teacher should be a role model in terms of

language, pronunciation, speaking, and listening.

Two, the teacher is a role model in telling how important English is, and how a teacher learns and improves English proficiency.

Students can recognize that, well, teachers can do, they can improve their English proficiency by doing this. They are not native speakers starting learning as a beginner, they are Thai, and their English is improved. So, the students can pick up something from the teacher as a role model to practice and improve their English.

22	To what extent do you think the teaching methods you use in the classroom have helped students improve their English? Why?	28.48	I think they have to practice regularly. They should improve. They have opportunities to do activities themselves, speaking in front of the class. It works. I believe that they can improve their English. In the beginning, some students were shy and dared not to speak. Overall, they practiced conversations with friends. I always tell them that although they speak incorrectly or use grammar incorrectly if they can communicate, that is the goal of conversation and communication. Communication is achieved, that's enough. So, when students know this, they can improve their English.
23	Do you have specific instructional methods or strategies that help you to deal	30.47	Let's say I follow the teacher's Facebook page or the teaching activities of other teachers via Tik Tok. Is that considered a new strategy? I realize that it is a strategy for teacher development. But I'm not sure if it's a strategy or not. I may pick up some teaching activities that I never used such as

| | with teaching English in this university? How? | | quizzes or Kahoot. I bring it to be used in my classroom. There are some websites about online teaching criteria, I watch something like this, Tik Tok, and apply it in the classrooms. This semester I have students play, maybe, two language games. (Do you think that the instructional method or strategies you use in the classroom help you to deal with teaching English at this university? How? I am thinking of two things, this course, or other courses. This course is compulsory course and students must achieve a B1 level. According to the evaluation, there are only a few students who pass B1, and about four students who have already passed the exam. If it is counted in percentages, it is considered a small percentage. As I have noticed from students coming for consulting, it helps. So, I think that it helps students develop knowledge of vocabulary, reading, listening, and speaking. |
| 24 | How do you encourage your students to learn English outside the classroom? Please explain. | 33.15 | As I said earlier, many students were asking for some advice about how to take the exam, and how to pass the exam. The university's criteria state that all students must pass the B1 level. So, they come to me. I have recommended things such as doing exercises, and self-development. For example, I encourage them to try practicing TOEIC exercises and memorizing A1 vocabulary, vocabulary that learners at the elementary level should know, which is available for download online. There is basic |

English for Prathom one – Prathom six (Grade 6-12). Let them try to learn if there are any words that they don't know, and tell them to do exercise, practice using them, and memorize them.

I don't remember if I said it or not. But in other classes, I did. I told them to practice how development English knowledge such as the ten steps to developing vocabulary. I always use this way and use the same slide presentation of ten or five steps of word grouping, and vocabulary students should know or should not know. I don't remember whether I said it or not in the class you observed.

| 25 | Please describe the challenges you have faced in teaching EFL at the university level, according to your point of view. | 36.26 | In the university, students come from different places, students have different background knowledge of English. Some of them come with very good language. Some students graduated from international schools. Some students don't know much about English. When the background knowledge is different, it is difficult to arrange a course suitable for all levels of students.

But teaching English in this department, English is taught in a step-by-step. That is, for example, there are three speaking courses, the first course is A1, focusing on A1. As for any students who have more knowledge than A1, it doesn't matter, but the course goal is A1. The second one is A2 and the third one is B1 like this.

(Is there a goal for each course?) |

			Yes, the basic English courses at the university are the same, there are three of them here. There are criteria that the first basic English course is A1, the second is A2, like this.
26	What problems or difficulties have you encountered in teaching English in each lesson? How do you handle them?	39.06	I have a difficulty in evaluating. I realize that I am the only one who judges students.
			Actually, we had discussed this issue at a meeting. Would it be better if two teachers help each other to evaluate the score and grade students? Yes, all teachers said that it would be better. So, it's still based on the judgment of a single professor in making, despite having grading criteria. But the individuals' criteria are evaluated differently. I don't know what to say.
			Suppose this game is given five marks, and five for grammar, that point is five, five, five. So, it is equal to 25. Getting a full five marks for me is very unlikely. So, 20 may be the highest score because, for example, is their grammar good enough to get five marks? Their pronunciations of words are all correct? They don't pronounce all words correctly, right? So, getting a full 25 score, or more than 20 may be impossible. Giving five marks is according to the criteria. Let's say, for example, there are two sections. Another teacher evaluates differently, then students talk about evaluating. This is a problem. It's contradictory. Let's say, why is this section so easy to give a score? why is this section given such a low score? Problems often arise like

this. This is because they need a score. However, I try to make them overlook this point.

(Overall, you don't have difficulty pronouncing words or instructional methods, do you?)

Yes, I do, why not? For example, I forgot, or I might not be prepared at all such as summarizing. I forgot to summarize the lessons or ask them whether they understood or not. I didn't even check the students' understanding. I didn't even plan to check how much the students understood the lesson.

(How did you deal with the difficulty of evaluation)

Actually, I always told them and always gave feedback about strengths and weaknesses every time there was an evaluation and I tried to give feedback individually, in groups, and as a whole class. But it couldn't eliminate the stress of the students.

(This class was so stressful?)

Yes, it was. I asked myself how to deal with this problem. I tried to adjust continuously. The best way to give feedback was in groups. The score might not be given based on the criteria, but on their effort. This was a way to give them an extra score and make them motivated in studying.

(Do you try to construct your criteria, right?)

Um…. yes. I heard that in some sections, students were given more assignments.

What are other problems? I can't think of it right

now.

The problem might come from the teacher. Sometimes, I haven't known that before even though I have prepared myself for the lesson. For example, I forgot to translate a word.

It might be a problem with the teacher's knowledge that was insufficient in some specific issues.

So, I forgot, and I avoided translating it.

27	What is your role in contributing to the learning process of the students in teaching English in the classroom? Please explain.	45.01	I looked back at myself. I didn't look at other people. I thought I tried to encourage students to have a good attitude toward studying English. But sometimes it's not enough, for now.

I think it's not enough for students at all. However, I tried to encourage and motivate them to learn all the time. For example, your language skills were good, you were optimistic, and you had a positive attitude toward learning English. So, it's ok.

For now, no matter how they are good and optimistic, it's still not enough. However, I keep doing it because it is necessary for someone to have a positive attitude toward learning. I will enable them to develop themselves in the future.

(Attitude first, right?)

Yes, a positive attitude.

(Did that contradict to criteria for scoring when you had made a compliment but given a low score?)

Once, a student talked to me "the teacher gives compliments but gives a very low score, it's like you yelled at me and then all of a sudden started

| | | | being nice to me".
I felt so bad hearing it. But I always gave reasons and told them about their mistakes.
In another case, some students had no motivation in learning at all. I was something close to my attitude. our attitude, but this one is like, I don't know what to use. Some students were thinking that why they were studying English; they didn't know what it is used for because they didn't want to work with foreigners. When searching for information, they had never thought that they would search for information in English. |
|---|---|---|---|
| 28 | What are your perceptions of the language performance of students in your class after finishing the course? | 48.27 | I think it's better.
It's like they were motivated, then they tried I saw their efforts to learn. It was better. The first time in class, they were shy to speak at all. Finally, they tried to do better. I saw that point. |
| 29 | What are your opinions about how to improve and develop classroom practice in learning and teaching English in the Thai EFL | 49.26 | In fact, I think it should start at the elementary level. It should have started before. When entering the university level, they should have a certain level of basic English to be able to study at the university level. If it is like this, it is difficult to manage teaching and learning because the gap is too different.
If they have a sufficient basic level of English, all schools have the same measurement that what |

	context?		level of English proficiency students in secondary and high school should achieve.
			When entering university, students have similar background knowledge of English. So, it may be easy to manage teaching and learning. The teachers don't have to teach A B C D again. Some students don't even know what the word "Go" means.
30	What kinds of professional development activities best support teaching?	52.01	Training and knowledge management of the teachers themselves, sharing goals, and different views in teaching activities. I think all these things can be applied in classroom teaching. (Why do teachers think that training can help?) I think that the expert who trains and educates us must have knowledge in a specific field to teach us. We may never know those things before, getting new perspectives, and new knowledge, or maybe have a session that exchanges knowledge. There may be a session in which we can exchange teaching methods and activities.

Code	NonPU-T2	Date of Interview	25 August 2022
NO	Question	Time	Interviewee's Answer
1	Please describe your experience teaching students in your classroom this semester in general terms.	02.01	This was the first semester that students came back and study on-site, so, the students must have to adjust themselves because they never attend a fully on-site study. So, it caused them to have to adjust themselves a little bit. That was, they were still in a habit of learning online that they didn't have to get

			up early to attend the class.
2	Please describe how you prepare and organize English lessons.	02.45	This a fundamental English course. The class was big. Therefore, I was not able to focus a group of students or an individual. I had to look at the whole picture of the class. I was asked if it was an advantage or not. It was a disadvantage of teaching and learning because I couldn't take care of students thoroughly. So, I taught by giving a lecture which was a teaching method that made me unable to know whether all students understood or not.
3	What are the goals you expect your students to achieve from the English lessons you are teaching? Why?	03.51	The course objectives were, first, they must understand the lesson content, and the second one was that they were able to apply this knowledge in exams. This was because what measured them well was the exams itself. But I didn't really worry about this group of students because they were pretty good at English. So, I could teach fast.
4	What level of English language performance do you expect your students to achieve after finishing this language course?	04.36	According to the university criteria. Students who finished this course must achieve a level of B2. (Did you have difficulty teaching them to achieve B2 level?) If they were students in another faculty, it was quite difficult. But these students came from the faculty of Pharmacy. So, I didn't worry about this. In fact, there are almost two hundred students in total. They had already passed the placement test. The reason why these students didn't take the placement test was that they missed the test and

			some students felt lazy to take the test. So, it was better to study in class.
5	What are the instructional materials that you use for the classroom instruction?	05.47	I mainly used PowerPoint. In fact, there were four language skills in the lesson. But I cut off speaking skills because the classroom size was big. I still allowed them to practice listening, reading, and writing. I had them write a short sentence or based on grammatical structures, not a long paragraph.
6	Please describe the teaching process you usually use in the classroom. 6.1. What activities do you use to introduce the lesson?	06.36	Mostly, I began the lesson by asking to lead them into the lesson or doing warm up activity.
	6.2. What activities do you use to present the lesson after the introduction?	06.57	I taught by giving a lecture and asking as a whole class.
	6.3. What language activities do you have students practice in the classroom?	07.12	There was nothing much because it was a big class. I put emphasis on giving a lecture. So, the variables that affected your teaching and learning management was a classroom size, right? This was an important principle. For example, if comparing between this course having hundreds of

students with the course that I was teaching in English major, I was able to focus and emphasize all skills. I could provide opportunities for students to practice using the language such as teaching, presenting, explaining, giving feedback, and letting students' practice.

