

# TEACHING ENGLISH IN EFL CLASSES: CONFLICTING APPLICATIONS

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## Abstract

Since the 21st century is a time of the impressive technological revolution and students need to be equipped with new survivor skills. Nonetheless, teachers' belief, traditions, and pedagogy significantly impact educational practices, and it takes time to put research results into practice. The main purpose of the present study was to investigate the perceptions of 50 prospective English as a Foreign Language (EFL) teachers concerning the use of teaching methodology and materials. The study also examined their actual practices in teaching trials and practicums after having been instructed about lesson plans with effective teaching methodologies, and materials that provide learners' skills needed in the 21st century. The study was conducted at a local university in Thailand, and data were collected from lesson plans, observation of teaching, and participants' logs. The study found that the participants had positive perceptions of the use of traditional teaching methodology and materials. In addition, they applied mainly traditional teaching methodology and materials in their teaching trials and practicums. The influences of participants' belief and traditions, on their teaching practices have been found. The paper discusses these results to highlight the importance of the gap between current and expected practices of using teaching methodologies and materials, as well as practical applications.

**Keywords:** teaching methodology, teaching materials, conflicting application, perception

## Introduction

“The only person who is educated is the one who has learned how to learn and change.”  
Carl Rogers

Globalization and technology changes keep lifestyles to change from one generation to the next. Today's world is explicitly changing at an accelerated rate. We are heading to the new limitless changing future, and it is fast. Education with facts and information memorization does not suit today's world anymore as those are changing, and information exists everywhere. The changes bring fierce global competition. The new ways of digital life force educational institutes to develop skills and knowledge students need for success in the 21st century context. Worldwide, lucky survivors in the 21st century context need the ability to use digital technologies to obtain and manage information in the changing environment. The skills of communication, collaboration, critical thinking, problem-solving and creativity can help them survive in the digital future. Classroom learning design today should be geared towards that and prepare learners for this path of unlimited knowledge (Marshall, 1996). Practical classroom design to cope with such digital future requires teachers with conceptual understanding of the national curriculum goals, skills needed in the 21st century and effective pedagogical strategies. The pedagogical practice that meets the demand of the immediate situational context will contribute to building sustainable futures of the educational institutes in this changing world. As educators in the 21st century, we are charged with educating students to be successful in a complex, interconnected world. This responsibility requires a school to prepare students for technological, culture, economic, information and demographic changes (Brown & Adler, 2008).

It is obvious that English plays a crucial role as the working knowledge of the world and indispensable language of ASEAN. It is vital for Thailand to equip its population with sufficient 21st century-survivor skills, especially through teaching of English as an international language. In spite of some of the national efforts to meet this need, success still seems to be far off. One of the factors may be a lack of relevant teaching methodology. The discussion of this issue thus far has focused on the irrelevant and ineffective teaching method applied in Thai educational institutes. Teaching method employed should be effective, precise, cater to the national curriculum goals, address skills needed in the 21st century and cater to situational relevance. This study focuses on the perceptions of 50 prospective English as a Foreign Language (EFL) teachers concerning the use of teaching methodology and materials together with their actual practices in teaching trials in Chiang Mai, Thailand.

## Literature Review

### Teaching and learning and 21st century skills

The world is changing because of the economic, civic and global rationales (Saeki et al., 2001). Unless pedagogical endeavors, including classroom teaching and learning, do not move forward along with this changing situation, people may fail to survive in such a context in the very near future. The knowledge and skills that students need in the 21st century are different from the practices of the past decades. Accordingly, teaching activities require more than lecture of content knowledge delivery, but skills needed for 21st century survivors. Many scholars have defined the terminology and explanation of 21st century skills. However, the researcher has analyzed all the aspects of 21st century skills into three main aspects that are thinking aspect, working aspect and life-long learning aspect in Table 1. as shown below.

