

Teachers' Perceptions for Teaching English in the Near Future

Arthit Wiangsima¹

Asst. Prof. Dr. Atipat Boonmoh²

Abstract

A shift of a world to a digital era drives everything to move on, and teaching English is one of those moves. As the time passes by, various influences make some changes to ELT methodologies. This study aims to investigate how teachers perceive English language teaching (ELT) from the past to the present in relation to changes and factors causing those changes as well as what ELT will be like and how teachers prepare themselves for ELT in the near future. Twelve teachers of English in Pathumthani participated in this study. The data were collected through semi-structured interviews, then analyzed, transcribed and categorized into themes. The teachers concluded that the increased implementation of educational technology has contributed to the change in the way English has been taught compared to that of the previous years. However, the changes of ELT projected for the future were categorized into 3 themes: technology, student and teacher. The results showed that technology will be increasingly integrated in English language teaching. In addition, the teachers pointed out that students will be keen on using technology, but they may lack the focus and the willingness to study. Accordingly, teachers' roles will be changed from only being a teacher to being a facilitator or motivator. The factor controlling the directions of

¹M.A. participant in Applied Linguistics for English Language Teaching, School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand

² Lecturer at Language Studies Department, School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand

ELT in the future will be educational policy. Furthermore, the teachers' preparations were classified into 3 aspects: technological skills, pedagogical skills and social skills related to students' learning styles and needs. On the basis of these findings, the pedagogical implications and suggestions are included in this paper.

Keywords: English Language Teaching (ELT), Language policies, Teacher's perceptions, Use of technology in ELT

Introduction

English language is one of the most spoken languages in the world nowadays including (Mappinasse & Bin Sihes, 2014). It has now become the world's language for various aspects, academic purposes, research, publication, business, and trade. In addition, many universities and colleges across the world use English language for teaching and learning (Flowerdew & Peacock, 2001; Lauder, 2008). Ways in which ELT has been taught has changed over the years throughout the seventeenth to early twentieth century. (Abilasha & Ilankumaran, 2014). With those changes, various teaching methodologies were created along the way (Jawarskowa and Porte, 2007, as cited in Mappinasse & Bin Sihes, 2014). The ways English is taught may have reflected the belief and attitudes of teachers according to a particular teaching methodology in each period. Back in the early seventeenth to nineteenth century, ELT was associated with European languages, particularly Greek and Latin, both of which focused on grammatical rules and the proficiency of grammatical competences. Hence, Grammar Translation Method (GTM) became popular and the classroom instructions were directed by teachers (Richards & Rodgers, 1999). Communicative Language Teaching, (CLT) is another trend of ELT, which focuses on teaching English for

communicative purpose rather than just for the accuracy and knowledge of the language (Darasawang, 2007).

Apart from different teaching methodologies, there were some factors influencing ELT. Nguyen, Warren and Fehring (2014) reported that there were numerous factors hindering the quality of English teaching and learning (i.g., large class sizes, teachers' limited ability in classroom organization, unequal students' English levels, insufficient lesson preparation, or teachers' limited use of teaching aids and technology). Regarding this report, technology is one of the major factors influencing ELT. For years, technology may have only been chalk and a blackboard. Later, there were digital technological tools and resources that teachers could draw on (e.g. computer, projector, and visualizer). Technology provides two main ways for language teaching: as teaching resources and as tools to promote students' learning experiences (Larsen-Freeman & Anderson, 2016). For this reason, technology plays a significant role in current language teaching.

Thus, the study of teachers' perception of teaching English in the near future can reveal how EFL teachers perceive ELT in relation to changes and factors causing those changes as well as what ELT will be like and how teachers prepare themselves for ELT in the near future. Therefore, the study might offer some beneficial insights regarding the matter to various parties (e.g. teachers, educational institutions, and policy makers).

Literature review

Some general trends of ELT in the world

Grammar Translation Method (GTM)

Grammar translation has various different names, but it has been used by language teachers for several years. Earlier in 20th century, this method was purposed for helping students to read and appreciate foreign language literature (Larsen-Freeman & Anderson, 2016). As a result, the method is mainly focused on the proficiency of grammatical competence. Students are asked to produce correct sentences and to avoid making mistakes. The approach to the teaching of grammar was a deductive in which grammar rules are presented to students and then students are given occasions to practice using those rules (Richards, 2006). Teacher is a key source of communication in a classroom. All the activities and classroom tasks are given and directed by the teacher while students are just to learn and to be given examinations (Larsen-Freeman & Anderson, 2016). In addition, several studies (Chellapan, 1982; Cordero, 1984; Stern, 1992) have conducted the research related to grammar translation in English language teaching; that is, it shows the trends of ELT in a particular period in which grammar translation is considered popular method during that time.

Communicative Language Teaching (CLT)

A shift to another trend of ELT, Communicative Language Teaching aims to offer students with real life communication that try to imitate the natural development of language learning. Moreover, CLT makes the target language more pertinent to real world circumstances rather than the classroom (Richards, 2006). Besides, CLT aims mostly to make communicative competence the goal of language teaching. Rather

than highlighting the obvious clarification of grammatical rules and structures, CLT pays less attention to the explicit presentation of grammar instead; it allows students to convey the message in terms of its meaning communicatively (Brown, 2007). However, CLT does not exclude grammar. CLT suggests that grammatical structure might be better understood “within various functional categories” (Brown, 2007). Many researchers have done the research related to CLT to show the teaching trends regarding the shift of ELT methodologies in accordance with the time change. Ahmad & Rao (2013) conducted the research correlated to CLT and the result revealed that the use of the CLT approach has shown to increase motivation for learning. Coherently, the study of Chang (2011) also shown that CLT can make English teaching effective and meaningful in harmonize with the study of Mustapha & Yahaya (2013).

According to the shift of English Language Teaching Methodologies, it proves that as the time passes by, there are various influences mentioned that make a change to ELT methodologies. Apart from that, the world is driven into a technological world; as a result, technology has long been emerged and associated with language learning in the past 10-15 years. For years, the technology may have only been chalk and a blackboard. Later, there are digital technological tools and resources that teachers can draw on.