6.4. What activities do you use to end the lesson?	08.15	Mostly, I just ended the lesson. I would make a summary again during the exam period. Let's say, there was a lesson review period. I would review all lessons all the month.
7 In what way do you model the language when you are teaching a lesson?	09.14	Everything was available in PowerPoint. For example, vocabulary, there were the meaning and examples of using in a sentence of each word. If it was about reading, then there was reading practice. If it was grammar, it was excerpted from exercises or reading part.
8 What kinds of English learning activities do you usually use in the classroom? Why?	10.11	Language use and practice should be focused. Students should have opportunities to practice using the language by themselves. For example, I was teaching a course of Hotel and Tourism. I let students be tour guides. They would take me to a real tourist attraction. As for a final exam, they would meet at each tourist attraction of Phayao province, and I would drive to them. In a classroom, I might set a scenario for them the practice speaking and presenting their information. If students had opportunities for practice using the language, it would be more beneficial than lectures

			because they might be bored. For example, in a course of English for Hotel, I provided opportunities for students to learn such as table setting or equipment in order that they could see, touch, practice. They would be able to remember. I could do it when they entered to labor market. So, learning by doing would work better.
9	How do you encourage students to take apart in lessons and classroom activities?	11.51	When I let students do the exercises, I tried to ask them to answer and participate in doing exercise and get them to think about the answers. For example, "Okay, let's have a look at the sentence completion, what word should be used to complete in the blank". I let them do it themselves first and asked them. If I came into the classroom and gave the answer, there was nothing happen and useless. The students only waited for me to give them the answer.
10	What kind of English classroom activities do you think students learn best? Please explain Why?	12.51	It was probably grammar because it was something easy that they had been learning for a long time. Simply put, learning English in Thailand was a traditional method and it was a grammar-based teaching since high school. Students mostly learned it for the exams.
11	How do you make sure that your students understand your directions or what	13.45	I looked at their facial expressions, and then asked them whether they understood or not. If they didn't understand, I explained it again. (Was there an instruction in English?) Yes, there was. There was no problem for this

	you are teaching during lessons before teaching the next points?		section. (Did it mean that they were understanding what you were teaching, but they rarely had any response?) I guessed so. (Was there anything else in addition to looking at their facial expressions for checking students' understanding?) It could be seen from the time of answering questions that I asked as a whole class to answer. There was a representative student to answer.
12	Do you use authentic materials to support your teaching in the classroom? What are they? How do they support the lesson or topic you are teaching?	14.51	In each lesson, there were listening exercises taken from YouTube that were placed in the lessons that we had written ourselves in order that students could practice. We selected the materials that matched the lesson objectives. For example, this lesson was about the job interview, an example of language use was about a scene of job interview.
13	How do you facilitate the English learning processes of students in the classroom?	15.59	It was difficult. Mainly, I focused on giving lecture because it was a fundamental course. After the lecture, I might give them some suggestions or find supplementary source for them in order that they could understand better. Particularly, during the exam period, I searched for supplementary exercise for MOOCs for them.
14	To what extent do you use English in	16.38	Often or not? I used very little English in the classroom because if used to much, students

	your teaching in the classroom? Please explain.		wouldn't understand. I must repeat explaining it again in Thai language. So, I used a mix of languages.
15	How do you encourage students to speak English in the classroom?	17.44	I tried to ask them. Sometimes, I let them read passages or sentences. (Did you have students practice conversation?) No, I didn't. I didn't have much time.
16	Do you encourage students to do a role-play that is relevant to the lesson? Please explain how?	18.11	There was nothing about role playing because of a limited time and class size.
17	Do you usually encourage students to work in groups or individually? Why?	18.33	I got students to do individual exercises and allowed them to ask each other in the classroom. There was no group work this year. Actually, there was a group work that they would present at the end of the semester. This year we changed. (What kinds of projected did you assign students to do?) It was a project about the lessons. I let them to think what to do by bringing the lessons to create a project that they were interested in such as job interview something like that. The problem was some students helped friends to do the project, some didn't do anything. Therefore, it was cancelled. individual exercises at the end of the lessons were assigned for students to do in the

			classroom instead.
18	What do you do when students make mistakes in their language use? Why?	19.49	I corrected it by explaining how it was wrong and telling them how it was used correctly. For this, I looked at it as a whole. It wasn't like the Translation. I corrected their mistakes individually, or at least in pairs or in groups. But now, I didn't let them to work individually because there were almost 200 students.
19	How do you give feedback on the language performance of the students?	20.59	I pointed out what were the mistakes and then explained who to corrected them. That was I pointed out the process of how to correct those mistakes. For example, "Okay, it should be like this: one, two, three, and four, the mistakes were similar. Finally, I collected all mistakes and errors, explained, and provide an overall summary. This was because each group or individual had similar mistake. Therefore, I gave feedback as a whole by showing those mistakes to everyone in the classroom.
20	How do you create an atmosphere that is conducive to language teaching and learning in your classroom?	22.50	I tried not to make the classroom stressful and created a classroom atmosphere as friendly as possible.
21	As a language teacher, what do you think teachers	23.31	The teacher should be the one who gives some advice and guides them.

	can do to support and help students to improve their English language performance?		
22	To what extent do you think the teaching methods you use in the classroom have helped students improve their English? Why?	24.31 25.13	If we were a good model or example for students, then had them practice. The more they practice, the more they improved. We tried to focus on letting them practice and encourage them to be more confident. It also depended on their attention to study.
23	Do you have specific instructional methods or strategies that help you to deal with teaching English in this university? How?	25.56	I think that the courses description must be adjusted to be consistent with the labour market as much as possible. Then, the students should be trained to be proficient in both theory and practice. This was because if we focus only on the theory we cannot compete with others.
24	How do you encourage your students to learn English outside the classroom? Please explain.	26.26	I suggested them to learn English from various media such as YouTube, listening to music, watching movie soundtracks. For example, I suggested, "if you want to improve your vocabulary knowledge, you must read as much as you can. The more you read, the more vocabulary you'll gain, you will get a lot of language expressions.

25	Please describe the challenges you have faced in teaching EFL at the university level, according to your point of view.	26.58	The first one is about the teachers themselves. the teachers must be able to adapt themselves to keep up with and the age of students. It is necessary to adapt to each other. Being a traditional teacher doesn't work students these days because most of them are always complaining about their rights. Therefore, they should adapt to each other. The second on is students' knowledge background. This is because the university needs a number of students. So, it is necessary to accept all admission. It is not like before that there is a standard criterion for admission. So, there are students who are competent and incompetent. As a result, we must try to improve basic knowledge of incompetent students to be more competent.
26	What problems or difficulties have you encountered in teaching English in each lesson? How do you handle them?	28.56	It was about the matter of the source (teaching material/source). If the course was a new one that had never been opened for teaching such as Translation that I was the first who taught this course. I had to find a direction myself how to teach. It took many years; I had to teach for many times before I could write a textbook. It had to be changed, adapted, and adjust until it worked and was suitable the context of the university and my students. Furthermore, the content of the course must be always up to date because it was not just writing a single textbook and keeping using it for 20 or 30 years.
27	What is your role	30.56	In my opinion, the teacher should be a guide for

	in contributing to the learning process of the students in teaching English in the classroom? Please explain.		students guiding them what they should do. These days, there are several learning processes such as "Active learners". It is not just encouraging them; they must participate and practice by themselves.
28	What are your perceptions of the language performance of students in your class after finishing the course?	39.48	In STEP UP courses, I couldn't be known because it was a fundamental course. But in subjects like translation, I could see students' improvement because I taught them many courses. For example, they were not able to separate Thai sentences, they could do it and were able to translate from Thai to English.
29	What are your opinions about how to improve and develop classroom practice in learning and teaching English in the Thai EFL context?	35.15	It must begin with the policy from higher-ups. This is because they set the policy, but they are not practitioners. When implemented, it doesn't work at all. I was teaching not only at the university, but also at the demonstration school. So, I could clearly see that the educational curriculum was one, two, three, and four; but what students used for the exams was eight, nine, and ten. There were missing gaps. They must go to a tutorial school. This was because the contents in the curriculum and what is being tested were inconsistent. It was the same as in the university, the curriculum and the labour market were inconsistent.

For example, students were required to learn English literature. In fact, they didn't use in the labour market. Honestly, I could say that the curriculum of this university could compete with Rajabhat University or Rajamangala University offering professional courses, English for professionals.

(How did you handle with it when there was a gap between the classroom practice and this policy?)

I tried to create a project in order that students would have opportunities for practice using the language because the courses such as English for hospitality, Business for service business, or English for Hotel were cut off. Now, there were only about English literature, Linguistics, and Translation.

30	What kinds of professional development activities best support teaching?	39.33	I think presentation and practice work best because students learn to use language from real situations. For example, English or tourism. Students had the opportunity to go to different tourist attractions to practice being as a tourist guide and learned how to work in hotels.

(What about how to improve teachers themselves?)

The teachers should keep learning for additional knowledge and open to accept new things such as attending teacher trainings or seminars. For example, the teacher teaching the translation course should attend additional training in translation as much as possible. I may be inviting an expert from the Translators Association to lecture and teach additional translation skills.

Code	NonPU-T3	Date of Interview	22 August 2022
No	Questions	Time	Interviewee's Answers
1	Please describe your experience teaching students in your classroom this semester in general terms.	2.06	This semester, we have just returned from online study. Students still had to adjust to their studies in the classroom. The teacher must have a variety of activities so that students did not get bored.
2	Please describe how you prepare and organize English lessons.	2.33	There were many teachers who taught this course that you observed, so we had a main teaching material that we used together. In addition, we had to prepare additional materials because this course was about listening and speaking such as dialogues or different scripts for listening and speaking practice.
3	What are the goals you expect your students to achieve from the English lessons you are teaching? Why?	3.09	Okay, this course mainly measured by a CEFR criteria. After finishing this course, students must achieve B1. So I must prepare myself including vocabulary preparation, relevant grammar according to CEFR criteria.
4	What level of English language performance do you expect your students to achieve after finishing this language course?	3.36	I expected that they could use English a high level.

5	What are the instructional materials that you use for the classroom instruction?	3.51	The first one was a textbook with software programs containing pictures, audio, and scripts. I also used other supplementary sources for teaching such as You Tube, TV show program, and TED TALKS.
6	Please describe the teaching process you usually use in the classroom. 6.1. What activities do you use to introduce the lesson?	4.27	The first one was I had students listening to an English song. The second one was listening or watching TV show programs such as Got Talent or The Voice. The third one was listening to English accents from different countries, English, Australia, or America.
	6.2. What activities do you use to present the lesson after the introduction?	4.56	There were activities like filling in the blank, sentence completion, questions and answer, and reading a passage and answer questions.
	6.3. What language activities do you have students practice in the classroom?	5.18	Mostly, I mainly used speaking activities because I want them to focus on communication.
	6.4. What activities do you use to end the lesson?	5.34	I orally summarized the lesson first. This was the most used method. Then, second, I asked students to summarize what they had learned from the lesson. For example, they had learned about the Present Simple, they get them to give an example or speak from lesson

conten.

