



DEVELOPING AN EVALUATION MODEL IN COMMUNICATIVE LANGUAGE TEACHING (CLT) OF ENGLISH TEACHERS IN PRIMARY EDUCATIONAL SCHOOLS IN THAILAND

Thunyakorn Kiaoratⁱ, Piyatida Panya, Arun Suikaduang

Research and Evaluation Program, Faculty of Education,
Rajabhat Maha Sarakham University, Maha Sarakham, Thailand, 44000

Abstract:

The general objective of this study was to develop an evaluation model in *Communicative Language Teaching* (CLT) of English teachers in primary educational schools with the research and development process. Administrations of research procedures in four phases that it consisted of: the first phase was to synthesis concepts regarding the evaluation of teaching English for communication of teachers in primary educational schools by the analysis and synthesis of the CLT information from documents related research and interviews from those involved of 10 persons. The second phase was creating an evaluation model to evaluate the CLT of English teachers in primary educational schools by bringing the concept of phase one used to create the evaluation model, then the draft form for review, verify appropriateness and feasibility of the evaluation model through seminars, based on an expert group of nine persons who created the manual models to assess and evaluate your usage patterns such assessments by five educational experts of prior to trial in a real situation. The third phase was to trial evaluation model of the CLT of English teachers in primary educational schools. The development and the validity of the classification scheme, which sample consisted of 14 plants from the sample-specific were used. The fourth phase was to develop the evaluation model to evaluate the CLT of English teachers in primary educational schools with the sample consisted of the sample evaluation forms with a group of 43 assessors were assessed. Using the collective data in this research include of duvets, interview, observation and evaluative forms. Statistically significant with the foundational statistics include percentage, mean and standard deviation, statistical hypothesis testing, including the Wilcoxon Matched Pairs Signed Ranks Test

ⁱ Correspondence: email kiaorat1970@gmail.com, toansakul35@yahoo.com.au

and The Mann - Whitney U Test were analyzed. The results of this research findings: Teaching English for communication and evaluation of teaching English for communication of teachers in primary educational schools with the CLT, the principles and concepts of learning as a Core Curriculum for the Basic Education Act BE 2551 and the indicators due course was matched of the policy of the Ministry of Education to raise the quality of teaching in English and composed of four components, namely; the goal of the assessment, to be aimed at evaluating, assessing methodology, and evaluation criteria. The goal of the assessment is to improve the quality of the CLT that are geared rate, the concept of the CLT factors, such as; the process, the production, the assessment methods include internal appraisers. The external evaluation process includes the preparation stage, the action of summary report assessment tools include questionnaire, interview and observation period to assess the second semester of the semester and before recess. The evaluation criteria are absolute criteria developed by the educational experts to develop teachers are making progress in the CLT were evaluated in two times that results of statistically significant at level of 0.01, differently. To assess the developing an evaluation model in the CLT of English teachers in primary educational schools was to standard rate of utilization, the possibility, he appropriateness and accuracy were at the highest level, and the exploitation and the possibility is high-level.

Keywords: development, an evaluation model, Communicative Language Teaching (CLT), English teachers, primary educational schools

1. Introduction

Education in Thailand is provided mainly by the Thai government through the ministry of Education from pre-school to senior high school. A free basic education of twelve years is guaranteed by the constitution, and a minimum of nine years' school attendance is mandatory. In 2009, the Ministry of Education announced the extension of a free, mandatory education to fifteen years. The school structure is divided into four key stages: the first three years in elementary school, Prathom (are for age groups 7–9; the second level, Prathom 4 through 6 are for age groups 10–12; the third level, Matthayom 1–3, is for age groups 13–15. The upper secondary level of schooling consists of Matthayom 4–6 for age groups 16–18 and is divided into academic and vocational streams. There are academic upper secondary schools, vocational upper secondary schools and comprehensive schools offering academic and vocational tracks. Students who choose the academic stream usually intend to enter a university.

Vocational schools offer programs that prepare students for employment or further studies (UNICEF, 2016).

