



การศึกษาคูณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา
STUDY OF THE CHARACTERISTICS OF EFFECTIVE ENGLISH TEACHERS IN PRIMARY
SCHOOLS

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การศึกษาคุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา



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STUDY OF THE CHARACTERISTICS OF EFFECTIVE ENGLISH TEACHERS IN
PRIMARY SCHOOLS



A Thesis Submitted in partial Fulfillment of Requirements
for MASTER OF EDUCATION (Educational Science & Learning Management)

Faculty of Education Srinakharinwirot University

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THE THESIS TITLED

STUDY OF THE CHARACTERISTICS OF EFFECTIVE ENGLISH TEACHERS IN PRIMARY
SCHOOLS

BY

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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE
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In this study, the purposes were as follows: a) to investigate the characteristics of effective English teachers in primary schools as perceived by primary school students, b) to investigate the characteristics of effective English teachers in primary schools as perceived by primary school English teachers and; c) to investigate the characteristics of effective English teachers in primary schools as perceived by primary school administrators. The participants in this study included grade six students, English teachers, and administrators in Chonburi Primary Educational Service Area Office Three: Banglamung Three district, and were selected via purposive sampling. The research tools in this study included a questionnaire with thirty questions on a Five-Point Likert scale, adopted from Faranda and Clarke (2004) and modified by Barnes (2008) and an interview. The results of this study were as follows: a) primary school students perceived that rapport is the main characteristic of effective English teachers in primary school; b) primary school English teachers perceived that organization and preparation are the main characteristics of effective English teachers in primary school; c) primary school administrators perceived that rapport is the main characteristic of effective English teachers in primary schools. The results of this study could be a guidelines of the characteristics of effective English teachers in primary schools and the basis for an intervention plan.

Keyword : Perceptions Characteristics EFL Teachers

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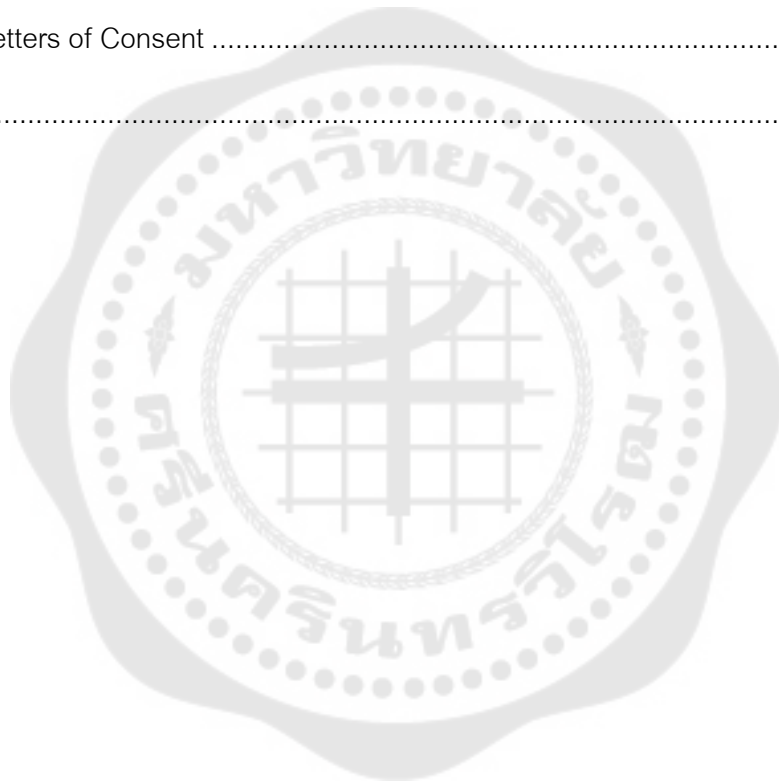
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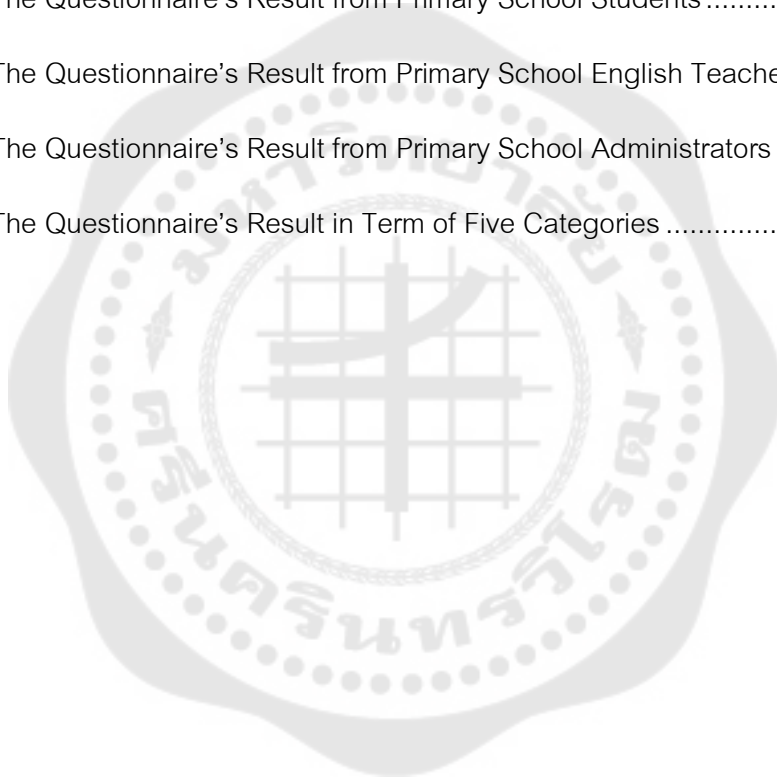
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CHAPTER 1

INTRODUCTION

Background of the Study

Language is very important because it is one of the main ways to communicate and interact with other people. It helps us to contact with other people. According to Simons and Fennig (2018) there are 7,102 languages spoken around the world such as Chinese, Spanish and Arabic but in the world, English is used to communicate by 2 billion people.

In Thailand, English is a foreign language that is important both academically and professionally (Foley, 2005). Thai Students have learned English in schools for many years since kindergarten to bachelor, master or doctor degree but some people cannot use English even just the basic that to communicate. The EF English Proficiency Index 2015 of Education First Language Institute stated that Thailand had been ranked as a non-English country that had a low level in English skills and ranked to be 14th from 16 Asian countries and in the world. Moreover, Thailand was ranked as 62th from 70 countries. Therefore, Thailand government and people who are involved in education field try to solve the problem in English skills for Thai students and there are many researches that have the aims to improve Thai Students in English skills. In actually this problem is not only caused by Thai student but teachers are also the cause of this problem.

Teachers are one of the key factors that will help to improve the quality of education and Unesco (1998) identified that “the quality of education depends on the quality of teachers”. Teachers were one of the key factors that affect students in many areas such as success and success. (Koç, 2013). Moreover, teacher’s knowledge about the subject that they teach, and other attributes of the teacher such as skills of teaching, teaching styles and personal behaviors such as the way to speak or the way to dress will also effect to the students’ interesting in learning, encouragements and outcomes.

The effective English teachers have a great impact to student's achievement in learning English (Murphy & Byrd, 2001). The English teachers who were positive and had eagerness which could improve the rapport with students and promote the learning outcomes (Prabhu, 1990). Chacón (2005) mentioned that there are several characteristics of an effective English teacher including subject matter knowledge, pedagogical knowledge, and socio-affective skills. In addition, teachers' beliefs, perceptions and assumptions about the teaching are the characteristics of an effective English teacher. Many researchers studied the characteristics of effective English teachers and then they grouped the characteristics of effective English teachers for example, Faranda and Clarke Iii (2004) identified that the effective English teachers into five attributes: rapport, delivery, fairness, knowledge and credibility, and organization and preparation. Shishavan and Sadeghi (2009) also discussed the key points of an effective English teacher, which includes knowledge of English language, pedagogy and personality.

In Thai context, Thai teachers have been expected from the society both in teaching and self-management because of the belief that teachers are the national mold of Thailand. Chen (2012) studied about favorable and unfavorable characteristics of EFL teachers perceived by university students of Thailand. The finding revealed that the effective EFL teachers should be kind, friendly and able to understand students. In addition, they also expected EFL teachers to have the knowledge of English language and ability to teach and transfer content in the effective ways.

From the expecting of society and people who expect that teachers must have the effective characteristics to be a role model. Therefore English teacher was expected to be an effective English teacher to improve students not only the English skill but the morality and ability also. Although there were studies about the characteristics of effective English teachers, the researches on effective English teachers in the Thailand were few, particularly in primary school context. Despite the English teachers in primary school is very important because they can cultivate students in good ways and help

primary students to have the potential to learn effectively and have a good basic at English and a good attitude too.

Therefore, this study aimed to investigate the characteristics of effective English teachers as perceived by students, English teachers and administrators in primary schools. Finally, the result of this study could be a guideline of the characteristics of effective English teachers in primary schools that could be useful to English teachers in primary schools and people who are involved in education field.

Purposes of the Study

The purposes of this study are:

1. To investigate the characteristics of effective English teachers in primary schools as perceived by primary school students.
2. To investigate the characteristics of effective English teachers in primary schools as perceived by primary school English teachers.
3. To investigate the characteristics of effective English teachers in primary schools as perceived by primary school administrators

Research Questions

1. What is the level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school students by the respondents in terms of a) rapport, b) delivery, c) fairness, d) knowledge and credibility, e) organization and preparation?
2. What is the level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school English teachers by the respondents in terms of a) rapport, b) delivery, c) fairness, d) knowledge and credibility, e) organization and preparation?
3. What is the level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school administrators by the respondents in terms of a) rapport, b) delivery, c) fairness, d) knowledge and credibility, e) organization and preparation?

Significance of the Study

This study aimed to investigate the characteristics of effective English teachers in Primary school. It helps to recognize what are the attributes of effective English teachers in primary school as perceived by primary school students, primary school English teachers, primary school administrators which may be the same or different opinions. The results of this research could lead to be the guidelines for developing the characteristics of effective English teachers in primary schools.

Scope of the Study

This research study aimed to investigate the characteristics of effective English teachers in Primary schools as perceived by primary school students, primary school English teachers, primary school administrators in Chonburi Primary Educational Service Area Office Three: Banglamung Three district. I analyzed the characteristics of effective English teachers in primary schools that can be categorized into five attributes. There are

1. Rapport
2. Delivery
3. Fairness
4. Knowledge and Credibility
5. Organization and Preparation

Definition of Terms

The terms in this study are defined as follows:

1. The characteristics of English teacher:

It refers to the expression of the role of teachers who are teaching English could be divided into five characteristics. There are

1.1 Rapport

It refers to the ability to make harmonious relationship in students, concerned understand students' feelings or ideas, communicate well and pay attention to students and develop the environment and atmosphere in the classroom.

1.2 Delivery

It refers to the ability to teach, explain, and guide students to understand the content of the lesson, change the teaching method to suit and stimulate the interest of students. Mostly concerns in-class actions performed by the teachers.

1.3 Fairness

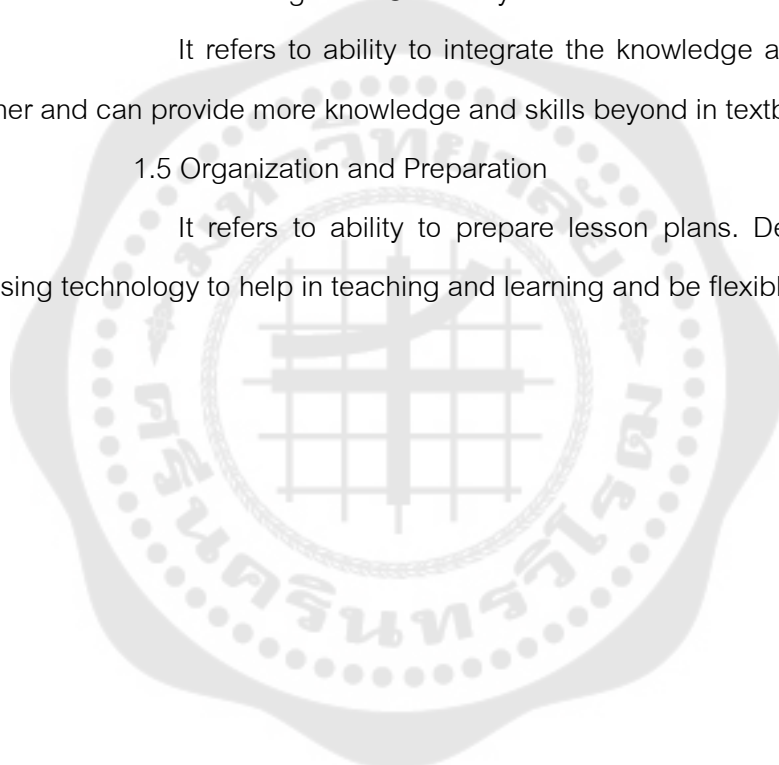
It refers to teachers impartiality, be clear and verifiable in terms of scoring, measurement and evaluation. To be fair to all students.

1.4 Knowledge and Credibility

It refers to ability to integrate the knowledge and experience of the teacher and can provide more knowledge and skills beyond in textbooks.