Table 1: Analyzed aspects that have addressed 21<sup>st</sup> century skills

| Thinking aspect                    | Working aspect                    | Life-long learning aspect  |
|------------------------------------|-----------------------------------|--|
| Critical thinking                  | Effective communication           | Cultural awareness   |
| Problem solving                    | Collaboration                     | Adaptability/agility   |
| Creativity                         | Technology<br>ICT literacy        | <ul style="list-style-type: none"> <li>• Curiosity and imagination</li> <li>• Accessing and analyzing information</li> </ul> |
| Taking action to improve condition | Initiative/<br>entrepreneurialism | World investigation beyond their immediate environment   |

(Dede (2010), Binkley et al (2012), Partnership for 21<sup>st</sup> Century Skills)

### Thai Basic Education core curriculum

Basic Education Curricula have been adjusted and put into effect continuously for harmonization with the objectives of the National Education Act 1991 and amendments made in 2002 (Office of the Prime Minister, 1999). Up to now, the latest version of Basic Education Core Curriculum 2008, being in use, facilitates decentralization of educational authority and details the framework and orientation for preparing school curriculum. This core curriculum aims to enhance learners' qualities regarding essential knowledge and skills including life-long self-development required for their lives in an ever-changing society. The curriculum believes in learners' self-efficacy, knowledge and skills for communication, thinking, problem-solving, technological know-how and life skills. Regarding learners' key competencies, the curriculum aims to enhance learners' capacity for communication, thinking, problem-solving, life skills and technological application. One of the eight learning areas is foreign languages, including English.

It is obvious that the Thai curriculum's goals and expected learners' key competencies walk hand in hand with the mentioned aspects that have addressed 21st century skills as shown in Table 2.

Table 2: Comparable Thai curriculum goals and expected learners' key competencies with aspects that have addressed 21st century skills

| Thinking aspect   | Working aspect  | Life-long learning aspect   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Critical thinking capability</li> <li>• Thai curriculum: Thinking capacity</li> </ul>            | <ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Thai curriculum: Communication capacity</li> </ul>  | <ul style="list-style-type: none"> <li>• Cultural awareness</li> <li>• Thai curriculum: Thainess</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Thai curriculum: Problem-solving capacity</li> </ul>                  | <ul style="list-style-type: none"> <li>• Initiative/ entrepreneurialism</li> <li>• Collaboration</li> <li>• Thai curriculum: Capacity for applying life skills</li> </ul> | <ul style="list-style-type: none"> <li>• Accessing and analyzing information</li> <li>• Thai curriculum: Thinking capacity</li> <li>• Adaptability/agility</li> <li>• Thai curriculum: Capacity for applying life skills</li> </ul> |
| <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Thai curriculum: Thinking capacity</li> </ul>                              | <ul style="list-style-type: none"> <li>• Technology ICT literacy</li> <li>• Thai curriculum: Capacity for technological application</li> </ul>                            | <ul style="list-style-type: none"> <li>• Curiosity and imagination</li> <li>• Thai curriculum: Capacity for applying life skills</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Take action to improve condition</li> <li>• Thai curriculum: Problem-solving capacity</li> </ul> |   | <ul style="list-style-type: none"> <li>• World investigation beyond their immediate environment</li> <li>• Thai curriculum: Capacity for applying life skills</li> </ul>  |

### Teacher belief

Teacher belief has been said to be one of the key factors, which influences teachers' teaching behaviors. This belief often guides teachers teaching methodology, material selection and the way they perceive their students. Teacher belief also affects students' learning and achievement. Lortie (1975) mentions that some of the teachers' beliefs may be from their personal experiences such as culture, observing teachers, professional development, and literature. Teachers' beliefs seem to play a big role influencing their behaviors. They guide their behaviors, curricular decision-making. They even accommodate their teaching practices including the teaching methodologies they apply and their material selection (Lortie, 1975). Likewise, Alexander (1998) has insisted that teachers' beliefs are motivating and persuade their behaviors. Teachers' beliefs are believed by many scholars to be the base grounding teachers' teaching behaviors including teaching practices, material selection, and curriculum shape. To date, the examination of teachers' beliefs has emerged as one of the major areas of research fields.

Kagan (1992) has mentioned that the failure of examining beliefs may produce negative sequences as those beliefs influence teachers' decision making regarding their teaching behaviors, practices, priorities and how to deal with learners. Similarly, the beliefs about schooling, teaching, and learning, reveal on the one hand that school is the place in which students obtained knowledge delivered by teachers. In the other hand, some believe that the school should be the place, which equip students with life-long learning skills and enhance each capability (Davis and Andrzejewski, 2009).