The education of Thailand is the great importance to the development as reflected by the development of education continues. The Ministry of Education recognizes the importance of education reform to bring practices more clearly. The reform of teacher reform school reform and management studies, the course focuses on issues of curriculum development, learning and teaching, and management of the new process thinking systemically and problem solving and reasoning. As a result, also in the management of the world is likely to change in the dimensions of the content and learning, such as promoting the development of skills, literacy, life skills (Life Skill) the teaching of English in primary education to be in line with the policy of the Ministry of Education. With clear goals and achieve the intent of the deal, the study focuses on teaching English for communication: *Communicative Language Teaching: (CLT)* (Office of Basic Education Commission. 2014) and in the second round of reforms in the Ministry of Education has determined that vision that it called "*The Thailand new era requires lifelong learning, quality conscious, cognizant intelligence cognitive performance and moral responsibility for the family, the nation and is a good citizen of the World*" and the defining feature of Thailand's new, to be a person, the communication, critical thinking, creative problem-solving are more emphasis on the ability to use English. (Office of Basic Education Commission. 2011: 5)

Capacity building and the ability to communicate in English in Thailand, it is urgently needed in the country today. In situations in which a person's ability to communicate in English in Thailand is still very low (Office of Basic Education. 2014), while developing countries need to accelerate the pace of global change conditions and support trade and investment links between countries and as a member of the European economy where English is the common language. Reform of teaching English as a key policy of the Ministry of Education to expedite action to achieve success quickly by adjusting the focus of teaching English in accordance with the nature of learning are provided. Focuses on teaching language for communication to adjust the focus from teaching grammar to emphasize communication starts with listening, speaking, reading and writing, respectively (Office of Basic Education Commission. 2014: 1-10).

Following the announcement of the University of Cambridge to launch a new course and qualification for non-native speaker teachers, a survey was carried out in February 2006, with the collaboration of the University of Cambridge as part of a field trial, by one of the country's largest groups of independent schools of its 400 or so teachers of English. The project reported that in over 60% of the teachers, the knowledge of the language and teaching methodology was below that of the syllabus level which they were teaching. Some teachers for age group 11, or lower, in the

language were attempting to teach age groups 15, 16, and even 17. Of the remaining top 40%, only 3% had a reasonable level of fluency and only 20% were teaching grades for which they were qualified and competent. Within the group of over 40 schools representing nearly 80,000 students in primary and secondary education, random parallel test groups of primary school pupils often scored higher in some tests than many of the teachers in other schools of the same group. The schools resisted the initiative of the central governing body to provide intensive upgrading programmes for the teachers. In spite of the evidence, the schools doubted the results and, to save face, argued that their teachers had qualified through their universities and colleges and either had nothing more to learn or could not afford the time (TKT. 2006).

In the government schools, the standards are similar and many primary teachers freely admit that they are forced to teach English although they have little or no knowledge of the language. A debate began in academic circles as to whether teaching English badly during the most influential years is better than not teaching it at primary level. Whatever results that any formal research may provide, there clearly exists room for much improvement. The situation is further exacerbated by a curriculum, which in its endeavour to improve standards and facilitate learning, is subject to frequent change, and thus misinterpreted into syllabuses by the teachers themselves at levels often far too advanced for the cognitive development of the students (Education Department of Bangkok Archdiocese, 2008).

Therefore, the reform of teaching English in primary education in the country by the Ministry of Education has set up a development center for teaching English during the first year in 1984 with the aim to improve instruction for English teachers and primary school students in the district has established *English Resource and Instruction Centre* (ERIC Network) in the year 2004 throughout of the Office of the Basic Education in Thailand has changed the name of the new center is the development of the teaching of English in primary (PEER Center) currently has a total of 881 centers across all districts (Ministry of Education.2013: 1-11) with the aim that teachers of English in primary schools, it must be capable of teaching effectively by teaching communication. English teachers at primary level need to be evaluated for their teaching and learning continued to be the basis of information and to improve the quality of the teacher. However, the problem is that evaluation of teachers teaching to communicate that there is no clear assessment form. This issue is important to be constantly evolving.

Evaluation of teaching, the dimensions of the learning process, the integration process, and using the information to determine the value to the decisions of the curriculum of teacher (Phitiyanuwat, 2003: 3) discusses the evaluation of learning that assessment of learning activities that teachers all agree that is important, it is useful in order to promote the quality of the students and served as an instructor should seek feedback on the behavior of all forms of instruction to improve their teaching more

effective. It is a creative activity, teaching competencies of teachers, which would affect the quality of the students, too (Kanjanawasi, 2000). The opinion that the evaluation of learning management and the mechanism in the quality assurance system involves a system of monitoring, and monitor the process of learning to feedback to improve the quality of teaching.