7	In what way do you model the language when you are teaching a lesson?	6.06	Most of the time, I used conversations or situations for video clips. For example, I showed them video clips of conversation and dialogue used in the hospital. (Did you teach pronunciation by yourself?) Yes, I did. After that, I would let students have a look at examples and let them practice by themselves.
8	What kinds of English learning activities do you usually use in the classroom? Why?	6.56	I had the students do role play. For example, I taught them what they should say at a canteen or restaurant, how to order food. In classroom, one student acted as a waiter, the other acted as customers because it would allow them to imagine how the real situation might be, and it was difficult to go outside or a restaurant.
9	How do you encourage students to take apart in lessons and classroom activities?	7.38	Mostly, I asked them individually. Another one that I used to encourage them to learn was giving them a score card to check whether the participated in classroom activity or not.
10	What kind of English classroom activities do you think students learn	8.08	These days, I always had students to listening to songs or watching video clips. This was because if there were

	best? Please explain Why?		video clips from various sources such as YouTube, they would be more interested in those sources than the content of the textbook. I thought they could learn best.
11	How do you make sure that your students understand your directions or what you are teaching during lessons before teaching the next points?	8.50	I asked them again. For example, if told them to do one, two, three, then I would see whether they understood or not, and let them repeat because they might skip from one to three. For checking their understanding, I asked them in groups and individually because if I asked them in group, they might have a representative who understood to answer; others might not understand. So, I used both.
12	Do you use authentic materials to support your teaching in the classroom? What are they? How do they support the lesson or topic you are teaching?	9.32	Authentic materials that I used were video scripts which was supplementary sources relevant to the lesson. This was because this course was about speaking on the current issues. So, the content was about current situations.
13	How do you facilitate the English learning processes of students in the classroom?	10.22	I facilitated their learning in many ways such as preparing learning documents. Obviously, one thing that students asked for help was about pronunciation. This I could help them individually.
14	To what extent do you	10.49	At first, I used English a lot in

	use English in your teaching in the classroom? Please explain.		classroom. It was from 100% as I expected. Or, if I taught students majoring in English, I would use English 70 %; 50% for students in other majors. For this class. They studied English as a minor course. At first, I used English a lot. After that, the problem was that I used English all the time as I expected; but they did not understand, and I had to translate into Thai again. So, I used mixed languages, switching between English and Thai language. I didn't used word by word, but I used English first, then explained Thai later to conclude what I had taught.
		11.29	
15	How do you encourage students to speak English in the classroom?	11.58	As for this, I asked them to speaking English individually. For example, if a student pronounced a word correctly, I gave a compliment, and asked him/her to pronounce for their friends.
16	Do you encourage students to do a role-play that is relevant to the lesson? Please explain how?	12.26	I did. I often used role playing as I said earlier such as in the hospital or the restaurant.
17	Do you usually encourage students to work in groups or individually? Why?	12.51	I assigned the students to work in groups, in pairs, and individually. I had them work in groups because some tasks like role playing couldn't be

			done alone; they must work together. What's more, wanted them to practice working together with others. Sometimes, I want to evaluate them individually. Therefore, I assigned individual work for them because, sometimes, I was not sure if all group members worked or not.
18	What do you do when students make mistakes in their language use? Why?	13.35	As for speaking, I used two ways. I gave feedback and immediately corrected their mistake. For example, when they said, "she don't". I would correct them immediately. Another way was I took notes when they did mistake in using the language. After finishing speaking, I gave feedback on their mistakes later. This was, I gave individual feedback on their langue uses because I wanted them to realize their own mistakes. When they were using the language, I didn't interrupt because it might make them lack confidence and be afraid of speaking English.
19	How do you give feedback on the language performance of the students?	14.42	For example, if students pronounced words correctly, I would give a compliment and get them to pronounce those words for friends in classroom who couldn't pronounce. This was a way that I used to encourage them to

			participate in classroom activities; I saw that they enjoyed learning.
20	How do you create an atmosphere that is conducive to language teaching and learning in your classroom?	15.39	The first thing was I tried not to blame or scold them. When I first graduated, I was a scrupulous person, and pretty strict about scoring, deducting points for every mistake in their language uses. As of lately, I minimized being scrupulous. This was at least, I didn't want them to be afraid of me. Whey they were not afraid, they felt comfortable to ask questions. The second one was I tried to teach what were of interests to their generation. I felt that their generation and our generation were different. It wouldn't be suitable if I got them to listen to songs in our generation. I had to teach what was in the trend of their generation.
21	As a language teacher, what do you think teachers can do to support and help students to improve their English language performance?	16.47	I always encouraged them to learn both in the classroom and outside the classroom. I used various media in the classroom, recommended learning sources, and how they could improve their English via YouTube or websites.
22	To what extent do you think the teaching methods you use in the	17.26	Actually, we wanted to give them as much as possible. But basic knowledge of each individual was different, some

	classroom have helped students improve their English? Why?		students got a lot. Some got less. It also depended on their attention. I tried to encourage to learn as much as possible.
23	Do you have specific instructional methods or strategies that help you to deal with teaching English in this university? How?	18.50	This is a difficult issue. What I did often in the Listening and Speaking class was to pay attention to the individual. That was because they might be shy of friends or the teacher, or fear. But when finishing the class, I taught them individually in order make them more confident and assertive.
24	How do you encourage your students to learn English outside the classroom? Please explain.	19.36	I recommended additional learning resources to students. For example, most students were using technology such as YouTube and Facebook. I would recommend learning sources for practicing language skills through various sources such as the BBC's news or websites.
25	Please describe the challenges you have faced in teaching EFL at the university level, according to your point of view.	20.06	My challenge was how to make students achieve the requirement. For example, as you knew, they must achieve B1 level. It was challenge how to how to get them to B1 or higher. I accepted that their English proficiency might not be so good. It might be at an intermediate or lower.
26	What problems or	20.52	In each lesson, students didn't not

	difficulties have you encountered in teaching English in each lesson? How do you handle them?		prepare for studying in advance. They waited for me to teach and explain in the classroom. Therefore, I made them to do a quiz or asked questions at the beginning of the lesson in order that they would prepare themselves in advance. (Personally, did you have problem with explanation or pronunciation, or communication with No, I didn't. I didn't have difficulty or problems with pronunciation. The problem was they didn't response to my questions, uh, keeping silence. Especially, they didn't understand when I used English. They wouldn't answer or response. So, I had to translate or summarize in Thai again.
27	What is your role in contributing to the learning process of the students in teaching English in the classroom? Please explain.	22.23	It would be a facilitator and a role model. For example, I must be the role model for using the language in doing role-plays or situation before letting them practice. Sometimes, they might not be able to imagine something. So, it was necessary to show them some examples before letting them do it themselves.
28	What are your perceptions of the	23.15	After finishing this course, I thought they might use English very little because

	language performance of students in your class after finishing the course?		environment was not available for them to use English. Let's say, when they went to a convenient store, they still use Thai or dialects. But I saw their improvement in the classroom. They knew how to use English sentences that were used in different contexts.
29	What are your opinions about how to improve and develop classroom practice in learning and teaching English in the Thai EFL context?	24.032	I would like to encourage and promote the use of English inside and outside the university. For example, teachers in the faculty thought that there should be a coffee corner for students where they must use English when asking or buying. Even though they learned a lot of grammar and vocabulary; they didn't have an opportunity to use it. They might forget. Therefore, I would like to promote more use of English language. It would be better if the use of English was promoted nationally as well. The students here are like to use more dialects than Thai formal language.
30	What kinds of professional development activities best support teaching?	25.34	The teacher attends a training course or seminar. Let's say, I didn't graduate in Teaching, I may need to attend a training activity relevant to teaching organized by an organization or a university, then apply it in the classroom in order to be beneficial for students.

Appendix B

Results of Classroom Observations

Summary Results of Classroom Observations Public Autonomous University (PU)

Opening

No	Statements	Code	PU-T1						PU-T2						PU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Having a clear plan of what to teach.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Describing the goals of the lesson.		✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✗	✓	✓
3	Stating the information or skills that the students will learn.		✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
4	Describing the relationship between the lesson and real-life situations.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Reviewing learning from the previous lesson.		✗	✓	✗	✗	✗	✓	✗	✗	✓	✗	✗	✗	✓	✓	✗	✗	✓	✓
6	Pointing out the links between this lesson and previous lessons.		✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
7	Asking students to look a picture/dialogue and think about what they are going to learn.		✗	✗	✗	✗	✗	✗	✓	✓	✗	✗	✗	✓	✓	✗	✓	✓	✓	✗

Sequencing

No	Statements	Code	PU-T1						PU-T2						PU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Presenting the new vocabulary items used in the text.		✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Having students discuss the meanings and uses of the new words in groups.		✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✓	✗	✗	✓	✓	✓
3	Introducing a situation for students to learn new languages.		✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗
4	Modeling the dialogue for students, and they repeat it.		✗	✗	✗	✓	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
5	Modeling the pronunciation of difficult words for students.		✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✓	✓	✗	✓	✓	✓
6	Having students participate in group discussions that are relevant to the lesson.		✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✗	✗	✗	✗
7	Allowing students to practice language patterns in the lesson in groups.		✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
8	Asking questions based on the topic in the lesson in English.		✗	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗

Sequencing (Continued)

No	Statements	Code																		
		PU-T1						PU-T2						PU-T3					
		Week 1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
9	Checking the comprehension of students before teaching the next steps of the lesson.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Having students identify their errors in their use of language and correct them in a group.	✓	✗	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
11	Encouraging students to connect lessons with real-life situations (e.g., giving everyday examples of how to apply lessons in everyday life)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Giving several examples of language patterns.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Pacing

No	Statements	PU-T1						PU-T2						PU-T3					
	Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Encouraging students to use English in the classroom.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗
2	Avoiding interrupting the students who are trying to use the language.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Facilitating the communication process while they are doing activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Avoiding using Thai in the classroom.	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
5	Creating a classroom environment conducive to language learning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Monitoring student performance in activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Encouraging students to learn English outside the classroom.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Using English to give feedback on the English language performance of students.	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗

Closure

No	Statements	Code																		
			PU-T1						PU-T2						PU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Summarizing the important points of lessons.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Classroom Activities

No	Statements	Code	PU-T1						PU-T2						PU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Allowing students to learn dialogue and act it out in front of the class.		✗	✗	✗	✗	✗	✗	✗	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗
2	Assigning group work and having students present it in front of the classroom.		✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✓	✓	✗	✓	✗
3	Having students do role-play with language patterns relevant to the lesson.		✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
4	Having students exchange their experiences of using English.		✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
5	Introducing a topic and encouraging students to share their opinions about it.		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗
6	Having students talk in groups about what they are interested in.		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
7	Allowing students to do information gap activities in pairs or small groups.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓	✗	✓
8	Providing opportunities for students to play different language games.		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗

Teaching Materials

No	Statements	PU-T1						PU-T2						PU-T3					
	Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Preparing the English textbook that is appropriate for the year level of the students.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Allowing students to select authentic materials based on their interests.	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓
3	Using journals, newspapers, and magazines that support students to understand the lessons.	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓
4	Integrating movies, radio broadcasts, or audio-visual content in teaching.	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗
5	Using a slideshow, projectors, and digital screens for teaching in class.	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Classroom Management

No	Statements	Code	PU-T1						PU-T2						PU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Having students discuss the meanings and uses of the new words in groups.		✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✓	✗	✗	✓	✓	✓
2	Having students participate in group discussions that are relevant to the lesson.		✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✗	✗	✗	✗
3	Allowing students to practice language patterns in the lesson in groups.		✗	✗	✗	✗	✗	✗	✓	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗
4	Having students identify their errors in their use of language and correct them in a group.		✓	✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
5	Allowing students to learn dialogue and act it out in front of the class in groups.		✗	✗	✗	✓	✗	✗	✗	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗
6	Assigning group work and having students present it in front of the classroom.		✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	✓	✗

Classroom Management (Cont.)

