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**ENGLISH TEACHING FRAMEWORKS TO IMPROVE GRADE 12 STUDENT'S O-NET SCORES FROM 2008-2020**

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**ABSTRACT:** *This study aimed to identify the English teaching frameworks used by the English language teachers that helps increase the O-NET scores of grade 12 students in the consecutive academic years of 2008 – 2020 at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University. The participants were six English teachers teaching Grade 10-12 students in different English subjects and worked more than five years. The instrument was the interview finding out the teaching frameworks they used in the classrooms which arranged in April 2021. The results of the interview were interpreted, categorized and tabulated into the descriptive statistics supporting with the National Institute of Educational Testing Service (NIETS) 's statistics that were presented in table and graph. The findings revealed that the English teaching frameworks used from 2008 – 2020 made students get higher scores in O-NET test (at least 1% up) comparing with the average scores of the university demonstration school level.*

**KEY WORDS:** English Teaching Frameworks, The Higher Ordinary National Educational Test (O-NET), English Subjects

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## **INTRODUCTION**

The National Institute of Educational Testing Service (NIETS) has launched the Ordinary National Educational Test (O-NET) to set up the standard of Thailand's education system for all schools which runs by Office of the Basic Education Commission, Ministry of Education (private schools, government schools and university demonstration schools). Generally, there are three levels to be required to sit for the test; Grade 6 students, Grade 9 students and Grade 12 students. However, grade 9 students are not required to sit for the test based on the outbreak of Coronavirus Disease 2019 (COVID-19) in 2020.

Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University was founded in 1953 which is under the Ministry of Higher Education, Science, Research and Innovation (MHESI) and is in university demonstration schools' group. The primary goal was being as a laboratory for student-teachers. There are about 950 students each year from grade 7 to

12 level. The school provides “Intensive English Program” for junior high school and Science – Mathematics major, English – Mathematics major, English – Japanese major and English – Chinese major for senior high school. Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University has also attended the O-NET test for Grade 12 students. In fact, all grade 12 students are required to sit for the O-NET test because the scores are one of many requirements to study in bachelor degree in Thailand and the scores also represent the school’s standard in teaching and learning.

Even though there are many students sitting for the O-NET test, the average scores of O-NET scores have fallen among grade 12 students in all subjects for years, less than 50 out of 100 marks. In order to set up the most effective ways to prepare students for O-NET test, the school working with each department plan many projects to promote school’ O-NET scores for 12 students such as O-NET tuition or curriculum development.

According to school’s report, after attending the O-NET test for many years, the English scores of senior high school were not satisfied since the scores fluctuate each year. Even though the average scores of English were higher than provincial level and national level, the average scores comparing with the university demonstration schools were unstable. This caused the foreign languages department’ teachers to come up with new innovation how to make the average scores of O-NET test higher.

A school board and English teachers realized that the higher scores the students got, the more opportunity the students could study in the well-known government university. All English teachers have developed their English teaching framework to boost all grade 12 students familiar with the O-NET test. Based on the annually report of the National Institute of Educational Testing Service (NIETS), the English teachers tried to promote the various teaching frameworks to make the English O-NET scores higher than the university demonstration school level. Eventually, the average scores of the O-NET test were higher each year.

Previous researches (Chularat Saengpassa and Wannapa Khaopa, 2012; Kaewmala, 2012 and Dumrongkiat Mala, 2016) have studies about the problems of O-NET scores since the O-NET test has been launched, and the teaching techniques to promote the English proficiency in the classroom. However, studies investigating on improving higher Ordinary National Educational Test (O-NET) scores in English subject of Grade 12 students are still limited. Consequently, the results from the study can be implications for the English teachers who need to improve their students’ English proficiency and for the educational institutions to design the effective teaching frameworks for Grade 12 students.

## **OBJECTIVE**

To identify the English teaching frameworks used by the English language teachers that helps increase the O-NET scores of grade 12 students in the consecutive academic years of 2008 – 2020.