1.5 Organization and Preparation

It refers to ability to prepare lesson plans. Deal with teaching media, using technology to help in teaching and learning and be flexible



Conceptual Framework

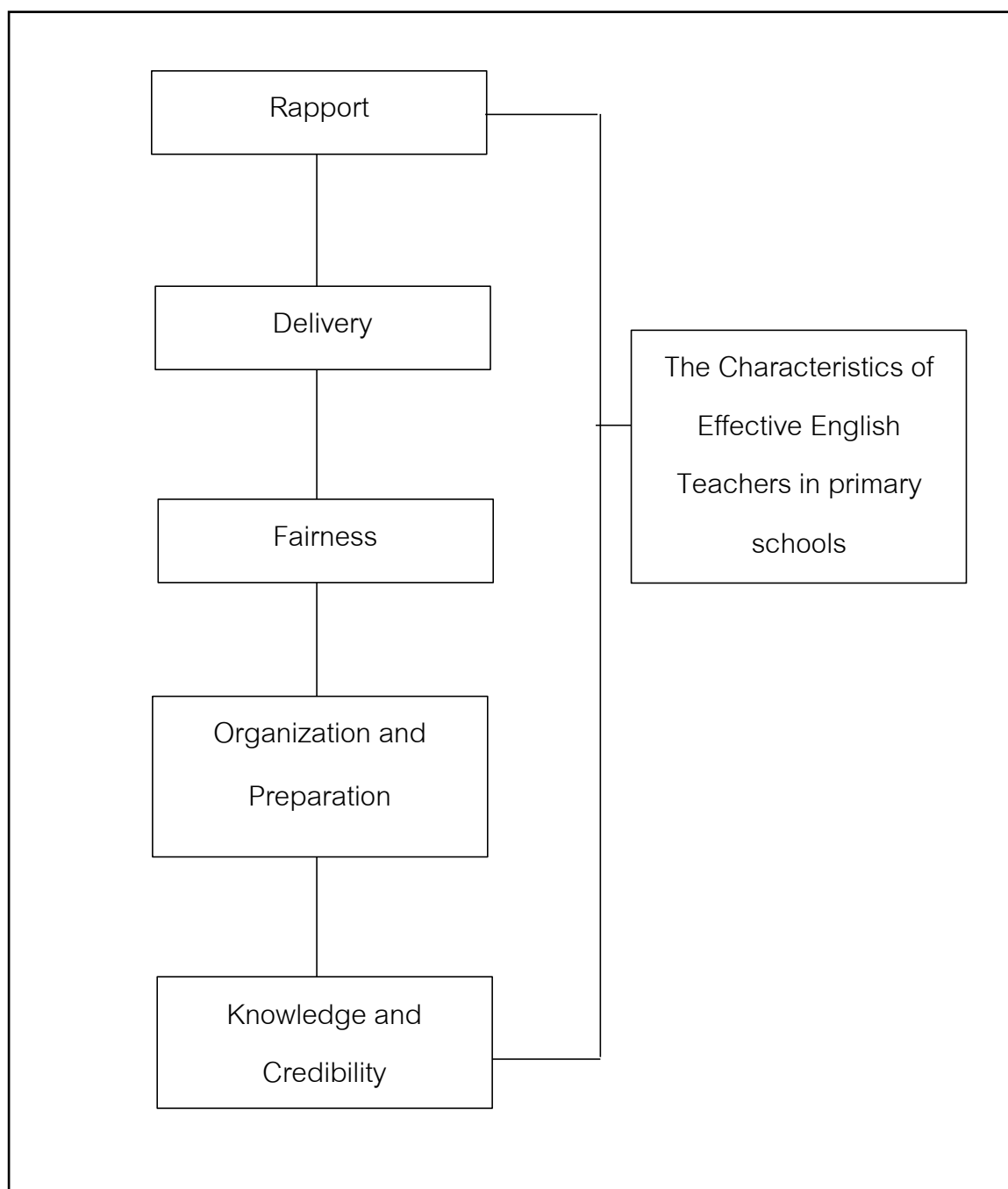


Figure 1 Conceptual Framework in this Study

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents a literature review. It is divided into four parts.

1. Teaching and Learning English in Primary Schools
2. The Concept of the Characteristics of Teachers in Primary Schools
3. The Concept of the Characteristics of English Teachers in Primary Schools
4. A Review of Previous Studies on Characteristics of English Teachers

1. Teaching and Learning English in Primary Schools

The English Language Basis Education Core Curriculum of Thailand stated that primary education was “a very important educational foundation for children to get a standard of living and welfare when they grow up” (Nomnian, 2013)

Srikrmkran (2008) offered the way of teaching and learning English in primary schools. It was divided into two levels. The concept of teaching and learning was summarized as follows.

1. Primary schools in level 1-3

Teaching and learning English in this level should focus on listening as well as children learning their language naturally. Therefore, it should be arranged in the natural way of learning the language as much as possible. For this level, the lesson plan design is difficult because of the level of the students. Teachers at this level must have the correct knowledge and pronunciation of English because students will be able to imitate the pronunciation correctly. If the students imitate the wrong pronunciation, it will be difficult when they grow up. The using of English in society is difficult. Teachers need to create opportunities to use English for their students.

2. Primary schools in level 4-6

Students should continue to practice listening skills as they do in level 1-3. Students should know the style and symbol of the English language in writing and know how the vocabulary is written, how to pronounce and the meaning of the

vocabulary. Teachers should train their students to start reading the spelling and develop skills in speaking as well.

Linse and Nunan (2005) said that one of the biggest challenges facing teachers of young learners is a classroom management. On one hand, you want to be a kind and loving caregiver for your students. You don't want to be a taskmaster children fear. On the other hand, you want to maintain order in your classroom so that instruction can take place. Creating the balance between a caring environments and on where there is control is not an easy task for any teacher.

Prapphal (2003) offered the concept of techniques for creating the environment in teaching and learning English as follows.

1. Allows students to use the most English language.
2. If students are not ready to speak, do not force.
3. Use media, equipment and technology to teach students.
4. Do not make students feel stressed.
5. Find the student's interest and include that interest in the lesson.
6. Create an atmosphere that makes students not shy about making mistakes.
7. If teachers are teaching conversation, teach sentences that can apply in everyday life.

Wannaprasert.S (1982) mentioned that the English language instructions can be divided into six approaches

1. Traditional Approach

Traditional approach is the instruction that focus on learning the rules of grammar. This instruction produced the Grammar Translation Instruction.

2. Structural Approach

Structural approach is a teaching style that believes that the real language is speaking. So in language teaching, it must follow the natural course of human language learning.

3. Cognitive Code Approach

Cognitive code approach is a teaching style that focuses on the study of learning processes that occur in the brain of the learner.

4. Communication Approach

Communication approach is the teaching style is similar to the teaching style of cognitive code approach. The difference is the communication approach focuses on function of the sentence for the benefit of communication more than emphasizing the form of language.

5. Encounter Approach

Encounter approach is based on the idea that language learning is good if students have the opportunity to interact with native speakers and make it necessary for them to use the language for their daily lives.

6. Electric Approach

Electric approach is based on bringing ideas of all approaches mentioned above and mixing it together. For example, traditional approach combined with communication approach.

Linse and Nunan (2005) said that the experience of childhood experts encourages carers and teachers of young children to recommend suitable development. By the very nature as a teacher must be aware of basic physical and mental needs of children. Primary school teachers should provide the necessary care to meet these needs so they can grow and focus on learning. In other words, teachers in primary schools have two jobs: to provide care and to provide instruction. In order to provide the best teaching and learning, teachers need to adjust their educational experience to be in accordance with the development process of each child. It is important to challenge students that they are ready to develop their needs.

In summary from all the ideas presented above. It can be said that the English teaching in primary schools has to be effective by starting from the survey of students' basic interests and knowledge. Teachers need to create an atmosphere that suits the students' learning. In terms of content, teachers must focus on the knowledge that can

be used in real life or knowledge that is beneficial to students and teachers must try to get students involved in the teaching. In addition, Teachers should design instruction that can promote the development of appropriate listening, speaking, reading and writing skills according to the students' levels.

2. The Concept of the Characteristics of Teachers in Primary Schools

Diamond (2011) said that the effective teacher is as the one who has an effective way of teaching and learning to the student and creating a learning environment that is conducive to students. Moreover, it is believed that the characteristics of the teachers strongly affect the learning process of the students (Murphy & Byrd, 2001).

Ministry of Education (2004) defined the characteristics of good teachers as follows

1. The ideology and spirit of being a teacher.

1.1 Love, faith and maintain the honor. Honor and duty of being a teacher. Commitment to ethical behavior.

1.2 Learn to understand the law, and regulations on teachers and directions for the development of government education.

1.3 Learn to understand, be compassionate, make time for the students to solve problems and develop the learning and behavior of all students.

1.4 Behave and treat colleagues with respect, honor the duty to help creating harmony in the group.

1.5 Recognizing the role and values of being teacher, reflect on the problems and ways of developing the students, people, community and nation. Suggest appropriate directions for problem solving and development.

2. To perform the duties of the teacher fully with the principles and professional teachers.

2.1 Teach the habitual habits and moral development of the students defined in the curriculum.

2.2 Organize activities to empower students to develop their knowledge, ability, morality, and psychology.

2.3 Participating in educational activities and student activities to solve problems and develop students, people, natural resources, environment in the community.

2.4 To comply with the mission, policy, regulations, and regulations of educational institutions. To cooperate with educational institutions and foster the reputation and progress in education.

2.5 Study and do research to develop their own work and the whole community to flourish continuously.

3. Improve themselves in moral, ethical of academic and professional. Teachers behave themselves as a good role model in the performance of their duties and life as a precursor to society.

3.1 Have the ideals of life, commitment to advancement in life, development of scholarly knowledge, development of morality, and strict adherence to the principles of religion, living in accordance with the traditions of good culture.

3.2 Have a public mind, be honest and a social responsibility.

3.3 Have good human relations, be respectful, knowledgeable, competent and moral people.

3.4 Have a faith that is based on the democratic rule of the monarchy, work and live with other people with democratic way and acting under the laws of the country.

3.5 Pay attention to the health of your own and family and making the happiness.

4. Be the power of the community to solve problems and develop the social economy and education of the community.

4.1 Analysis of problems and needs to develop socio-economic studies of the community. To conduct and recommend the implementation of economic and social education for the progress of the national community.

4.2 Cooperate in the development of education, especially to develop curriculum and teaching process in accordance with the current state of socio-economic.

4.3 Leadership in social activities, especially in the sufficiency economy.

4.4 Participating in the activities of national, religious, monarchy, and rule and culture to achieve those achievements.

4.5 Special attention should be given to identifying events that may be detrimental to the national community and take appropriate action to eliminate those dangers for national security.

Akkarabowon (2001) concluded the concept of the characteristics of teachers as follows

1. Being Knowledge:

Be knowledgeable in various academic fields. Accuracy in academic, especially taught subjects as well as other academic.

2. Being Humorous:

Be a person with a sense of humor or joy in teaching. However, the teacher's sense of humor must be constructive, generating good values, otherwise it would be a bad thing.

3. Being Flexible:

Be relaxed, able to change or modify the mood to suit the teaching.

4. Being Upbeat:

Be a person with a willingness to work and be a teacher who is responsible for the child and welcomes the mission of teaching without looking at teaching as a responsible task only, but happy when taught to devote time to work fully.

5. Being Honest:

Be honest with yourself, students and others.

6. Being Clear and Concise:

Be a person with the ability to create clarity. The ability to make learners understand and teachers must have ability to communicate in spoken and written

languages. In addition, any job duties must be performed with clarity, transparency, accuracy and good governance.

7. Being Open:

Be a revealer that is a person who is not mysterious. Teachers must be willing to disclose to others knowledge and receive the opinions of others.

8. Being Patient:

Be a person who has patience that means a person who is diligent, hard-working and tolerant of the behavior of students.

9. Being a Role Model:

Be a good role model for students and society, and teachers must be good role models for students in teaching and living.

10. Being Able to Related Theory to Practice:

Be applied to the theory and take the knowledge gained from education to effective results.

11. Being self-confident:

Self-confidence is the ability to choose the best way to solve problems or the best way to do things.

12. Being Diversified:

Able to work in a variety of specializations such as the ability to use the computer.

13. Being well groomed and Having Personal Hygiene:

Be a person who is dressed appropriately and has good personal hygiene. Teachers must always be polite and clean, or dress in the uniform of the school.

Office of the Basic Education Commission (2010) said that the effective teachers should have ten principles as follows.

1. Teachers must have academic commitment. Teachers have a role in seeking knowledge to teach to the students that are

1.1 Teachers must keep track of the progress of the subjects that will be conveyed from books, journals, media, and conferences to perceive new ideas.

1.2 Although teachers have good knowledge in the field, teachers need to constantly improve their teaching methods.

1.3 Teachers are the career that create a potential person for the nation and it is a duty to develop people to be ready for academic, professional and self-esteem that the society desires.

2. Teachers need to have faith in their profession, they must love to develop teaching, change teaching methods, know how to communicate, make students understand easily and learn with joy.

3. Teachers need to be compassionate, caring, be able to solve problems, accept the differences and do not despise the right and do not insult students.

4. Teachers need to think well that there must be a positive thinking that is positive to professional teaching, students, institution and colleagues. Always think that the career of teachers is the most valuable profession so teachers must work effectively.

5. Teachers must have the moral and ethical standards necessary for the teaching profession, namely, fairness in teaching and evaluation, the needs of the pupil to succeed. Teachers must have tolerance, selflessness, sacrifice, and a religious mind. Know how to behave properly according to the tradition and culture of society.

6. Teachers must guide their society to be role models, such as waste, environment and energy saving, solve problems for good quality of life and help society to be a good society.

7. Teachers must help to make good comments, preaching, teaching students to behave in morality, cultivate the mind.

8. Teachers are constantly striving for progress and teachers are the people who are learning and publishing the academic works to the community that is beneficial to them, society and nation

9. Speech is important to make the teaching successful, the students are encouraged to be persuasive so teachers need to practice speaking properly, motivating and encouraging to change behavior in the way.

10. Education is the center of human development as an important human resource of the nation. Teachers must promote the identity of Thai people to maintain their unique identity. Although technology is so advanced that each nation can communicate, recognize, and transmit each other's culture, the identity of the people in the country must be kept to make children love and pride.