The above process is determined by the format of the assessment Nevo (1983: 117) had proposed the idea to develop a model for assessing the proposed development is a key question in the assessment form. Like the concept of Kanjanawasi (2000: 55), which saw the development of a model to evaluate it? The design or development of assessment will have to answer four main questions were: 1) Why does teacher evaluate? Why does teacher assess?, 3) How do teacher assesses, and 4) What does teacher decide the outcome in any way. The first question allows as the evaluation of the target evaluation. Two questions will help identify what assessment aimed at evaluating the three questions will help determine how to measure and evaluate how the assessment was right on target and focused evaluation, and the last question would allow the assessment criteria used to judge the value of the estimated range.

Due to the education of the country, the aim is to achieve excellence in management education. Thailand has developed to the desired quality to have to compete with other countries. The teacher is the most important factor and teachers must have the ability to manage the course. How can development activities? as well as materials used in teaching to achieve the standard of teaching and learning that it is including the ability to transfer knowledge and continue to learn effectively (Office of Basic Education Commission. 2011: 5). In the two last decades, to synthesis research in the past now, there was no pattern or clear guidelines in terms of valuation. If assessor who have developed a model to evaluate teaching English to primary school teachers in communication with the system of their effective and the effectiveness that will bring benefits to help teachers and relevant information for improving information and communication in order to improve teaching quality, can be utilized in monitoring, planning and decision-making in the administration. In addition, the guidelines for evaluating the educational context, it is the extension and development of knowledge regarding the evaluation of teachers and teaching in such cases, the evaluation process is to collect and use the information to decide on the development of education. In order to of this research study, to obtain a form of teaching that would be used as a tool to improve the quality of education as well. The study were administered of cognitive science assessment all these reasons, the motive for the research was conducted to develop a model to evaluate teaching English for communication of teachers in primary educational schools with the CLT that it based on the research and development (R & D) for research and development will be used to evaluate teaching English for

communication to be effective and respective of the policy reform teaching English that according to the Ministry Education in the next forever.

2. Methodology

Normally, the communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of this research study. There are several models available to help conceptualize and plan evaluation efforts with the Development Evaluation Model (DEM) to procedure is one available model intended to guide agencies through a series of evaluation steps most likely to yield results that can be used for improving English teachers in primary educational schools in Thailand.

2.1 Research Objectives

2.1.1 General Research Objective

To develop an evaluation model in *Communicative Language Teaching* (CLT) of English teachers in primary educational schools in Thailand

2.1.2 Specific Research Objectives

1. To analyze and synthesis ideas for evaluating English teachers in primary educational schools in Thailand.
2. To create an evaluation model in *Communicative Language Teaching* (CLT) of English teachers in primary educational schools in Thailand.
3. To trial and validate of an evaluation model in *Communicative Language Teaching* (CLT) of English teachers in primary educational schools in Thailand.
4. To evaluate an evaluation model in *Communicative Language Teaching* (CLT) of English teachers in primary educational schools in Thailand.

2.2 Research Procedures

The researchers determined how research was divided into four phases:

A. The First Phase: assessment, analysis, synthesis of ideas about the in *Communicative Language Teaching* (CLT) of English teachers in primary educational schools that it following as:

1. Analysis and synthesis of the concept regarding the evaluation of teaching English for communication of teachers in elementary school textbooks, scholarly articles, research papers, both at home and abroad. The database search sites on the Internet (Internet).
2. Interviews with those involved in teaching English for communication of teachers in primary schools to 10 by selecting the sample-specific (Purposive Sampling) interviews in seven key areas: teaching English for the CLT, comments on teaching English for the

CLT, barriers to teach English for the CLT, depend on demand the DEM model to evaluate teaching English for the CLT, to general characteristics of the DEM model to evaluate teaching, the CLT components were used, and, the appraisal of teaching English for the CLT of English teachers in primary educational schools.

3. The CLT information taken from the papers related research and from interviews with the concerned synthesis processes conducted in the framework of the evaluation model.

B. The Second Phase: To create a DEM model to evaluate in the *Communicative Language Teaching* (CLT) of English teachers in primary educational schools.

