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THE PERCEPTIONS OF THAI STUDENTS IN THAILAND
OF THE STUDY OF ENGLISH AS
A FOREIGN LANGUAGE

DISSERTATION

Presented to the Graduate Council of the
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By

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The subject of the study was the perceptions of Thai students, in four different teacher education colleges in Thailand, of the study of English as a foreign language.

The study had four purposes: To determine the attitudes of the students toward, and their recommendations for, instruction in the study of English; To determine students' perceptions about the importance of learning English; To determine the relationship between the above attitudes and the students' achievement; To analyze the data and conclusions reached and to make appropriate recommendations based on them.

A questionnaire was developed and translated into Thai and administered in Thailand to seventy-nine urban students and ninety-one rural students attending four teacher education colleges. It was found out that students from both areas (1) Had positive attitudes toward study of English; (2) Preferred English to other foreign languages; (3) Were strongly supported and motivated by parents and teachers; (4) Were not satisfied with textbooks used; (5) Would like greater use of audio visual and other teaching aids; (6) Were most motivated in their study by desire for higher education abroad.

Students from urban areas and from rural areas were compared, and it was found that rural students (1) Performed better on the English proficiency test; (2) Showed higher interest in teaching aids such as films, tapes, TV, etc.; (3) Showed stronger decision to continue studying English and to maintain English in a curriculum.

It is significant to note that a statistical test of validity and reliability was not made for the English proficiency test. Hence, conclusions concerning students' proficiency must be understood simply as conclusions based on only a content validity judgment by the professors and the Department Head who developed the test. Also, it should be noted that no language aptitude test has ever been administered in Thailand. It is hoped that the utilization of an English proficiency test with a statistical test of validity and reliability and of the language aptitude test will be employed in the near future.

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PREFACE

The present study resulted from my interest in the perceptions of Thai students of studying English as a foreign language. I felt that it would be useful to everyone involved in teaching English and writing curriculum for an English program offered in teacher education colleges in Thailand and administering the program.

The dissertation contains four chapters. Chapter I contains an overview of the study. Review of literature concerning studying and teaching English as a foreign language in general is reported in Chapter II. Chapter III reports procedures and analysis of data. The final chapter reports conclusions and implications based on the study and also some recommendations relevant to the improvement of the study of English as a foreign language.

I do not mean this study to be the absolute solutions concerning studying and teaching English in Thailand. My purpose is to open for future research to encourage English teachers, curriculum writers, and administrators to join their efforts to improve the teaching of English in Thailand.

CHAPTER I

INTRODUCTION

Thailand, bounded by Burma, Laos, Cambodia, and Malaysia, is situated in the Indochinese Peninsula of Southeast Asia. In area about 200, 000 square miles, the Kingdom consists primarily of (1) farm-holding land (24 percent of the total area) and (2) forest and greenland which is under the Thai government control (56 percent). The other 20 percent of the land consists of rural areas (Attasara, Wudhiprecha, and Silpa-Anan, 1974). Thailand was able to escape the fate of colonization even though all of her neighbors eventually fell under the control of either the British or the French (Shaw, 1978).

Thailand is a nation of 44,000,000 people. Over 80 percent speak some one of the four main Thai dialects as their mother tongue. Most Thai speak the central dialect in addition to their own. Written Thai language is the same for all Thai. However, the meaning of a word may differ from dialect to dialect. The vast majority of the people are Buddhist and are of the same racial group (Shaw, 1978).

English is the most widely taught language as a foreign language, from secondary school through college. In most private schools in Bangkok, English is taught from the first grade on. English was selected as a foreign language instead of any other language because of the widespread influence of

the British colony and the close political, economic, and cultural relationships with the United States. However, although Thai students have been studying English throughout secondary schools and colleges, they seem unable to progress very well in the study of English language skills or to know English well enough to be able to write effectively.

One of the great concerns of higher educational institutions in Thailand is to produce better-equipped and more qualified Thai students. This study will focus upon the perceptions of Thai students concerning the study of English as a foreign language. The results of the study will, hopefully, help to achieve the concerns and to develop the curriculum and methods of teaching, especially when related to research and theory in the teaching of foreign languages.