Use of technology in ELT

Technology plays a vital role in education especially in language teaching. The term “technology” is strongly related to the application of science to the solution of technical problems (Herschbach, 1995). In a different manner, Amina and Salim (2015) explained that technology refers to several materials for improving the learning process and making teaching enjoyable as well as facilitating the learning by employing

appropriate technological processes and resources. There are various multimedia technologies used in language teaching and learning (e.g. Radio, Television, Compact Disc Read-Only Memory (CDROM), Computers, Computer Assisted Language Learning (C.A.L.L.), Internet, Electronic Dictionary, Email, Blogs, Audio Cassettes, PowerPoint, Videos, Digital Video Disc (DVDs) or Video Compact Disc (VCDs) (Shyamlee & Phil, 2012).

When used correctly in the classroom, technology can allow students to experience real-life situations, books, and figures of the real world (Rodinadze & Zarbazoa, 2012). The application of technology in a classroom provides many options to make teaching more interesting and more productive (Shyamlee & Phil, 2012). Maxwell (1998), as cited in Chen (2013), indicated that the use of technology in the classroom provides interesting ways to connect students with the target language and culture and build a community standard for language learners around the world. The study by Yu-lin (2015) showed that students had a positive and strong significant relationship with learning motivation when using technology in the classroom, which might be a solution to help students to enhance their learning motivation. Kara & Cagiltay (2017) stated that technology positively affects interest and attention of students in learning when it is used appropriately. Technology provides more opportunity for EFL students to practice their language skills (Alsied & Pathan, 2013).

A number of studies were conducted focusing on teachers' use of technology in the classroom. Asawaniwed and Boonmoh (2012) examined the effects of blogs whether they encouraged or hindered students' motivation to perform writing tasks. The students, who were described as digital natives (those who were born as native speakers of the digital language and Internet), were asked to complete the writing tasks using a blog for three times; they were encouraged to also use a

blog for writing for other tasks. The finding revealed that the majority of students showed a positive attitude and presented that they were more motivated to perform online writing tasks when compared to writing on paper. This happened because technology provided a chance for students to practice their language skills, especially writing through Information and Communication Technology (ICT) tools. In addition, using blogs provided them with convenience to perform writing tasks and share their works anytime and anywhere, which serve students' needs and lifestyles in the technological era.

Sağlam and Sert (2012) investigated the perceptions of nine in-service ELT teachers in Turkey toward the integration of technology in ELT. The results from the interviews, open-ended questionnaires, and field notes revealed that the participants combined technology with their teaching to offer their students opportunities for constructing knowledge, life-long learning skills and strategies, different learning styles, a motivating environment as well as academic and linguistic skills in an authentic and integrated way. Besides, the teachers believed that technology contributed to the foreign language development of their students.

However, using technology in the classroom could not guarantee the effectiveness of teaching practice. There were some studies reported about this shortcoming. Deerajviset (2014) reviewed previous research studies on the use of technology in EFL education in Thailand during the period 2004 - 2013 inclusive in Thai Library Integrated System (ThaiLis) which is Thai Digital Collection (TDC) of research and publications. It was found that technology was used to support EFL teaching and learning in seven areas. Vocabulary was by far the most conducted area. The other areas were reading, grammar, writing, other integrated skills, listening and speaking. The review suggested that the use of technology had positive effects on language learning. However,

the effectiveness of technology in language teaching depended on how it was used. Teachers needed to know how to teach using technology whereas students needed to know how to learn and engage in that environment.

Mollaei and Riasati (2013) used a questionnaire and a focus group interview to investigate the perceptions of forty undergraduate and graduate EFL teachers on the use of technology in their classes and factors affecting technology implementation in Iranian Language Institutes. The study showed that although the use of technology was essential in the classroom, the teachers still had other roles in language teaching. They tended to believe that teachers play the leading roles in a classroom. However, the teachers suggested that with the use of technology, the roles of teachers in class could be changed from being the central source to an informed guide as each student could take more responsibilities for problem solving and learning.

Almekhlafi and Almeqdadi (2010) investigated 100 teachers' perceptions of technology integration in two schools in UAE. By using a questionnaire and focus group interviews, the study revealed that teachers at both schools had high self-perception of their abilities and competencies to integrate technology into the class. However, due to some limitations, e.g. technical problems, lack of professional development training, or lack of students' motivation, the teachers integrated technology in teaching differently. In order to effectively integrate technology in the class, the teachers also suggested that there must be the professional development workshops, a curriculum enhanced with technology, a collaboration between schools across the country, and the teachers' freedom for selecting curriculum materials.

From the previous studies, it can be seen that technology has been integrated in language teaching in the past 10-15 years and that technology has played a significant role in language learning. Various

studies reported that both teachers and students had a positive attitude toward integrating technology into teaching practice. Technology provided more opportunities for students to enhance their language skills and served the lifestyles of the new generations in the digital era. Moreover, teachers also had convenient ways to professionalize their technological skills and skills in teaching. However, some studies showed that although technology was essential in language classroom, the roles of teachers were still important. There were some limitations in implementing technology in teaching; the teachers preferred to integrate it into the class. Some of them suggested that there should be a training course related to technology while some mentioned that policy is a key to control how the teachers use technology in their classes. The teachers stated that the curriculums should enhance technology and the teachers should have authority to select and apply such curriculums.

The No Fail Policy

Though there is no clear explanation of a no fail policy in official documents from the Ministry of Education of Thailand, the practice is wide spread among Thai educational institutions especially the government schools (Cadias, 2013). The Basic Education Core Curriculum B.E. 2551 (2008) indicated that students must be evaluated, and pass, all criteria of the corresponding learning outcomes, based on the standards prescribed in the Basic Education Core Curriculum. It is nonetheless at the option of many schools to regulate test results of their students in order to move them to a higher grade. Certainly, the official document stated that educational institutions or schools have the right to correct minor failures by offering remedial measures such as extra teaching or retest for the failed results of the students (The Ministry of Education, 2008).