1. Drafting a model to evaluate teaching English for communication of teachers in primary schools by synthesizing data from the first phase, to be presented to advisors, checking the suitability and feasibility. The draft evaluation model of the based on the expert group (Connoisseurship) as a major contributor of nine experts will collect information using form-based specialist seminars. Data were analyzed using content analysis (Content Analysis) and present the data to improve the assessment form by adopting the conclusions, suggestions and other comments on the results of the review as appropriate, and the possibility of drafting a model based on the recommendation of experts. The revised assessment form to be appropriate and more completely.
2. Drafting a manual assessment of the CLT for communication of teachers in primary schools. Presented to advisors and determine the appropriateness and feasibility of the draft manual evaluation of the CLT. The seminar is based on the expert group (Connoisseurship) is a major contributor of nine members, led by expert conclusions, suggestions and other comments on the results of the review as appropriate. The possibility of the draft evaluation guide was upon the recommendation of experts to improve in order to be eligible and more complete the guide to the five experts to determine the quality of pre-applied in real life situations.
3. Preparing the assessment of the DEM model to evaluate the, presented to the advisor and revised based on feedback bring to five experts to assess the quality of pre-applied in real life situations.

C. The Third Phase: Trial evaluation forms of the CLT teaching English for communication of teachers in primary educational schools.

The trial is evaluating ways to teach English of the CLT teaching English for communication of teachers in primary educational schools with the development and check the validity of classification (Discriminant Validity) of the following formats was analyzed.

1. Plan the trial evaluation model composed of the experimental school choice by selecting a specific plant as 14 primary schools (Purposive sampling), to coordinate assistance for school subjects in an experiment by the researchers, submission of a request for assistance to school administrators as well as sample of 14 schools that were of

experimental theater in person to clarify and understand the importance. The benefits of research to clarify details about the process of the trial assessment form as well as participate in the trial schedule assessment form.

2. The pre-trial assessment form of this research was prepared for trial evaluation model that composed of: to prepare documentation, assessment, teaching English for the CLT of English teachers in primary schools and assessment tools are as defined in the assessment form for counting the number of copies required in each school and stuffing envelopes and writing cover envelope for easy adoption, to be prepared the assessment by the researcher team to be contacted and coordinated with school administrators at a field trial for details about the steps taken to try to form an assessment committee evaluation. Then bring documentation to assess the English language for communication of the CLT for English teachers in primary schools and assessing the CLT in advance for a period of one week.
3. The assessment by the DEM form, carried out by the group on trial assessment form that it follow the instructions in the manual evaluation.
4. Data collection by the researcher collected data from various sources, as defined in the trial assessment form.
5. Data analysis was analyzed to evaluate the development of the average, standard deviation of scores, and statistical hypothesis testing the Wilcoxon Matched Pairs Signed Ranks Test, to analysis to determine the validity of classification (Discriminant Validity) the valuation model for comparing the difference between the average scores to evaluate English language teachers of high quality with low quality. Using statistical hypothesis testing with the Mann - Whitney U Test), the hypothesis testing was assessed in each English teacher of high quality with an average score of evaluating higher teacher quality.

D. The Fourth Phase: Assessment the DEM model to evaluate the CLT of English teachers in primary educational schools.

The research objectives were to evaluate the DEM form that was evaluated to determine the quality of a standard format that assessment.

1. It is not appropriate to be comprehensive and useful implementation, evaluation of teaching English for the CLT communication of English teachers in primary educational schools.
2. English teachers must be developed the tools that they used to evaluate the evaluation model. Based on the criteria of evaluation of the four applications from standard for evaluating development projects were assess from the committee developed criteria to evaluate in USA (The Joint Committee on Standards for Education Evaluation)
3. In terms of the assessment, the trial involves the evaluation model by using the assessment form completed. Researchers asked a sample courtesy trial evaluation form

of the DEM model. The evaluation model to evaluate teaching English for communication of teachers in primary educational schools with the CLT form.