The behavior of good teachers according to the Office of the Basic Education Commission (2010) is considered to be the most important and teachers must organize the contents and activities which are related to students' interests, aptitudes. and discrepancies. The role of the learning process is as follows.

1. Organize content and activities in accordance with the interests and aptitudes of learners by recognizing the difference between individuals.

2. Practice the thinking process, management, confrontation and applying knowledge to prevent and find the solutions to solve problems.

3. Organize activities for students to learn by real experiences, practice them to think, and continuously learn.

4. The process of teaching and learning is a combination from balanced cognition, learning, cultivating virtues, values, and desirable attributes in every subject.

5. Teachers must arrange the atmosphere, the media, the learning and facilities for the learners to learn, and use the research as part of the learning process. Learn from the media, and academic sources.

6. Collaborate with parents and community members to develop learners' potential.

Chantavanich, Chantavanich, and Fry (1990) mentioned the characteristics of good teachers as follows

1. Give love and be good to the students, to be attentive and to be attached to the students as a child of his or her own. If the students behave badly or improperly, the teachers have the duty to advice, counsel, or punish with good wishes. Finally, the teacher will get the love from the students as the rewards to be proud of.

2. Teachers need to learn more. Nowadays, science is rapidly advancing, so teachers need to study new knowledge about the subject. Teachers need to be up-to-date, bring in new media to apply with teaching.

3. Teachers must behave well and have virtue. Be responsible and honest with their teaching duties. Teachers are the role model of learner and teacher is in the learner's eyes, watching from the teacher's behavior and the society is expecting teachers to be good role models for their children.

4. Teachers must have good planning, teaching and preparation, always seeking new teaching techniques. Teachers need to be committed and work hard, Teachers need to motivate students to seek knowledge, have fun in their learning, and have a positive attitude toward the subjects.

Faranda and Clarke Iii (2004) studied about student observations of outstanding teaching: Implications for Marketing Educators and this revealed effective teachers should have five attributes: rapport, delivery, fairness, knowledge and credibility, organization, and preparation and they summarized the detail as follow.

Table 1 Student Perceptions of an Outstanding Professor

General Themes	Percentage of responses	Subcategories	Tips for Instructional Success
Rapport	35.8%	Approachability Accessibility Personality Empathy	Maintain a congenial demeanor Forge interpersonal relationships Care about overall student success Engage in conversations beyond course subject matter Create an open-door policy Learn students names Be truthful Exhibit humor Listen to students Remain open to learning Never condescend Uphold an unconditional positive regard for others
Delivery	30.3%	Communication Personal style Pedagogy	Demonstrate interest, energy, passion, and enthusiasm for the subject matter Provide opportunity for in-class student-teacher and student-student interactivity Embrace questions Use numerous and varied examples Alter instructional methods Monitor students receptivity Survey with reinforcement Create a participatory learning environment Challenge students to think, not repeat Display control of the learning environment

Table 1 (Continued)

General Themes	Percentage of responses	Subcategories	Tips for Instructional Success
Fairness	16.4%	Performance evaluation Assignments	<p>Explain the evaluative criteria</p> <p>Maintain a system for handling disputes</p> <p>Remain flexible in appraisals</p> <p>Put forth an appropriate workload</p> <p>No trick questions or assignments</p> <p>Test on material covered in class</p> <p>Engage in pre- and posttest reviews</p> <p>Maintain unbiased and impartial treatment for all students</p> <p>Create an objective and equitable grading policy</p>
Knowledge and Credibility	10.3%	Expertise Experience Intelligence	<p>Impart knowledge and skills gained from personal business experience</p> <p>Go beyond the textbook</p> <p>Explain with real-world business examples/cases</p> <p>Ground complex theories in student-oriented applications</p> <p>Illustrate the relevance of topics</p> <p>Teach by example</p>
Organization and preparation	7.2%	Clarity Thoroughness Instructional materials	<p>Provide extensive direction for each assignment</p> <p>Deliver prompt feedback on graded assignments</p> <p>Remain flexible and accommodating on schedule</p> <p>Clearly explain learning goals and expectations</p> <p>Utilize instructional technology</p> <p>Provide additional study resources</p> <p>Supply a consistent and specific syllabus</p> <p>Demonstrate the linkages between topics</p> <p>Be prompt and dependable</p> <p>Update instructional materials</p>

In summary, the characteristics of effective teachers in primary school not only focuses on teaching and learning but also focuses on the student's behavior. Teachers are the role model for the students. In addition teachers must have a self-development to keep up with the progress of the media and technology, and teachers must cultivate the students to have the desired characteristics and love learning in the students' life.

3. The Concept of the Characteristics of English Teachers in Primary Schools

Although effective teachers generally have some similar characteristics, those characteristics depend on the course that the teachers teach. Some researchers believed that the nature of contents of language teaching makes teachers who teach language have the differences characteristics from teachers who teach in other subjects. (Hammadou & Bernhardt, 1987) Moreover, English teachers nowadays need to adjust their roles from the original to the linguistic content only, as the organizers of the activities by providing language information to help students learn. Teachers focus on learners' ability to use language to gain self-directed learning. English teachers need to keep track of current knowledge and need to develop themselves all the time (Prapphal, 2003)

Dolf (1988) said that effective English teachers in teaching must be knowledgeable about the content and curriculum, have knowledge of how to teach, how to present content, ability to use media and technology, and ability to manage classes.

Park and Lee (2006) suggested that effective English teachers must have three elements that are English proficiency, pedagogical knowledge and socio- affective skills.

Brosh (1996) studied about the characteristics in teachers who teach language. The results of the research found that the ability to teach the language is required as follows.

1. Teachers must have knowledge and ability to use the language for teaching.
2. Teachers must have the ability to manage, explain the content and stimulate motivate the learners.

3. Teachers must have justice to the students.

4. Teachers must have time for students.

Brown (2000) mentioned about the characteristics of effective English teachers as follows.

1. Technical Knowledge

1.1 Understand in English systems such as structure sounds and passages.

1.2 Understand basic principles of language teaching.

1.3 Fluency in listening, speaking, reading and writing in English.

1.4 Know how to learn a foreign language.

1.5 Understand the relationship between language and culture.

1.6 Follow the new techniques and knowledge in the field by reading or attending meetings.

2. Pedagogical skills

2.1 Have knowledge of language teaching.

2.2 Understand and use a variety of teaching techniques.

2.3 Design and implement effective lesson plans.

2.4 Recognize the language needs of the students;

2.5 Learn how to provide feedback to students.

2.6 Encourage, collaborative, interaction and teamwork in the classroom.

2.7 Create the atmosphere of teaching to be appropriated.

2.8 Use effective and clear presentation skills.

2.9 Apply the media and technology in teaching.

2.10 Create new learning materials.

3. Interpersonal skills

3.1 Recognize differences in the culture of the learner.

3.2 Have fun, enthusiasm, warmth, build relationships with others and have a sense of humor.

- 3.3 Accept the opinions and abilities of the students.
- 3.4 Have patience with the underprivileged.
- 3.5 Collaborate with colleagues in harmony.
- 3.6 Find chance for sharing ideas, attitude and techniques with workmate.

4. Personal qualitative

- 4.1 Be good and dependable people.
- 4.2 Be flexible
- 4.3 Look for new ways to teach the language.
- 4.4 Set goals for self-improvement in both short and long term.
- 4.5 Keeping standards ethical.

Kalaitzis (2005) mentioned that the characteristics of effective English teachers could be divided into 3 parts

1. Background knowledge

- 1.1 Be aware of the language and culture.
- 1.2 Be aware of how to teach.
- 1.3 Know the social and cultural background of learners.
- 1.4 Be conscious of the education system and educational philosophy.
- 1.5 Be aware of the language learning psychology and motivate learners.

2. Professional skills

- 2.1 Can use the language to teach well.
- 2.2 Can adapt the language to suit the needs and competencies of learners.
- 2.3 Recognize teaching techniques such as how to set learning objectives, how to organize learning activities, and how to evaluate learning outcomes.
- 2.4 Know how to accept learners.
- 2.5 Know how to provide feedback.
- 2.6 Have classroom management skills

2.7 Can solve teaching problems and group management.

2.8 Can play the right role at the right time.

2.9 Be aware of the curriculum design.

3. Personal qualities

3.1 Patience and kindness

3.2 Flexible and be a source of learning.

3.3 Generous

3.4 Have a sense of humor

3.5 Enthusiasm and fun

3.6 Honest

3.7 Have imagination and creativity.

3.8 Effective

3.9 Self discipline

3.10 Like to help

3.11 Be humble

Office of the Basic Education Commission (2010) determined the competency of language teachers as follows.

1. Have the knowledge of language
2. Have the knowledge of language culture
3. Have the knowledge of second language learning theory
4. Have the knowledge of second language teaching
5. Have language skills

Texas State Board of Education (2004) determined the competency of language teachers as follows.

1. Have the knowledge of language
2. Understand how language teaching relates to learners' standards.
3. Understand the culture associated with the language.
4. Understand how to teach culture.
5. Understand the link between language and other subjects.

6. Know the strategies of teaching, the content of the subject and using the language.

7. Must know how to compare the similarities and differences of different styles of language, such as voice and structure.

8. Understand the similarities and differences of the language of instruction with the culture of the learner.

9. Know how to use the language and culture of the language outside the classroom.

10. Know how to use language for lifelong learning and to develop their profession.

Barnes and Lock (2010) studied about the attributes of effective lecturers of English as a foreign language as perceived by students in a Korean University based on five characteristics of effective teacher from Faranda and Clarke Iii (2004) rapport, delivery, fairness, knowledge and credibility, and organization and preparation and studied other researches to summarized the attributes of effective English teachers in the table as follow.

Table 2 The Characteristics of Effective Teachers

Category	Attribute: Effective teachers
Rapport (sociability, empathy, personality, receptiveness)	<p>develop interpersonal relationships (Chen, 2005; Faranda & Clarke, 2004; Xiao, 2006)</p> <p>are congenial (Chen, 2005; Faranda & Clarke, 2004)</p> <p>share personal and professional life experiences (Chen, 2005; Faranda & Clarke, 2004)</p> <p>listen to students (Desai et al., 2001; Faranda & Clarke, 2004; Park & Lee, 2006; Rammal, 2006)</p> <p>care (Desai et al., 2001; Faranda & Clarke, 2004)</p> <p>make themselves accessible for consultation (Faranda & Clarke, 2004)</p> <p>have a sense of humour (Faranda & Clarke, 2004)</p> <p>are patient (Desai et al.2001; Kutnick & Jules, 1993; Payne, 1978; Rammal, 2006)</p> <p>have a positive attitude towards students (Desai et al., 2001; Faranda & Clarke, 2004; Park & Lee, 2006; Rammal, 2006)</p>
Delivery (personal style, communication, methodology. content)	<p>are enthusiastic (Faranda &Clarke, 2004; Kelley et al., 1991; Palmer, 2000)</p> <p>give clear explanations (GriemelFuhrmann, 2003; Kember & Wong, 2000; Kutnick & Jules, 1993)</p> <p>use good examples (GriemelFuhrmann, 2003; Palmer, 2000)</p> <p>use the students' native language selectively (ELT) (Auerbach,& Burgess 1985; Chen, 2005)</p> <p>vary their delivery methods (Chen, 2005; Faranda & Clarke, 2004; Gorham, 1987)</p> <p>encourage group work and participation (Faranda & Clarke, 2004; Kelley et al., 1991; Reid, 1987)</p> <p>provide interesting and meaningful activities (ELT) (Park & Lee, 2006)</p> <p>emphasise error correction (ELT) (Nunan, 1989; Rammal, 2006; Yorio, 1989)</p> <p>provide pronunciation practice (ELT) (Nunan, 1989; Rammal, 2006)</p> <p>teach grammar rules (ELT) (Horwitz, 1987; Yorio, 1989)</p> <p>emphasise vocabulary (ELT) (Horwitz, 1987; Nunan, 1989; Yorio, 1989)</p> <p>prepare students for examinations (ELT) (Rammal, 2006; Xiao, 2006)</p> <p>tailor content to the students' English levels (ELT) (Park & Lee, 2006)</p>

Table 2 (Continued)

Category	Attribute: Effective teachers
Fairness (impartiality, examination preparation, grading) , transparency, Workload)	<p>treat all students impartially (Desai et al., 2001; Faranda & Clarke, 2004)</p> <p>produce examinations which closely relate to work covered in class (Faranda & Clarke, 2004)</p> <p>make examinations which allow students to express their knowledge freely (Faranda & Clarke, 2004)</p> <p>give prompt assignment feedback (Faranda & Clarke, 2004)</p> <p>provide pre and post examination reviews (Kelley et al. 1991)</p> <p>provide clear grading guidelines (Desai et al., 2001)</p> <p>articulate policies regarding attendance and late assignment submissions (Desai et al., 2001)</p> <p>are flexible with grading (Faranda & Clarke, 2004)</p> <p>impose a balanced workload (Faranda & Clarke, 2004)</p>
Knowledge and Credibility	<p>have sound content knowledge of their discipline (Chen, 2005; Faranda & Clarke, 2004; Lasagabaster & Sierra, 2005; Kutnick & Jules, 1993; Xiao, 2006)</p> <p>go beyond the textbook (Faranda & Clarke, 2004)</p> <p>are able to answer complex questions (Faranda & Clarke, 2004)</p> <p>use relevant real world examples in lessons (Faranda & Clarke, 2004; Kelley et al., 1991)</p> <p>are proficient in English (ELT) (Lasagabaster & Sierra, 2005; Park & Lee, 2006; Rammal, 2006)</p> <p>have a sound knowledge of grammar (ELT) (Lasagabaster & Sierra, 2005; Park & Lee, 2006)</p> <p>are able to teach study techniques (Chen, 2005; Lasagabaster & Sierra, 2005)</p>

Table 2 (Continued)

Category	Attribute: Effective teachers
Organization and	provide a comprehensive syllabus with content and methodology (Kelley et al., 1991; Xiao, 2006)
Preparation	<p>communicate clear course objectives (Kember & Wong, 2000; Kelley et al., 1991)</p> <p>stick to the syllabus (Kember & Wong, 2000; Rammal, 2006)</p> <p>lay out all the materials needed for assignments (Kember et al., 2004)</p> <p>provide original supplemental material (Kember et al., 2004; Yorio, 1989)</p> <p>provide prompt feedback on assessment (Desai et al., 2001)</p> <p>prepare each lesson well (Park & Lee, 2006)</p>

In summary, there are some the characteristics of effective English teachers that are similar to characteristics of English teachers but the difference in the context of language teaching. The method of teaching language is not the same as teaching in other subjects. Therefore, English teachers have unique teaching styles and English teachers must be aware of the cultural differences between their language and English. Teachers have the duty to help students to understand the differences. In addition, teachers also provides the opportunity to create the right environment for students to practice their English skills and can be used in their everyday life.