### Teaching methodology

#### Present, Practice, Produce (PPP) approach

Present, Practice, Produce (PPP) approach is one of many teaching methods with adopted teaching sequence by the Structural Methods. Most teachers become familiar with the PPP paradigm. The objective of this method was to acquire language structures (Criado, 2013). The PPP model of instruction consists of three main stages. First, the teacher presents an item of language. Next, Students are then asked to complete a controlled practice stage. The purpose of this stage is to make sure that learners use the language correctly. Finally, to move to the free practice stage, students are assigned to complete the communicative task producing the learned language. Teachers and educators have criticized the approach that the approach doesn't provide the natural way of language learning (Nunan, 1991). Moreover, through some lesson of practices, learners are not able to produce the language correctly or even do not (Willis & Willis, 1996).

#### Task-based approach

Task-Based Language Teaching (TBLT) is an approach in which students engage in a process of learning to finish the assigned task, which in turns achieve learning objectives (Ellis, 2003). It introduces learner freedom and autonomy into the learning process while the teacher's role is as a helper (Willis, 1996; van Lier, 1996). The approach allows learners to be exposed to both receptive skills in listening tasks with examples of expression patterns that are relevant to their needs and reading and productive skills in speaking and writing. Learners may be able to acquire the target language from these comprehensible inputs. Tasks require students to act as language users. The pedagogical task, which can be done in class and real-world task in the real situation are two main tasks in task-based language learning. The main characteristics of a task in task-based language learning consist of meaning focus, target language use, communicative outcome, authenticity and group interaction (Willis, 1996 & Nunan, 2004). Nunan (2004) states that task-based assessment requires test takers to perform a task simulation that they will have to perform in a real-life situation. Accordingly, the performance-based assessment seems to be relevant and practical. Framework for designing task-based lessons varies. However, the principal components fall on pre-task, during task and post-task. The pre-task stage concerns about an introduction to topic and task. Task model is often included. The during task stage provide learners opportunity to plan, complete and report the task. The post-task stage usually focuses on problematic language analysis.

#### Project-based learning (PBL)

Project-based learning is one of the effective pedagogical language learning approaches. The approach focuses on learner's ownership of their learning with the guidance of a teacher. Students are exposed to a set of learning experiences and tasks that guide them in answering a question, solving a problem and any other challenges that have real-world applications. The roles of learners are collaborators, decision-makers, problem-solvers, and innovators. Activities of brainstorming with driving question, refining the question for making a selection and then search to answer the question or problem are common for PBL. PBL can involve asking and refining questions, debating ideas, making predictions, designing plans, collecting and analyzing data, making a conclusion and

communicating ideas and findings (Thomas, 2000). The essential content is from research, survey or interview. Problem-based approach usually engages students to do meaningful work with teachers. Learners have the opportunity to learn a concept, apply information and represent knowledge in a variety ways. Unlike the traditional way of learning, PBL emphasizes students' collaborative or individual construction to represent what is being learned.

#### Problem-based learning

Problem-based learning or PBL has been the significant innovation in education for educators for many years PBL focuses on learner-centered. The approach concerns learner's learning rather than teacher's teaching. The principal concept behind Problem-based learning is the problem, a puzzle or a query for students to solve. Boud and Feletti (1997) state that PBL starts with problems rather than knowledge delivery. They further state that practices found in the approach to education are providing material question discussion, presenting problem obtained, and guiding learners' critical thinking to help them learn from defining and attempting to solve the problem. Furthermore, group work searching for related information that is considered to be useful for that particular problematic solution and applying those obtained information or knowledge to the problem and evaluate their learning are included. By PBL, Learners learn about the subjects through the experience of problem-solving. By group work, learners share what they know, what they need to know and how to seek for more relevant information that may be useful for solving the indicated problem.

The innovative language teaching methodologies contains some similarities. All approaches emphasize on learner center, independence, and inquiry. Questions, problems together with tasks and project work are the primary learning strategies. The approaches also enhance learners' 21st century skills providing them real-world application utilizing information or knowledge they have searched. Unlike those innovative teaching methodologies, Present, Practice, Produce approach focused on correct language items with controlled practices. Also, learners are required to produce learned language in a freer situations.