4. Analytical results of the evaluation model were estimated of the DEM model

3. Research Framework

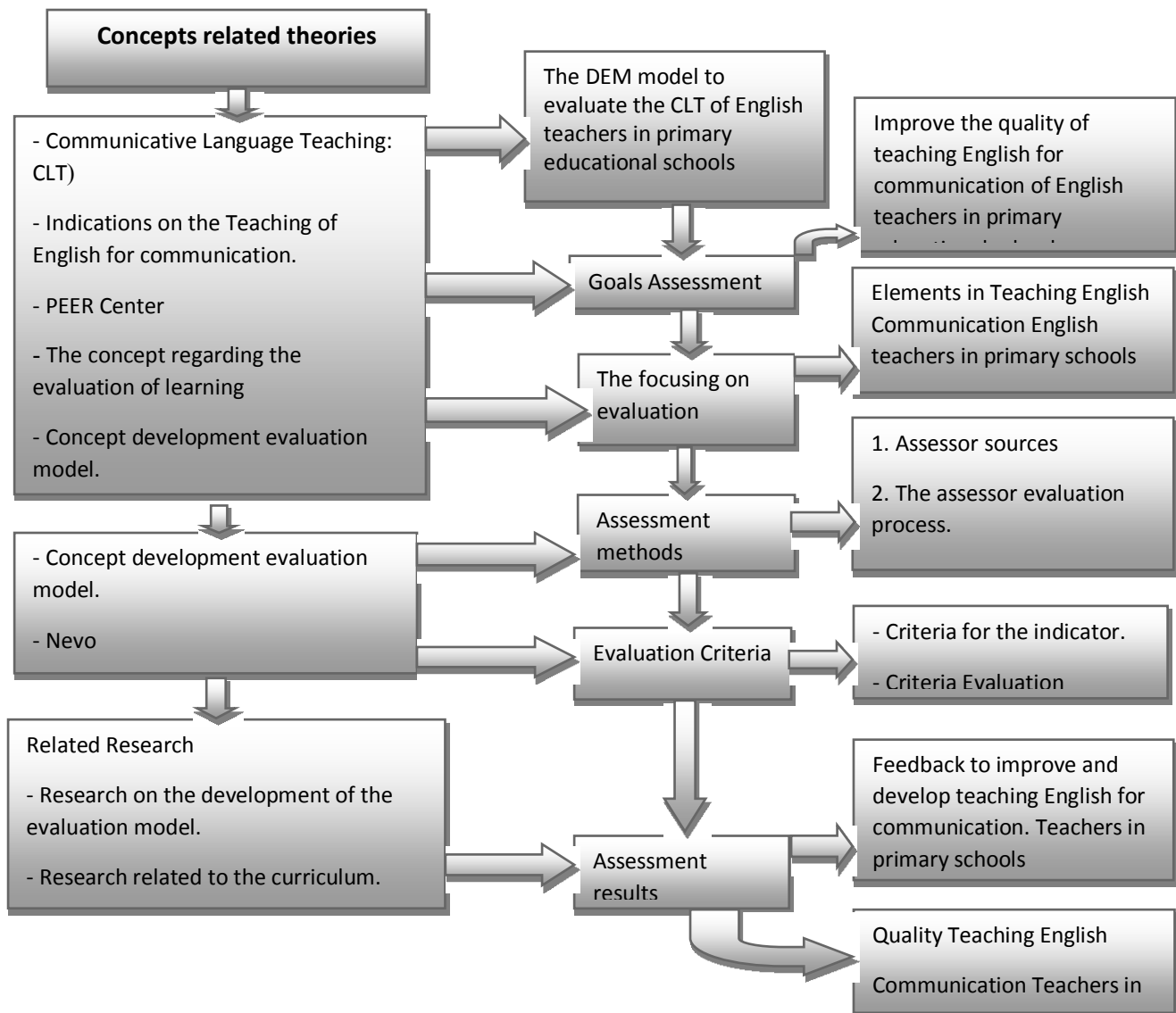


Figure 1: Research framework

4. Results

4.1 The Conceptions to Analysis, Synthesis, Evaluation of the DEM Model for the CLT of English Teachers in Primary Educational Schools

The concept of analysis, synthesis, evaluation, teaching English for communication of teachers in primary educational schools for the CLT teaching process with the DEM model, in terms of the teaching of English for communication of teachers, the evaluation

of teaching English for communication, the curriculum-based Core Curriculum for Basic Education Act BE 2551, learning a Foreign Language (English) were evaluated. It has found that: English language for communication with the students is too seriously, the Ministry of Education policy into practice, whether it is the Ministry's management of basic education course on "Reducing time to time to study." Following as the Ministry of Education "Management of the English language at Grade level of 1st to 3rd level in the Basic Educational Commission that are needed and wanted to have the teachers who are able to teach in English, in order to communicate to students is increasing by providing an opportunity to the students to use English to communicate in daily life. The strategic importance of education reform with a policy to enhance the quality of learning and teaching in all educational institutions are provided.

