

# THE IMPACT OF 4ON TO THE ON-SITE MODEL OF ENGLISH TEACHING IN SECONDARY SCHOOL TEACHERS IN SUPHANBURI

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## ABSTRACT

This study was carried out in order to determine that whether 4ONs teaching model affected to new ON-SITE teaching model of schoolteachers in Suphanburi after the COVID-19 pandemics has gone. The purposes of this study were to find out the new ON-SITE teaching model of secondary school teachers before COVID pandemics and to study the impacts of 4ONs on the new ON-SITE teaching model after COVID pandemics. This study was survey research. A total of 120 lower secondary school teachers in ten districts of Suphanburi Province were selected as a population of this study. The instrument used for collecting data was a questionnaire. Teacher status, teaching model and teacher opinions were gathered. Statistics used for data analysis was frequency, percentage, rank and mode. The results showed that before COVID pandemics, teachers mainly applied ON-SITE teaching model into their classes and slightly blended to the 4ONs ones while during the pandemics, teachers mainly applied ONLINE teaching model into their classes and slightly blended by

ON-SITE and the rest of 3ONs. About the their opinions, teachers mentioned that there were mainly differences of new ON-SITE teaching model in the dimensions of LEARNING Procedure and the new ON-SITE models will be mainly affected by 4ONs teaching model in the dimension of Media and technology.

**Keywords:** 4 On teaching model, On-site teaching, The impact of 4On to the new On-site Model

## INTRODUCTION

Nowadays, the pandemic is under control, and schools are once again reopened. School teachers are permitted to conduct their lessons on-site. The goal of MOE is to open on-site teaching by reassuring students, teachers, parents, and the community about safety. Including the quality of education that our children will receive through all forms of Thai education system. (Ministry of Education, 2020) [1].

Thailand's education in the pre-Covid situation has a very wide variety of teaching models. Either teaching on-site or face-to-face, as we are familiar with, includes the use of technology in teaching. As Pissamai Hanmongkolpphiphat (2016) said, Edmodo.com is one of the alternatives to bring in to help support teaching and learning activities and be more convenient because students can use the website Edmodo.com via the Internet using a PC, laptop, tablet, or smart phone. It's convenience and speed without the need for additional investments for teachers to act as directors, the ease with which learning activities can be carried out, consulting

during operations, and providing feedback to the learners. [2]. Some researchers have used technology to teach, for example, Nammon Ruangrit (2013) used Google Docs as a tool for learning to enhance article writing skills; the results showed a higher score after students participated in the project-based and blended learning activities using social media tools than prior to attending the session. [3].

In addition to Suwaree(2014) said that online multimedia learning has an effect on the teaching and learning processes. The advent of the technology-mediated learning system has led to "flexible delivery" and "virtual learning," which have produced a whole new learning environment that allows students to improve their academic performance. [4].

Thai education in a pre-covid-19 situation has used technology to teach. On-site or face-to-face teaching, as we are familiar with. There is also blended teaching because, in addition to on-site teaching, there is also blended teaching by incorporating technology into teaching with the Ministry of Education's assistance, as mentioned above. Pissamai Hanmongkolpphiphat (2016). [5].

During the pandemics, school teachers in all levels developed many teaching models and materials in teaching through 4on, i.e., online, on-air, on-demand, and on-hand model. In 2019 and 2020 academic years, all Thai schools are closed, and teachers could not run their lessons in the classroom during the coronavirus pandemic periods. (Suwit Buengbua,2022) [6]. All students were asked to learn their lesson at home. The OBEC

set up the models of teaches to run the content through any single or combined models of teaching according to safety level of schools' area. Five teaching models are as follows ; (a) on-site, (b)on air, (c) online, (d) on demand, and (e) on hand. According to their current on-site teaching, researchers need to know whether the secondary teachers apply their four-on-one experiences developed during the COVID-19 pandemics into their new on-site lessons. (OBEC,2020) [7].

In this research, the researcher chose OBEC's model theory to study English teaching in secondary

school teachers in Suphanburi province. Research hypotheses are 1) teachers use one model of teaching and learning, focusing mainly on online, on-site models. 2)teachers use blended teaching consists of two models , three models, four models, and five models in their class. Population scope 1. Teachers under this study are the ones who teach in school before 2019 2. Teachers under this study are English teachers in lower secondary schools in Suphanburi. This research Implemented between October 2022 and December2022.