### **Research Question**

What the English teaching frameworks do the English language teachers use to increase the O-NET scores of grade 12 students?

## **LITERATURE REVIEW**

### **The Background and the Importance of the Ordinary National Educational Test (O-NET)**

As part of the country's educational reform, the National Institute of Educational Testing Service (NIETS) sprang into operation and the O-NET was launched. The Ordinary National Educational Test (O-NET) is administered annually by the National Institute of Educational Testing Service to grade 6, grade 9 and grade 12 students in public and private schools. The O-NET was first administered to grade 12 students in 2005, and then was extended to grade 6 students in 2007, and to grade 9 students in 2008. The O-NET serves the following purposes; 1) Student selection to higher education programs or admission into specific courses, 2) Designing individualized instructional plans, 3) Supporting teachers (training, relevant materials, etc.), 4) School or educator accountability, 5) Promoting competition among schools, 6) Sub-national level monitoring of learning outcomes, 7) Monitoring education quality levels, and 8) Planning education policy reforms.

O-NET scores of students are considered along with their applications for higher education. O-NET is also one of the criteria for assessing the quality of learners outside the basic educational system (Pornprasert, 1998). However, many practitioners stated that from the time of its implementation several years ago, O-NET has been the target of criticism for many deficiencies in addition to the extremely poor results of students in the tests.

### **Factors Affecting Learning English as a Foreign Language Learning**

English as a second or foreign language is a complex process involving a lot of variables (Brown, 1980). Achievement in learning English is also complex and needs more control variables. The factors affecting English learning are listed as follows: 1) persons, 2) instruments, and 3) time.

#### **Persons**

There are three groups of persons involved in learning: learners, teachers, and others.

- Learners

In addition, Ellis (1994) defines several factors that help learners become good language learners; 1. Concern for communication, 2. Active task approach, 3. Awareness of the learning process, and 4. Capacity to strategize flexibly in accordance with task requirement

- Teachers

A teacher is the first source for learning foreign language. General factors concerning teachers are the teaching abilities that come from knowledge and experience. Other factors include teachers' personalities, styles, and other social factors (Brown, 1980).

- Others

Those other people are learners' parents, family members, and friends (Brown, 1980). The study of Gao (2006), reports that Chinese parents and other family members are closely involved in the learners' English learning development. In other words, the family members are the learners' advisors and play an important role in encouraging learner success.

### **Instruments**

A language learning instrument is any tool for interaction between teachers and students. These instruments can be teaching materials such as textbooks, and CDs (Brown, 1980). They can also include teaching methods, activities, syllabuses and official education policy (Brown, 1980).

### **Time**

Another main factor to successful language learning is time. This factor involves the learners' age (Rubin and Thompson, 1994), the amount of time a learner personally spends on language learning activities, and the amount of time that learners are exposed to language learning both in and outside the classroom (Brown, 1980).

### **Types and Forms of Evaluation**

This section discusses the types and forms of English learning achievements.

Evaluation activities can be classified into different types and forms. There are two main types of evaluation. Once specific moments of learning and teaching have taken place, *summative evaluations* are administered to verify students' partial or total achievement of specific learning goals. Formative evaluation, on the other hand, entails an ongoing gathering of information about students' learning that teachers can use to inform and adjust their course planning (Council of Europe, 2001). *Formative evaluation* encompasses all continuous evaluation that teachers integrate into a course sequence in order to remedy students' difficulties, strengthen their learning, and prepare them for summative examinations that will require them to display their language abilities (Arias et al., 2012). Evaluation is also classified into two forms. *Traditional evaluation* entails a significant degree of teacher control over the expected student answers whereas *alternative evaluation* involves more freedom of production in this regard (Arias and Maturana, 2005).