Language policies

Language policies in Thailand have been changing due to the educational reform in four phases from B.E. 2411 to present (Fry, 2002). Regarding the National Education Act of B.E. 2542, Office of the National Education Commission, 1999, language policy which is a top-down approach dictates the curriculum and teaching in language learning. Darasawang and Watson Todd (2012) reported that the National Education Act has created a mindset for teachers, but there were gaps that prevent this mindset from being transformed into language policy. The application of the language policy depends on the interpretation of policy makers. There were several policies and projects launched by the Ministry of Education since 2005, e.g. *Ordinary National Educational Test: O-Net, One Tablet Per Child (OTPC), Moral School Project, Teach less Learn more, or STEM Education*. The teachers, especially in government schools, have to apply those projects and policies to the classroom, which influence their ways of teaching. However, according to some technical and practical limitations, some projects such as OTPC were cancelled in 2014 after the first delivery in the schools (Viriyapong & Harfield, 2013). Therefore, the teachers had to adjust their pedagogical performances regarding the change in policy. The cancelation of OTPC showed that the policy could affect and dictate ways the teachers teach in the classroom. Many studies were conducted regarding the projects and policies launched by the Ministry of Education.

A study by Goodman (2017) analyzed the previous O-Net scores as well as news documentaries and found that the high or low scores of O-Net indicated the ranking of schools and their reputations. The educational policy had encouraged school principals to increase the O-Net scores to avoid being in the bottom rank. This also prompted teachers to change their focus of teaching from improving all four-language skills to students' getting high scores.

Vungthong, Djonov and Torr (2017) conducted research with 213 Grade 2 EFL teachers in Bangkok, Thailand. They wanted to explore factors influencing teachers' decisions to use the OTPC tablets in the classroom in Thai primary schools, including their views about the Grade 2 EFL applications created by the government in OTPC tablets. From using a questionnaire, the findings presented that teachers had a crucial role in educational initiatives since there are the people who implemented the educational policies into the classroom. Therefore, the application of the educational policies could influence how the teachers taught in their class according to their interpretation of the policies. In terms of teachers' views toward the EFL applications, the study suggested that there should be additional funding to certify the quality of both the computer technologies (e.g. tablets and other support devices) and the instructional materials (e.g. content and lessons) in the tablets as access alone cannot guarantee the successful implementation of technology in the classroom.

The previous studies illustrated that the educational policies are a significant factor influencing how the teachers apply the educational policy into their teaching practice. Also, the different teachers would interpret the policy according to their different attitudes and beliefs. Moreover, the temporary change of some educational policy or projects could affect the teaching and instruction of the teachers in the real practice.

Teacher's perceptions

According to the definition from Cambridge Online Dictionary, perception refers to “*a belief or opinion, often held by many people and based on how things seem.*” Consequently, teacher's perceptions can be interpreted as the belief, opinion, or attitude of teachers' view about something. Heather and Carey (2009), cited in Xu (2012) pointed

out that teacher's perceptions could affect their pedagogical practice. For example, their beliefs may influence how they plan and make a decision of what and how to teach.

Al-Awidi and Ismail (2014) investigated perceptions of 145 ESL teachers in government schools in the UAE regarding the use of Computer Assisted Language Learning (CALL) in teaching reading to students. Based on using a survey and structured interview, the result indicated that teachers had a positive belief in using CALL. They believed that CALL could increase students' motivation in learning and provided a variety of materials to stimulate the students to read. The study showed the perception of teachers of technology integration in the classroom. Once the teachers had a positive belief, and comprehended the concept of using technology, the implication was that technology in the classroom could be effective.

Spaulding (2013) examined 112 pre-service teachers' attitudes toward technology integration practices as compared to 118 in-service teachers. Based on the use of a questionnaire, the study showed that the pre-service teachers had more positive beliefs of using technology to improve teaching and instruction than did in-service teachers. However, when examining the perceptions toward self-reported technological skills, both pre-service and in-service teachers who reported high technological skills had positive perceptions in technology integration than those who indicated low skills. Therefore, the perceptions of these pre-service and in-service teachers influenced their teaching performances.

Park (2009) investigated twelve in-service EFL Korean teachers' perceptions of CALL and ways to improve CALL practice. The results from a questionnaire and interview indicated that although there were some limitation about computer facilities, the teachers believed in and had positive attitude towards using computers in the classroom. They

considered computer technology as a beneficial teaching tool for increasing various ways of language learning and teaching. For example, it provided students various language learning resources and inputs as well as expanded the opportunities for students to engage in real and authentic contexts.

Khojastehmehr and Takrimi (2009) examined the perceptions of 215 secondary school English teachers in Iran to investigate what EFL teachers view as important characteristics of effective EFL teachers. The results from their questionnaire in terms of personal characteristics indicated that a good English teacher should be kind, flexible, supportive, friendly, open-minded, fair and encouraging. The presented findings made an important contribution to the teachers in preparing themselves as effective EFL teachers.

From the previous studies, the perceptions played a key role in pedagogical performances. The integration of technology depended on the perceptions of teachers, and teachers with positive perceptions were more likely to use technology in the classroom. Also, some previous studies showed that the perceptions of teachers' characteristics could reflect and contribute to the teachers' performances.

Since the teachers' perceptions are important and they may affect how teachers teach, this study aims to investigate how teachers in a school in Thailand perceive ELT from past to present in relation to changes of teaching trends and factors causing those changes, and what ELT will be like and how they prepare themselves for ELT in the near future.

Research questions:

1. How do teachers perceive changes of trends in ELT in the past?
2. How do they perceive ELT in the future?

3. How do they prepare themselves for ELT in the future?

Methodology*Participants*

The participants of this study were twelve teachers including eleven non-native EFL teachers (ten Thais and one Filipino), and one native speaker of English from the Foreign Language Department of Nongsua Witthayakhom School, Pathumthani, Thailand. The participants were selected to participate in the study because they share the similar case of students and teaching area, which are secondary-level students and an urban fringe area. As the school is not located in neither urban nor upcountry area, but the urban fringe, the researcher wanted to view their perceptions toward English language teaching based on their workplace experience. There were two male and ten female teachers with the age ranges from 25–58 years. The years of teaching ranged from 1.5–38 years. All participants completed at least a bachelor degree. All Thai teachers had their first degree in English language teaching or business English while the other two foreign teachers completed their degrees in hotel management or engineering. Three teachers completed a master's degree in English language teaching or educational administration. Table 1 below shows the details of the participants' background.