4. A Review of Previous Studies of Characteristics of English Teachers

Zamani and Ahangari (2016)) researched about characteristics of effective English Language Teachers (EELT) as perceived by learners of English. Collecting the data from Iranian English learners at Azad University of Tabriz by using the questionnaire which was based on four categories: English proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills. The result showed that students believed that the effective English teachers should have the ability to develop relationship with students, build students 'confidence and maintain discipline in classroom.

Meksophawannagul (2015) studied about teacher and learner view on effective English teaching in the Thai context: the case of engineer students by using the questionnaire to teachers and students. The questionnaires were based on five attributes categories of effective teachers from Faranda and Clarke Iii (2004): rapport, delivery, fairness, knowledge and credibility, organization, and preparation. The result in quantitative data of this study showed that the most important attribute was organization and preparation such as effective teaching methodology. The qualitative data, in contrast, showed that the most important attribute was rapports especially that teachers should be patient, do not insult the students and always give advice to the students.

Semiz and Zibande (2014) studied about effective language teachers' attribute perceived by EFL students: a quantitative analysis in a Turkish context by using the questionnaires with EFL undergraduate students at the Department of Western Languages and Literature at Karadeniz Technical University, Trabzon. The questionnaires were based on five attributes categories of effective teachers from Faranda and Clarke Iii (2004) rapport, delivery, fairness, knowledge and credibility, organization, and preparation. The results showed that the students gave the highest importance on knowledge and credibility attribute.

Chen (2012) studied about favorable and unfavorable characteristics of EFL teachers perceived by university students of Thailand. Collecting the data from students at Vongchavalitkul University by using open-ended questionnaires and semi-structured

interviews. The finding revealed that students at Vongchavalitkul University thought that the effective EFL teachers should be kind, friendly and able to understand students. In addition they also expected EFL teachers to have the knowledge of English language and ability to teach and transfer content in the effective ways.

Wichadee (2010) surveyed the characteristics of the effective EFL teachers. Collecting the data from Bangkok University students and EFL teachers by questionnaires. The finding showed that Bangkok University students thought that the effective EFL teachers should have a good preparation, effective communication ability and pleasant personality. While EFL teachers thought that having a good English language ability is the most important.

Lin (2009) studied about Chinese students' perceptions of the characteristics of effective EFL teachers. Using the questionnaire with students in Tainan area. The finding revealed that the instruction ability, personality and teacher- student relationship were all important.

In summary, most researchers above studied the thought and opinion from older students such as high school students and university students and collected the data from teachers and students. And the results are different in each context. This study aimed to investigate the characteristics of effective English teachers in primary school as perceived by primary school students, English teachers, and administrators in Thai context.

The next chapter outlines the research methodology, including research population and sample, research instruments, data collection and data analysis procedures.

CHAPTER 3

METHODOLOGY

This chapter explained the methods used to gather and analyze research data. It is divided into four parts: research population and sample, research instruments, data collection and data analysis procedure.

1. Research Design

This study is a mix-methods sequential explanatory design (Creswell & Clark, 2017). Scope of the study employed 2-phase research design. Namely, a) the quantitative phase of the study (quan approach) and b) the qualitative phase of the study (qual approach). The researcher selected this study design primarily because this method can support the research questions. Using the questionnaire to get the data to answer the research questions and semi- structured interview to support and confirm the data from the questionnaire.

The data analysis of each phase of the study is shown in FIGURE 2

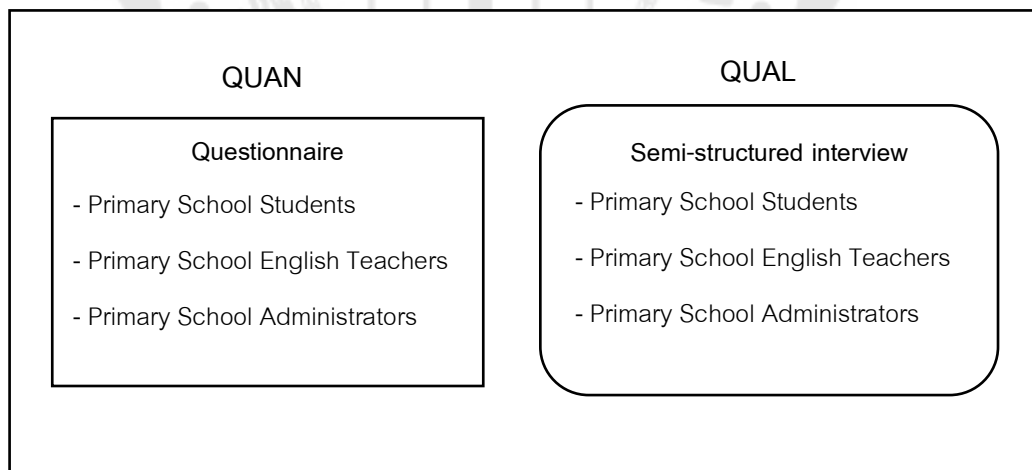


Figure 2 The Data Analysis

2. Research Population and Sample

The population of this study consisted of grade sixth student, primary school English teachers and primary school administrators of 7 primary schools in Chonburi Primary Educational Service Area Office Three: Banglamung Three district about 688 people. Considered choosing the sample by size of the schools. Criteria for consideration the size of the schools is

1- 120 students in school is the small school

121- 600 students in school is the medium school

601- 1500 students in school is the large school

1501 up students in school is the extra-large school

In Chonburi Primary Educational Service Area Office Three: Banglamung Three district. There were 2 extra-large schools, 1 large school, 4 medium schools and there was no small school. The sample group came from 1 school in each school size by randomly picking only 1 school in an extra- large school group and a medium school group.

Therefore, the sample group was 345 people who were 328 grade sixth students, 11 primary school English teachers and 6 primary school administrators from all 3 schools representing different sizes of schools that was under the Chonburi Primary Educational Service Area Office Three: Banglamung 3 district

3. Research Instruments

The research instruments used to collect the data for this study include modified questionnaires to suite with the Thai context base on related studies characteristics of effective English teachers and semi-structured interview that would be created after analyzing the data from the questionnaire.

3.1 Questionnaires

This study used a modified questionnaire as the instrument for collecting the data. The modified effective teachers' questionnaire was developed by Faranda and Clarke Iii (2004) and modified by (Barnes & Lock, 2010). Both were based on five attributes: rapport, delivery, fairness, knowledge and credibility, and organization and

preparation to measure the characteristics of effective English teachers and made it relevant to the context of this study for investigating the characteristics of effective English teachers in primary school as perceived by primary school students, primary school English teachers and primary school administrators. The Effective English teachers' questionnaire consisted of 30 items using a five-point Likert Scale ranging from

- 5 = strongly agree
 4 = agree
 3 = some how agree
 2 = disagree
 1 = strongly disagree

Part 1 the questionnaire determined the profile of the respondents in terms of status: student, teacher, administrator, and sex: male, female.

Part 2 the 30 questions were about the characteristics of effective English teachers that based on five categories: a) rapport, b) delivery, c) fairness d) knowledge and credibility and e) organization and preparation.

Table 3 Questionnaire Specification

Category	Item Distribution	Total	Percentage
Rapport	15, 17, 21, 24, 25, 26, 27	7	25
Delivery	12, 10, 11, 16, 28, 30	6	20
Fairness	13, 14, 19, 20, 29	5	15
Knowledge and Credibility	2, 5, 6, 7, 8, 9, 18	7	25
Organization and Preparation	1, 3, 4, 22, 23	5	15
Total		30	100%

Questionnaire Modification

1. Studied the questionnaire of Faranda and Clarke Iii (2004) and Barnes and Lock (2010) as the main guideline for creating a research questionnaire.

2. Set the conceptual framework of this study. The researcher studied relevant the researches, theories and concepts that related to the characteristics of effective English teachers in primary schools. The characteristics of effective English teachers could be classified into five categories.

1. Rapport
2. Delivery
3. Fairness
4. Knowledge and Credibility
5. Organization and Preparation

3. Defined and localized the definition of terms and created the questions in each categories to be followed with the definition of terms and the indicators of each categories that based on Faranda and Clarke Iii (2004). Creating questions 40 items but there were 30 items to be used.

4. Sent to the advisor and 3 experts in the field of English teaching for verifying the validity of the questionnaires by using IOC (Item Objective Congruence) to be the criteria. The questions that passed must have IOC more than or equal to .50.

5. Modified the questionnaire as suggested by the experts.

6. Piloted the questionnaire to 30 selected primary school students that were not the part of the actual sample of the study. The results of the experiment were used to determine the quality of the questionnaire.

7. The quality of the questionnaire was divided into the following categories: using statistical analysis by Pearson Product Moment Correlation Coefficient and the questionnaires considered as having more than or equal to .20 of discriminative powers.

8. The 30 questions were considered the reliability by Alpha Coefficient of Cronbach. The reliability of the questionnaire should not be less than .70.

9. Printed the questionnaire and use with the sample group.

3.2 Interview

This study used the semi-structured interview with primary school students, primary school English teachers and primary school administrators. The questions created from the result of the questionnaire. Writing and recording were the interview report for data analysis.

The process of creating an interview form was as follows

1. Studied and analyze data that got from the questionnaire.
2. Created the open-ended questions in interviews with primary school students, primary school English teachers and primary school administrators that related to the result data from the questionnaire.
3. Sent the open-ended questions in interviews to the advisor and 3 experts in the field of English teaching for verifying the validity of the open-ended questions by using IOC (Item Objective Congruence) to be the criteria. The open-ended questions that passed must have IOC more than or equal to .50.
4. Modified the open-ended questions in interviews as suggested by the expert.
5. Tried out with 3 non-sample. The researcher and a research assistant interviewed and recorded the data.
6. Improved the interview form and presented to the advisor again to check the accuracy of the interview.
7. Printed the questionnaire and used with the sample group.

4. Data Collection

The researcher personally collected the data based on the availability of the respondents. By requesting permission to collect the data for this research in each school. Using questionnaires and interviews to obtain the required data.

5. Data Analysis Procedure

This study was divided into two parts.

Quantitative Phase

For the second research questions in this study described by using weighted mean, S.D. and ranking.

Qualitative Phase

The second part was to get the data from interviews to be qualitatively analyzed and presented it in the form of descriptive writing to support the data from questionnaires.



CHAPTER 4

FINDINGS

This chapter consists of research finding from the questionnaire which are presented into three sections: the first section described the level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school students, primary school English teachers, primary school administrators.

The second section described the level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school students, primary school English teachers, primary school administrators in term of five categories: a) rapport, b) delivery, c) fairness d) knowledge and credibility and e) organization and preparation.

The last section was about the speeches from the interview which related to the result from the questionnaire.

1. The level agreement of the characteristics of effective English teachers in primary schools

1.1 The level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school students

The modified questionnaire had been used with 328 grade sixth students of 3 schools. They answered 30 questions from the questionnaire by giving the level of their opinions based on a five-point Likert Scale ranging.

Table 4 The Questionnaire's Result from Primary School Students

Questions		Mean	Std. Deviation	Rank
Rapport				
15	Teachers should be patient, check and give clear instructions for correcting student errors. Do not insult students when students make mistakes.	4.53	0.7515	7
17	Teachers should encourage student motivation and interest and help students to build confidence.	4.31	0.9028	17
21	Teachers should have good expressions for students and helping students both inside and outside the classroom.	4.52	0.9384	8
24	Teachers should have flexibility in various matters and can be adjusted as appropriate.	4.12	1.0508	24
25	The teacher should have a good personality or appearance.	4.15	1.1570	22
26	Teachers should be open to listen to students' opinions.	4.75	0.8103	2
27	Teachers should listen to students, do not be easily upset and teachers should be magnanimous.	4.73	0.8511	3

Table 4 (Continued)

Questions		Mean	Std. Deviation	Rank
Delivery				
10	Teachers should use English as a tool for communication.	3.73	1.1820	28
11	Teachers should use Thai language only when necessary.	3.60	1.3660	29
12	Teachers should give examples in the daily lives of students that are related to the lesson.	4.04	1.0292	25
16	Teachers should organize activities that are interesting and meaningful for student learning.	4.62	0.7267	4
28	Teachers should promote group work and student participation.	4.34	1.0647	14
30	Teachers should organize the meaningful and fun activities for students and do not make the content to be difficult. Teachers should be optimistic and have sense of humor.	4.82	0.7530	1

Table 4 (Continued)

Questions		Mean	Std. Deviation	Rank
Fairness				
13	Teachers should assign homework to review lessons.	3.53	1.4040	30
14	Teachers should give students to take a test to review the lesson.	4.14	1.2436	23
19	The teacher should follow the rules and regulations. Try to raise the moral level of students, awareness of illegal behavior and cheating.	4.23	0.9825	18
20	Teachers should be fair. (In giving suggestions, scoring, giving attention to individual differences).	4.38	1.0503	12
29	Teachers should not separate students and should treat all students equally.	4.41	1.1146	10
Knowledge and Credibility				
2	Teachers have to understand and have clear concept of the content of lesson, objectives, scoring and evaluation.	4.57	1.8151	5
5	Teachers should use a variety of teaching materials and technology in classroom such as audio/ visual media.	4.55	0.7178	6

Table 4 (Continued)

Questions		Mean	Std. Deviation	Rank
6	The teacher should have a high level of English ability in listening, speaking, reading and writing.	4.40	0.8731	11
7	Teachers should have the skills to explain English grammar rules clearly.	4.32	0.8098	16
8	Teachers should have the skills to pronounce English as close to the native speaker.	4.19	0.9261	20
9	Teachers should know about the culture of native speakers.	3.94	1.0029	27
18	Teachers should have ability to answer the difficult questions.	4.03	1.0908	26
Organization and Preparation				
1	Teachers should have the ability to prepare lessons to be effective.	4.48	0.7561	9
3	Teachers should allocate time in teaching effectively and systematically.	4.37	0.8661	13
4	Teachers should clarify the purpose of learning, methods for measuring and evaluating learning clearly to students.	4.34	0.8344	15

Table 4 (Continued)

Questions		Mean	Std. Deviation	Rank
22	Teachers should give quick feedback about tasks assigned to students.	4.17	1.1369	21
23	Teachers should provide supplemental material	4.19	1.2621	19

The table has shown that primary school students ranked the “Teachers should organize the meaningful and fun activities for students and do not make the content to be difficult. Teachers should be optimistic and have sense of humor. (Mean= 4.82)” as the most important characteristic of effective English teachers in primary schools. On the other hand, they ranked “Teachers should assign homework to review lessons. (Mean= 3.53)” as the least important characteristic of effective English teachers in primary schools.