## **METHODOLOGY**

### **The Participants**

The participants who desired to master all grade 12 students' English competence in this study were focused on six English teachers (Four Thai teachers and two Filipino teachers) working at

Foreign Languages Department, Wat Phrasimahadhat Secondary Demonstration School, Phranakhon Rajabhat University from 2008-2020. All of them taught Grade 10-12 students in different English subjects as follows:

1. Dr. Chaidej Naksa-ard was handled the classes emphasizing on reading comprehension and writing skills.

2. Dr. Suthee Khamkaew taught the Fundamental English, English for Communication mentioned about reading comprehension, writing skills, and entrance examination tests or TCAS (Thai University Center Admission System).

3. Ms. Thutiyaporn Boonlee was assigned to teach Fundamental English and English for Communication trying to improve reading comprehension and English grammar points.

4. Ms. Ai-fa Trussat was responsible for writing skill.

5. Mr. Rudyl R. Lumaad and Mr. Mark Pareja Besana taught listening and speaking skills via Speaking Supplementary Materials. They were assigned to show up the everyday conversations in a different place, important idioms in each situation, general English grammar points, etc. related to the entrance examination test or TCAS (Thai University Center Admission System).

## **METHOD OF DATA COLLECTION**

The interview was applied to explore the views, experiences, and beliefs of six English teachers. Six English teachers would be interviewed only one question – “What are the English teaching frameworks that help increase the O-NET scores of grade 12 students?”

To answer the research question – “What are the English teaching frameworks that helps increase the O-NET scores of grade 12 students?”, six English teachers would be interviewed for 30 minutes or an hour finding out the teaching frameworks they used in the classrooms. The teachers could sit for the interview that suited their schedule. The interview would be arranged at the foreign languages department office, Wat Phrasimahadhat Secondary Demonstration School, Phranakhon Rajabhat University in April 2021.

### **Instruments of Data Collection**

The interview was utilized because it was particularly useful for getting the story behind a participant's experiences (McNamara, 1999). The main advantages of the interview were they were useful to obtain detailed information about personal feelings, perceptions and opinions and they allowed more detailed questions to be asked (Hutchinson and Waters, 1987). The purpose of the interview of this study was to investigate the teaching frameworks that helps increase the O-NET scores in English subject of grade 12 students.

### **Method of Data Analysis**

The interview was conducted to gain information concerning the opinions, points of views and comments on the teaching frameworks to develop students' English competency. The results of the interview were interpreted, categorized and tabulated into the descriptive statistics together

with the National Institute of Educational Testing Service (NIETS)'s statistics that were presented in table and graph.

## **FINDINGS**

Wat Prasrimahadaht Secondary Demonstration School, Phranakhon Rajabhat University offers four majors for grade 10-12 students. Based on students' major of grade 10-12 students, there are the differences among students. Class 4/1, 5/1 and 6/1 are Science – Mathematics Major. Class 4/2, 5/2 and 6/2 are English – Mathematics Major. Class 4/3, 5/3 and 6/3 are English – Japanese and English – Chinese Major.

### **From 2008-2011 Academic Years**

During this period of time, all teachers of foreign languages department who were responsible for each subject from grade 10-12 levels taught following the coursebooks approved by the Ministry of Education and well-known publishers. All of them considered the coursebooks' contents could assist grade 12 students to do the O-NET test and get good scores in English because all books were certified.

To make students more understand in each lesson taught, some teachers made some related worksheets if they thought the coursebooks didn't cover the crucial contents. All teachers taught their students regardless the background of the entrance examination (the national test). They thought the coursebooks used for many years were contained the effective and necessary contents for the examination and could prepare all students for the test. As a result, the O-NET scores in English subject of grade 12 students were uncertainty because the students were not familiar with each part of the entrance examination test such as vocabulary, reading comprehension, cloze test, error identification, culture, etc.