Table 1 Participants' background

Participants' background	Participants		T1 (25)	T2 (27)	T3 (29)	*T4 (29)	T5 (30)	T6 (35)	T7 (37)	T8 (39)	T9 (40)	*T10 (44)	T11 (57)	T12 (58)
	Gender	Male					✓						✓	
Female		✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
Years of teaching		1.5	4	7	4	10	5	11	10	14	6	35	38	
Degree	Bachelor	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Master					✓			✓	✓				

Note: * teachers who are Filipino or British

Instrument and Procedures

The semi-structured interview was used as a key instrument to elicit how teachers perceive changes of ELT in the past and the factors causing those changes, what ELT will be like, and how teachers prepare themselves for ELT in the near future. The interview questions were designed based on the research questions. According to the change of ELT in the past, the participants were asked to compare their views of the change from the current period of their teaching to the past 10-15 years regarding their experiences. In addition, all the questions in the semi-structured interview were used to answer the three research questions as follows:

Table 2 Semi-structured interview questions

No.	Questions	What to know?
1	How long have you been teaching English?	Background of the participants
2	What program/major did you graduate?	
3	How long have you been teaching in this school?	
4	According to your teaching experience, do you see any change/difference of trends in ELT along the way? If yes, what are they?	RQ 1
5	In your opinion, what is/are the factor(s) that caused the changes?	RQ 1
6	In your opinion, what will ELT be like in the future? (Scope the question into 3 points: teacher, student and technology)	RQ 2
7	In your opinion, what are the factors that will control the teaching trends in the future?	RQ 2
8	How do you prepare yourselves for ELT in the future?	RQ 3

The semi-structured interview questions were designed and checked whether they could elicit the perceptions of all participants.

They were piloted by four MA participants of Applied Linguistics (English Language Teaching), Department of Language Studies, School of Liberal Arts, KMUTT so as to improve the clarity and accuracy of the questions. The four MA pilot participants work as English language teachers in the secondary school, therefore they could share a similar opinion to the target participants. Changes were made after the pilot program ended. Then the twelve participants were interviewed in an individual session in January during the second semester of the 2017 academic year. The interview was conducted in Thai with ten Thai teachers and in English with two foreign teachers in order to elicit accurate information from the participants. The interviews lasted 15–25 minutes each. However, there were some follow-up questions to ask the participants for more clarifications. After that, the collected data was analyzed by transcribing and categorizing into themes.

Data analysis

The analysis was accomplished by transcribing and categorizing the keywords from the participants' responses and allocating them into themes based on the participants' answers. The data were categorized by the keywords and cross-checked by the advisor. All keywords were categorized into themes, counted for frequency, converted to percentages, and exhibited in sets of tables based upon two main areas as follows:

- 1) Table 3: Changes and differences of trends in ELT, and factors causing the changes or differences
- 2) Table 4: Perception and preparation of teachers toward ELT in the future

Findings

Table 3 Changes and differences of trends in ELT, and factors causing the changes or differences

Participants		T1 (25)	T2 (27)	T3 (29)	*T4 (29)	T5 (30)	T6 (35)	T7 (37)	T8 (39)	T9 (40)	*T10 (44)	T11 (57)	T12 (58)	Total of mentions
Changes and differences of trend in ELT	Integration of Technology in class	✓	✓	✓		✓	✓		✓		✓		✓	8 (36%)
	Lack of students' willingness to learn				✓	✓				✓		✓		4 (18%)
	Policy		✓							✓		✓		3 (14%)
	Teaching methods		✓					✓		✓				3 (14%)
	Student centred vs. Teacher centred							✓					✓	2 (9%)
	Large number of students in class					✓								1
	Relationship between teacher and students												✓	1 (4.5%)
Factors causing the changes or differences	Improvement of technology	✓		✓			✓	✓	✓	✓	✓		✓	8 (53%)
	Policy		✓			✓			✓	✓		✓		5 (33%)
	Curriculum											✓		1 (7%)
	Second language enviroment				✓									1 (7%)

When asked about changes and differences of trends in ELT, the answers were classified into seven categories. Out of twenty-two, eight mentions (36%) were about the use of technology, which was a major change that had influenced how English language was taught in Thailand. Interview excerpts from participants 1, 3 and 5 support this:

“...Technology has been used in the class, for example, teachers used technology such as PowerPoint, games, or video from YouTube to teach and develop their students’ learning skills...”

(Participant 1)

“...Technology played a vital role in teaching. For instance, students used internet to surf information and shared their ideas with each other. Knowledge was not only in the book instead it could be easily accessed on the internet. Students could learn from anywhere at any time, and they did not have to wait only for teachers to provide them the knowledge....”

(Participant 3)

“... In the past, students learned from the black and white sheets, but right now, with the improvement of technology, there are sounds, music, colorful pictures, or even authentic materials for teachers and students to use in classroom....”

(Participant 5)

Another interesting change was students paid less attention to studying than in the past. There were four mentions (18%) of this change as displayed in the excerpts of participants 5 and 9:

“...I started teaching a primary level. Students at that time were curious and hyperactive in learning. Now, I feel that some of my students lack of attention and focus in learning English....”

(Participant 5)

“...Students in the past were very active and paid a lot of attention in learning while students right now quite lack of attention and willingness to learn....”

(Participant 9)

Changes in educational policy and teaching methods were equally mentioned (14%). However, another change remarked by participants was that students had more roles than in the past (student-centered vs. teacher-centered), which was stated two times (9%). Whereas the last two changes, which were mentioned once (4.5%), were the bigger class size and higher number of students, and less interaction between teacher and students.

When asked about factors causing the changes of ELT from the past to present, four factors were identified. Eight mentions (53%) were about the improvement of technology, and five mentions (33%) were about policy. Curriculum and second language environment were equally mentioned by one participant each.