#### The study

This study investigates prospective English as a Foreign Language teachers' perceptions regarding teaching methodology and the use of teaching materials. In addition, their actual practices in their teaching trial after having been instructed about lesson plans with effective teaching methodologies, and materials that provide skills needed in the 21st century. The prospective EFL teachers, who are in the generation of the digitally interconnected era, would be expected to provide the fruitful insights into their perceptions, determination and practices. These will determine part of the education success in the future.

#### Participants

Participants in this study were 50 prospective EFL teachers who were fourth-year undergraduate students at Chiang Mai Rajabhat University. All of them are non-native speakers of English and enrolled in a fourth-year courses on Methods of Teaching English 2, Teaching Practice 2 at a time this study took place. All of the participants will be in their teaching practicum in public schools for a year before they start their careers as teachers.

#### Research instruments

Research instruments were two sets of created lesson plans, observation checklist, and participants' logs. The first set of lesson plans, which was processed in class under the supervision of the instructor (the researcher) was aimed to provide the information about teaching materials and approaches they planned to use. The second set, which was created by the participants on their own without the instructor's supervision for their teaching trials, was expected to provide the same information as mentioned in the first set. Participants' logs were aimed to find their perceptions regarding teaching methodology and the use of teaching materials. For triangulation purpose, the other instrument, teaching observation checklist, was used.

#### Procedure

50 learners enrolled in the courses. Two sets of lesson plans of each participant, participant logs and observation checklist were collected. Then the data were respectively analyzed qualitatively and quantitatively for data analysis to obtain in-depth qualitative data concerning students' perceptions regarding teaching methodology, materials, and the actual practices in their teaching trials.

In the previous classes, learners had some sets of discussion about Thai curriculum goals and expected learners' key competencies together with 21st century skills and the reasons why students need those skills. The discussion also included active approaches such as task-based, project-based and problem-based, and the research

about English education failure in Thailand. Consequently, they had been instructed about and tried to create effective lesson plans with effective teaching materials that cater to Thai curriculum goals and expected learners' key competencies skills needed in the 21st century.

### Data analysis

For the result of the study regarding perceptions of teaching methodology and teaching materials, participants' logs were qualitatively analyzed using Hyper Research Computer Program (Version 2.6) to find the descriptive content domains. To find the actual practices in teaching trials, the first and second sets of 100 lesson plans and observation checklists were qualitatively and quantitatively analyzed using the same computer program (for the analysis of lesson plans).

### Results

The result of the study showed that the participants had positive perceptions of the use of traditional teaching methodology and materials. Moreover, they applied mainly traditional teaching methods and materials in their teaching trials.

1. Participants' perceptions regarding teaching methodology and teaching materials.

1.1. Participants' perceptions regarding teaching methodology

For participants' perceptions regarding teaching methodology, eight descriptive domains were found.

Table 3: Descriptive content domains of participants' perceptions regarding teaching methodology

| Descriptive content domains |  |
|-----------------------------|--|
| 1.                          | Preferred teaching methodologies   |
| 2.                          | Effectiveness of traditional teaching methodology                          |
| 3.                          | Satisfactory use of traditional teaching methodology                       |
| 4.                          | Effectiveness of traditional teaching methodology in the future            |
| 5.                          | Opinions on innovative teaching methodology                                |
| 6.                          | Application of innovative teaching methodology when there is no limitation |
| 7.                          | Teacher centered approach  |
| 8.                          | Test types   |

Table 3 shows the derived descriptive content domains, which cover all the participants' perceptions regarding teaching methodology. The detailed analysis is shown as follows:

a) Preferred teaching methodologies: When asked about preferred teaching methodologies, 80% of participants said that they usually applied PPP model of instruction (Presentation, Practice, Production) as their teaching methods in their lesson plans. On the contrary, 20% preferred to use task-based approach.

b) Effectiveness of traditional teaching methodology in 2015: When asked about the effectiveness of traditional teaching methodology in 2014, 80% of them mentioned that traditional teaching methodology such as PPP model of instruction including teacher's translation, rote learning were not less effective. They pointed out that most of the students in primary or secondary schools needed to remember as much as vocabulary as possible. They added that their students could not pronounce English words correctly and needed to repeat words after the teacher to learn. However, 20% of them believed that new innovative teaching methodologies such as task-based, project-based or problem-based approaches should be much more effective to enhance learners' engagement and learning ability in this digital era.