No	Statements	Code	PU-T1						PU-T2						PU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7	Having students do role-play with language patterns relevant to the lesson.		x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x
8	Having students talk in a small group about the topic they are interested in.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9	Allowing students to do information gap activities in pairs or small groups.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	x	✓	x	✓
10	Avoiding using Thai in the classroom.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
11	Asking questions based on the topic in the lesson in English.		x	x	x	x	x	x	✓	✓	✓	✓	✓	✓	x	x	x	x	x	x
12	Using English to give feedback on the English language performance of students.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Teacher Roles

No	Statements	Code PU-T1						PU-T2						PU-T3					
	Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Modeling the dialogue for students, and they repeat it.	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
2	Modeling the pronunciation of difficult words for students.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓
3	Encouraging students to connect lessons with real-life situations (e.g., giving everyday examples of how to apply lessons in everyday life).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Facilitating the communication process while they are doing activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Monitoring student performance in activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Encouraging students to learn English outside the classroom.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Summary Results of Classroom Observations at a Non-Public Autonomous University (NonPU)

Opening

No	Statements	Code	NonPU-T1						NonPU-T2						NonPU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Having a clear plan of what to teach.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Describing the goals of the lesson.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Stating the information or skills that the students will learn.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Describing the relationship between the lesson and real-life situations.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Reviewing learning from the previous lesson.		✓	✓	✗	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Pointing out the links between this lesson and previous lessons.		✗	✓	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
7	Asking students to look at a picture/dialogue and think about what they are going to learn.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Sequencing

No	Statements	Code	NonPU-T1						NonPU-T2						NonPU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Presenting the new vocabulary items used in the text.		✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Having students discuss the meanings and uses of the new words in groups.		✓	✓	✗	✗	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓
3	Introducing a situation for students to learn new languages.		✓	✓	✗	✗	✓	✓	✓	✓	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓
4	Modeling the dialogue for students, and they repeat it.		✓	✓	✗	✗	✓	✓	✗	✗	✗	✗	✗	✓	✓	✓	✗	✗	✗	✗
5	Modeling the pronunciation of difficult words for students.		✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Having students participate in group discussions that are relevant to the lesson.		✗	✗	✗	✗	✓	✓	✓	✓	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓
7	Allowing students to practice English patterns.		✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✗	✗	✓
8	Asking questions in the lesson in English.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Sequencing (Cont.)

#	Item															
9	Checking the comprehension of students before teaching the next steps of the lesson.	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓
10	Having students identify their errors in their use of language and correct them in a group.	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
11	Encouraging students to connect lessons with real-life situations (e.g., giving everyday examples of how to apply lessons in everyday life)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Giving several examples of language patterns.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Pacing

No	Statements	Code	NonPU-T1						NonPU-T2						NonPU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Encouraging students to use English in the classroom.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Avoiding interrupting the students who are trying to use the language.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Facilitating the communication process while they are doing activities.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Avoiding using Thai in the classroom.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Creating a classroom environment conducive to language learning.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Monitoring student performance in activities.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Encouraging students to learn English outside the classroom.		✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Using English to give feedback on the English language performance of students.		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗

Closure

Statements	Code	NonPU-T1						NonPU-T2						NonPU-T3					
	Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Summarizing the important points of lessons.		✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Classroom Activities

No	Statements	Code	NonPU-T1						NonPU-T2						NonPU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Allowing students to learn dialogue and act it out in front of the class in groups.		✓	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗
2	Assigning group work and having students present it in front of the classroom.		✓	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✓
3	Having students do role-play with language patterns relevant to the lesson.		✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✓	✗
4	Having students exchange their experiences of using English.		✓	✓	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✓	✓	✓	✗	✗
5	Introducing a topic and encouraging students to share their opinions about it.		✓	✓	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✓	✗	✗	✓	✗	✗
6	Having students talk in groups about what they are interested in.		✗	✗	✓	✓	✓	✗	✗	✓	✓	✓	✗	✗	✗	✓	✗	✗	✗	✗
7	Allowing students to do information gap activities in pairs or small groups.		✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Providing opportunities for students to play different language games.		✗	✗	✗	✗	✓	✗	✗	✓	✓	✗	✗	✗	✗	✓	✗	✓	✗	✗

Teaching Materials

No	Statements	Code	NonPU-T1						NonPU-T2						NonPU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	The teacher prepares the English textbook that is appropriate for the year level of the students.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	The teacher allows students to select authentic materials based on their interests.		✗	✗	✓	✓	✗	✓	✗	✗	✗	✗	✗	✗	✓	✗	✗	✓	✓	✓
3	The teacher uses journals, newspapers, and magazines that support students to understand the lessons.		✓	✓	✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓
4	The teacher integrates movies, radio broadcasts, or audio-visual content in teaching.		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	The teacher uses a slideshow, projectors, and digital screens for teaching in class.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Classroom Management

No	Statements	Code	NonPU-T1						NonPU-T2						NonPU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Having students discuss the meanings and uses of the new words in groups.		✓	✓	✗	✗	✓	✓	✓	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓
2	Having students participate in group discussions that are relevant to the lesson.		✓	✗	✗	✗	✓	✓	✓	✓	✗	✗	✗	✗	✓	✗	✗	✗	✓	✓
3	Allowing students to practice language patterns in the lesson in groups.		✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	✗	✓
4	Having students identify their errors in their use of language and correct them in a group.		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
5	Allowing students to learn dialogue and act it out in front of the class in groups.		✓	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	✗	✗
6	Assigning group work and having students present it in front of the classroom.		✓	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✓

Classroom Management (Continued.)

No	Statements	Code	NonPU-T1						NonPU-T2						NonPU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7	Having students do role-play with language patterns relevant to the lesson.		✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✓	✗
8	Having students talk in a small group about the topic they are interested in.		✗	✗	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗
9	Allowing students to do information gap activities in pairs or small groups.		✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Avoiding using Thai in the classroom.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	The teacher asks questions based on the topic in the lesson in English.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✓
12	The teacher uses English to give feedback on the English language performance of students.		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗

Teacher Roles

No	Statements	Code	NonPU-T1						NonPU-T2						NonPU-T3					
		Week	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Modeling the dialogue for students, and they repeat it.		✓	✓	✗	✗	✓	✓	✗	✗	✗	✗	✗	✓	✓	✓	✗	✗	✗	✗
2	Modeling the pronunciation of difficult words for students.		✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Encouraging students to connect lessons with real-life situations.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Facilitating the communication process while they are doing activities (e.g., helping students with activities, showing examples of language usage, allowing students to ask questions).		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Monitoring student performance in activities.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Encouraging students to learn English outside the classroom.		✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Appendix C

Questionnaire Form

แบบสอบถาม
การสำรวจวิธีการสอนที่ใช้ในห้องเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ
ระดับมหาวิทยาลัยในประเทศไทย

เรียน ท่านผู้ตอบแบบสอบถาม

        กระผม (ผู้วิจัย) นิสิตระดับปรัชญาดุษฎีบัณฑิต สาขาวิชา ภาษาอังกฤษ คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ กำลังเก็บข้อมูลเพื่อนำไปใช้ในการทำปริญญานิพนธ์ ได้ส่งแบบสอบถาม เกี่ยวกับวิธีการสอนภาษาอังกฤษในห้องเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศระดับ มหาวิทยาลัยในประเทศไทยและปัญหาในการสอนภาษาอังกฤษมายังท่านเพื่อรวบรวมข้อมูลไปใช้ในการทำ ปริญญานิพนธ์

        งานวิจัยนี้มีความมุ่งหมายทำความเข้าใจข้อเท็จจริงที่สะท้อนถึงการเรียนการสอนภาษาอังกฤษใน ฐานะภาษาต่างประเทศในบริบทของประเทศรวมถึงศึกษาความคิดเห็นของอาจารย์ผู้สอนเกี่ยวกับวิธีการสอน ภาษาอังกฤษในห้องเรียนว่ามีความเป็นไปได้หรือไม่ที่จะสอนให้นักศึกษาในชั้นเรียนสามารถใช้ภาษาอังกฤษ เพื่อการสื่อสารได้อย่างมีประสิทธิภาพ ดังนั้นงานวิจัยนี้จึงศึกษาวิธีการสอนที่ใช้สอนภาษาอังกฤษในฐานะ ภาษาต่างประเทศในชั้นเรียนระดับมหาวิทยาลัยในประเทศไทย โดยใช้แบบสอบถามในการเก็บข้อมูลงานวิจัย เพื่อสอบถามเกี่ยวกับวิธีการสอน กระบวนการการสอน กิจกรรมในชั้นเรียน สื่อการสอนที่ใช้เพื่อการสอนในชั้น เรียนภาษาอังกฤษ รวมทั้งปัญหาด้านการเรียนการสอนอาจารย์ผู้สอนพบทั้งในมหาวิทยาลัยของรัฐและ มหาวิทยาลัยในกำกับของรัฐ ซึ่งผลการวิจัยจะทำให้เข้าใจบริบทการสอนภาษาอังกฤษในระดับมหาวิทยาลัยใน ประเทศไทยรวมถึงนำเสนอแนวทางที่เป็นประโยชน์สำหรับอาจารย์ผู้สอนในการจัดการกระบวนการการเรียนการ สอนภาษาอังกฤษให้มีประสิทธิภาพมากขึ้น

แบบสอนถามมีทั้งหมด 4 หน้า แบ่งออกเป็น 4 ส่วนดังนี้

1. ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม (3 ข้อ)

2. วิธีการสอนที่ใช้ในห้องเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ (43 ข้อ)

3. ปัญหาที่ครูพบในการสอนภาษาอังกฤษในห้องเรียนในฐานะภาษาต่างประเทศ (25 ข้อ)

4. คำถามปลายเปิด (1 ข้อ)

        การวิจัยนี้อาจไม่สามารถสำเร็จลุล่วงได้หากไม่ได้รับความร่วมมือจากอาจารย์ผู้มีส่วนร่วมในการสอน และการพัฒนาการสอนภาษาอังกฤษในระดับมหาวิทยาลัยในประเทศไทย ดังนั้นจึงใคร่ขอให้ท่านตอบ แบบสอบถามตามความเป็นจริงโดยไม่ต้องลงชื่อ คำตอบของท่านจะนำมาใช้ประโยชน์ในงานวิจัยครั้งนี้เท่านั้น และขอความกรุณาส่งแบบสอบถามที่ท่านตอบสมบูรณ์แล้วกลับมายังผู้วิจัย เพื่อนำข้อมูลไปวิเคราะห์ต่อไป

                               ขอขอบพระคุณเป็นอย่างสูง

ส่วนที่ 1: ข้อมูลทั่วไป

กรุณาทำกรอกข้อมูลและเครื่องหมาย ☑ ในช่องที่อธิบายข้อมูลของท่านได้ดีที่สุด

1.	ประสบการณ์การสอน (กรุณาระบุ):_____ ปี

2.	ภูมิหลังการศึกษา

ระดับการศึกษา	วิชาเอก	จาก (ประเทศ)
ระดับปริญญาตรี		
ระดับปริญญาโท		
ระดับปริญญาเอก		

3.	ท่านคิดว่าระดับสมิทธิภาพทางภาษาอังกฤษโดยเฉลี่ยของนักศึกษาที่ท่านกำลังสอนอยู่ใน
	ระดับใด

	☐	ระดับพื้นฐาน

	☐	ระดับปานกลาง

	☐	ระดับสูง

ส่วนที่ 2: วิธีการสอนที่ใช้ในห้องเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

โปรดทำเครื่องหมาย ☑ ในช่องแสดงระดับที่ตรงหรือสอดคล้องกับความเห็นของท่านต่อวิธีการ
สอนที่ใช้ในการจัดการเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศในห้องเรียน

ก. ด้านวิธีการสอน

	ประเด็นคำถาม	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
		5	4	3	2	1
1	ข้าพเจ้าวางแผนหัวข้อที่จะสอนอย่างชัดเจน					
2	ข้าพเจ้าอธิบายวัตถุประสงค์ของบทเรียนอย่างชัดเจน					
3	ข้าพเจ้าแจ้งข้อมูลหรือทักษะที่นักศึกษาจะได้จากบทเรียนหลังการเรียนรู้					
4	ข้าพเจ้าอธิบายความสัมพันธ์ระหว่างบทเรียนกับสถานการณ์ในชีวิตจริง					