In terms of improvement of technology, some teachers reported that technology has changed the way they taught their students as can be seen from the interview excerpts of participants 3 and 6:

“...Technolgy makes everything convenient and fast. Students can easily access to the information and knowledge any time and everywhere and we have a variety of materials to teach them....”

(Participant 3)

“...Technology plays very important role in teaching. Now, we have technological devices such as projector, microphone, television, speaker, and computer to support our teaching. Some devices we were not familiar, so we have to learn how to use them....”

(Participant 6)

In terms of policy, teachers stated that policy controlled the ways of the teaching and instruction and it affected students' engagement in class. Moreover, the educational policy is changeable due to change of policy makers. The interview excerpts from participants 9 and 11 support this:

“...The educational policy is unstable. It is always changing when the new policy makers come and it affects teaching. For example, when the Tablet project was introduced, we had to set up the objectives and design the teaching activities related to the tablet devices, but when it was canceled the tablet was not used in the class anymore....”

(Participant 9)

“...The No-Fail policy made students pay less attention on studying and it really drags students' attentions down since they

recognize that they can surely pass even they fail in any subject....”

(Participant 11)

The next factor to be reported is curriculum. Only participant 11 (7%), mentioned that curriculum had an effect on how English should be taught. The relevant interview excerpt from participant 11 is as follows:

“...In my opinion, the curriculum affects the teaching as you can see from the core objectives at present. The curriculum of English is being integrated into other subjects and it made teachers have more works. For example, English with botanical garden project, we had to teach students how to plant and take care of the tree instead of improving the four language skills....”

(Participant 11)

The last issue raised by only participant 4, who is Filipino (7%), was second language environment that changes ELT teaching trends as presented from the excerpt as follows:

“...The environment of having English-speaking foreigners affects the teaching and instruction trends. For example, a school in Pattaya where lived many foreigners in the area, they might create a course like English for tourism and it affects the teaching and students’ trends of learning....”

(Participant 4)

Table 4 Perception and preparation of teachers toward ELT in the future

Participants		T1 (25)	T2 (27)	T3 (29)	*T4 (29)	T5 (30)	T6 (35)	T7 (37)	T8 (39)	T9 (40)	*T10 (44)	T11 (57)	T12 (58)	Total of mentions		
How teachers perceive ELT in the future	Technology will play a vital role and students will be keen on using technology.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12 (34.2%)	35 (100%)	
	Educational policy will be the key in controlling the direction of ELT.	✓	✓		✓	✓			✓	✓	✓	✓	✓	10 (28.6%)		
	English will be more important.	✓		✓		✓		✓	✓	✓		✓		7 (20%)		
	Students will have less motivation to learn.					✓	✓		✓	✓		✓	✓	6 (17.2%)		
How teacher prepare for the future (They will prepare by...)	technological skills	integrating more use of technology in the class.	✓	✓	✓	✓	✓	✓	✓			✓		9 (25.7%)	18 (51.4%)	
		improving their technological skills.	✓	✓	✓	✓	✓	✓	✓				✓			9 (25.7%)
	pedagogical skills	updating and developing their teaching techniques continuously.			✓	✓	✓			✓	✓		✓		6 (17.2%)	12 (34.3%)
		using motivated games and activities in the class.		✓	✓		✓		✓						4 (11.4%)	
		using only English in class.	✓						✓						2 (5.7%)	
	social skills	being more friendly and open-minded with students.		✓			✓				✓	✓	✓		5 (14.3%)	5 (14.3%)

Table 4 exemplifies participants' thoughts about ELT in the future and how they prepare for the changes. Literally, this presented table answered research question 2, "How do teachers perceive ELT in the future?" and research question 3, "How do teachers prepare themselves for ELT in the future?" Based on the perspectives by 12 participants, there were 2 main themes comprising of how teacher perceive ELT in the future (35 mentions) and how they prepare themselves for ELT in the future (35 mentions). Of these mentions, the findings will be discussed as follows:

The first theme was how teachers perceive of ELT in the future, which was mentioned thirty-five times. Of these, twelve (34.2%) were that technology will play more roles in English language teaching as well as students will be keen on using technology according to the evidence of current technological improvement as can be seen from the interview excerpts of participants 2, 4, 9 and 10:

“...In my mind, students’ learning styles in the future will change. In the past, they brought books to class but in the future they might bring only tablets or smartphones to school. Currently, students can use technological gadgets like smartphones or tablets since they started school. Undoubtedly, students will surely use technology in their studying...”

(Participant 2)

“...There will be more integration of technology in ELT in the future. As you see in our school for example. There are various technology came into teaching such as computer, active board projector, internet and iPad, etc....”

(Participant 4)

“...Students will be keen on using technology according to the development of innovation and technology. Students have their own mobile devices. At this point, technology will play a vital role in their studying...”

(Participant 9)

“...Technology will play a lot of parts in education for sure. For example, students submit their homework through the internet. Moreover, teachers can create the online

group and post the topic for students to discuss or students can leave the questions or any useful information there. The learning will be more technological....”

(Participant 10)

Ten mentions (28.6%) were related to educational policy. The teachers reported educational policy was the major issue that dictated teaching curriculums in Thai schools. They also reported the instability of policy as the policies could change according to policy makers. As a result, the teaching trends were affected by those changes. Moreover, the centralization of educational policy was authorized by a small group of people that did not represent the whole picture of the country. The interview excerpts from participants 4, 6 and 10 support this point:

“...In my opinion, Thai educational policy affects the learning especially the No-Fail policy. I will give the example in my country, the Philippines, we allow teachers to fail students if they are stubborn or if they have less motivation in studying. Then, they will have another repeatable year in the same level....”

(Participant 4)

“...the educational policy is still unstable. There are various policies concerning education launched. According to this, it could affect the teaching trends in the future. The policy is unstable and it is changeable

without concerning to the real contexts of every school in Thailand. Then the problem always occurs when talking about teaching....”