### **From 2012-2014 Academic Years**

The foreign languages department' teachers expected the English scores should be higher than the average scores of the university demonstration school level at least 1 % each year. The procedures the teachers planned to improve the O-NET scores were explained as follows:

### **The Structural Analysis of English Examination of the Ordinary National Educational Test (O-NET)**

The English teachers started clarifying each part of the O-NET test. Everyone revised the test back for 10 years and categorized the test into major sections. Then, all teachers shared their ideas and made a conclusion which English grammar points or English structures or English knowledge might be taught in the classes. The English teachers could group the test into six parts as follows: 1. Situations / Dialogues, 2. Error identification, 3. Writing Ability (Grammar Structure), 4. Vocabulary, 5. Reading Comprehension, and 6. Sentence Completion



### **The Development of Teaching Frameworks**

- **Dr. Chaidej Naksa-ard** was handled the classes of 4/1-3, 5/1-3 and 6/1-3 emphasizing on reading comprehension using the textbooks. Students mastered their reading skill from various passages. They also learned how to write in sentence, paragraph and essay patterns. He thought vocabulary was very important for students. If students can memorize much vocabulary, they will do the test well. He has developed his teaching frameworks by:

1. In each academic year, he introduced 500 new vocabulary for grade 10 students, 700 new vocabulary for grade 11 students, and 1,000 new vocabulary for grade 12 students. New vocabulary were taken from the textbooks, various English tests, journals, newspaper, new vocabulary list, etc.

2. All students were introduced the presentation skill related to the interview by setting up more questions might ask in the real situations. Students learned how to present themselves to the committee, how to answer the questions, and how to cope with the problems happened during the interview.

- **Dr. Suthee Khamkaew** taught the Fundamental English and English for Communication mentioned about reading comprehension and entrance examination tests.

In general, I myself was responsible for fundamental English for grade 10-12 students. Since the department mentioned about how to improve the O-NET scores, I had to change my classes and subjects taught. I developed my teaching frameworks by:

1. For grade 11 students, I taught Fundamental English using the textbooks. The textbooks emphasized on reading comprehension from news, advertisements, journals, bibliography, etc.

2. For grade 12 students, I taught Fundamental English using the textbooks. The textbooks emphasized on reading comprehension from news, advertisements, journals, bibliography, etc as grade 10 and 11 coursebooks. In addition for teaching to grade 12 students, I added more contents related to the entrance examination to practice how to do the test week by week. Students learned from the textbooks in reading comprehension part, and they practiced how to do the test in another period throughout the semester. After finishing the test, all students were required to find out the difficult vocabulary accounting for 50 words each week. They had to find out parts of speech and meaning of the vocabulary they picked up.

3. Based on the students' schedule especially class 4/2, 5/2 and 6/2, the school director and head of academic department required the foreign languages department to create the new subjects named 'English for Communication'. The contents emphasized on how to make students get familiar with the entrance examination test and learned a variety of English tests. Therefore, 4/2, 5/2 and 6/2 had to study more two periods each week. Students learned more how to do the test in various sections; situations/dialogues, error identification, grammar structure, vocabulary, reading comprehension, and sentence completion.

- **Ms. Thutiyaorn Boonlee** was assigned to teach Fundamental English and English for Communication trying to improve reading comprehension and English grammar points. She mostly used the textbooks in her classroom. She has developed her teaching frameworks by:

1. Each class, she assigned students of 4/2 - 3, 5/2 - 3 and 6/2 - 3 classes to make the Vocabulary Notebook that related to the courses they studied. Students were expected to choose the unknown vocabulary and find out the meaning for revising for the O-NET test.

2. She introduced more knowledge of the entrance examination from the real past three years by analyzing the vocabulary, structure, and test techniques. So, students could analyze the trends of the entrance examination.

- **Ms. Ai-fa Trussat** was responsible for teaching writing skill. She has developed her teaching framework by:

She set up the 10 Minutes with ONET Test for grade 10-12 students of 4/2 - 3, 5/2 - 3 and 6/2 - 3 classes. She took 10 minutes before finishing her classes to make students get familiar with the test by letting students practiced from the real tests. Students learned more vocabulary from the tests given.