## **OBJECTIVE**

1. To study the new on-site teaching model of secondary school teachers in Suphanburi after the Covid19 pandemics and its difference of that before the Covid-19 pandemics.
2. To study the impact of 4ON on the new on-site teaching model of secondary school teachers in Suphanburi

## METHODOLOGY

Quantitative research was used in this study. The population used in this research were: secondary school teachers under the Office of Secondary Education Service Area, Suphanburi, Academic Year 2022, 120 teachers.

The instrument used in this research was a questionnaire. Research tools is a closed-ended questionnaire and open-ended. It is a questionnaire in accordance with the objectives and scope of study, divided into 3 parts as follows: the researcher studied the information from the document research related and asked for advice from 3 experts in tool design to check the correctness of language and content usage by bringing corrective and appropriate improvements to be in line with the research objectives and to be used in the creation of a questionnaire used to collect data. Which is divided into 3 parts, consisting of

### **Part 1**

Teacher status: there are 4 items for accessing level of teaching, school name, school district and experience of English teaching

### **Part 2**

Teaching model before and during covid-19 pandemic has 1 item for accessing teaching models for lower secondary school students before the covid-19

### **Part 3**

Teacher opinion on on-site teaching model has 2 items for accessing respondents' opinions

## RESULTS

The result shown that 23% of teacher applied ON SITE only while the rest(77%) applied ON-SITE blended with 4ON. In blending, ON SITE was blended with 1ON, 2ON and 3ON With 1ON, Teacher applied mainly ON SITE blended with ONLINE , ON DEMAND, ON HAND With 2ON, Teacher applied mainly ON SITE blended with ONLINE+ON AIR , ON LINE+ ON DEMAND, ON AIR + ON DEMAND With 3ON, Teacher applied mainly ON SITE blended with ONLINE+ON AIR + ON DEMAND, ONLINE+ ON DEMAND + ON DEMAND

With 4ON, Teacher applied mainly ON SITE blended with ONLINE+ON AIR + ON DEMAND + ON HAND From Table 1.

**Table 1**  
**The result of on-site model at pre-covid (frequency percent and rank of teaching model of SST using before Covid situation)**

TEACHING MODEL	FREQUENCY	PERCENTAGE	RANK
SINGLE MODEL			
-On site only	28	23.3	1
-Online only	0	0	
-On air only	0	0	
-On demand only	0	0	
-On hand only	0	0	

TEACHING MODEL	FREQUENCY	PERCENTAGE	RANK
<b>BLENDED ON SITE WITH 1ON</b>			
-On site + Online	26	21.7	2
-On site + On demand	18	15.0	4
-On site + On hand	1	0.8	
<b>BLENDED ON SITE WITH 2ONs</b>			
-On site + Online + On air	1	0.8	
-On site + Online + On demand	13	10.8	5
-On site + On air + On demand	5	4.2	
<b>BLENDED ON SITE WITH 3ONs</b>			
-On site + Online + On air + On demand	24	20.0	3
-On site + Online + On demand + On hand	2	1.7	
<b>BLENDED ON SITE WITH 4ONs</b>			
-On site + Online + On air + On demand + On hand	2	1.7	
<b>TOTAL</b>	<b>120</b>	<b>100</b>	

The result shown that 9.2% of teacher applied ONLINE only while the rest(90.8 %) applied ONLINE blended with ONSITE and 3ON. In blending, process, ONLINE was blended with ONSITE and 1ON, 2ON and 3ON With 1ON teacher applied mainly ONLINE blended with ON SITE, ON AIR, ON DEMAND, ON HAND With 2ON, Teacher applied mainly ONLINE blended with ONSITE + ON DEMAND, ON AIR + ON DEMAND , ON DEMAND + ON HAND With 3ON, Teacher applied mainly ONLINE blended with ON SITE + ONLINE + ON AIR + ON DEMAND, ON SITE + ONLINE + ON DEMAND + ON HAND, ONLINE + ON AIR + ON DEMAND + ON HAND With 4ON, Teacher applied mainly ONLINE blended with ONSITE+ON AIR + ON DEMAND + ON HAND From Table 2.