5	ข้าพเจ้าทบทวนการเรียนรู้จากบทเรียนที่ผ่านมา					
6	ข้าพเจ้าชี้ให้เห็นความเชื่อมโยงระหว่างบทเรียนนี้กับบทเรียนก่อนหน้า					
7	ข้าพเจ้าให้นักศึกษาดูภาพหรืออ่านบทสนทนาและให้นักศึกษาพิจารณาว่าจะได้เรียนรู้อะไรจากบทเรียน					
8	ข้าพเจ้านำเสนอคำศัพท์ใหม่ที่ใช้ในบทเรียน					
9	ข้าพเจ้าให้นักศึกษาแบ่งกลุ่มและอภิปรายความหมายและการใช้คำศัพท์ใหม่					
10	ข้าพเจ้าแนะนำสถานการณ์ให้นักศึกษาได้เรียนรู้การใช้ภาษา					
11	ข้าพเจ้าแสดงเป็นตัวอย่างในบทสนทนาให้กับนักศึกษาและนักศึกษาทำตาม					
12	ข้าพเจ้าออกเสียงคำศัพท์ยากเป็นตัวอย่างให้กับนักศึกษา					
13	ข้าพเจ้าจัดให้นักศึกษามีส่วนร่วมในการอภิปรายกลุ่มในหัวข้อที่เกี่ยวข้องกับบทเรียน					
14	ข้าพเจ้าให้นักศึกษาแบ่งกลุ่มเพื่อฝึกรูปแบบการใช้ภาษาในบทเรียน					
15	ข้าพเจ้าใช้ภาษาอังกฤษในการถามตามหัวข้อในบทเรียน					
16	ข้าพเจ้าทวนสอบความเข้าใจของนักศึกษาเป็นก่อนสอนในลำดับต่อไปในบทเรียน					
17	ข้าพเจ้าให้นักศึกษาแบ่งกลุ่มเพื่อร่วมกันระบุข้อผิดพลาดในการใช้ภาษาและแก้ไขข้อผิดพลาดเหล่านั้น					
18	ข้าพเจ้ากระตุ้นส่งเสริมให้นักศึกษาเชื่อมโยงบทเรียนกับสถานการณ์ในชีวิตจริง (เช่น ให้นักศึกษายกตัวอย่างการนำบทเรียนไปใช้ในชีวิตประจำวัน)					
19	ข้าพเจ้าจัดสรรเวลาสำหรับแต่ละกิจกรรมในชั้นเรียนอย่างเหมาะสม					
20	ข้าพเจ้ายกตัวอย่างรูปแบบการใช้ภาษาที่หลากหลายให้กับนักศึกษา					
21	ข้าพเจ้ากระตุ้นให้นักศึกษาใช้ภาษาอังกฤษในชั้นเรียน (เช่น ถามคำถามเป็นภาษาอังกฤษ, เล่นเกมส์ที่ต้องใช้ภาษาอังกฤษ, กล่าวชมเมื่อนักศึกษาใช้ภาษาอังกฤษ, หรือพูดโน้มน้าวให้นักศึกษาพูดภาษาอังกฤษ)					
22	ข้าพเจ้าหลีกเลี่ยงการพูดขัดจังหวะในขณะที่นักศึกษากำลังพยายามใช้ภาษา					
23	ข้าพเจ้าอำนวยความสะดวกแก่นักศึกษาในขณะที่กำลังทำกิจกรรมในชั้นเรียน (เช่นช่วยเหลือในการทำกิจกกรม, แสดงตัวอย่างการใช้ภาษา, เปิดโอกาสให้นักศึกษาซักถามข้อสงสัย)					
24	ข้าพเจ้าหลีกเลี่ยงการใช้ภาษาไทยในชั้นเรียน					
25	ข้าพเจ้าสร้างสภาพแวดล้อมในชั้นเรียนให้เอื้อต่อการเรียนรู้ภาษา (เช่น การจัดบอร์ด, จัดที่นั่งให้เหมาะสม, ใช้สื่อเทคโนโลยีที่เหมาะสม, จัดกิจกรรมการเรียนการสอนทั้งในและนอกห้องเรียน)					
26	ข้าพเจ้าติดตามผลการฝึกปฏิบัติกิจกรรมการเรียนรู้ภาษา (เช่น ถามคำถาม, ทำ					

	แบบทดสอบ, มอบหมายงาน ให้ข้อเสนอแนะรายบุคคล)					
27	ข้าพเจ้ากระตุ้นส่งเสริมให้นักศึกษาเรียนรู้ภาษาอังกฤษนอกชั้นเรียน (เช่น แนะนำแหล่งเรียนรู้ต่างๆ, โน้มน้าวให้ใช้ภาษาอังกฤษในชีวิตประจำวัน, บอกย้ำความสำคัญของภาษาอังกฤษ)					
28	ข้าพเจ้าใช้ภาษาอังกฤษเพื่อแสดงความคิดเห็นเกี่ยวกับการฝึกปฏิบัติการใช้ภาษาอังกฤษของนักศึกษา					
29	ข้าพเจ้าสรุปเนื้อหาสำคัญที่ได้สอนในบทเรียน					

ข. ด้านสื่ออุปกรณ์การสอน

30	ข้าพเจ้าจัดเตรียมหนังสือเรียนภาษาอังกฤษที่เหมาะสมกับระดับชั้นปีของนักศึกษา					
31	ข้าพเจ้าเลือกสื่อจริงที่เหมาะสมกับระดับชั้นปีของนักศึกษา					
32	ข้าพเจ้าให้นักศึกษาเลือกสื่อจริงตามความสนใจของนักศึกษา					
33	ข้าพเจ้าใช้วารสาร หนังสือพิมพ์ และนิตยสารที่ช่วยส่งเสริมให้นักศึกษาเข้าใจบทเรียนมากขึ้น					
34	ข้าพเจ้าบูรณาการการใช้ภาพยนตร์ วิทยุกระจายเสียง หรือเนื้อหาโสตทัศนูปกรณ์ในการสอน					
35	ข้าพเจ้าใช้สไลด์ โปรเจ็กเตอร์ และจอภาพดิจิทัลในการสอนในชั้นเรียน					

ค. ด้านกิจกรรมการสอน

36	ข้าพเจ้าให้นักศึกษาแบ่งกลุ่มเพื่อเรียนรู้บทสนทนาและให้แสดงการสนทนาหน้าชั้นเรียน					
37	ข้าพเจ้ามอบหมายงานให้นักศึกษาทำเป็นกลุ่มและให้นำเสนอหน้าชั้นเรียน					
38	ข้าพเจ้าให้นักศึกษาแสดงบทบาทสมมติในการใช้รูปแบบภาษาที่เกี่ยวข้องกับบทเรียน					
39	ข้าพเจ้าให้นักศึกษาแลกเปลี่ยนประสบการณ์การใช้ภาษาอังกฤษของตนเอง					
40	ข้าพเจ้าเกริ่นนำหัวข้อหนึ่งๆ และกระตุ้นให้นักศึกษามีส่วนร่วมในการแสดงความคิดเห็นเกี่ยวเรื่องนั้นๆ					
41	ข้าพเจ้าให้นักศึกษาแบ่งกลุ่มย่อยและสนทนาในหัวข้อที่สนใจ					
42	ข้าพเจ้าให้นักศึกษาจับคู่หรือแบ่งกลุ่มทำกิจกรรมการแลกเปลี่ยนข้อมูล					
43	ข้าพเจ้าเปิดโอกาสให้นักศึกษาได้เล่นเกมส์เกี่ยวกับภาษา					

ส่วนที่ 3: ปัญหาด้านวิธีการสอนของอาจารย์ในชั้นเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

โปรดทำเครื่องหมาย ☑ ในช่องแสดงระดับความเห็นที่ตรงหรือสอดคล้องกับความคิดเห็นของท่านต่อ
ปัญหาด้านวิธีกานสอนที่ท่านพบในในการจัดการเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศใน
ชั้นเรียน

	ประเด็นคำถาม	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
		5	4	3	2	1
1	ข้าพเจ้ามีปัญหาในการเตรียมแผนการสอน					
2	ข้าพเจ้ามีปัญหาในการอธิบายให้นักศึกษาเข้าใจวัตถุประสงค์ของบทเรียน					
3	ข้าพเจ้ามีปัญหาในการเชื่อมโยงบทเรียนให้เข้ากับสถานการณ์ในชีวิตจริง					
4	ข้าพเจ้ามีปัญหาในการนำเสนอคำศัพท์ใหม่ในบทเรียน					
5	ข้าพเจ้ามีปัญหาในการแนะนำสถานการณ์ให้นักศึกษาได้เรียนรู้ภาษาใหม่					
6	ข้าพเจ้ามีปัญหาในการแสดงตัวอย่างบทสนทนาภาษาอังกฤษให้กับนักศึกษา					
7	ข้าพเจ้ามีปัญหาในการสอนการออกเสียงคำศัพท์ภาษาอังกฤษที่ยาก					
8	ข้าพเจ้ามีปัญหาในการทำให้นักศึกษามีส่วนร่วมในบทเรียนหรือกิจกรรมกลุ่มในชั้นเรียน					
9	ข้าพเจ้ามีปัญหาในการเลือกใช้กิจกรรมในชั้นเรียนที่เหมาะสมกับนักศึกษา					
10	ข้าพเจ้ามีปัญหาในการกระตุ้นให้นักศึกษาใช้ภาษาอังกฤษในการตอบคำถามตามหัวข้อในบทเรียน					
11	ข้าพเจ้ามีปัญหาในการกระตุ้นให้นักศึกษาฝึกฝนการใช้ประโยคภาษาอังกฤษ					
12	ข้าพเจ้ามีปัญหาในการกระตุ้นให้นักศึกษามีส่วนร่วมในการอภิปรายเป็นกลุ่ม					
13	ข้าพเจ้ามีปัญหาในการแบ่งเวลาให้เหมาะสมกับการทำกิจกรรมในชั้นเรียน					
14	ข้าพเจ้ามีปัญหาในการตรวจสอบความเข้าใจบทเรียนของนักศึกษา					
15	ข้าพเจ้ามีปัญหาในการประยุกต์ใช้กลยุทธ์การสอนที่เหมาะสมกับนักศึกษาในชั้นเรียน					
16	ข้าพเจ้ามีปัญหาในการสื่อสารเป็นภาษาอังกฤษกับนักศึกษา					
17	ข้าพเจ้ามีปัญหาในการกระตุ้นให้นักศึกษาใช้ภาษาอังกฤษในชั้นเรียน					
18	ข้าพเจ้ามีปัญหาในการโน้มน้าวให้นักศึกษาเรียนรู้ภาษาอังกฤษนอกชั้นเรียน					
19	ข้าพเจ้ามีปัญหาในการให้ข้อเสนอแนะเกี่ยวกับการฝึกปฏิบัติการใช้ภาษาอังกฤษของนักศึกษา					

20	ข้าพเจ้ามีปัญหาในการติดตามผลการฝึกปฏิบัติภาษาจากการทำกิจกรรมในชั้นเรียนของนักศึกษา (เช่น ถามคำถาม, ทำแบบทดสอบ, มอบหมายงานให้ข้อเสนอแนะรายบุคคล)					
21	ข้าพเจ้ามีปัญหาในการอำนวยความสะดวกในกระบวนการสื่อสารระหว่างที่นักศึกษาทำกิจกรรม (เช่น ช่วยเหลือในการทำกิจกรรม, แสดงตัวอย่างการใช้ภาษา, เปิดโอกาสให้นักศึกษาซักถามข้อสงสัย)					
22	ข้าพเจ้ามีปัญหาในการสร้างสภาพแวดล้อมของชั้นเรียนให้เอื้อต่อการเรียนภาษา					
23	ข้าพเจ้ามีปัญหาในการจัดเตรียมหนังสือเรียนที่เหมาะสมกับระดับชั้นปีของนักศึกษา					
24	ข้าพเจ้ามีปัญหาในการเลือกสื่อจริงเพื่อใช้ในการสอน					
25	ข้าพเจ้ามีปัญหาในการบูรณาการเทคโนโลยีสมัยใหม่ในการสอนภาษาอังกฤษ					

4. คำถามปลายเปิด

กรุณาเขียนแสดงความคิดเห็นและข้อเสนอแนะของท่านต่อคำถามต่อไปนี้

      ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการปรับปรุงและพัฒนาการเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศในบริบทของคนไทย? กรุณาเขียนแสดงความคิดเห็นและข้อเสนอแนะของท่าน

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ขอบพระคุณเป็นอย่างสูง

QUESTIONNAIRE

AN INVESTIGATION OF THE INSTRUCTIONAL METHODS USED IN TEACHING ENGLISH AS A

FOREIGN LANGUAGE IN CLASSROOMS AT THE UNIVERSITY LEVEL IN THAILAND

Dear respondents,

This research primarily seeks to understand the facts that reflect what is happening in Thai EFL classroom practice performed by teachers, including the reflections of teachers on their use of the instructional methods and whether or not the teaching used in classroom could provide possibilities for students to effectively use English for communication. This research investigates the instructional methods used in teaching English as a Foreign Language in classrooms at the university level in Thailand. The questionnaire asks about the instructional methods, teaching processes, classroom activities, and the teaching materials used in English classes, including the problems encountered by teachers at a public autonomous university and a non-public autonomous university. The results of this research have made it possible to understand the context of teaching English at the university level in Thailand, and present useful guidelines for teachers to manage the processes of English language teaching and more effective learning.