To promote and develop the students to have the knowledge and ability to use English for communication as a tool to access the knowledge to keep pace with the world, and increase the competitiveness of the country, according to the Core Curriculum for Basic Education Act BE 2551 to comply with the eligibility requirements and context of education. The account hours of learning a teaching foreign language (English) in the sixth grade level in primary school is contained of three hours/week or 120 hours/year that it depending on the time course of study based on the core curriculum of the Basic Education Act 2551 and in accordance with Ministry of Education requirements, the availability and suitability of schools' context.

Assessment and evaluation of learning in teaching any instruction to assessing results relative to each other from the beginning to be said, when a teacher must be evaluated in conjunction with it. But how to measure and evaluate patterns may change with age. Assessment is an important and necessary part of the learning process. This means more than providing a grade or rating as well. However, the answer is positive and constructive feedback on the progress of the students. Exactly, teaching them to achieve any level indicated that the results would lead to decisions that affect schools in administration and build confidence in society. A good part of the assessment as to aid in learning and partly as a tool to measure and indicate the ability of the students throughout the course by learning was assessed. Focused on the concept of the evaluation model in teaching English for communication of teachers in primary schools with the CLT that it was contained the related four components: the purpose of the assessment, the aim to evaluate, the methods of evaluation, and criteria assessment were evidenced. The elements in the assessment of teaching English for communication of teachers in primary schools should include four elements: 1) the concept of teaching English for communication of teachers in primary schools, 2) the means of teaching English communication, 3) of the English language for communication and 4) the production of teaching English for communication.

4.2 The Results Creating a DEM Model to Evaluate in Communicative Language Teaching (CLT) of English Teachers in Primary Educational Schools

The DEM model to evaluate in the CLT of English teachers in primary educational schools, it was a chart with the corresponding four components: the goal of the assessment, to be aimed at evaluating, the methods of evaluation, and evaluation criteria. The goal of the assessment for information on how to improve and develop the quality of teaching English for communication of teachers in primary educational schools and the focus assessment elements and indicators were indicated. In the assessment of teaching English for communication of teachers in primary educational schools, four primary components of 10 elements, and 43 indicators: the concept of teaching English for communication of teachers in primary schools, it was indicated that of seven indicators.

Teaching English input for communication indicated of 10 indicators, the process of teaching English for communication of 20 indicators, and the production of teaching English for communication evidence of three of six indicators. How to assess the English language for communication of teachers in primary educational schools that contained of the assessor has four sources: 1) management, 2) academic teachers, 3) English teachers, and 4) supervisors. The evaluation process consists of appointed a committee to evaluate, meeting guide assessment and evaluation plan, assessment, analyze the results of the evaluation, evaluation, and assessment report of the assessment tool. A five-star rating scale consists of six editions of the first evaluation of teaching English for communication of teachers is provided.

Primary school English's teacher for the two self-assessment questionnaires, teaching English for communication of teachers for evaluation by school's administrators, the third evaluation of teaching English for communication of teachers in primary schools. The DEM were assessed by teachers at the four evaluation of teaching English for communication of teachers by supervisors or agents of the Office of Primary Educational Service Area 5 and interview teachers of English for Communication for Supervisors from the Office of Primary Educational Service Area 6 in observation of teaching English in Communicative Language Teaching (CLT) of English teachers in primary educational schools for supervisors.

During the evaluation per semester is two times during the semester and before recess when analyzing the results assessed reporting to the executive. The results of the evaluation and assessment of teachers who know to carry out supervision and find ways to improve and develop teaching English for communication of teachers in primary educational schools. The evaluation criteria in the assessment of teaching English for communication of teachers in primary schools are absolute by comparing scores from the assessment criteria. It must have an average of at least 3.5 out of a scale of 5 points or evaluation criteria to be accepted as a whole is 70%. The results determine

the suitability and feasibility of the model to evaluate teaching English for communication of teachers in primary schools using the form of the connoisseurship. Experts attended the seminar, based on the number of nine experts. Connoisseurship found that the assessment form is suitable and the possibility of applying to the assessment of teaching English for communication of teachers in primary schools in a real situation.