- **Mr. Rudyl R. Lumaad**, a Filipino lecturer, taught listening and speaking skills for 4/1 - 3, 5/1 - 3 and 6/1 - 3 via Speaking Materials Package. Students learned different topics related to the every English from the materials supported by the school. The topics varied from the starter level to the advanced level. To help students got more O-NET scores, they were assigned to show up the everyday conversations in different circumstances, important idioms in each situation, etc. related to the entrance examination test. They had developed their teaching frameworks by:

1. They gave students many tests related to structures of the tests such as reading passages, writing exercises, etc. for grade 10-12 students in the classrooms.

2. In listening and speaking activities, they assigned a variety of topics that established a relevance of possible issues in O-NET. The activities would support the students to understand how people used the language in real life.

3. They gave at least 5 vocabulary taken from the previous entrance examination per meeting and let students memorized in order to prepare themselves for the test in the near future.

### **From 2015-2017 Academic Years**

Based on the results of the O-NET scores that went dramatically up, many students (especially students of class 4/1, 4/3, 5/1, 5/3, 6/1, and 6/3) believed that the contents of English for Communication could make them understand more how to do the entrance examination. They desired to study as same as the class 4/2, 5/2, and 6/2 did. All of them believed that the faster they learn how to do the test, the more they get higher scores in the O-NET test.

All teachers together with the school director and head of academic department decided to redesign the curriculum by teaching English for Communication in all classes in order to prepare students know how to do the Ordinary National Educational Test (O-NET) from grade 10 to grade 12. Although all students in grade 10-12 learned the subject - English for Communication, all teachers were still required to emphasize on how to get students familiar with the Ordinary National Educational Test (O-NET) in subject(s) they taught as they used to.



### **From 2018-2020 Academic Years**

According to the development of the national curriculum in 2018, the English curriculum was redesigned because all teachers desired to improve the educational offerings, instructional activities and practices in order to increase student engagement in the learning process and improve students' achievement.

Dr. Chaidej Naksa-ard was still handled the classes emphasizing on reading comprehension. He has developed his teaching frameworks by creating subjects called Analytical Reading I-VI. Grade 10-12 students would earn their reading skill through their senior high school level.

Dr. Suthee Khamkaew taught the Fundamental English mentioned about how to do the English test for entrance examination tests or TCAS (Thai University Center Admission System) for grade 10-12 students.

Ms. Thutiyaorn Boonlee was assigned to teach English for Communication trying to improve reading comprehension and English grammar points for 4/2, 5/2 and 6/2 students.

Ms. Ai-fa Trussat was responsible for teaching writing skill. She has developed her teaching frameworks by creating subjects called Basic Principle of Writing English for 4/2-3, Paragraph Writing for 5/2-3, and Essay Writing and English Writing for Academic Purpose for 6/2-3.

Mr. Rudyl R. Lumaad and Mr. Mark Pareja Besana, Filipino lecturers, taught listening and speaking skills via Speaking Materials Package and worksheet. They developed their teaching frameworks by giving students structures of the tests such as reading passages, writing exercises, etc., supporting the students to understand how people used the language in real life, and letting students memorize some important vocabulary in order to prepare themselves for the test in the near future.

### **The Entrance Examination Results**

Since the teachers of foreign languages department developed their teaching frameworks in order to improve the Ordinary National Educational Test (O-NET) scores, the results of the test had dramatically been increased year by year as a whole. The results of the average scores were represented in the table 1 and figure 1 as follows