The questionnaire is divided into four parts (four pages), as follows:

1.   General Information of the Respondents.

2.   The Instructional Methods Used in EFL Classroom.

3.   The Difficulties Encountered by Teachers in the EFL Classroom.

4.   An Open-ended Questionnaire.

This research could not be conducted without your cooperation. Therefore, it would be appreciated if you could answer the questionnaire truthfully. Please do NOT write your name on this questionnaire. Your responses will be anonymous and will never be linked to you personally. Once you have completed the questionnaire, please return it to the researcher.

Yours sincerely,

Part 1: General Information

Please check ☑ the check box and write your information in the spaces provided and as appropriate.

1.   Teaching Experiences (please specify): _____ Year (s)

2.   Educational Background

Educational Level	Major	From (Country)
Bachelor's degree		
Master's degree		
Doctoral degree		

3.   What is the average level of English proficiency of the students that you are teaching?

☐   Beginner

☐   Intermediate

☐   Advanced

Part 2: The Instructional Methods Used in EFL Classroom

Please tick ☑ the most appropriate answer, the degree to which the following statements indicate your level of agreement ranging from "Strongly Agree to Strongly Disagree" towards instructional methods used in EFL instruction in your classroom.

A. The instructional methods

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1	I make a clear plan of what to teach.					
2	I clearly describe the goals of the lesson.					
3	I state the information or skills that the students will learn.					
4	I describe the relationship between the lesson and real-life situations.					
5	I review learning from the previous lesson.					

6	I point out the links between this lesson and previous lessons.					
7	I ask students to look at the picture or dialogue and think about what they are going to learn.					
8	I present the new vocabulary items used in the text.					
9	I have students discuss the meanings and uses of the new words in groups.					
10	I introduce a situation for students to learn new languages.					
11	I model the dialogue for students, and they repeat it.					
12	I model the pronunciation of difficult words for students.					
13	I have students to participate in group discussions that are relevant to the lesson.					
14	I allow students to practice language patterns in the lesson in groups.					
15	I ask questions based on the topic in the lesson in English.					
16	I check the comprehension of students before teaching the next steps of the lesson.					
17	I have students identify their errors in their use of language and correct them in a group.					
18	I encourage students to connect lessons with real-life situations (e.g., giving everyday examples how to apply lessons in everyday life)					
19	I provide appropriate timing for each classroom activity.					
20	I give several examples of language patterns.					
21	I encourage students to use English in the classroom (e.g., teaching and asking questions in English, playing English-speaking games, compliments when students use English, or persuading students to speak English)					
22	I avoid interrupting the students who are trying to use the language.					
23	I facilitate the communication process while they are doing activities (e.g., helping students with activities, showing examples of language usage, allowing students to ask questions)					

24	I avoid using Thai in the classroom.					
25	I create a classroom environment conducive to language learning (e.g., arranging language boards, using appropriate teaching aids, doing activities both inside and outside classroom)					
26	I monitor student performance in activities (e.g., asking questions, taking a quiz, assigning homework, giving individual feedback)					
27	I encourage students to learn English outside the classroom (e.g., recommending learning sources, persuading students to use English in every life)					
28	I use English to give feedback on the English language performance of students.					
29	I summarize the important points of lessons.					

B. Teaching Materials

30	I prepare the English textbook that is appropriate for the year level of the students.					
31	I select authentic materials that are appropriate for the year level of the students.					
32	I allow my students to select authentic materials based on their interests.					
33	I use journals, newspapers, and magazines that support students to understand the lessons.					
34	I integrate the movies, radio broadcasts, or audiovisual contents in teaching.					
35	I use a slideshow, projectors, and digital screens for teaching in class.					

C. Classroom activities

36	I allow students to learn dialogue and act it out in front of the class in groups.					
37	I assign group work and have students present it in front of the classroom.					
38	I have students do role-play with language patterns relevant to the lesson.					
39	I have students exchange their experiences of using English.					
40	I introduce a topic and encourage students to share their opinions about it.					
41	I have students talk in a small group about the topic they are interested in.					
42	I allow students to do information gap activities in pair or small groups.					
43	I provide opportunities for students to play different language games.					

Part 3: Difficulties encountered by the teacher in Teaching English in EFL Classroom.

Please tick ☑ the most appropriate answer, the degree to which the following statements indicate your level of agreement ranging from "Strongly Agree to Strongly Disagree" towards the difficulties you encounter in teaching English in the EFL classroom.

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1	I have difficulty preparing lesson plans.					
2	I have difficulty making the students understand the goals of the lessons.					
3	I have difficulty relating lessons to real-life situations.					
4	I have difficulty presenting the new vocabulary items used in the text.					
5	I have difficulty introducing situations for students to learn a new language.					
6	I have difficulty modeling English dialogues for students.					
7	I have difficulty teaching the English pronunciation of difficult words.					
8	I have difficulty getting the students involved in lessons or group classroom activities.					
9	I have difficulty selecting classroom activities appropriate for students.					
10	I have difficulty encouraging students to answer questions based on the topic of the lesson in English.					
11	I have difficulty encouraging students to practice English language patterns.					
12	I have difficulty encouraging students to participate in group discussions.					

13	I have difficulty providing appropriate timing for classroom activities.					
14	I have difficulty checking the comprehension of students in lessons.					
15	I have difficulty applying instructional techniques that are appropriate for students in the classroom.					
16	I have difficulty communicating with students in English.					
17	I have difficulty encouraging students to use English in the classroom.					
18	I have difficulty encouraging students to learn English outside the classroom.					
19	I have difficulty giving feedback on the English language performance of students.					
20	I have difficulty monitoring the language performances of students in classroom activities (e.g., asking questions, taking a quiz, assigning homework, giving individual feedback)					
21	I have difficulty facilitating the communication process while students are doing activities (e.g., helping students with activities, showing examples of language usage, allowing students to ask questions)					
22	I have difficulty creating a classroom environment conducive to language learning.					
23	I have difficulty preparing an English textbook appropriate for the year level of the students.					
24	I have difficulty selecting appropriate authentic materials.					
25	I have difficulty integrating modern technologies in teaching English.					

4. Open-ended question.

Please write your opinions in response to the following question.

What are your opinions about how to improve and develop classroom practice in learning and teaching English in the Thai EFL context? Please write your opinions and recommendations.

……….

………

……….

……….

……….

Thank you.

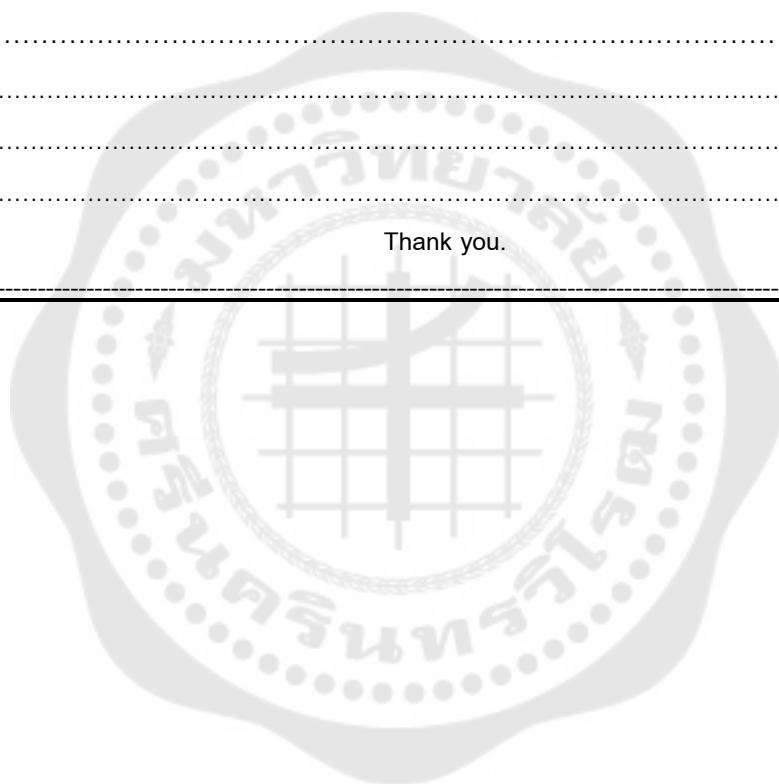
Appendix D

Interview Questions

Opening remarks:

First of all, I would like to thank you for taking the time to share your opinions and experiences with me.

The information that you provide today is very significant. Your answers will be used to investigate the instructional methods used in teaching English as a Foreign Language in classrooms at the university level in Thailand, including the problems encountered by teachers at a public autonomous university and a non-public autonomous university.

Please be assured that except for the researcher, the major advisor, the co-advisor, and the defense committees, no one will be allowed to access to any of your answers and information that you share today. All the information that I collect today will be stored in my password-protected computer and field notes will be stored in a locked cabinet at my home. If I can have your permission, I would like to complete an audio and video recording of our conversation and take notes during our conversation.

I would like to start this interview by asking you some questions about your experience teaching English in your classroom this semester. If you feel uncomfortable with a particular question, you do NOT have to answer it and you can stop this interview at any time you feel it is necessary. If you are ready, we may start.

1   Please describe your experience teaching students in your classroom this semester in general terms.

2   Please describe how you prepare and organize English lessons.

3   What are the goals you expect your students to achieve from the English lessons you are teaching? Why?

4   What level of English language performance do you expect your students to achieve after finishing this language course?

5   What are the instructional materials that you use for the classroom instruction?

6   Please describe the teaching process you usually use in the classroom.

Follow up questions:

6.1. What activities do you use to introduce the lesson?

6.2. What activities do you use to present the lesson after the introduction?

6.3. What language activities do you have students practice in the classroom?

6.4. What activities do you use to end the lesson?

7   In what way do you model the language when you are teaching a lesson?

8   What kinds of English learning activities do you usually use in the classroom? Why?

9   How do you encourage students to take apart in lessons and classroom activities?

10   What kind of English classroom activities do you think students learn best? Please explain Why?

11   How do you make sure that your students understand your directions or what you are teaching during lessons before teaching the next points?

12   Do you use authentic materials to support your teaching in the classroom? What are they? How do they support the lesson or topic you are teaching?