The manual development DEM model in the CLT to evaluate teaching English for communication of teachers in primary educational schools with the evaluation guide has been prepared to be used to evaluate teaching English for communication of teachers in primary schools. The guide contains principles and substantive reasons. The purpose of the assessment terminology used in the valuation model. The goal of the assessment elements and indicators to assess and evaluate criteria, the results of the audit manual assessment found that manual evaluation is appropriate can be used as an assessment model to evaluate the actual situation.

4.2 The Experimental of the DEM model in the CLT to Evaluate of English Teachers in Primary Educational Schools

The experimental of the DEM model to evaluate teaching English for communication of teachers in primary educational school are follows as: this study found that the scores of most teachers are developing teaching English for communication at a fair level (78.51%), and a fairly good level (21.43%), respectively, teacher development, teaching English in order to communicate the good and there is not development. The considering the results of the first to compare the results of the second evaluation found that the average of the results of the two is greater than the average of the results of the first significant level. 01 shows that using the DEM model to evaluate teaching English for communication of teachers in schools. As a result, teachers are developing teaching English for communication. The test validity classification (Discriminant Validity) of the model found that the DEM model is enabling teachers to develop teaching English for communication. The average results of the two average results at the first level of statistical significance at level of 0.01. The quality of its direct assessment form (Validity) using the clearly aware (Known Group Technique) were classified as having validity (Discriminant Validity) can be classified correctly. This can be seen from the evaluation found that teachers with high quality for evaluating overall higher teacher quality at the level of statistical significance of 0.01. When this considering the factors used to evaluate all on the elements that are significantly different statistically with a group of teachers who are highly qualified to assess higher teacher quality are compared. The differences were significant at the 0.01 level. The concept of four elements that including elements in the teaching of English for communication, the composition of the teaching of English for communication, the composition of the

English language for communication and productivity aspects of teaching English for communication were found.

4.4 The Results of Assessing the DEM Model to Evaluate in the CLT English Teachers for Primary Educational Students

Assessing the DEM model to evaluate teaching English for communication of teachers of this models tested in real-world sample include administrators, teachers, scholars, teachers of English, supervisors, and 43 people were evaluated overall assessment is at the highest level. Considering it was found that the results in the two aspects as appropriate and accuracy all on the utilization and the possibility evidence of the result is a high level.

5. Suggestions

5.1 Suggestive Policy

5.1.1 National Suggestion

The Ministry of Education has a policy to improve the quality of English to study in office districts around the country, so should be evaluated teachers of English for communication in schools seriously. To get information on monitoring, as well as to encourage and support teachers to improve the quality of English to the next class is provided.

5.1.2 Office of Educational Service Area Suggestion

The Office of Educational Service Area should be emphasized of the results of the evaluation of teaching English for communication of teachers in primary schools, the information on the monitor, as well as to encourage and support teachers to improve the quality of English language learners in the class forever.

5.1.3 Schooling Suggestion

The academy all educational institutions should have a new vision from the results of the evaluation of teaching English for communication of teachers in primary schools, the information on the monitor, as well as to encourage and support teachers to improve the quality of English language learners in the class.

5.1.4 Suggestions on Bringing Research Results to the User

Sensitive to the feelings of the recipient evaluation guide, so users should be thoroughly evaluated with understanding the assessment results are accepted by all parties and can apply to teachers who teach English effectively further. Teachers of English for communication in primary schools are evaluated who should be evaluated for use in

their self-development agencies under responsible for teaching subjects in foreign languages (English) at the elementary level.

There should be an assessment of the implementation of the model to consider the quality of teaching English for communication of teachers in primary schools. These results were analyzed with the strategy development guidelines for teachers to improve the quality of English to the next class.

5.2 Suggestions for Further Research

The research should compare the model to assess teacher of English for communication in primary schools, secondary school and upper secondary school. The further research should be researched and developed a model to assess teacher of English for communication in primary schools, such as local government, the private sector scripture, and should be researched and developed a model to evaluate teaching English for communication of the teacher in class in order to improve teaching quality even further.

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