1.2 The level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school English teachers

The modified questionnaire had been used with 11 primary school English teachers of 3 schools. They answered 30 questions from the questionnaire by giving the level of their opinions based on a five-point Likert Scale ranging.

Table 5 The Questionnaire's Result from Primary School English Teachers

Questions		Mean	Std. Deviation	Rank
Rapport				
15	Teachers should be patient, check and give clear instructions for correcting student errors. Do not insult students when students make mistakes.	4.55	0.6876	6
17	Teachers should encourage student motivation and interest and help students to build confidence.	4.64	0.5045	4
21	Teachers should have good expressions for students and helping students both inside and outside the classroom.	4.55	0.5222	6
24	Teachers should have flexibility in various matters and can be adjusted as appropriate.	4.45	0.6876	16
25	The teacher should have a good personality or appearance.	4.27	0.7862	20

Table 5 (Continued)

Questions		Mean	Std. Deviation	Rank
26	Teachers should be open to listen to students' opinions.	4.64	0.9244	4
27	Teachers should listen to students, do not be easily upset and teachers should be magnanimous.	4.27	1.1909	22
Delivery				
10	Teachers should use English as a tool for communication.	4.27	0.6467	22
11	Teachers should use Thai language only when necessary.	3.91	1.0445	28
12	Teachers should give examples in the daily lives of students that are related to the lesson.	4.36	0.6742	19
16	Teachers should organize activities that are interesting and meaningful for student learning.	4.55	0.6876	6
28	Teachers should promote group work and student participation.	4.27	1.1909	22

Table 5 (Continued)

Questions		Mean	Std. Deviation	Rank
30	Teachers should organize the meaningful and fun activities for students and do not make the content to be difficult. Teachers should be optimistic and have sense of humor.	4.55	0.6876	9
Fairness				
13	Teachers should assign homework to review lessons.	4.09	0.7006	27
14	Teachers should give students to take a test to review the lesson.	3.82	1.1677	30
19	The teacher should follow the rules and regulations. Try to raise the moral level of students, awareness of illegal behavior and cheating.	4.45	0.9342	12
20	Teachers should be fair. (In giving suggestions, scoring, giving attention to individual differences).	4.45	1.2136	12
29	Teachers should not separate students and should treat all students equally.	4.73	0.4671	2

Table 5 (Continued)

Questions		Mean	Std. Deviation	Rank
Knowledge and Credibility				
2	Teachers have to understand and have clear concept of the content of lesson, objectives, scoring and evaluation.	4.45	0.9342	12
5	Teachers should use a variety of teaching materials and technology in classroom such as audio/ visual media.	4.45	1.2136	16
6	The teacher should have a high level of English ability in listening, speaking, reading and writing.	4.27	0.6467	20
7	Teachers should have the skills to explain English grammar rules clearly.	4.27	1.0090	25
8	Teachers should have the skills to pronounce English as close to the native speaker.	4.55	0.6876	9
9	Teachers should know about the culture of native speakers.	3.91	1.1362	28
18	Teachers should have ability to answer the difficult questions.	4.09	1.2210	26
Organization and Preparation				
1	Teachers should have the ability to prepare lessons to be effective.	4.82	0.4045	1

Table 5 (Continued)

Questions		Mean	Std. Deviation	Rank
3	Teachers should allocate time in teaching effectively and systematically.	4.73	0.4671	3
4	Teachers should clarify the purpose of learning, methods for measuring and evaluating learning clearly to students.	4.55	0.6876	11
22	Teachers should give quick feedback about tasks assigned to students.	4.45	0.9342	12
23	Teachers should provide supplemental material	4.45	0.6876	16

The table has shown that primary school English teachers ranked the “Teachers should have the ability to prepare lessons to be effective. (Mean= 4.82)” as the most important characteristic of effective English teachers in primary schools. On the other hand, they ranked “Teachers should give students to take a test to review the lesson. (Mean= 3.83)” as the least important characteristic of effective English teachers in primary schools.

1.3 The level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school administrators

The modified questionnaire had been used with 6 primary school administrators of 3 schools. They answered 30 questions from the questionnaire by giving the level of their opinions based on a five-point Likert Scale ranging.

Table 6 The Questionnaire's Result from Primary School Administrators

Questions		Mean	Std. Deviation	Rank
Rapport				
15	Teachers should be patient, check and give clear instructions for correcting student errors. Do not insult students when students make mistakes.	4.67	0.5774	8
17	Teachers should encourage student motivation and interest and help students to build confidence.	5.00	0.0000	1
21	Teachers should have good expressions for students and helping students both inside and outside the classroom.	4.67	0.5774	8
24	Teachers should have flexibility in various matters and can be adjusted as appropriate.	4.67	0.5774	8
25	The teacher should have a good personality or appearance.	4.33	0.5774	18

Table 6 (Continued)

Questions		Mean	Std. Deviation	Rank
26	Teachers should be open to listen to students' opinions.	4.67	0.5774	8
27	Teachers should listen to students, do not be easily upset and teachers should be magnanimous.	5.00	0.0000	1
Delivery				
10	Teachers should use English as a tool for communication.	4.33	0.5774	18
11	Teachers should use Thai language only when necessary.	2.67	1.5275	30
12	Teachers should give examples in the daily lives of students that are related to the lesson.	4.00	0.0000	25
16	Teachers should organize activities that are interesting and meaningful for student learning.	4.67	0.5774	8
28	Teachers should promote group work and student participation.	4.67	0.5774	8

Table 6 (Continued)

Questions		Mean	Std. Deviation	Rank
30	Teachers should organize the meaningful and fun activities for students and do not make the content to be difficult. Teachers should be optimistic and have sense of humor.	5.00	0.0000	1
Fairness				
13	Teachers should assign homework to review lessons.	4.00	1.0000	25
14	Teachers should give students to take a test to review the lesson.	4.00	0.0000	25
19	The teacher should follow the rules and regulations. Try to raise the moral level of students, awareness of illegal behavior and cheating.	5.00	0.0000	1
20	Teachers should be fair. (In giving suggestions, scoring, giving attention to individual differences).	5.00	0.0000	1
29	Teachers should not separate students and should treat all students equally.	5.00	0.0000	1

Table 6 (Continued)

Questions		Mean	Std. Deviation	Rank
Knowledge and Credibility				
2	Teachers have to understand and have clear concept of the content of lesson, objectives, scoring and evaluation.	4.33	0.5774	18
5	Teachers should use a variety of teaching materials and technology in classroom such as audio/ visual media.	4.67	0.5774	8
6	The teacher should have a high level of English ability in listening, speaking, reading and writing.	4.67	0.5774	8
7	Teachers should have the skills to explain English grammar rules clearly.	4.33	0.5774	18
8	Teachers should have the skills to pronounce English as close to the native speaker.	4.33	0.5774	18
9	Teachers should know about the culture of native speakers.	4.00	0.0000	25
18	Teachers should have ability to answer the difficult questions.	5.00	0.0000	1
Organization and Preparation				
1	Teachers should have the ability to prepare lessons to be effective.	4.67	0.5774	8

Table 6 (Continued)

Questions		Mean	Std. Deviation	Rank
3	Teachers should allocate time in teaching effectively and systematically.	4.00	0.0000	25
4	Teachers should clarify the purpose of learning, methods for measuring and evaluating learning clearly to students.	4.33	0.5774	18
22	Teachers should give quick feedback about tasks assigned to students.	4.67	0.5774	8
23	Teachers should provide supplemental material	4.33	0.5774	18

The table has shown that primary school administrators ranked 6 characteristics as the most important characteristic of effective English teachers in primary schools (Mean= 5). Those were “Teachers should encourage student motivation and interest and help students to build confidence.”, “Teachers should have ability to answer the difficult questions.”, “The teacher should follow the rules and regulations. Try to raise the moral level of students, awareness of illegal behavior and cheating.”, “Teachers should be fair. (In giving suggestions, scoring, giving attention to individual differences).”, “Teachers should listen to students, do not be easily upset and teachers should be magnanimous.”, “Teachers should not separate students and should treat all students equally.” and “Teachers should organize the meaningful and fun activities for students and do not make the content to be difficult. Teachers should be optimistic and have sense of humor.” On the other hand, they ranked “Teachers should use Thai language only when necessary. (Mean= 2.67)” as the least important characteristic of effective English teachers in primary schools.

2. The level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school students, primary school English teachers, primary school administrators in term of five categories: a) rapport, b) delivery, c) fairness d) knowledge and credibility and e) organization and preparation.

Table 7 The Questionnaire's Result in Term of Five Categories

	N	Students Mean	Teachers Mean	Administrators Mean	Minimum	Maximum	Mean	Std. Deviation
Rapport (Item: 15, 17, 21, 24, 25, 26, 27)	345	4.39	4.48	4.71	2.71	5.00	4.39	.48
Delivery (Item: 10, 11, 12, 16, 28, 30)	345	4.16	4.32	4.22	2.50	5.00	4.16	.54
Fairness (Item: 13, 14, 19, 20, 29)	345	4.09	4.31	4.60	1.60	5.00	4.10	.66
Knowledge and Credibility (Item: 2, 5, 6, 7, 8, 9, 18)	345	4.27	4.29	4.48	2.29	5.00	4.27	.51
Organization and Preparation (Item: 1, 3, 4, 22, 23)	345	4.26	4.60	4.40	1.00	5.00	4.28	.56

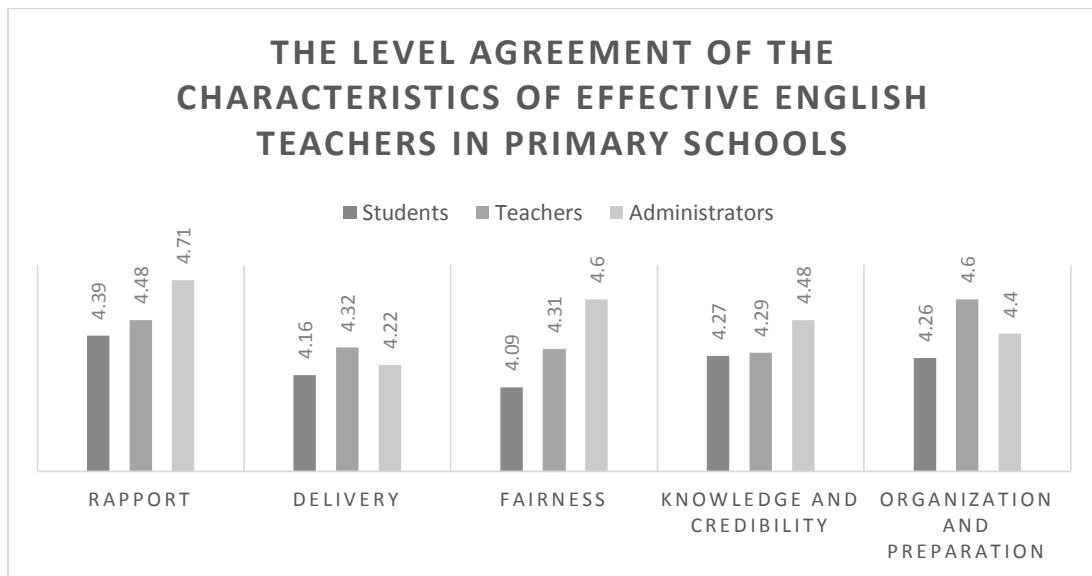


Figure 3 The Level Agreement of the Characteristics of Effective English Teachers
in Primary Schools

For primary school students, they ranked the Rapport (Mean= 4.39) as the most important characteristics of effective English teachers in primary school and following by Knowledge and Credibility (Mean= 4.27), Organization and Preparation (Mean= 4.26), Delivery (Mean= 4.16) and the last characteristic was Fairness (Mean= 4.09).

For primary school English teachers, they ranked Organization and Preparation (Mean= 4.60) as the most important characteristics of effective English teachers in primary school and following by Rapport (Mean= 4.48), Delivery (Mean= 4.32), Fairness (Mean= 4.31) and the last characteristics was Knowledge and Credibility (Mean= 4.29).