13   How do you facilitate the English learning processes of students in the classroom?

14   To what extent do you use English in your teaching in the classroom? Please explain.

15   How do you encourage students to speak English in the classroom?

16   Do you encourage students to do a role-play that is relevant to the lesson? Please explain how?

17   Do you usually encourage students to work in groups or individually? Why?

18   What do you do when students make mistakes in their language use? Why?

19   How do you give feedback on the language performance of the students?

20   How do you create an atmosphere that is conducive to language teaching and learning in your classroom?

21   As a language teacher, what do you think teachers can do to support and help students to improve their English language performance?

22   To what extent do you think the teaching methods you use in the classroom have helped students improve their English? Why?

23   Do you have specific instructional methods or strategies that help you to deal with teaching English in this university? How?

24   How do you encourage your students to learn English outside the classroom? Please explain.

25   Please describe the challenges you have faced in teaching EFL at the university level, according to your point of view.

26   What problems or difficulties have you encountered in teaching English in each lesson? How do you handle them?

27   What is your role in contributing to the learning process of the students in teaching English in the classroom? Please explain.

28   What are your perceptions of the language performance of students in your class after finishing the course?

29   What are your opinions about how to improve and develop classroom practice in learning and teaching English in the Thai EFL context?

30   What kinds of professional development activities best support teaching?

……

คำถามสำหรับสัมภาษณ์อาจารย์

คำกล่าวก่อนสัมภาษณ์:

ก่อนอื่นผู้วิจัยก็ต้องขอขอบพระคุณเป็นอย่างสูงสำหรับการเสียสละเวลาเพื่อแลกเปลี่ยนประสบการณ์ ความคิดเห็นของท่าน

ข้อมูลของท่านในครั้งนี้มีความสำคัญอย่างยิ่งที่จะนำมาเป็นข้อมูลการตอบคำถามในประเด็นวิธีการสอนที่ใช้ในการสอนภาษาอังกฤษในห้องเรียนการสอนภาษาอังกฤษในฐานะต่างประเทศในระดับมหาวิทยาลัยในประเทศไทย รวมไปถึงประเด็นปัญหาการสอนภาษาอังกฤษที่พบในมหาวิทยาลัยของรัฐและมหาวิทยาลัยในกำกับของรัฐ

ผู้วิจัยขอให้คำมั่นว่านอกจากผู้วิจัย อาจารย์ที่ปรึกษาหลัก อาจารย์ที่ปรึกษาร่วมและคณะกรรมการสอบปริญญานิพนธ์ ข้อมูลของท่านจะปกปิดเป็นความลับไม่เผยแพร่ต่อบุคคลอื่นโดยการจัดเก็บในเครื่องคอมพิวเตอร์ที่มีรหัสป้องกันเป็นอย่างดี และขออนุญาตผู้ให้ข้อมูลในการบันทึกเสียงการสัมภาษณ์ในครั้งนี้

ผู้วิจัยขออนุญาตเริ่มการสัมภาษณ์เกี่ยวกับประสบการณ์การสอนภาษาอังกฤษของท่านในปีการศึกษาที่ผ่านมา หาท่านรู้สึกมีความกังวลหรือไม่สะดวกในการตอบคำถามบางข้อ ท่านสามารถไม่ตอบคำถามนั้นๆได้หรือสามารถแจ้งให้มีการหยุดการสัมภาษณ์ได้ทุกเมื่อ หากท่านพร้อมแล้ว ขออนุญาตเริ่มการสัมภาษณ์

1   กรุณาเล่าประสบการณ์การสอนนักศึกษาในชั้นเรียนของท่านโดยทั่วไปในเทอมนี้ว่าเป็นอย่างไรบ้าง

2   ท่านมีแนวทางในการเตรียมและจัดบทเรียนภาษาอังกฤษของท่านอย่างไร

3   ท่านมีเป้าหมายอะไรที่คาดหวังว่านักศึกษาจะได้รับจากบทเรียนภาษาอังกฤษที่ท่านสอนเพราะเหตุใด

4   ท่านคาดหวังว่าเพื่อนักศึกษาเรียนรายวิชาที่ท่านสอนแล้วจะสามารถใช้ภาษาอังกฤษได้ในระดับใด

5   ท่านใช้สื่อการสอนอะไรบ้างในการสอนของท่าน

6   กรุณาอธิบายกระบวนการสอนที่ท่านใช้เป็นประจำในชั้นเรียน

    คำถามติดตาม

    6.1. ท่านใช้กิจกรรมการสอนใดบ้างในช่วงขั้นแนะนำเข้าสู่บทเรียน

    6.2. ท่านใช้กิจกรรมใดบ้างในช่วงที่นำเสนอบทเรียนหลังจากแนะนำเข้าสู่บทเรียนแล้ว

6.3. กิจกรรมเรียนรู้ภาษาใดบ้างที่ท่านใช้เพื่อให้นักศึกษาฝึกปฏิบัติในชั้นเรียน

6.4. ท่านใช้กิจกรรมใดบ้างในการสรุปบทเรียนที่ท่านสอน

7 ท่านใช้วิธีใดบ้างในการแสดงตัวอย่างการใช้ภาษาในระหว่างที่ท่านสอน

8 ท่านมักจะใช้กิจกรรมการเรียนรู้ภาษาอังกฤษใดบ้างในการสอนของท่าน เพราะเหตุใด

9 ท่านกระตุ้นให้นักศึกษามีส่วนร่วมในบทเรียนและกิจกรรมในชั้นเรียนอย่างไร

10 กิจกรรมในห้องเรียนภาษาอังกฤษประเภทใดที่ท่านคิดว่านักศึกษาเรียนรู้ภาษาอังกฤษได้ดีที่สุด เพราะเหตุใด กรุณาอธิบาย

11 ท่านมั่นใจได้อย่างไรว่านักศึกษาเข้าใจคำสั่งหรือหัวข้อที่ท่านสอนในระหว่างบทเรียนก่อนที่จะสอนในประเด็นต่อไป

12 ท่านได้ใช้สื่อจริงเพื่อสนับสนุนการสอนในห้องชั้นเรียนหรือไม่ อะไรบ้าง และสื่อจริงที่ท่านใช้สนับสนุนบทเรียนหรือหัวข้อที่ท่านสอนอย่างไรบ้าง

13 ท่านอำนวยความสะดวกในกระบวนการการเรียนภาษาอังกฤษในชั้นเรียนให้กับนักศึกษาอย่างไรบ้าง

14 ท่านใช้ภาษาอังกฤษในการสอนในชั้นเรียนมากน้อยเพียงใดกรุณาอธิบาย

15 ท่านมีวิธีการกระตุ้นส่งเสริมให้นักศึกษาพูดภาษาอังกฤษในห้องเรียนอย่างไร

16 ท่านกระตุ้นส่งเสริมให้นักศึกษาแสดงบทบาทสมมติในหัวข้อที่เกี่ยวกับบทเรียนหรือไม่ โดยใช้วิธีการอย่างไร กรุณาอธิบาย

17 ท่านมักจะให้นักศึกษาทำงานโดยการแบ่งกลุ่มหรือทำงานเดี่ยว เพราะเหตุใด

18 ท่านทำอย่างไรเมื่อนักศึกษามีข้อผิดพลาดในการใช้ภาษา เพราะเหตุใด

19 ท่านให้ข้อเสนอแนะหรือติชมเกี่ยวกับการฝึกปฏิบัติภาษาของนักศึกษาอย่างไร

20 ท่านสร้างบรรยากาศที่เอื้อต่อการสอนและการเรียนรู้ภาษาในห้องเรียนของท่านอย่างไรบ้าง

21 ในฐานะที่เป็นหนึ่งในอาจารย์สอนภาษา ท่านคิดว่าคนที่เป็นอาจารย์สามารถสนับสนุนและช่วยให้นักศึกษาพัฒนาการใช้ภาษาอังกฤษอย่างไรบ้าง

22 ท่านคิดว่าวิธีการสอนในชั้นเรียนของท่านจะช่วยให้นักศึกษาพัฒนาความรู้ความสามารถด้านภาษาอังกฤษได้มากน้อยเพียงใด เพราะเหตุใด

23 ท่านมีวิธีการสอนหรือกลยุทธ์พิเศษเฉพาะที่จะช่วยให้ท่านจัดการกับการสอนภาษาอังกฤษในมหาวิทยาลัยแห่งนี้หรือไม่ อย่างไร

24   ท่านมีการกระตุ้นส่งเสริมให้นักศึกษาเรียนรู้ภาษาอังกฤษนอกชั้นเรียนอย่างไรบ้าง กรุณา
     อธิบาย

25   ตามความคิดเห็นของท่าน สิ่งใดบ้างเป็นความท้าทายของการสอนภาษาอังกฤษในฐานะ
     ภาษาต่างประเทศในระดับมหาวิทยาลัย

26   ท่านประสบปัญหาหรือความยากลำบากอะไรบ้างในการสอนภาษาอังกฤษในแต่ละ
     บทเรียน ท่านจัดการกับปัญหาเหล่านั้นอย่างไร

27   ในชั้นเรียนภาษาอังกฤษ ท่านมีบทบาทอย่างไรที่เอื้อประโยชน์ต่อกระบวนการการเรียนรู้
     ภาษาของนักศึกษา กรุณาอธิบาย

28   ท่านมีความคิดเห็นอย่างไรต่อการใช้ภาษาของนักศึกษาหลังจากที่เรียนจบรายวิชานี้แล้ว

29   ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการปรับปรุงและพัฒนาการเรียนการสอน
     ภาษาอังกฤษในฐานะภาษาต่างประเทศในบริบทของคนไทย

30   ท่านคิดว่า กิจกรรมการพัฒนาทักษะด้านวิชาวิชาชีพใดบ้างที่ช่วยสนับสนุนส่งเสริมการ
     สอนของท่านได้ดีที่สุด

ขอบพระคุณเป็นอย่างสูงที่ท่านสละเวลาให้ข้อมูลในครั้งนี้

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Appendix E

Foreign Language Classroom Checklist Form

Foreign Language Classroom Checklist Form

Research Title: An Investigation of the Instructional Methods Used in Teaching English

as a Foreign Language Classrooms at the University Level in Thailand

Instructor Code:	Academic years:
Course:	Class size on observation date:
Observer:	Date and Time:

| No	Statements	Yes	No	Language Use (If any)			Remark
				TH	EN	Mixed	
Instructional Methods							
1	The teacher makes a clear plan of what to teach.						
2	The teacher clearly describes the goals of the lesson.						
3	The teacher states the information or skills that the students will learn.						
4	The teacher describes the relationship between the lesson and real-life situations.						
5	The teacher reviews learning from the previous lesson.						
6	The teacher points out the links between this lesson and previous lessons.						
7	The teacher asks students to look at the picture or dialogue and think about what they are going to learn.						
8	The teacher presents the new vocabulary items used in the text.						
9	The teacher has students discuss the meanings and uses of the new words in groups.						
10	The teacher introduces a situation for students to learn new languages.						
11	The teacher models the dialogue for students, and they repeat it.						
12	The teacher models the pronunciation of difficult words for students.						