c) Satisfactory use of traditional teaching methodology: 90% of them said that they were satisfied with PPP model of instruction and mentioned that they were familiar with it and have used it for a long time. They further stated that their students seemed to enjoy their method of teaching.

d) Effectiveness of traditional teaching methodology in the future: 70% of the participants agreed that traditional teaching methodology such as PPP model of instruction would remain effective for their students in the future. They added that their students are usually poor in English, and they always need someone to teach and guide them in class. They would feel safe to have someone helping them as a teaching parent. They needed to know and remember the vocabulary and grammar structures, and the teacher should be the one who provides everything for them. However, 30% of them argued that the PPP model of instruction would not be effective in the future and did not match with the future context of wireless generation and prepare students with lifelong learning skills.

- e) Opinions on innovative teaching methodology: Regarding innovative teaching methodology, 80% of them said that innovative teaching methodology such as task-based or project-based learning did not suit to their students. They provided the reasons that the students were poor in English and needed to follow, learn and remember what the teacher gave them. They added that their students could not learn by themselves. However, 20% of them saw that task-based learning was challenging to their students but project based learning would be too demanding for them.
- f) Application of innovative teaching methodologies when there is no limitation: Only 20% of the participants mentioned that if there were no limitation, they would use task-based learning, project-based learning in their classes. They added that such classes would not be boring but were student-centered. On the contrary, 80% of them said that students would not be ready for such classes, but they needed a teacher to teach and provide them with content practice.
- g) Teacher-centered approach. When asked about teachers' roles in class, half of them believed that the teacher should be the person who usually delivered knowledge to students, took care of his/her students. A good teacher should make all the teaching materials for class and control the class effectively as he/she was the one who was knowledgeable and had much experience. However, the other half said that a good teacher should be the one who facilitated students' learning and set appropriate learning activities. They should also encourage students to seek further knowledge on their own.
- h) Test types: When asked about test type, 100% of them believed that a paper-based test was the most needed and effective test. On the contrary, the performance-based test was not believed to be a real test. They believed that a paper-based test could demonstrate what had been taught.

## 1.2. Participants' perceptions regarding teaching materials

Participants' logs were qualitatively analyzed to find the descriptive content domains. Table 4 illustrates participants' perceptions regarding teaching materials.

Table 4: Descriptive content domains of participants' perceptions

| Descriptive content domains |  |
|-----------------------------|--|
| 1.                          | Effectiveness of traditional teaching material                           |
| 2.                          | Satisfactory use of traditional teaching materials                       |
| 3.                          | Effectiveness of traditional teaching materials in the future            |
| 4.                          | Opinions on innovative teaching materials                                |
| 5.                          | Application of innovative teaching materials when there is no limitation |

Table 4 shows the derived descriptive content domains that cover all the participants' perceptions regarding the use of teaching materials to enhance their students' English language learning ability. The detailed analysis is shown as follows:

- a) Effectiveness of traditional teaching materials: When asked if traditional teaching materials are effective enough to enhance students' English ability, almost all participants mentioned that those materials were still effective and appropriate for their students. They perceived that it was better than having nothing used as teaching materials. They also claimed that those materials especially vocabulary cards and pictures could help their students remember the vocabulary taught. Moreover, they reported that such materials were suitable for schools in the remote area. They focused on grammar instruction using tracing paper. Some of them mentioned that the handmade materials by a teacher catered to the textbook content and suggested activities. However, 10% of them indicated that those traditional teaching materials were the least effective because they were boring and much less efficient than innovative ones including online materials and clips.
- b) Satisfactory use of traditional teaching materials: When asked about the satisfactory use of traditional teaching materials, most participants mentioned that they were happy and saw the benefit of those traditional teaching materials. They understood that such materials could encourage students to learn both the vocabulary and grammatical structures. Besides, they were proud to make such touchable and attractive materials for their students. They further mentioned that those cards and pictures could be used as vocabulary games. They also claimed that their students were excited and were eager to learn as they were familiar with only textbooks in class. Interestingly, 10% of this group was not happy using them because those materials were expensive and complicated to make. However, 10% of them insisted that they did not like such ineffective materials and believed that they could not be able to foster their students' learning ability.
- c) Effectiveness of traditional teaching materials in the future: Regarding participants' opinion about the effectiveness of traditional teaching materials in the future, half of the participants viewed that traditional teaching

materials should not be used in class. They mentioned that innovative teaching materials such as online texts, clips, etc. would be more attractive and encourage students to learn. Furthermore, they were easy to find, prepare and cost less.