(Participant 6)

“...The policy can really control the trends of teaching in the future. The Ministry of Education needs to decentralize the schools in this country. Everything is dictated by the schools or the people in Bangkok while they do not have any ideas about the schools in the North or Northeast. Then the teaching is somewhat unsuccessful....”

(Participant 10)

Although English is already used as a means of communication, most teachers reported English will become even more important. The interview extracts from participants 3, 5, and 7 can back up this perception:

“...I think the factor controls English teaching trends in the future will be the necessity of using English. The trend of teaching English is related to how much the society at a particular time needs English for communication. Then, it will certainly reflect the way of English teaching trends in the future....”

(Participant 3)

“...Personally, the world gets smaller; people from many countries come to Thailand for traveling. Then, English is needed as it is a world official language...”

(Participant 5)

“...It seems to me that the teaching trends will be concerning the current social states. I will give some example for the clear picture; recently, social trend of Korean is popular among Thais, students are eager to learn Korean language in order to understand the Korean especially Korean singers. Similar to English, if the trend of using English becomes popular, the government also supports, then the curriculum will be launched and it affects the teaching trends respectively...”

(Participant 7)

However, six mentions (17.2%) were related to a decline of student motivations, as stated in the first category. The interview quotes from participants 6 and 8 support this:

“...As I have been observing from my current classroom, students are not willing to learn instead they like to use technology for searching information and stuff. This might affect students’ learning styles in the future...”

(Participant 6)

“...Personally, students in the future will lack of participation in studying. Regarding the improvement of technology and innovation, students are now easily accessing to the data and information; therefore, students overlook the significance of learning...”

(Participant 8)

The second theme was perceptions of teachers regarding how they prepare themselves for ELT in the future. The perceptions were classified into three aspects: technological skills, teaching skills, and social skills.

The first aspect was technological skills (51.4%). Two thirds of the teachers reported that they will integrate more use of technology into the classroom and improve their technological skills. The interview excerpts from participants 2, 7 and 8 support this:

“...I think teachers will use more technology in the class by using various online tools or applications such as Kahoot, Facebook, Quizizz, Socrative, or other reliable websites. And teachers should keep updated with new type of technology, how to use them, as well as how to integrate them in class. They should also attend more training courses or professional programs...”

(Participant 2)

“...To me, teacher will apply technology in class in many ways such as games, language applications or other websites online in order to assist students in learning English language. For our school, I think technology can help our students understand more about English through the use of technology such as listening audios and online teaching applications or games. I think the class will be more effective....”

(Participant 7)

“...From my view, in the future, teachers can prepare themselves by improving the technology skills. I think joining the training courses is helpful. I will give my example, I may not be good at technology, but I try to improve myself about technology and apply it in my class and I found that it is effective to my students....”

(Participant 8)

The second aspect mentioned twelve times (34.3%) was teaching skills. The teachers perceived that in the future, they will prepare by keeping themselves updated with new types of technology. They can develop their teaching techniques by using a variety of games and activities, and using only English in class. The interview excerpts of participants 1, 3, 5 and 7 can support this:

“...From my perspective, another important point that teachers need to prepare is using only English in class. It helps create the second language atmosphere for students to acquire the English language naturally...”

(Participant 1)

“...Teacher will have to update and develop their teaching techniques regularly such as attending teaching training courses or supervising from other schools in order to share teaching techniques that work or don't work in class. Also, they will have to use more games and activities in class in order to motivate students. They should create atmosphere that students can learn and have fun at the same time...”

(Participant 3)

“...I think teacher will prepare themselves through developing and updating the techniques of teaching frequently such as sharing with friends at work or attend courses or seminar. As teachers in the new teaching age, we need to keep update our teaching techniques...”

(Participant 5)

“...I think using a variety of games and activities can attract students in learning especially for those students who have less motivation to learn. Therefore, in the future, teachers should focus on using 100% English in classroom which really helps students to master their language skills....”

(Participant 7)

The last aspect mentioned five times (14.3%) was social skills. The teachers stated that in preparing themselves for the future, they have to be more friendly and open-minded with students. The excerpts of interviews with participants 5 and 12 can support this:

“...It seems to me that teachers, in the future, will have to be friendly with students. I mean, we need to make students trust and confide with us in order to comprehend their ways of thinking. Therefore, we can stimulate them in studying....”

(Participant 5)

“...I think being friendly with students is a helpful preparation of teachers in the future. We need to understand and be open-minded with them by accepting their thoughts and giving them suggestions when needed....”

(Participant 12)

Discussion and Recommendations

The findings of this study showed that there were two main changes of ELT in the past: the integration of technology in the class and the lack of students' willingness to learn. Technology was used as teaching aids in the language class the past few decades. This finding is in line with the previous study by Deerajviset (2014) which reviewed the previous research studies on the use of technology in EFL education in the Thai context. The study revealed that technology was used to support EFL teaching and learning in seven areas such as vocabulary, reading, grammar, writing, other integrated skills, listening and speaking respectively. A study by Shyamlee and Phil (2012) also supported that with the rapid development of science and technology, the traditional trends of English teaching language have been changed with the remarkable entry of technology, and this could set a favorable platform for reform and exploration on English teaching models in the new era. Moreover, the findings that the students were less motivated now than in the past could come from the changing of educational policy as mentioned by participant 11 that "*The No-Fail policy made students pay less attention on studying and it really drags students' attentions down since they recognize that they can surely pass even they fail in any subject*". Viriyapong and Harfield (2013) also stated that with the constant changes of educational policy, teachers have to adjust and update their teaching performances. Otherwise, students may lose willingness to study due to the boredom of instability of teaching and learning regarding the changes of the policy.

Looking at the teachers' perceptions of ELT in the future, technology will play more roles in ELT and its use in class will be a fact of life. The students will be familiar with using technology. These findings are in accordance with Asawaniwed and Boonmoh (2012) in the way that the students researched were born as digital natives, so they showed a

positive attitude and were more motivated in using blogs to perform online writing tasks. Technology also offered students various opportunities to improve their language skills. For instance, they could practise their listening, reading, speaking and writing through various applicable technologies such as listening audios, videos on YOUTUBE, online writing exercises, or SKYPE with their foreign friends. The study by Sağlam and Sert (2012) supported the finding in the way that technology provided chances for students to construct their knowledge and develop their language skills.