No	Statements	Yes	No	Language Use (If any)			Remark
				TH	EN	Mixed	
13	The teacher has students to participate in group discussions that are relevant to the lesson.						
14	The teacher allows students to practice language patterns in the lesson in groups.						
15	The teacher asks questions based on the topic in the lesson in English.						
16	The teacher checks the comprehension of students before teaching the next steps of the lesson.						
17	The teacher has students identify their errors in their use of language and correct them in a group.						
18	The teacher encourages students connect lessons with real-life situations (e.g., giving everyday examples how to apply lessons in everyday life)						
19	The teacher provides appropriate timing for each classroom activity.						
20	The teacher gives several examples of language patterns.						
21	The teacher encourages students to use English in the classroom (e.g., teaching/asking questions in English, playing English-speaking games, compliments when students use English, or persuading students to speak English)						
22	The teacher avoids interrupting the students who are trying to use the language.						
23	The teacher facilitates the communication process while they are doing activities (e.g., helping students with activities, showing examples of language usage, allowing students to ask questions)						
24	The teacher avoids using Thai in the classroom.						
25	The teacher creates a classroom environment						

No	Statements	Yes	No	Language Use (If any)			Remark
				TH	EN	Mixed	
	conducive to language learning (e.g., arranging language boards, using appropriate teaching aids, doing activities both inside and outside classroom)						
26	The teacher monitors student performance in activities (e.g., asking questions, taking a quiz, assigning homework, giving individual feedback)						
27	The teacher encourages students to learn English outside the classroom (e.g., recommending learning sources, persuading students to use English in every life)						
28	The teacher uses English to give feedback on the English language performance of students.						
29	The teacher summarizes the important points of lessons.						
Teaching Materials							
30	The teacher prepares the English textbook that is appropriate for the year level of the students						
31	The teacher selects authentic materials that are appropriate for the year level of the students.						
32	The teacher allows students to select authentic materials based on their interests.						
33	The teacher uses journals, newspapers, and magazines that support students to understand the lessons.						
34	The teacher integrates the movies, radio broadcasts, or audiovisual contents in teaching.						
35	The teacher uses a slideshow, projectors, and digital screens for teaching in class.						
Classroom activities							
36	The teacher allows students to learn dialogue and act						

No	Statements	Yes	No	Language Use (If any)			Remark
				TH	EN	Mixed	
	it out in front of the class in groups.						
37	The teacher assigns group work and have students present it in front of the classroom.						
38	The teacher has students do role-play with language patterns relevant to the lesson.						
39	The teacher has students exchange their experiences of using English.						
40	The teacher introduces a topic and encourage students to share their opinions about it.						
41	The teacher has students talk in a small group about the topic they are interested in.						
42	The teacher allows students to do information gap activities in pair or small groups.						
43	The teacher provides opportunities for students to play different language games.						

Appendix F

Certificate of Exemption from the Committee of Research Ethics (SWUEC)
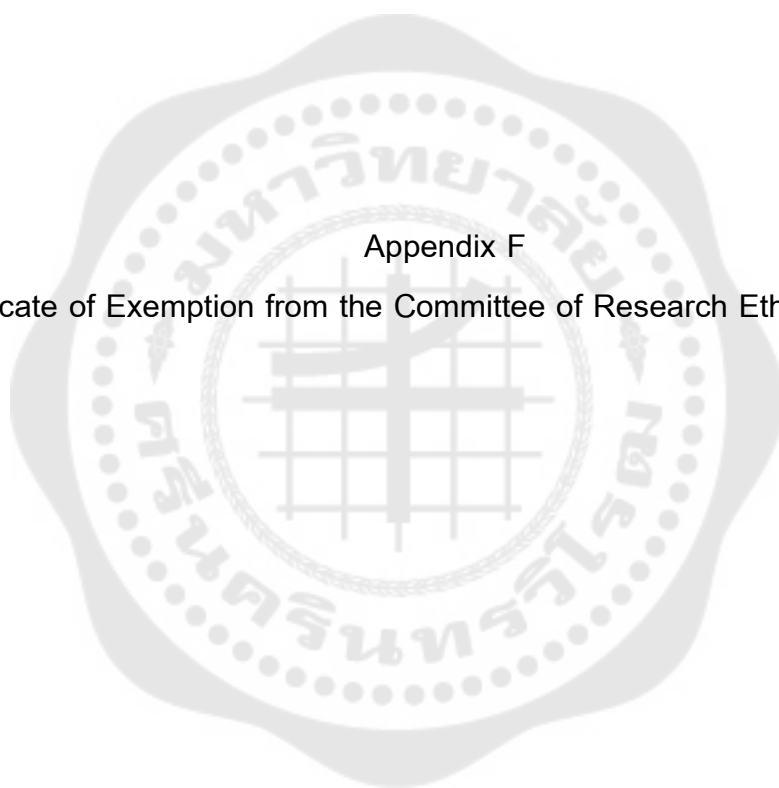
หนังสือยืนยันการยกเว้นการรับรอง
คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์
มหาวิทยาลัยศรีนครินทรวิโรฒ

(เอกสารนี้เพื่อแสดงว่าคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ ได้พิจารณาโครงการวิจัยนี้)

ชื่อโครงการวิจัย : การสำรวจวิธีการสอนที่ใช้ในห้องเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ
ระดับมหาวิทยาลัยในประเทศไทย

ชื่อหัวหน้าโครงการวิจัย : นาย ลิขสิทธิ์ สุวรรณไตรย์

หน่วยงานต้นสังกัด : คณะมนุษยศาสตร์

รหัสโครงการวิจัย : SWUEC-G-185/2564X

โครงการวิจัยนี้เป็นโครงการวิจัยที่เข้าข่ายยกเว้น (Research with Exemption from SWUEC)

วันที่ยืนยัน : 22 เมษายน 2564

ยืนยันโดย : คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์
มหาวิทยาลัยศรีนครินทรวิโรฒ

คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ ดำเนินการ
รับรองโครงการวิจัยตามแนวทางหลักจริยธรรมการวิจัยในคนที่เป็นสากล ได้แก่ Declaration of Helsinki, the
Belmont Report, CIOMS Guidelines และ the International Conference on Harmonization in Good Clinical
Practice (ICH-GCP)

ออกให้ ณ วันที่ 22 เมษายน 2564

(ลงชื่อ)...
(ผู้ช่วยศาสตราจารย์ ดร.ทันตแพทย์หญิงณปภา เอี่ยมจิรกุล)
กรรมการและเลขานุการคณะกรรมการจริยธรรม
สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

(ลงชื่อ)...
(แพทย์หญิงสุรีพร ภัทรสุวรรณ)
ประธานคณะกรรมการจริยธรรม
สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

หมายเลขรับรอง : SWUEC/X/G-185/2564

Appendix G

Invitation Letters for Expert Validation of Research Instruments

ที่ อว 8718/2151

บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

7 ตุลาคม 2564

เรื่อง ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน รองศาสตราจารย์ ดร.ไพโรจน์ บัวสุข

      เนื่องด้วย นายลิขสิทธิ์ สุวรรณไตรย์ นิสิตระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ มหาวิทยาลัย
ศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "การสำรวจวิธีการสอนที่ใช้ในห้องเรียนการสอน
ภาษาอังกฤษในฐานะภาษาต่างประเทศ ระดับมหาวิทยาลัยในประเทศไทย" โดยมี อาจารย์ ดร.นราธิป ธรรมวงศา
และผู้ช่วยศาสตราจารย์ ดร.สายวรุณ จำปาวัลย์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

      ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจคุณภาพเครื่องมือวิจัย ในหัวข้อ
เรื่อง "การสำรวจวิธีการสอนที่ใช้ในห้องเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ ระดับมหาวิทยาลัย
ในประเทศไทย" ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าว
ต่อไป

      จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นายลิขสิทธิ์ สุวรรณไตรย์ และขอขอบพระคุณ
มา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
รักษาการแทนคณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย
โทร. 0 2649 5064
หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อนิสิต โทรศัพท์ 092 548 1899

บันทึกข้อความ

ส่วนงาน งานบริหารและธุรการ บัณฑิตวิทยาลัย โทร. 15644

ที่ อว 8718.1/2152   **วันที่** 7 ตุลาคม 2564

เรื่อง ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน ผู้ช่วยศาสตราจารย์ ดร.รัชนีย์ญา กลิ่นน้ำหอม

         เนื่องด้วย นายลิขสิทธิ์ สุวรรณไตรย์ นิสิตระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "การสำรวจวิธีการสอนที่ใช้ในห้องเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ ระดับมหาวิทยาลัยในประเทศไทย" โดยมี อาจารย์ ดร.นราธิป ธรรมวงศา และผู้ช่วยศาสตราจารย์ ดร.สายวรุณ จำปาวัลย์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

         ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจคุณภาพเครื่องมือวิจัย ในหัวข้อเรื่อง "การสำรวจวิธีการสอนที่ใช้ในห้องเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ ระดับมหาวิทยาลัยในประเทศไทย" ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป สามารถสอบถามข้อมูลเพิ่มเติมได้ที่ โทร. 092 548 1899

         จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นายลิขสิทธิ์ สุวรรณไตรย์ และขอขอบพระคุณมา ณ โอกาสนี้

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
รักษาการแทนคณบดีบัณฑิตวิทยาลัย

บันทึกข้อความ

ส่วนงาน   งานบริหารและธุรการ บัณฑิตวิทยาลัย โทร. 15644

ที่   อว 8718.1/2152   **วันที่** 7 ตุลาคม 2564

เรื่อง   ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน   อาจารย์ ดร.กรกฤช มีมงคล

        เนื่องด้วย นายลิขสิทธิ์ สุวรรณไตรย์ นิสิตระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ มหาวิทยาลัย ศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "การสำรวจวิธีการสอนที่ใช้ในห้องเรียนการสอน ภาษาอังกฤษในฐานะภาษาต่างประเทศ ระดับมหาวิทยาลัยในประเทศไทย" โดยมี อาจารย์ ดร.นราธิป ธรรมวงศา และผู้ช่วยศาสตราจารย์ ดร.สายวรุณ จำปาวัลย์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

        ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจคุณภาพเครื่องมือวิจัย ในหัวข้อ เรื่อง "การสำรวจวิธีการสอนที่ใช้ในห้องเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ ระดับมหาวิทยาลัย ในประเทศไทย" ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าว ต่อไป สามารถสอบถามข้อมูลเพิ่มเติมได้ที่ โทร. 092 548 1899

        จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นายลิขสิทธิ์ สุวรรณไตรย์ และขอขอบพระคุณ มา ณ โอกาสนี้

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

รักษาการแทนคณบดีบัณฑิตวิทยาลัย

บันทึกข้อความ

ส่วนงาน　　งานบริหารและธุรการ บัณฑิตวิทยาลัย โทร. 15644

ที่　อว 8718.1/2152　　　　　　**วันที่** 7 ตุลาคม 2564

เรื่อง　　ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน　　Mr.Simon McIver

　　　　　　เนื่องด้วย นายลิขสิทธิ์ สุวรรณไตรย์ นิสิตระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ มหาวิทยาลัย
ศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "การสำรวจวิธีการสอนที่ใช้ในห้องเรียนการสอน
ภาษาอังกฤษในฐานะภาษาต่างประเทศ ระดับมหาวิทยาลัยในประเทศไทย" โดยมี อาจารย์ ดร.นราธิป ธรรมวงศา
และผู้ช่วยศาสตราจารย์ ดร.สายวรุณ จำปาวัลย์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

　　　　　　ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจคุณภาพเครื่องมือวิจัย ในหัวข้อ
เรื่อง "การสำรวจวิธีการสอนที่ใช้ในห้องเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ ระดับมหาวิทยาลัย
ในประเทศไทย" ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าว
ต่อไป สามารถสอบถามข้อมูลเพิ่มเติมได้ที่ โทร. 092 548 1899

　　　　　　จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นายลิขสิทธิ์ สุวรรณไตรย์ และขอขอบพระคุณ
มา ณ โอกาสนี้

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
รักษาการแทนคณบดีบัณฑิตวิทยาลัย

REFERENCES

VITA

NAME   Likhasit Suwannatrai

DATE OF BIRTH   18 April 1982

PLACE OF BIRTH   Mukdaharn Province

INSTITUTIONS ATTENDED   2007

                        National Institute of Development Administration

                        School of Language and Communication