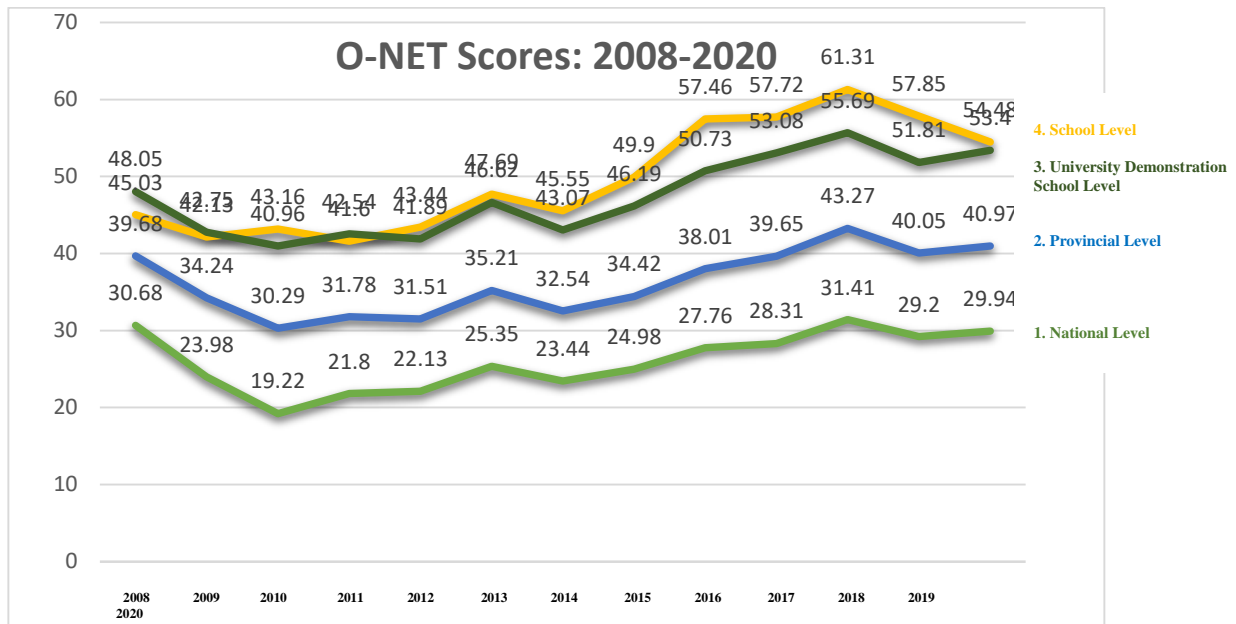
**Table 1** The Ordinary National Educational Test (O-NET) Scores (2008-2020)

Academic Year	The National Level	The Provincial Level	The School Level	The University Demonstration School Level	Differentiation between the School Level and the University Demonstration School Level
<b>2008</b>	30.68	39.68	45.03	48.05	<b>- 3.02</b>
<b>2009</b>	23.98	34.24	42.13	42.75	<b>- 0.62</b>
<b>2010</b>	19.22	30.29	43.16	40.96	<b>+ 2.20</b>
<b>2011</b>	21.80	31.78	41.60	42.54	<b>- 0.94</b>
<b>2012</b>	22.13	31.51	43.44	41.89	<b>+ 1.55</b>
<b>2013</b>	25.35	35.21	47.69	46.62	<b>+ 1.07</b>
<b>2014</b>	23.44	32.54	45.55	43.07	<b>+ 2.48</b>
<b>2015</b>	24.98	34.42	49.90	46.19	<b>+ 3.71</b>
<b>2016</b>	27.76	38.01	57.46	50.73	<b>+ 6.73</b>
<b>2017</b>	28.31	39.65	57.72	53.08	<b>+ 4.64</b>
<b>2018</b>	31.41	43.27	61.31	55.69	<b>+ 5.62</b>
<b>2019</b>	29.20	40.05	57.85	51.81	<b>+ 6.04</b>
<b>2020</b>	29.94	40.97	54.48	53.40	<b>+ 1.08</b>

**Remark:** The Ordinary National Educational Test (O-NET) Score is 100 points.

The table 1 showed the Ordinary National Education Test (O-NET) scores in average from 2008 to 2020 comparing among national level, provincial level, school level, and the university demonstration school level which the total score is 100 points. When comparing the average O-NET scores based on the fourth periods of the foreign languages department, the average scores in the first period (2008-2011) were not stable and were swung up and down year by year. On the contrary, from the second period (2012-2014) to the fourth period (2018-2020), the average scores were higher than the university demonstration school level. It could be clearly seen that the average O-NET scores were currently increased. Especially from 2015-2019, the average O-NET scores were an enormous growth. To be clearly comprehensive and understandable about the English O-NET average scores, the differentiation of the average scores among national level, provincial level, school level, and the university demonstration school level were presented as follow:

**Figure 1 The Ordinary National Educational Test (O-NET) Scores (2008-2020)**



**Remark:** The Ordinary National Educational Test (O-NET) Score is 100 points.

The figure 1 showed the average O-NET scores from 2008-2020. There were four graphs in the chart. The green graph showed the average O-NET scores of the national level. The blue graph dealt with the average O-NET scores of the provincial level. The dark green graph showed the average O-NET scores of university demonstration school level. Also, the yellow graph presents the average O-NET scores of Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University level.

The school level was enormous growth than the national and provincial level from 2008-2020. However, the average O-NET scores comparing with the university demonstration school level were fluctuated during the year of 2008-2012. In 2013-2020, the average O-NET scores of the school level gradually grew up again and went sharply up in 2016-2019.

In conclusion, the teaching frameworks the English teachers applied in the classrooms help students to get familiar with the O-NET test. Therefore, the English average O-NET scores of the school increased throughout the whole period when applying the various teaching frameworks in the classroom (2012-2020).

## DISCUSSION

### Discussion of Major Findings

According to the objective of the study - "To identify the English teaching frameworks used by the English language teachers that helps increase the O-NET scores of grade 12 students in the consecutive academic years of 2008 – 2020", and the research question - "What the English teaching frameworks do the English language teachers use to increase the O-NET scores of grade 12 students?", all English teachers has coordinated among themselves since 2008 to create the teaching frameworks for foreign department. Until 2020, it could be summarized the teaching frameworks all English teachers create as follows:

**1. From 2008-2011 Academic Years:** All teachers did not pay much attention to the average scores of English subject. They taught following the coursebooks approved by the Ministry of Education and well-known publishers.

**2. From 2012-2014 Academic Years:** The foreign languages department' teachers expected the English scores should be higher than the average scores of the university demonstration school level at least 1 % each year by clarifying each part of the O-NET test. The English teachers could group the test into six parts as follows: 1. Situations / Dialogues, 2. Error identification, 3. Writing Ability (Grammar Structure), 4. Vocabulary, 5. Reading Comprehension, and 6. Sentence Completion.

**3. From 2012-2020 Academic Years:** How to improve the O-NET scores in English was the main purpose of the foreign languages department. Therefore, all English teachers created many frameworks as follows:

1. Mastering students' reading comprehension via reading materials.
2. Introducing new vocabulary related to the O-Net test.
3. Letting students do more English tests in order to get familiar with.
4. Learning situations and dialogues emphasizing on cultures from speaking materials package.
5. Creating new subjects such as Analytical Reading, Basic Principle of Writing English, Paragraph Writing, and Essay Writing and English Writing for Academic Purpose.

From 2008 to 2020, all English teachers have worked hard to prepare grade 12 students for O-NET test. The table 2 presented the Ordinary National Educational Test (O-NET) Scores in the past 13 years (2008-2020) and the data of each period of time.

The researcher discovered that:

1. Based on the teaching frameworks of the English teachers of the foreign languages department, students could make the O-NET scores higher year by year especially starting from the second period to the fourth period of time which the differentiation between school level and the university demonstration school level scores were presented.

2. The table compared the average O-NET scores among the national level, provincial level, school level and the university demonstration school level from 2008-2020. It could be seen that the 1<sup>st</sup> period (2008-2011) average scores were lower than the university demonstration school

level. Then, the average scores from the 2<sup>nd</sup> period to 4<sup>th</sup> period were higher throughout the period (2012-2020) after all English teachers set up many teaching frameworks in the classrooms.

3. English is a fundamental subject for Thai students. They are expected to be competent in listening, speaking, reading and writing skills because we are in the global community which English is mainly used for communication. However, the average English scores for last 13 years (including each period of time) did not meet the standard out of 100 points - the average national level accounting for 26.01, the average provincial level accounting for 36.27, the average school accounting for 49.79, and the average university demonstration school level accounting for 47.47.