Whereas the arrival of English as a foreign language accompanied the decline of many kingdoms in Asia, in Thailand English was imported at the behest of King Mongkut, who ruled Thailand from 1851 to 1868, learned English from American missionaries, and later hired private English tutors for his own children, thus bringing status to the language and providing the story line for the famous musical The King and I. Successive generations of the royal family continued to learn English, and its study gradually spread to the middle class. By 1911 a knowledge of English had become the status symbol of modern educated persons (Debyasuvarn, 1978).

The following are certain Thai national education policies as appearing in the official document of the Ministry of Education:

Subsection 5.1 In principle, at the elementary level all pupils must study the Thai language and other life skills so that they will become united and can communicate with one another. In the required course of 25 hours, foreign languages in addition to the required curriculum could be allowed where appropriate.

Subsection 5.1.2 Therefore, private schools which are capable of teaching English from the first to the fourth grade should be allowed to offer English courses.

Subsection 5.2 At present the English language has become a part of the daily life of the people, especially in urban areas. Therefore, the English language is offered as one of the subjects from the fifth/sixth grade. English is also an international language which facilitates gaining information and knowledge by the Thai people (Ministry of Education, 1976, p. 52).

Formal teacher education in Thailand started in 1892 with the establishment of the first teacher education school. Students attended for two years to become primary school teachers. In 1903 the programs were extended to provide secondary school teachers. When Chulalongkorn University was founded in 1917, the Teacher Training School became part of the university. In the following year, the Ministry of Education took the Teacher Training School back and ran courses for primary and secondary teachers at Wat Bovorn and Suan Kularb School. After the Second World War, the teacher education in Bangkok were reopened in 1947. The preparation of teachers was extensively developed. Experts from UNESCO played a major role in improving the quality of teacher education (Ministry of Education, 1976, p. 87).

In 1954, the Teacher Training Department was set up as an independent body. Teacher education was formerly administered by different agencies. In 1958, nine teacher schools were granted college status, and, a few years later, all the teacher schools became teacher colleges. There are now thirty-six teacher colleges in the whole country, which means that on the average there is one teacher college for every two provinces. These colleges offer a certificate and Bachelor of Education (Ministry of Education, 1976, p. 88).

One of the policies of the Department of Teacher Training is to prepare competent teachers. As one of the English instructors at Piboonsongkram Teacher College in Pitsanuloke, Thailand, the writer has always been concerned with the teaching of English as a foreign language to our students so that they will be competent teachers after they graduate. Much has been said in recent years about the study and teaching of English as a foreign language, and the present study concerns the area also. It can be approached from various angles and with varying degrees of emphasis. For instance, it can be approached from the points of view of the English teachers themselves or of college students in Thailand. The writer has elected to conduct the study from the students' points of view.

The proposed study is significant in that it (1) contributes to the improvement of the curriculum and the teaching of English as a foreign language in teacher education colleges

in Thailand, (2) provides the initial research concerning teaching English for Thai college students, and (3) serves as basis for further research in the near future.

The Subject of the Study

The subject of the study was the perceptions of Thai students in teacher education colleges in Thailand of the study of English as a foreign language.

Purposes of the Study

The purposes of the study were (1) to determine the attitudes of the students toward, and their recommendations for instruction in the study of English; (2) to determine students' perceptions about the importance of learning English; (3) to determine the relationship between the above attitudes and the students' achievement; (4) to analyze the data and conclusions reached and to make appropriate recommendations based on them.

Research Questions

Based on the purposes of the study, the following research questions have been formulated.

1. What are students' perceptions of (a) instructional materials, (b) teacher fluency and preparation in English, (c) classroom activities, and (d) skills emphasized?

2. What are students' perceptions of the importance of learning English with respect to (a) occupational oppor-

tunities in Thailand and abroad, (b) educational opportunities outside Thailand, and (c) personal and social uses?