With those views of ELT in the near future, a prominent factor that dictates ways of ELT teaching trends was found. According to the findings of this study, the educational policy as a top-down approach was the major factor controlling teaching trends in the future. The policy keeps changing due to the change of policy makers. Various projects and policies were made and some was cancelled which influenced ways teachers teach. This finding can be supported by the previous study of Viriyapong and Harfield (2013) which reported that though many projects have been announced by the Ministry of Education since 2005, some projects such as OTPC were cancelled in 2014 due to some technical and practical limitations. Although other educational policies are vital, some policies, for example O-Net, have been overemphasized. In support of this finding, Goodman (2017) claimed that O-Net indicated ranking and schools' reputations. Therefore, to avoid being in the lower ranks, some school principals asked teachers to tutor and train students for the test instead of focusing on teaching all four skills.

Regarding the findings, the teachers presented that they will prepare themselves for ELT in the near future in three main aspects. First, teachers reported that technological skill was an important aspect to be mentioned. The teachers will improve technological skills to prepare the use of technology in their classroom. In order to integrate

technology in class, teachers need to know about new types of technology (knowing what to use), the application of technology in class (knowing how to use), and the suitable time to use and motivate the students in using technology (knowing when to use). The findings are in accordance with Deerajviset (2014) who stated that teachers needed to know how to teach using technology.

Second, the teachers stated that teaching skill was another important aspect. In order to prepare themselves, the teachers should develop their teaching techniques continuously e.g. attending professional training courses, finding more games and challenging activities, and using only English in class. In support of these findings, Almekhlafi and Almeqdadi (2010) claimed that in order to integrate technology in the class, there must be some professional development workshops for teachers.

The last aspect was social skills. To bridge gaps and create a good-relationship atmosphere in classroom, the teachers should be friendly and open-minded with students. Moreover, the teachers should accept all the ideas shared by students. The findings are in line with a study by Khojastehmehr and Takrimi (2009) who stated that a good English teacher should be kind, flexible, supportive, friendly, open-minded, fair, and encouraging.

Implications

The findings of the study provide some possible implications for teachers, schools or educational institutes and policy makers as follows:

- 1) Regarding more integration of technology in the future, teachers should keep themselves updated and improve their technological skills. They may enter forums; join teachers training programs, or take professional development courses

in order to be in a position to guide students in using such technology.

- 2) As students will be skillful in using technology, they may be able to use all types of technology; teachers should promote their critical thinking skills in selecting appropriate technology tools. Moreover, teachers should train students to have more awareness in adapting technology regarding copyright, social bullying, and law-abidingness.
- 3) To enhance effective learning, schools or educational institutes should provide technological tools in classroom. They should provide courses or training programs for teachers to enhance their technological skills.
- 4) As educational policy is considered the key factor in controlling teachers' teaching performances, teachers should focus on students' learning outcomes and performances. Additionally, to decrease the instability of educational policy, the policy makers or educational minister should be from the educational fields not political parties in order to set consistent policies related to educational development and problem solutions in education.

Limitations

There were some limitations in conducting this research. First, the results of the study were obtained from only a specific group of teachers and teaching context, so it may not generalize the perceptions of all teachers in the whole country. Second, other factors such as gender, age, nationality, educational background, and teaching experience of the participants were not examined and strictly controlled. However, for the future study, all the background of the participants should be counted as the variables in order to provide reliability of the

study. Lastly, the data gathering was conducted by using semi-structured interviews to view the perceptions of the participants; therefore, the answers may not be consistent regarding the perceptions of teachers which may be changeable according to events in or the context of each period.

References

- Abilasha, R., & Ilankumaran, M. (2014). Trends in English Language Teaching: A Novel Perspective. *International journal on studies in English language and literature (IJSELL)*, 2(11), 46-52.
- Ahmad, S., & Rao, C. (2013). Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan. *Porta Linguarum* 20, 187-203.
- Al-Awidi, H. M., & Ismail, S. A. (2014). Teachers' Perceptions of the Use of Computer Assisted Language Learning to Develop Children's Reading Skills in English as a Second Language in the United Arab Emirates. *Early childhood education journal*, 42(1), 29-37.
- Almekhlafi, A. G., & Almeqdadi, F. A. (2010). Teachers' Perceptions of Technology Integration in the United Arab Emirates School Classrooms. *Educational technology & society*, 13(1), 165-175.
- Alsied, S. M., & Pathan, M. M. (2013). The Use of Computer Technology in EFL Classroom: Advantages and Implications. *IJ-ELTS: International refereed & indexed journal of English language & translation studies*, 1(1), 61-71.
- Amina, M., & Salim, M. (2015). The Use of Educational Technology in EFL Teaching and Learning: Case Study of Second Year Students at Tlemcen University. *Ministry of Higher Education and Scientific Research*. Retrieved from <http://dspace.univ-tlemcen.dz/bitstream/112/7904/1/meiloudi-amina.pdf>

- Asawaniwed, P., & Boonmoh, A. (2012). Attitudes of Thai EFL Learners toward the Use of Blogs. *Proceedings of the 4th TCU international e-Learning conference "Smart Innovations in Education & Lifelong Learning" (IEC2012)*, 313-319.
- Brown, H. D. (2007). Principles of language learning and teaching. *Pearson Education, Inc.* New York, USA.
- Cadias, A. M. (2013). Breaking the Controversies behind Thailand's "No Fail" Policy.
- Chang, M. (2011). EFL Teachers' Attitudes toward Communicative Language Teaching in Taiwanese College. *Asian EFL Journal. Professional Teaching Articles – CEBU*, 1(53), 17-34.
- Chen, Y. (2013). The Impact of Integrating Technology and Social Experience in the College Foreign Language. *TOJET: The Turkish online journal of educational technology*, 12(3), 169-179.
- Darasawang, P. (2007). English Language Teaching and Education in Thailand: A decade of Change. *English in Southeast Asia: varieties, literacies and literatures Newcastle D. Prescott (ed.)*, Cambridge Scholars Publishing, 187-204.
- Darasawang, P., & Watson Todd, R. (2012). The effect of policy on English language teaching at secondary schools in Thailand. In E. Low & A. Hashim (Eds.), *English in Southeast Asia: features, policy and language in use* (pp. 207–220). Philadelphia: John Benjamins.
- Deerajviset, P. (2014). Technology in EFL Teaching and Learning in Thailand: An Overview of Research and Issues. *Journal of Mekong societies*, 10(1), 71-112.