4. Grade 12 students in the university demonstration school are likely to have more chance in education as the English average O-NET scores are higher than the national and provincial levels.

5. By the end of 2019, Coronavirus (COVID-19) started rapidly spreading worldwide causing the death of many people. Many countries launched relevant strategies to prevent this virus including school closures. As part of the consequences of the COVID-19 pandemic lockdown, schools were closed in March 2020. Consequently, teachers face significant challenges in adapting to online teaching. When Thailand started easing restriction, teachers spent the time continuing normal classes in school until the end of the 1<sup>st</sup> semester. When the 2<sup>nd</sup> semester started, Coronavirus (COVID-19) still started spreading nationwide causing P.M. conducted an odd/even numbers system through the semester. Due to the ineffective teaching and learning styles, together with the amount of time teachers and students spent engaged in teaching and learning, these might affect the students' academic achievement reflexing in the O-NET scores which decreased to +1.08.

## **IMPLICATION TO RESEARCH AND PRACTICE**

Based on the findings, English subjects should be organized in accordance with the actual needs of grade 12 students. The conduct of this study suggests all teachers how the English subjects and materials (coursebook, handout, worksheet, etc.) should be applied as follows:

1. The particular English materials (coursebook, handout, worksheet, etc.) should be consisted of appropriate topics, authentic texts, etc. related to the Ordinary National Educational Test (O-NET).

2. The teachers should adapt the classroom activities that are authentic, motivating, and varied.

3. Individual work is suitable instructional strategy to the students' preferences. This technique could promote the students' confidence in doing the O-NET test because they have much time to think and revise their English knowledge.

4. The additional materials used in the classroom should be authentic such as video clips, animation, multimedia, PowerPoint presentation, movie, etc. to get the attention from the students.

5. To be competent in doing O-NET test, the students are required to change their learning styles to be active learning in order to master their test skill.

6. The teachers needs to be reformed the teacher roles in the classroom. Instead of acting as an administrator, the teachers should facilitate the students to do the O-NET test further by creating a relaxed atmosphere, providing various testing techniques and suggesting with accuracy.

## CONCLUSIONS

The national curriculum aims to set the learning standard to make the stakeholders satisfied with students' learning proficiency. The Ordinary National Educational Test (O-NET) is the tests presenting the students' learning achievement; however, some obstacles happened because the school policy and the academic staff are not ready for changes. To enhance all students' test skills, all teachers are required to develop a variety of teaching frameworks and activities by critical thinking more than memorizing.

All English teachers at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University has developed the teaching frameworks for many years; as a result, the English average scores of school's Ordinary National Educational Test (O-NET) is higher than the average scores of National level, Provincial level, and the university demonstration school level.

Although the Ordinary National Educational Test (O-NET) scores are higher, the English teachers have continually developed their teaching frameworks to be "The Best Practice of the Foreign Languages Department". Moreover, the researcher believes that these teaching frameworks will be useful for other English teachers in different schools if they need to adopt for their teaching styles.

## FUTURE RESEARCH

Based on the findings of the study, it will be useful for the curriculum planners or English teachers in designing materials and an English course to respond to grade 12 students' needs. To help an improvement of test skill for the students, recommendations for further studies should be executed as follows:

1. The teaching materials should be implemented in varied contexts, topics, learning activities in order to examine the degree to which they can provide the students with effective ways to learn.
2. Learning and teaching activities should be carefully designed to meet the students' needs.
3. The teachers should establish a learning environment with information technology, learning activities, etc. to enable the students increase their opportunities in learning proficiently.
4. The study of students' satisfaction towards learning English in senior high school should be studied in order to improve the further teaching frameworks for next academic year.
5. To help grade 12 students understand more about the O-NET test, all English teachers should create web-site or video clips or E-learning to suit students' learning preferences.



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