**Table 2**

**Frequency percent and rank of teaching model of SST using during Covid situation**

TEACHING MODEL	FREQUENCY	PERCENTAGE	RANK
<b>SINGLE MODEL</b>			
-On site only	0	0	
-Online only	11	9.2	5
-On air only	0	0	
-On demand only	0	0	
-On hand only	0	0	
<b>BLENDED ONLINE WITH ON SITE AND/OR 1ONs</b>			
-Online + On site	2	1.7	
-Online + On air	6	5.0	
-Online + On demand	6	5.0	

TEACHING MODEL	FREQUENCY	PERCENTAGE	RANK
-Online + On hand -On site + On hand	1	0.8	
<b>BLENDED ONLINE WITH ON SITE AND/OR 2ONs</b>	12	10.0	4
Online + On site + On demand	6	5.0	
Online + On site + On hand	9	7.5	
Online + On air + On demand	7	5.8	
Online + On demand + On hand			
<b>BLENDED ONLINE WITH ON SITE AND/OR 3ONs</b>	17	14.2	2
Online + On site + On air + On demand	7	5.8	
Online + On site + On demand + On hand	2	1.7	
Online + On air + On demand + On hand			
<b>BLENDED ONLINE WITH ON SITE AND 3ONs</b>	19	15.8	1
- Online + On site + On air + On demand + On hand			
<b>TOTAL</b>	120	100	

The result shown that 77.5% of teachers mentioned that there are some differences of pre-ON-SITE and post ON-SITE model From Table 3.

**Table 3**  
**The result of adoption of new on-site model (Frequency and percent of teachers' opinion on on-site teaching model at pre- and post-covid)**

<b>Are there any different on ON-SITE teaching model of teachers at pre-and post- COVID pandemics?</b>	FREQUENCY	PERCENT
With no Difference	27	22.5
<b>With Difference</b>	93	77.5
<b>TOTAL</b>	120	100

English teachers mentioned that new ON-SITE teaching model at POST-COVID will be different from that of PRE-COVID in the dimension of Learning Procedure 64.1%, Learning Evaluation 52.5%, Media and Technology of Learning 51.7%, and Learning Content 33.3% respectively. From Table 4.

**Table 4**  
**Frequency,percent and rank of teachers’ opinion on the difference of on-site teaching model at pre and post-covid**

THE DIFFERENCES ARE	FREQUENCY	PERCENT	RANK
Learning Content, Learning Procedure,	40	33.3	4
Learning Evaluation,	77	64.1	1
Media and Technology of Learning	63	52.5	2
	62	51.7	3

The result shown that 95.5% English teachers mentioned that new ON SITE teaching model will be affected by 4ONs teaching model From Table 5.

**Table 5**  
**Frequency and percent of teachers’ opinion on on-site teaching model at pre and post-covid**

Are there any 4ONs will be applied to ON-SITE teaching model of teachers at the post-COVID pandemics?	FREQUENCY	PERCENTAGE
With No applicable	6	5.0
<b>With Applicable</b>	114	<b>95.5</b>
TOTAL	120	100

Teachers mentioned that new ON-SITE teaching model will be affected by 4ON in the dimension of Media and Technology of Learning 83.3%, Learning Procedure 61.7%, Learning Evaluation 59.2%, and Learning Content 31.1% respectively.From Table 6.

**Table 6**  
**Frequency,percent and rank of teachers’ opinion on the new on-site model will be affected by 4ONs**

4ONs AFFECTED	FREQUENCY	PERCENTAGE	RANK
Learning Content, Learning Procedure,	38	31.1	4
Learning Evaluation,	74	61.7	2
<b>Media and Technology of Learning</b>	71	59.2	3
	100	<b>83.3</b>	1

### CONCLUSION AND FUTURE WORK

The results showed that before COVID pandemics, teachers mainly applied ON-SITE teaching model into their classes and slightly blended to the 4ONs ones while during the pandemics, teachers mainly applied ONLINE teaching model into their classes and slightly blended by ON-SITE and the rest of 3ONs.

About their opinions, teachers mentioned that there were mainly differences of new ON-SITE teaching model in the dimensions of LEARNING Procedure and the new ON-SITE models will be mainly affected by 4ONs teaching model in the dimension of Media and technology.

The results of this research are consistent with Suwit Buengbua(2020) and support the view that Suwaree(2014) said “Online multimedia learning has an effect on the teaching and learning processes.”

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