3. What relationships exist among certain variables concerning the teaching of English in Thailand?

4. What recommendations for the teaching of English in Thailand can be made based on the data and conclusions reached concerning questions 1, 2, and 3 and related research?

The Population

The population of this study consisted of 170 Thai students in teacher education colleges in three different regions of Thailand--the Northern, Central, and Southern regions. The population is equally distributed among the different regions. They were senior students who are going to receive the higher teaching certificate. The word "senior" should not be understood to mean a student who is in the fourth year of a four-year institution like one in the United States. The students whose perceptions were sought were in the fourth year of the Thai teacher college, but they began their teacher college in what would be the tenth grade in the United States. Their fourth year, or senior year, is, thus, equivalent to a sophomore year in a university in the United States. They were chosen because they were more likely to (1) have developed opinions about their study of English, (2) have made career choices, and (3) be more able to comprehend and answer the questionnaire. The age of the population was 18-29.

Data Collection

Literature on teaching a foreign language was used as a basis for selecting areas to be asked about and, thus, to be used to formulate items to be included in the questionnaire. The original draft of the questionnaire was submitted to four persons knowledgeable in teaching and/or teaching a foreign language especially. After their review the questionnaire that appears in Appendix A was used. It was used to obtain information concerning the following:

1. Current use of English
2. Importance of studying English
3. Competency in English
4. Competency in Thai
5. Teaching of English
6. Future study of English
7. Students' achievement
8. Encouragement of other people

To allow for maximum comprehension, the questionnaire was translated into Thai and examined by three Thai instructors who are fluent both in English and Thai.

The questionnaire was mailed to Thailand and administered to the population of each campus. A designated person at each campus helped administer the questionnaire with clear instruction to the population of how to answer and with a promise that the answers would be kept confidential. Although it was not too much to expect 90 to 100 percent response, 70 percent as a minimum was required.

Data Analysis

The questionnaires returned from each campus were analyzed separately and collectively. The responses were analyzed in three groups.

1. Total population
2. Students in urban areas
3. Students in rural areas

A coefficient of correlation analysis (r) was computed for the correlated variable. The test of significance was the 0.10 level.

The Development of the Test of English Proficiency

The test of English proficiency referred to and the data from which were used for certain comparisons was developed in the following way.

Native American professors teaching English at Chiangmai University were asked by the Head Department of English to develop a test for use as an examination covering a course at the Thai teacher college senior level (see description of population of the study) in the introductory course in the study of English as a foreign language. The Head Department also participated in the development of the test.

It should be noted that a statistical test of validity and reliability was not made. The test, thus, consists of judgment of the professors and Department Head as to what they believed students should, in part, know if they were to be considered proficient in English.

In light of the above information, conclusions concerning students' proficiency must be understood simply as conclusions based on only a content validity judgment. This is an especially important relative to the question of whether the objectives established for the teaching of English are actually being achieved. This qualification concerning the conclusions of the study will be included in the final chapter.

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CHAPTER II

BACKGROUND AND REVIEW OF LITERATURE

Teaching English can be viewed in two different ways: English as a Second Language and English as a Foreign Language. In the United States, these two terms were used interchangeably in the past. The British, on the other hand, make a sharp distinction between the two. They view English as a Foreign Language as English taught as a school subject or on an adult level solely for the purpose of giving the student a foreign language competence which he may use in one or several ways--to read literature, to read technical works, to listen to the radio, to understand dialogue in the movies, or to use the language for communication, possibly with transient English or Americans. As for English as a Second Language, it is viewed as a course in which English is the language of instruction (Darian, 1972).

There are quite a few general reasons why countries may need a foreign or second language. In newly emerging nations or developing countries, the need for highly trained personnel, particularly in science, technology, and economics, indirectly forces people to study English in order to meet the demands. Considered from the political perspective, as we know, such countries as India, the Philippines, Malaysia, and

Ghana were occupied by English-speaking nations. Though these countries have their native language, English still plays an important role in avoiding many problems. The Malaysian government in recent years wanted to revert to using the Malaysian language as a common language, but there was resistance from the Chinese who had great influence in the country. As a consequence, the only language the people have in common is English (Darian, 1972). For the Thai people in the past, with Burma and British Malaya on one side and France Indo-China on the other, the choice to make was the choice between English and French as a required school subject. French became the elective subject.