- English Language Institute, OBEC. (2016). *English Language Institute, Office of the Basic Education Commission, Bangkok, Thailand*. Retrieved from <http://english.obec.go.th/english/2013/index.php/th/10-2012-08-08-06-17-33/2012-08-08-06-17-52/137-english-boot-camp>
- Flowerdew, J., & Peacock, M. (2001). *Research Perspectives on English for Academic Purpose*. Cambridge University Press. Cambridge, UK.
- Fry, G. W. (2002). *The Evolution of Educational Reform in Thailand. Paper presented at the Second International Forum on Education Reform: Key Factors in Effective Implementation, Bangkok, Thailand*: Office of the National Education Commission, Office of the Prime Minister, Kingdom of Thailand. Retrieved from http://crd.grad.swu.ac.th/data_km/the%20evolution%20of%20education%20in%20thailand.pdf
- Goodman, J. (2017). *Unpacking the Narrative of Educational Failure: Thailand in the Standardized Testing Era. 13th International Conference on Thai Studies, Globalized Thailand? Connectivity, Conflict and Conundrums of Thai Studies, 1-22*. Retrieved from http://www.icts13.chiangmai.cmu.ac.th/pdf_abstract.php?abs_id=222.
- Herschbach, R. D. (1995). *Technology as Knowledge: Implications for Instruction*. *Journal of Technology Education*, 7(1), 31-42.

- Kara, N., & Cagiltay, K. (2017). In-service Preschool Teachers' Thoughts about Technology and Technology Use in Early Educational Settings. *Contemporary Educational Technology*, 8(2), 119-141.
- Khojastehmehr, R., & Takrimi, A. (2009). Characteristics of Effective Teachers: Perceptions of the English Teachers. *Journal of Education & Psychology*, 3(2), 53-66.
- Koehler, M. J., Mishra, P., Kereluik, K., Shin, T. S., & Graham, C. R. (2014). The Technological Pedagogical Content Knowledge Framework. In: Spector J., Merrill M., Elen J., Bishop M. (eds) *Handbook of Research on Educational Communications and Technology*. Springer, New York, NY.
- Larsen-Freeman, D., & Anderson, M. (2016). Techniques & Principles in Language Teaching (10th ed.). *Oxford University Press*. Oxford, UK.
- Lauder, A. (2008). The Status and Function of English in Indonesia: A Review of Key Factors. *Makara, Sosial Humaniora*, 12(1), 9-20.
- Mappinasse, S. S., & Bin Sihes, A. J. (2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. *Canadian Center of Science and Education, English Language Teaching*, 7(10), 113-122.
- Mollaiei, F., & Riasati, M. J. (2013). Teachers' Perceptions of Using Technology in Teaching EFL. *International Journal of Applied Linguistics & English Literature*, 2(1), 13-22.

- Mustapha, S. M., & Yahaya, R. A. (2013). Communicative Language Teaching (CLT) in Malaysian context: its' implementation in selected community colleges. *Procedia - Social and Behavioral Sciences*, 90, 788 – 794.
- Nguyen, H. Warren, W. & Fehring, H. (2014). Factors affecting English language teaching and learning in higher education. *English Language Teaching*, 7(8), 94-105.
- Park, C. N. (2009). Implementing computer-assisted language learning in the EFL classroom: Teachers' perceptions and perspectives. *International Journal of Pedagogies and Learning*, 5(2), 80-101.
- Richards, J. C., & Rodgers, T. S. (1999). Approaches and Method in Language Teaching. *Cambridge University Press*. Cambridge, UK.
- Richards, J. C. (2006). Communicative Language Teaching Today. *Cambridge University Press*. New York, USA.
- Rodinadze, S., & Zarbazoia, K. (2012). The Advantages of Information Technology in Teaching English Language. *Frontiers of Language and Teaching*, 3, 271-275.
- Sağlam, A. L., & Sert, S. (2012). Perceptions of In-Service Teachers Regarding Technology Integrated English Language Teaching. *Turkish Online Journal of Qualitative Inquiry*, 3(3), 1-14.
- Shyamalee, D. S., & Phil, M. (2012). Use of Technology in English Language Teaching and Learning: An Analysis. *IPEDR, IACSIT Press, Singapore*, 33, 150-156.

- Spaulding, M. (2013). Preservice and In-service Teachers' Perceptions toward Technology Benefits and Integration. *Journal of Learning in Higher Education*, 9(1), 67-78.
- Stern, H. H. (1992). Issues and options in language teaching (edited posthumously by Patrick Allen & Birgit Harley). *Oxford University Press*. Oxford, UK.
- The Ministry of Education, T. (2008). The Basic Education Core Curriculum B.E. 2551 (A.D. 2008). *The Ministry of Education, Thailand*. Bangkok, Thailand.
- Viriyapong, R., & Harfield, A. (2013). Facing the challenges of the One-Tablet-Per-Child policy in Thai primary school education. *(IJACSA) International Journal of Advanced Computer Science and Applications*, 4(9), 176-184.
- Vungthong, S., Djonov, E., & Torr, J. (2017). Factors contributing to Thai teachers' uptake of tablet technology in EFL primary classrooms. *Asian EFL Journal*, 19(2), 8-28.
- Xu, L. (2012). The Role of Teachers' Beliefs in the Language Teaching-learning Process. *Theory and Practice in Language Studies*, 2(7), 1397-1402.
- Yu-lin, C. (2015). The Impact of Technology-Integrated Instruction to Elementary Students' Language Learning Motivation and Performance. *Journal of Literature and Art Studies*, 5(8), 679-685.