For primary school administrators, they ranked Rapport (Mean= 4.71) as the most important characteristics of effective English teachers in primary school and following by Fairness (Mean= 4.60), Knowledge and Credibility (Mean= 4.48), Organization and Preparation (Mean= 4.40) and the last characteristic was Delivery (Mean= 4.22).

3. The Interview of the characteristics of effective English teachers in primary schools as perceived by primary school students, primary school English teachers, primary school administrators based on the results from the questionnaire

3.1 The Interview of the characteristics of effective English teachers in primary schools as perceived by primary school students

The primary school students chose Rapport as the most important characteristics of effective English teachers in primary schools and following by Knowledge and Credibility, Organization and Preparation, Delivery and the last characteristic was Fairness. There were some speeches from students who gave the opinion about why Rapport was the most important characteristic of effective English teachers in primary schools?

"I always enjoy learning English with kind teachers because I feel very comfortable to ask questions when I don't understand the lesson"

"I like to see the smile on the face of the teacher more than the fierce face."

"I think that the teacher's attention is very important because it made me feel that teachers care students"

"I believe in all English teachers' competence in teaching English but what I want the most is the teacher motivated me to learn English language willingly."

"Some English teachers have caused me to be prejudiced about learning English."

"Some teachers speak very well and be good speakers but whenever students want to speak, some teachers rarely to listen. I want to study with an English teacher who is willing to listen to the questions even though it may be a stupid question"

"I think that most students think that Rapport as the most important characteristics because nowadays teachers focus only on teaching and grading. Teachers do not have the motivation to love learning English for students."

"I like learning English with kind, non-aggressive teachers who help and answer questions when I don't understand."

"English is fun especially when studying with a modern teacher who understand the teenagers"

"I don't like learning English but studying with a kind teacher makes me feel comfortable to study. Don't make me feel tense and scared"

3.2 The Interview of the characteristics of effective English teachers in primary schools as perceived by primary school English teachers

The primary school teachers thought the most important characteristics of effective English teachers in primary schools was Organization and Preparation and following by Rapport, Delivery, Fairness and the last characteristics was Knowledge and Credibility. There were some words from teachers who gave the opinion about why Organization and Preparation was the most important characteristic of effective English teachers in primary schools?

"Classroom management, design of every teaching and preparation before teaching are very important for teachers. They can help teachers to plan and narrow the teaching direction. Moreover, they can help to improve academic performance and student performance."

"I am not surprised that most teachers think Organization and Preparation is the most important characteristics of effective English teachers in primary schools because we have learned to be a teacher who can transfer knowledge and plan the effective teaching and learning of students."

"I believe that students will learn well if the teacher has a good teaching plan, teaching techniques and classroom management. In addition, teachers need to give score or grade clearly and can be check."

"The warrior must have a sword. Teachers should also have a lesson plan."

"Teaching planning and preparation help teachers to engage students in the same direction, step by step and help learners understand the lesson. Therefore, Organization and Preparation is very important for those who are called teachers."

3.3 The Interview of the characteristics of effective English teachers in primary schools as perceived by primary school administrators

The primary school administrators ranked the most important characteristics of effective English teachers in primary schools was Rapport as the most important characteristics of effective English teachers in primary school and following by Fairness, Knowledge and Credibility, Organization and Preparation and the last characteristic was Delivery. There were some words from administrators who gave the opinion about why Rapport was the most important characteristic of effective English teachers in primary schools?

"I believe in the abilities and potential of every English teachers but being an effective English teachers, abilities and potential are not the answer. An effective teacher may not necessarily be the best ability or potential. But the teacher who must understand the nature of the child is the best teacher"

"Many people are lost in the education system, teaching and learning. They focus only on student achievement, ignoring the inspiration for studying, living and applying knowledge. English teachers need to be aware of it because English is still a distant matter for some students. Therefore, motivating and inspiring students to learn English is very important"

"The teacher, in my sense, is not just the person who gives knowledge but is someone who cares about students too. The ability of teachers is important but in today's society, students need teachers who are more than just educators. They want the teacher who can be a person who gives advice and creates motivation for learning"

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter details the summary of the research, conclusion and discussion of the finding. Furthermore, the recommendation are also presented.

This study aimed to investigate the characteristics of effective English teachers as perceived by students, English teachers and administrators in primary schools.

1. Summary of the Research

1.1 Significance of the Study

This study aimed to investigate the characteristics of effective English teachers in Primary school. It helps to recognize what are the attributes of effective English teachers in primary school as perceived by primary school students, primary school English teachers, primary school administrators which may be the same or different opinions. The results of this research could lead to be the guidelines for developing the characteristics of effective English teachers in primary schools.

1.2 Population and Sample Group

The population of this study consisted of grade sixth student, primary school English teachers and primary school administrators of 7 primary schools in Chonburi Primary Educational Service Area Office Three: Banglamung Three district about 688 people. Considered choosing the sample by size of the schools. Criteria for consideration the size of the schools is

1- 120 students in school is the small school

121- 600 students in school is the medium school

601- 1500 students in school is the large school

1501 up students in school is the extra-large school

In Chonburi Primary Educational Service Area Office Three: Banglamung Three district. There were 2 extra-large schools, 1 large school, 4 medium schools and there was no small school. The sample group came from 1 school in each school size by randomly picking only 1 school in an extra- large school group and a medium school group.

Therefore, the sample group was 345 people who were 328 grade sixth students, 11 primary school English teachers and 6 primary school administrators from all 3 schools representing different sizes of schools that was under the Chonburi Primary Educational Service Area Office Three: Banglamung Three district.

1.3 Research Methodology

This study is a mix-methods sequential explanatory design Creswell and Clark (2017) Scope of the study employed 2-phase research design. Namely, a) the quantitative phase of the study (quan approach) and b) the qualitative phase of the study (qual approach). The researcher selected this study design primarily because this method can support the research questions. Using the questionnaire to get the data to answer the research questions and semi- structured interview to support and confirm the data from the questionnaire.

1.4 Research Instruments

The research instruments used to collect the data for this study include modified questionnaires to suite with the Thai context base on related studies characteristics of effective English teachers and semi-structured interview that would be created after analyzing the data from the questionnaire.

1.5 Data Collection and Analysis

The researcher personally collected the data based on the availability of the respondents. By requesting permission to collect the data for this research in each school. Using questionnaires and interviews to obtain the required data. This study was divided into two parts: Quantitative Phase and Qualitative Phase

Quantitative Phase

For the research question in the questionnaire of this study described by using weighted mean, sd. and ranking.

Qualitative Phase

The second part was to get the data from interviews to be qualitatively analyzed and presented it in the form of descriptive writing to support the data from questionnaires.

2. Conclusion

The result obtained from the quantitative and qualitative analysis indicated the characteristics of effective English teachers in primary schools as perceived by primary school students, primary school English teachers, and primary school administrators in term of five categories: a) rapport, b) delivery, c) fairness d) knowledge and credibility and e) organization and preparation.

The primary school students ranked the Rapport as the most important characteristics of effective English teachers in primary schools and following by Knowledge and Credibility, Organization and Preparation, Delivery and the last characteristic was Fairness.

The primary school English teachers ranked that the most important characteristics of effective English teachers in primary schools was Organization and Preparation and following by Rapport, Delivery, Fairness and the last characteristics was Knowledge and Credibility.

The primary school administrators ranked that the most important characteristics of effective English teachers in primary schools was Rapport as the most important characteristics of effective English teachers in primary school and following by Fairness, Knowledge and Credibility, Organization and Preparation and the last characteristic was Delivery

Regarding the same result from primary school students and primary school administrators, they ranked the Rapport as the most important characteristics of effective English teachers in primary schools. They also thought that the effective English

teacher was not the teacher who was the best in potential in English language and teaching but the effective English teacher in their opinions was a teacher who could motivate and encourage the students to learn English and opened mind to listen and willing to answer the questions. English teacher were the main part for students to study and got the knowledge from. Therefore, it was very important to have the effective in potential and teaching of English teachers as well as the effective in motivation and encouragement of English teachers. It could be assumed that primary school students and administrators mostly focused on how English teachers acted more than how English teachers taught.

On the other hand, primary school English teachers mostly focused on the Organization and Preparation. They believed in the planning process and the preparation for teaching. They thought that good preparation for teaching would affect the effectiveness of students' English language learning. However, primary school English teachers also gave the attention to Rapport because Rapport was ranked as the second characteristics. It could be assumed that primary school English teachers believed in the teaching and learning process. If the teacher had to prepare well, the result would occur with students well too.

3. Discussion of the Research Findings

As result of the study that both the primary school students and administrators ranked the Rapport as the most important characteristics of effective English teachers in primary schools while the primary school English teachers ranked that the most important characteristics of effective English teachers in primary schools was Organization and Preparation. This section presents the discussion of the research finding as follow:

3.1 The level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school students and primary school administrators

Both the primary school students and administrators ranked the Rapport as the most important characteristics of effective English teachers in primary schools. The same as the research results of Zamani and Ahangari (2016) The result showed that Azad University of Tabriz students believed that the effective English teachers should have the ability to develop relationship with students, build students 'confidence and maintain discipline in classroom.

Moreover, the result of the study from Chen (2012) showed that students at Vongchavalitkul University thought that the effective EFL teachers should be kind, friendly and able to understand students.

According to Plook Teacher (2018) stated that Suan Dusit Poll surveyed on "What kind of teacher do children want?" which were the comments from students in kindergartens, primary schools, secondary schools and the vocations. Primary school students were mainly focus on the expression of the teachers to the learners for example teachers who don't look fierce, don't beat and don't complain. The first thing that they expected to teachers was good habits, good smiles, and finally, good and fun teaching

Consistent with the results of this research, primary school students chose Rapport to be the most important characteristics of effective English teachers in primary schools. They expected teachers to be the ones who could help creating learning comfort, easy to approach and kind. Therefore, students focused on building good relationships between teachers and students.

3.2 The level agreement of the characteristics of effective English teachers in primary schools as perceived by primary school English teachers

The result from this study showed that the primary school English teachers placed the important characteristics of effective English teachers in primary school differently from primary school students and primary school administrators. The primary school English teachers ranked Organization and Preparation as the most important characteristics as same as the result from Meksophawannagul (2015). The result in quantitative data of this study showed that the most important attribute was Organization and Preparation such as effective teaching methodology.

English teachers, mostly, focus on the ability of planning and organizing because they were always aware of the main duty of being teacher "Teaching" and they believed that the development of students' potential came from the teaching and learning of teachers' plans. Therefore, teachers focused on the importance of preparing the effective teaching and learning for students.

4. Recommendations

For English teachers in primary schools

1. Primary school students and primary school English teachers have the differences perceptions toward the characteristics of effective English teachers in primary schools. Therefore English teachers should aware of the differences of students and need to be opened mind to change something to suite the students.

2. Having good relationship with students is also important for English teachers. Primary students have expectations of closeness, trust, and friendliness from teachers. Therefore, English teachers should be aware of the posture and good relationships with students.

3. In addition to the good teaching and learning arrangements, English teachers should create an environment that is conducive to student learning and organize activities that are fun and meaningful to students

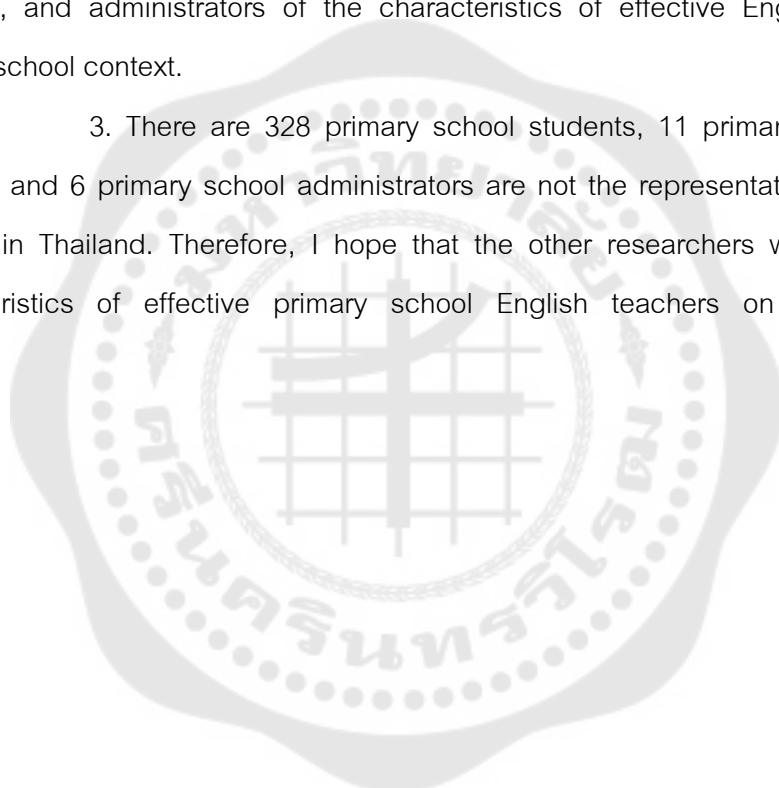
For researchers

It is important to acknowledge the limitation of the study.

1. Some participants of this study were interview, not all of them. Moreover the information from the interview is not in-depth information.

2. There are some studies about the views on characteristics of effective English teacher in Thailand but only occurred on high schools or universities context. This was the first study which aimed to investigate the perceptions from students, teachers, and administrators of the characteristics of effective English teachers in primary school context.

3. There are 328 primary school students, 11 primary school English teachers and 6 primary school administrators are not the representative of all primary schools in Thailand. Therefore, I hope that the other researchers will investigate of characteristics of effective primary school English teachers on a large scale.