Interestingly, 10% of this group said that such teaching materials would be able to provide students any knowledge online in this digital world. More, 10% of them said that the materials were still useful in class but with the combination with other innovative ones. The remaining 40% of them insisted that the old teaching materials would be able to take crucial roles in classes. They added that they were touchable, made by teachers and effective in teaching vocabulary and grammatical structures. They could also make use of them for games in class.

d) Opinions on innovative teaching materials: Regarding innovative teaching materials such as Internet, clips, online information, etc. All of them said that those teaching materials were effective and able to enhance students' learning ability. Besides, students would be able to access any knowledge they needed at their convenience. They could also access English of native speakers with authentic materials. They added that innovative materials were more interesting and encouraged their students to learn.

e) Application of innovative teaching materials when there is no limitation. Participants' log analysis reveals that 100% of participants insisted that if there were learning equipment in class with no limitation of online access, they would not hesitate to use those innovative teaching materials. They added that their teaching in class would be much easier, and their students would learn more. They believed that knowledge online would strengthen and broaden their students' English competence.

## 2. Participants' lesson plans created in class

The first set was the lesson plans of participants consisted of the lesson plans, which were created in class under the instructor's supervision after the instruction session. Each participant's lesson plan was analyzed qualitatively to investigate both teaching methodologies and teaching materials they applied.

The results of the content analysis indicate that most participants applied the task-based approach. They used innovative teaching materials such as Internet websites, related VDO clips together with paper task sheets adapted from the websites in their lesson plans. Interestingly, a few of them created their lesson plans using project-based approach, problem-based learning and inquiry-based approach. They used similar innovative teaching materials applied in task-based approach. It has been noticed that few of the participants grasped some ready-made lesson plans online and adapted them to suit the particular contexts where the ideas will be used. For the assessment, all of them applied performance-based test with rubrics.

## 3. Participants' actual practices in teaching trials

### 3.1. Results of the analysis of participants' lesson plans.

The second set of lesson plans of participants for the analysis consisted of the lesson plans, which were created freely on their own for their teaching trials in the real situation. Each participant's lesson plan was analyzed qualitatively to investigate both teaching methodology and teaching materials they planned to use in their teaching.

#### 3.1.1 The results of participants' use of teaching methodology in teaching trials.

The analysis of a set of 50 lesson plans illustrates that 20% of participants' lesson plans created by participants, applied task-based approach while the rests applied PPP model of instruction.

#### 3.1.2 The results of participants' use of teaching materials in teaching trials.

The results of the analysis revealed that most of the participants (80%) created their lesson plans in a traditional way of teaching methods. The lesson plans applied PPP model of instruction, which has been rooted in Thai education for decades. Those materials used varied from textbooks, lectures, pictures, individually written paper cards, tracing paper, assignments, real and fake objects and gestures and blackboard. However, a few of them (20%) created their lesson plans applying task-based approach using PowerPoint, VDO clips and task sheets.

### 3.2 Results of the analysis of the teaching observation checklist

The teaching observation was accomplished on sites with ten randomly selected participants. The observation checklists were used during the observation of each lesson plan trial.

The teaching observation checklist was analyzed quantitatively to find the teaching methodologies and materials participants used in their teaching trials. Regarding the practicality, 10 teaching trials have been observed and analyzed. The results are as follows:

Table 5: Participants' observed behavior results

| Descriptors  | Teaching trials | Frequency(%) |
|--|-----------------|--------------|
| <b>Indicators of teaching methodologies used</b>   |                 |              |
| 3 Ps Model<br>(Presentation, Practice, Production) | 8               | 80%          |
| Task-based approach                                | 2               | 20%          |
| <b>Indicators of teaching materials used</b>       |                 |              |
| Descriptors  | Teaching trials |              |
| 1. Textbook  | 10              | 100%         |
| 2. Picture   | 10              | 100%         |
| 3. Written paper card                              | 10              | 100%         |
| 4. Assignment                                      | 10              | 100%         |
| 5. Written tracing paper                           | 10              | 100%         |
| 6. Real object                                     | 2               | 20%          |
| 7. Fake object                                     | 3               | 30%          |
| 8. Blackboard                                      | 10              | 100%         |
| 9. Lecture   | 10              | 100%         |
| 10. Gesture  | 2               | 20%          |
| 11. PowerPoint presentation                        | 4               | 40%          |
| 12. VDO clip                                       | 2               | 20%          |
| 13. Online materials                               | 2               | 20%          |

Table 5 indicates that most participants (80%) applied PPP model of instruction in their teaching trials. However, a few of them (20%) used the task-based approach as their teaching methodologies.