Objectives for Foreign Language Study

Objectives are the most essential variables in teaching and learning because they tend to resolve everything firmly (Adekunle, 1970, p. 174). Although learning foreign languages is not new, the objectives for foreign language education do still remain the same. Welga Rivers, in her book Teaching Foreign Language Skills, points out that, viewed historically, the objectives for learning a foreign language can be broadly grouped in six categories:

1. To develop the student's intellectual powers through foreign language study;
2. To increase the student's understanding of how language functions and to bring him, through the study of a foreign language, to a greater awareness of the functioning of his own language;
3. To teach the student to read the foreign language with comprehension so that he may keep abreast

of modern writing, research, and information;

4. To bring the student to a greater understanding of people across national barriers by giving him a sympathetic insight into the ways of life and ways of thinking of the people who speak the language he is learning;

5. To provide the student with skills which will enable him to communicate orally, and to some degree in writing, with the speakers of another language and with people of other nationalities who have also learned this language.

The problem of studying English has come into prominence in recent years because nearly all of the Thai students in secondary school will continue their study in college. There are many institutions which are interested in improving the teaching of English, and among them is the University of Michigan, which provides a Southeast Asia program in teaching English. Included are a contrastive analysis of English and native languages, preparation of teaching materials based on the contrastive analysis, in-service and pre-service training in Southeast Asia, selection of participants for advanced training at the University of Michigan, and consultant services by the University of Michigan staff (Darian, 1972).

Because of the importance of the college and university requirement, English teachers have to find the most effective method possible to offer instruction. The college requirement has been a constraint and a restraint, determining the course content. In developing countries the number of colleges is not sufficient for the demand of the students (Diller, 1978).

The problem of teaching and studying English has become more crucial because the university students have to study from English textbooks and have to be able to read textbooks in English efficiently. Efficient reading means that students have to read with understanding. It happens that some students experience failure at the university because of deficiency in English. Although using English textbooks in the university is criticized widely, it still remains.

The reason students are required to study in English is that the better and more complete texts are in English. The question reised is why the university staff does not translate all textbooks into the native langauge. It would be helpful for students who are disadvantaged in English. In some countries the textbooks in English are translated into the native languages but students still have to learn English, especially a person who wants to study for a higher degree or to study in the more highly developed countries. But it is manifestly impossible to translate even the principal scientific and technical terms clearly. Thus, departments of education in these countries might seek to directly force students to study English (Diller, 1978).

Another consideration concerning the acquisition and usage of English is prompted by social needs. Whenever English is taught as a second language or as a foreign language, certainly it provides an important means of communication in administration and commerce. To keep contact with

the whole wide world, English is actually the important tool used in communication. Because a knowledge of English is likely to be required for a person who wants to be a civil servant, people have come to believe that English should be offered to all educable and interested students. Even though his daily work is not much concerned with English, he is supposed to know at least how to read and to write it.

Mass media and entertainment are two areas in which the use of English may be widespread. The movies that are released on television have to be provided both in the native language and in English. The original purpose for this was for the foreigners, but there are some people who listen just because they are interested in practicing English. Educators in the country are pleased to have students this intent on learning English, of course. There are many language institutions that teach all the people who want to learn English; people who never have studied English in school can also attend these classes. Most of these people prefer to learn only for communication (Diller, 1978).

Variables Affecting Success

A review of related literature reveals that many variables must be considered when explaining why one person or group was more successful than another in language learning.

Aptitude

There are obvious individual differences in learning ability. Language learning is a special case, and a gift for language does not correlate exactly with the ability to master music or mathematics or other academic subjects. Language aptitude tests reveal, however, that people with high scores on the language aptitude tests often learn languages about twice as fast as those with average scores, and about three times as fast as those with low scores (Diller, 1978).