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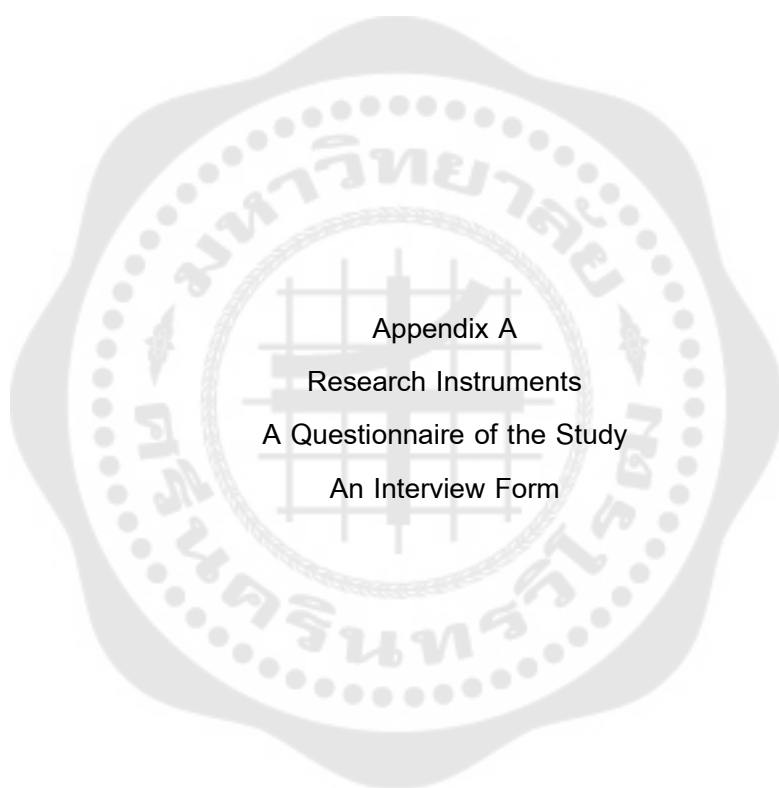
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Appendix



Appendix A
Research Instruments
A Questionnaire of the Study
An Interview Form

แบบสอบถามเพื่อการวิจัย

เรื่อง การศึกษาคุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา

Study of the Characteristics of Effective English Teachers in Primary Schools

คำชี้แจง

1. แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาความคิดเห็นของนักเรียนชั้นประถมศึกษาปีที่ 6 ครูผู้สอนภาษาอังกฤษในระดับชั้นประถมศึกษา และผู้บริหารสถานศึกษาเกี่ยวกับคุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา

2. แบบสอบถามแบ่งเป็น 2 ตอน ดังนี้

ตอนที่ 1 สถานภาพผู้ตอบแบบสอบถาม

ตอนที่ 2 คุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา

3. ผู้วิจัยได้ระบุพฤติกรรมตัวบ่งชี้ในแต่ละองค์ประกอบหลักของคุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา ซึ่งเป็นตัวบ่งชี้ที่ได้จากการศึกษาแนวคิด ทฤษฎี และเอกสารงานวิจัยที่เกี่ยวข้อง โดยมีองค์ประกอบหลัก 5 ด้าน คือ ด้านความเป็นมิตร (Rapport) ด้านการสอน (Delivery) ด้านความยุติธรรม (Fairness) ด้านความรู้และความน่าเชื่อถือ (Knowledge and Credibility) และด้านการจัดการและการเตรียมการจัดการเรียนการสอน (Organization and Preparation) โดยมีข้อคำถามจำนวน 30 ข้อ

4. โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับระดับความสามารถของท่าน เป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ได้กำหนดเกณฑ์การให้คะแนนดังนี้ คือ

5 หมายถึง เห็นด้วยมากที่สุด

4 หมายถึง เห็นด้วยมาก

3 หมายถึง เห็นด้วยปานกลาง

2 หมายถึง เห็นด้วยน้อย

1 หมายถึง เห็นด้วยน้อยที่สุด

5. กรุณาตอบแบบสอบถามด้วยความเป็นจริงมากที่สุด โดยถือเป็นเรื่องลับเฉพาะจะไม่เกิดผลเสียหายใดๆ แก่ตัวท่าน

ขอขอบพระคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

นางสาวช่อผกา สุขวัฒนะ

นิสิตปริญญาโท

สาขาวิทยาการทางศึกษาและการจัดการเรียนรู้ (ภาษาอังกฤษ)

คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ

ตอนที่ 1 สถานภาพผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความเป็นจริงของท่าน

1. สถานภาพ ☐ 1. นักเรียน ☐ 2. ครู ☐ 3. ผู้บริหาร
2. เพศ ☐ 1. ชาย ☐ 2. หญิง

ตอนที่ 2 คุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับระดับความคิดเห็นของท่าน

ข้อ	รายการคำถาม	5	4	3	2	1
1	ครูควรมีความสามารถในเตรียมการเรียนการสอนที่มีประสิทธิภาพ Teachers should have the ability to prepare lessons to be effective.					
2	ครูต้องเข้าใจในเนื้อหาของบทเรียน วัตถุประสงค์ การให้คะแนนและการประเมินผลการเรียนอย่างชัดเจน Teachers have to understand and have clear concept of the content of lesson, objectives, scoring and evaluation.					
3	ครูควรจัดสรรเวลาในการเรียนการสอนอย่างมีประสิทธิภาพและเป็นระบบ Teachers should allocate time in teaching effectively and systematically.					
4	ครูควรชี้แจงจุดประสงค์การจัดการเรียนรู้ วิธีการวัดและประเมินผลการเรียนรู้อย่างชัดเจนแก่นักเรียน Teachers should clarify the purpose of learning, methods for measuring and evaluating learning clearly to students.					

ข้อ	รายการคำถาม	5	4	3	2	1
5	ครูควรใช้สื่อการสอนที่หลากหลายและเทคโนโลยี ในชั้นเรียน เช่น สื่อภาพและเสียง Teachers should use a variety of teaching materials and technology in classroom such as audio/ visual media.					
6	ครูควรมีความสามารถทางภาษาอังกฤษใน ระดับสูง ทั้งในด้านการฟัง พูด อ่าน และเขียน The teacher should have a high level of English ability in listening, speaking, reading and writing.					
7	ครูควรมีทักษะในการอธิบายกฎไวยากรณ์ ภาษาอังกฤษได้อย่างชัดเจน Teachers should have the skills to explain English grammar rules clearly.					
8	ครูควรมีทักษะในออกเสียงภาษาอังกฤษได้ ใกล้เคียงกับเจ้าของภาษา Teachers should have the skills to pronounce English as close to the native speaker.					
9	ครูควรมีความรู้เกี่ยวกับวัฒนธรรมของเจ้าของ ภาษา Teachers should know about the culture of native speakers.					
10	ครูควรใช้ภาษาอังกฤษเป็นเครื่องมือในการสื่อสาร Teachers should use English as a tool for communication.					

ข้อ	รายการคำถาม	5	4	3	2	1
11	ครูควรใช้ภาษาไทยเมื่อจำเป็นเท่านั้น Teachers should use Thai language only when necessary.					
12	ครูควรยกตัวอย่างในชีวิตประจำวันของนักเรียนที่มีความเกี่ยวข้องกับบทเรียน Teachers should give examples in the daily lives of students that are related to the lesson.					
13	ครูควรมอบหมายการบ้านเพื่อทบทวนบทเรียน Teachers should assign homework to review lessons.					
14	ครูควรให้นักเรียนทำแบบทดสอบเพื่อทบทวนบทเรียน Teachers should give students to take a test to review the lesson.					
15	ครูควรมีความอดทน ตรวจสอบและให้คำแนะนำที่ชัดเจนสำหรับการแก้ไขข้อผิดพลาดของนักเรียน ไม่ดูถูกนักเรียนเมื่อนักเรียนทำผิด Teachers should be patient, check and give clear instructions for correcting student errors. Do not insult students when students make mistakes.					
16	ครูควรจัดกิจกรรมที่น่าสนใจและมีความหมายต่อการเรียนรู้ของนักเรียน Teachers should organize activities that are interesting and meaningful for student learning.					

ข้อ	รายการคำถาม	5	4	3	2	1
17	ครูควรกระตุ้นให้เกิดแรงจูงใจและความสนใจของนักเรียน ช่วยเหลือนักเรียนในการสร้างความมั่นใจ Teachers should encourage student motivation and interest and help students to build confidence.					
18	ครูควรมีความสามารถในการตอบคำถามยากๆได้ Teachers should have ability to answer the difficult questions.					
19	ครูควรยึดมั่นในกฎและข้อบังคับ พยายามยกระดับความมีศีลธรรมของนักเรียน สร้างความตระหนักในพฤติกรรมที่ไม่ถูกต้องและการโกง The teacher should follow the rules and regulations. Try to raise the moral level of students, awareness of illegal behavior and cheating.					
20	ครูควรมีความเป็นธรรม (ในการให้ข้อเสนอแนะ การให้คะแนน การให้ความสนใจในเรื่องความแตกต่างของแต่ละบุคคล) Teachers should be fair. (In giving suggestions, scoring, giving attention to individual differences).					
21	ครูควรมีการแสดงออกที่ดีต่อนักเรียน คอยช่วยเหลือนักเรียนทั้งในและนอกห้องเรียน Teachers should have good expressions for students and helping students both inside and outside the classroom.					

ข้อ	รายการคำถาม	5	4	3	2	1
22	ครูควรให้ข้อเสนอแนะที่รวดเร็วเกี่ยวกับงานที่มอบหมายให้นักเรียน Teachers should give quick feedback about tasks assigned to students.					
23	ครูควรมีสื่อการเรียนการสอนเพิ่มเติมจากบทเรียน Teachers should provide supplemental material					
24	ครูควรมีความยืดหยุ่นในเรื่องต่างๆ สามารถปรับเปลี่ยนได้ตามความเหมาะสม Teachers should have flexibility in various matters and can be adjusted as appropriate.					
25	ครูควรมีบุคลิกภาพหรือรูปลักษณ์ภายนอกที่ดี The teacher should have a good personality or appearance.					
26	ครูควรเปิดใจรับฟังความคิดเห็นของนักเรียน Teachers should be open to listen to students' opinions.					
27	ครูควรรับฟังนักเรียน ไม่อารมณ์เสียง่ายและครูควรมีความโอป้อมอารี Teachers should listen to students, do not be easily upset and teachers should be magnanimous.					
28	ครูควรส่งเสริมการทำงานกลุ่มและการมีส่วนร่วมของนักเรียน Teachers should promote group work and student participation.					

ข้อ	รายการคำถาม	5	4	3	2	1
29	ครูไม่ควรแบ่งแยกนักเรียนและควรปฏิบัติต่อนักเรียนทุกคนอย่างเท่าเทียมกัน Teachers should not separate students and should treat all students equally.					
30	ครูควรจัดกิจกรรมที่มีความหมายและสนุกสนานให้นักเรียนและไม่ทำให้เนื้อหาที่ยากจนเกินไป ครูควรเป็นคนมองโลกในแง่ดีและมีอารมณ์ขัน Teachers should organize the meaningful and fun activities for students and do not make the content to be difficult. Teachers should be optimistic and have sense of humor.					

แบบสัมภาษณ์

Interview Form

สัมภาษณ์วันที่ (D/M/Y) วัน.....เดือน.....พ.ศ.เวลา (Time).....

สถานที่สัมภาษณ์ (Place).....

สถานภาพ (Status)

- ☐ 1. นักเรียน (Student) ☐ 2. ครู (Teacher) ☐ 3. ผู้บริหาร (Administrators)

เพศ (Sex)

- ☐ 1. ชาย (Male) ☐ 2. หญิง (Female)

ประเด็นคำถามในการสัมภาษณ์ (Questions)

1. ท่านมีความคิดเห็นอย่างไรเกี่ยวกับคุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา (What do you think about the characteristics of effective in primary school?)

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2. ทำไมคุณลักษณะ.....จึงเป็นคุณลักษณะที่สำคัญที่สุดของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา

(Why was the most important characteristic?)