Regarding teaching materials used, all participants applied a textbook, pictures, written paper card, assignment and written tracing paper in their teaching trials. They also lectured and used blackboard and individual written assignments while teaching. However, a few of them used PowerPoint presentation while few of them make use of both real and fake objects and gestures. For more innovative teaching materials, VDO clips and Online materials, 2 out of 10 made use of them in their class. For the test applied, most of them applied a paper-based test.

In summary, despite of being taught and discussed about the lesson plan which caters to 21st century survivors, most participants still focused on traditional teaching methodologies, while a few of them made use of more innovative teaching methods. For teaching materials, those materials usually used along with the traditional way of teaching such as textbooks, lectures were mostly used during participants' teaching trial. However, a few of them made use of more innovative ones including online materials. Similarly, results of the analysis of the teaching observation checklist regarding teaching methodologies and materials used revealed the same information as obtained from participants' lesson plans.

### **Implication and discussion**

This study investigates prospective teachers' perceptions regarding teaching methodology, materials, and their actual practices after having been instructed about lesson plans with effective teaching methodologies, and materials that provide skills needed in the 21st century. Some distinguishing features of the study are discussed. The results of the study have shown some conflicts. Despite of being taught of and discussed about how to prepare an effective lesson plans, and the need for 21st century skills for Thai students, 80% of participants still applied PPP model of instruction in their actual teaching trail in schools. One of the influencing factors is participants' belief and perceptions. Based on the result of participants' regarding teaching methodology and materials, Almost participants insisted that PPP model of instruction including teacher's translation, rote learning were effective ways to equip Thai students with English language. The participants perceived that their students were very poor in English language, and It was only a teacher who must feed them the language but on one else. They believed that to master the language, students need to memorize English vocabulary and sentence structures, and this was the priority and then they could learn afterward. This study shows that teachers' beliefs play significant roles influencing teachers' teaching behaviors and teaching material selections. It has been widely known that PPP model of instruction has been applied in any classes in Thailand for decades. Students have been told to play a high respect and rely on teachers at all times. Accordingly, learning culture, beliefs of participants clearly seen to be some of the main factors influencing their teaching practices. This evidence has been supported by Lortie (1975) who mentions that teachers' beliefs seem to play a big role influencing their behaviors. They guide their behaviors, curricular decision-making. They even shape their teaching practices including the teaching methodologies they apply and their material



selection. Lortie's idea coincides with Alexander's (1998) who points out that teachers' beliefs are motivating and persuade teachers' behaviors.

The other critical factor found to influence participants' practices is the lack of supporting learning equipment that facilitates effective teaching methodologies. In many schools in Thailand especially the public ones in the rural area, there are only blackboards and markers available for teachers to use. Moreover, all classes contain more than forty students. The learning context seems to inhibit teachers' efforts and creativity. However, participants who tried their teaching trial in schools with fewer students in the rural area did not make use of online technological materials in their teaching despite having their laptops and been advised.

### Implication

The result of the study shows the significant influence of teachers' beliefs on their teaching behaviors including teaching methodologies applied and teaching materials used. To reform education in Thailand, it will be worth investigating teachers' beliefs and other related factors such as the culture that shape teachers' perceptions. The consequence suggested here is to find the strategies to change their beliefs and perceptions. Moreover, imposing the new education policy and long-term plan for success so that they can spend their lives in this fast changing world happily should be put into the priority project. Kagan (1992), mentions that the failure of examining beliefs may produce negative sequences because those beliefs influence teachers' decision-making regarding their teaching behaviors, practices, priorities and how to deal with learners. According to Davis and Andrzejewski (2009), teachers' beliefs about schooling and their practices can make the school be the place for knowledge delivery or for equipping students with life-long learning skills, and enhancing each capability.

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