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Appendix B
List of Experts

The Experts who assessed the instruments of the study

1. Dr. Russel Rodrigo

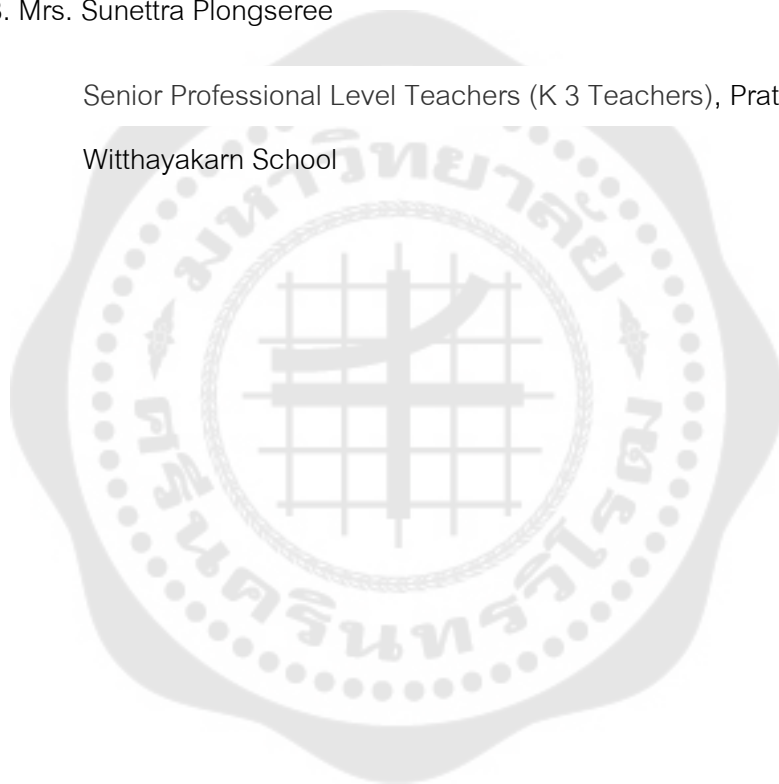
Lecturer, Stamford University

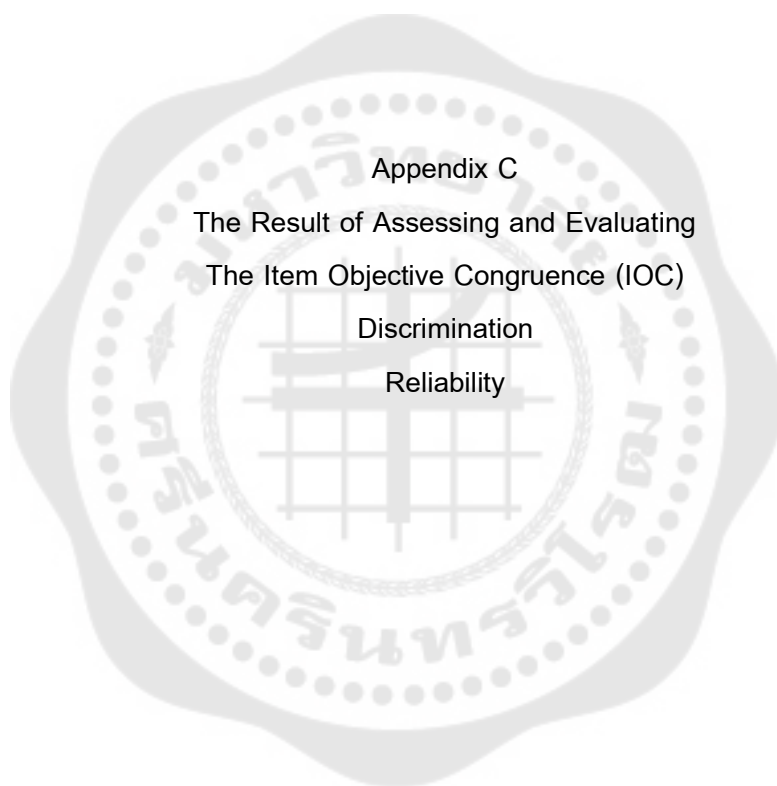
2. Dr. Mark Lawrence Relova

Adjunct Professor, Philippine Christian University

3. Mrs. Sunettra Plongseree

Senior Professional Level Teachers (K 3 Teachers), Prathumthep
Witthayakarn School





Appendix C

The Result of Assessing and Evaluating The Item Objective Congruence (IOC)

Discrimination

Reliability

	IOC	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	1	134.9667	73.826	.242	.891
Item 2	1	135.0000	72.207	.377	.889
Item 3	1	135.1000	70.162	.504	.886
Item 4	1	135.0000	71.793	.429	.888
Item 5	1	135.0333	72.930	.331	.890
Item 6	1	135.1333	71.637	.310	.891
Item 7	1	135.4667	67.982	.602	.884
Item 8	1	135.3333	68.782	.514	.886
Item 9	1	135.3667	72.999	.147	.896
Item 10	1	135.6000	67.145	.554	.885
Item 11	1	135.6333	64.792	.569	.886
Item 12	1	135.2333	70.116	.437	.888
Item 13	1	135.1333	69.361	.576	.885
Item14	1	135.0333	70.516	.564	.886
Item 15	1	135.0000	70.483	.594	.885
Item 16	1	135.0000	73.862	.217	.891
Item 17	1	135.2333	67.771	.716	.882
Item 18	1	135.4000	68.938	.506	.886
Item 19	1	135.1333	71.568	.317	.890
Item 20	1	135.1000	70.300	.489	.887
Item 21	1	135.0667	71.651	.485	.887
Item 22	1	135.0333	74.447	.123	.893
Item 23	1	134.9667	71.895	.545	.887
Item 24	1	135.0333	71.413	.543	.886
Item 25	1	135.3333	70.368	.412	.888
Item 26	1	134.9667	70.930	.485	.887

	IOC	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 27	1	135.0333	69.344	.708	.883
Item 28	1	135.1000	72.231	.292	.891
Item 29	1	134.8667	73.361	.488	.889
Item 30	1	134.9000	72.921	.486	.888

Reliability Coefficient

N of Cases = 30.0

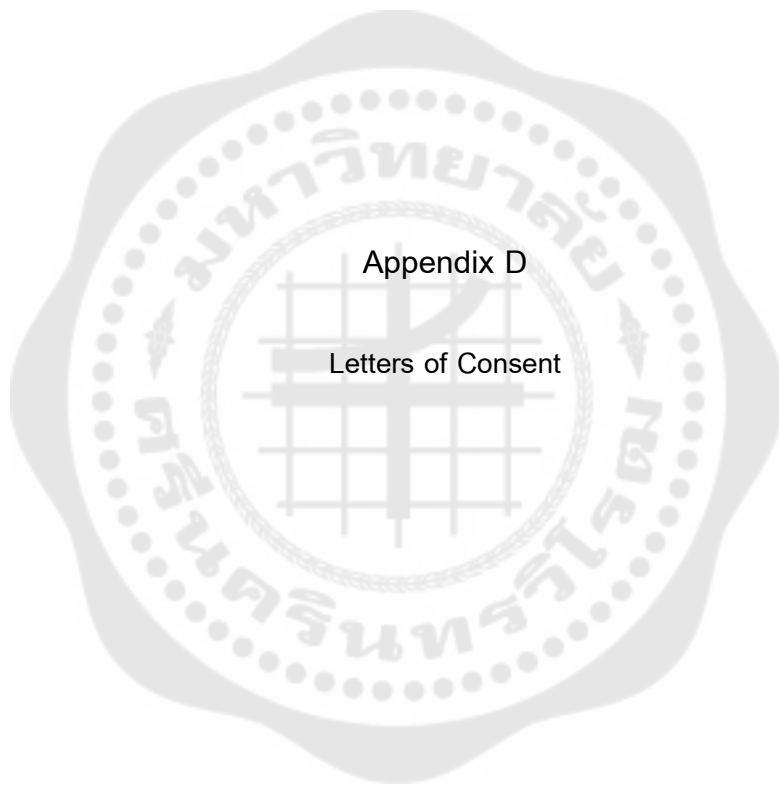
N of Items = 30

Good Items: $IOC \geq 0.5$

The reliability of questionnaire is .891

Appendix D

Letters of Consent



ที่ ศธ 6918/313



บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๒๕ กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ
เรียน Dr.Mark Lawrence Relova

เนื่องด้วย นางสาวช่อผกา สุขวัฒน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ วิทยานิพนธ์ เรื่อง "A Study of Characteristics on Effective English Teachers in Primary schools" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส ฟลาตัน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความคิดเห็น คุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา (The questionnaire of the Characteristics on Effective English Teachers in Primary schools) และแบบสัมภาษณ์ความคิดเห็น คุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา (The interview of the Characteristics on Effective English Teachers in Primary schools) ทั้งนี้ นิสิตได้ติดต่อประสานงาน เบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นางสาวช่อผกา สุขวัฒน์ และ ขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ธีรชัย เอกปัญญาสกุล)
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติม กรุณาติดต่อ นิสิต โทรศัพท์ 081 973 6171

ที่ ศธ 6918/ 343



บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๑.5 กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ
เรียน Dr.Russel Rodrigo

เนื่องด้วย นางสาวช่อผกา สุขวัฒน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ วิทยานิพนธ์ เรื่อง “A Study of Characteristics on Effective English Teachers in Primary schools” โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาคัน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบแบบสอบถามความคิดเห็น คุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา (The questionnaire of the Characteristics on Effective English Teachers in Primary schools) และแบบสัมภาษณ์ความคิดเห็น คุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา (The interview of the Characteristics on Effective English Teachers in Primary schools) ทั้งนี้ นิสิตได้ติดต่อประสานงาน เบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นางสาวช่อผกา สุขวัฒน์ และ ขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 081 973 6171

ที่ ศร 6918/34



บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๒5 กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ
เรียน นางสาวสุนตรา พงษ์เสรี

เนื่องด้วย นางสาวช่อผกา สุขวัฒน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ ปริญญานิพนธ์ เรื่อง “A Study of Characteristics on Effective English Teachers in Primary schools” โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบแบบสอบถามความคิดเห็น คุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา (The questionnaire of the Characteristics on Effective English Teachers in Primary schools) และแบบสัมภาษณ์ความคิดเห็น คุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา (The interview of the Characteristics on Effective English Teachers in Primary schools) ทั้งนี้ นิสิตได้ติดต่อประสานงาน เบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นางสาวช่อผกา สุขวัฒน์ และ ขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 081 973 6171

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วันที่ 18 ต.ค. 61



หนังสือยื่นการยกเว้นการรับรอง
คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์
มหาวิทยาลัยศรีนครินทรวิโรฒ

(เอกสารนี้เพื่อแสดงว่าคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ ได้พิจารณาโครงการวิจัยนี้)

ชื่อโครงการวิจัย : การศึกษาคุณลักษณะของครูภาษาอังกฤษที่มีประสิทธิภาพในระดับประถมศึกษา
ชื่อหัวหน้าโครงการวิจัย : นางสาวช่อผกา สุขวัฒนะ
หน่วยงานต้นสังกัด : บัณฑิตวิทยาลัย
รหัสโครงการวิจัย : SWUEC-G-018/2562X

โครงการวิจัยนี้เป็นโครงการวิจัยที่เข้าข่ายยกเว้น (Research with Exemption from SWUEC)

วันที่ยื่น : 7 มีนาคม 2562

ยื่นโดย : คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์
มหาวิทยาลัยศรีนครินทรวิโรฒ

คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ ดำเนินการรับรองโครงการวิจัยตามแนวทางหลักจริยธรรมการวิจัยในคนที่เป็นสากล 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 มีนาคม 2562

ลงชื่อ.....

(ผู้ช่วยศาสตราจารย์ ดร. ทนตแพทย์หญิงณปภา เอี่ยมจิตรกุล)
กรรมการและเลขานุการคณะกรรมการจริยธรรม
สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

หมายเลขรับรอง : SWUEC/X/G-018/2562

(ลงชื่อ).....

(แพทย์หญิงสุรพร ภัทรสุวรรณ)
ประธานคณะกรรมการจริยธรรม
สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

ที่ ศธ 6918/๖๖๖



บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๑.5 กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย
เรียน ผู้อำนวยการโรงเรียนวัดเขาโพธิ์ทอง

เนื่องด้วย นางสาวช่อผกา สุขวัฒน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ วิทยานิพนธ์ เรื่อง "A Study of Characteristics on Effective English Teachers in Primary schools" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูล โดยใช้แบบสอบถาม เรื่อง "The Characteristics on Effective English Teachers in Primary schools" และแบบสัมภาษณ์ เรื่อง "The Characteristics on Effective English Teachers in Primary schools" กับ 1) ผู้บริหาร 2) ครูผู้สอนวิชาภาษาอังกฤษ ในระดับชั้นประถมศึกษาปีที่ 1 - 6 และ 3) นักเรียนระดับชั้นประถมศึกษาปีที่ 6 จำนวน 34 คน โดยขอใช้ สถานที่โรงเรียนวัดเขาโพธิ์ทอง ในเดือนพฤษภาคม 2562 ถึงเดือนมิถุนายน 2562 ทั้งนี้ นิสิตจะเป็นผู้ ประสานงานในรายละเอียดดังกล่าว

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 081 973 6171

ที่ ศธ 6918/373



บัณฑิตวิทยาลัย

มหาวิทยาลัยศรีนครินทรวิโรฒ

สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๒5 กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการโรงเรียนวัดบุญสัมพันธ์

เนื่องด้วย นางสาวช่อผกา สุขวัฒน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ ปริญญานิพนธ์ เรื่อง “A Study of Characteristics on Effective English Teachers in Primary schools” โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส ฟลาตัน เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูล โดยใช้แบบสอบถาม เรื่อง “The Characteristics on Effective English Teachers in Primary schools” และแบบสัมภาษณ์ เรื่อง “The Characteristics on Effective English Teachers in Primary schools” กับ 1) ผู้บริหาร 2) ครูผู้สอนวิชาภาษาอังกฤษ ในระดับชั้นประถมศึกษาปีที่ 1 - 6 และ 3) นักเรียนระดับชั้นประถมศึกษาปีที่ 6 จำนวน 104 คน โดยขอใช้ สถานที่โรงเรียนวัดบุญสัมพันธ์ ในเดือนพฤษภาคม 2562 ถึงเดือนมิถุนายน 2562 ทั้งนี้ นิสิตจะเป็นผู้ ประสานงานในรายละเอียดดังกล่าว

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 081 973 6171

ที่ ศธ 6918/ 333



บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุมนวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๑5 กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย
เรียน ผู้อำนวยการโรงเรียนบ้านเนินพลับหวาน

เนื่องด้วย นางสาวช่อผกา สุขวัฒน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ วิทยานิพนธ์ เรื่อง “A Study of Characteristics on Effective English Teachers in Primary schools” โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูล โดยใช้แบบสอบถาม เรื่อง “The Characteristics on Effective English Teachers in Primary schools” และแบบสัมภาษณ์ เรื่อง “The Characteristics on Effective English Teachers in Primary schools” กับ 1) ผู้บริหาร 2) ครูผู้สอนวิชาภาษาอังกฤษ ในระดับชั้นประถมศึกษาปีที่ 1 - 6 และ 3) นักเรียนระดับชั้นประถมศึกษาปีที่ 6 จำนวน 230 คน โดยขอใช้ สถานที่โรงเรียนบ้านเนินพลับหวาน ในเดือนพฤษภาคม 2562 ถึงเดือนมิถุนายน 2562 ทั้งนี้ นิสิตจะเป็นผู้ ประสานงานในรายละเอียดดังกล่าว

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

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หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 081 973 6171

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