Attitude and Motivation

Lambert (1972) suggests there is a significant difference in success between those who want to learn a language for intrinsic cultural reasons (greater success) and those who want to learn a language only for utilitarian or business reasons (less success).

There have been studies in recent years which attempted to describe students' motivations for learning a second language. Many have tried to find a correlation between attitudes toward language communities and motivations for learning, on the one hand, and success in learning a second language, on the other. The work of Lambert, Gardner (1972), Spolsky (1969), and Oller, Baka, and Vigil (1977) has shown that, while there may well be a correlation between attitudes, motivation, and achieved language proficiency, the nature of an individual's motivation to learn a language is still open to question.

Lambert and Gardner suggest that there are two main types of motivation: instrumental and integrative. In bicultural settings in which there are two communities of roughly equal social dominance, as in Montreal, Canada, students with an integrative motivation to learn the second language, and thus to come nearer to integrating with the other community, were apparently more successful than those with an instrumental, i.e., pragmatic reason for learning.

But, besides motivation to integrate with the society, there are other effective factors which influence language learning. For example, in experiments in U.S. settings where diverse language communities did not enjoy equal status as in Montreal, Canada, Lambert and Gardner (1972) found that instrumental motivations played a more important role. Also in some settings, identification with the teacher accounted for success in the second language. Identification with the cultural heritage of the family mother country also accounted for success in second language learning if that language was a language of a family culture heritage.

In a study of attitudes and learning, Spolsky (1969) found a positive correlation: if a student thinks well of himself/herself and of his/her community, he/she also probably will do well in learning any second language. Lambert (1972) found that attitude and motivation are clearly separate from aptitude as a factor in language learning

success. In French Canada and in South America it is of great practical benefit for one to learn English, but many people resent this fact deeply. It is a matter of attitude and motivation more than anything else that prevents people in foreign enclaves all over the world from learning the language of their host country.

Relative Difficulties of the Foreign Language

The Romance languages--French, Spanish, Portuguese, etc.--are in similar circumstance. They used to be dialects of Latin, but over the years they have become differentiated into separate languages. Yet these languages are similar enough to allow Spanish and Portuguese speakers to communicate quite well if each speaks his own language slowly and explains certain words which are not cognates in the other language. The Scandinavian languages are likewise similar enough to permit a high degree of intercommunication. It follows that it is very easy to learn to speak a second Romance language or a second Scandinavian language.

Thai and English are two completely different languages. Thai is one of the tone languages--that is, the languages that use the pitch of individual syllables to contrast meanings. Its writing system was developed from Sanskrit and Pali spoken in ancient India. The Thai alphabet consists of seventy-six letters--forty-four consonants and thirty-two vowels and ways for distinguishing among five phonemic tones. The tones are even, high, low, rising, and falling. They

produce a melodious and lyrical language. Thai students have undergone many difficulties in studying English.

Previous Experience in Learning Foreign Languages

It has already been remarked how a foreign language is easier to learn if the student already knows a closely-related one. It would, therefore, be unfair to compare two Portuguese classes if one class had a much greater percentage of students who had previously studied Latin or Spanish or another Romance language. Actually, the learner of a third language probably has an advantage no matter what his other two languages are. There is some counter evidence; Lambert and Tucker (1972) found that certain bilingual Canadian students did not have any significant advantage over monolingual students in learning Russian phonemes. But learning phonemes is a very small part of language learning.

Parents' Encouragement

Mowrer (1950) suggests that the parents' activities and, indeed, their mere presence are reinforcing or rewarding because such activities are regularly associated in the infant's mind with satisfaction of basic biological and social needs. Since this reinforcement is generally accompanied by verbalization on the part of the parents, the language sounds themselves can acquire secondary or derived reinforcing properties. When the infant is alone and utters a sound sequence like one in the language of parents, this

act, through auditory feedback, is in itself reinforcing for him. The tendency of the child to imitate the parents in this way Mowrer calls "identification."

Schumann (1978) believes that for most children the most influential cultural expectations come from their parents. A parent assume an active role in promoting his child's language learning when he monitors his progress, sees that he does his homework, praises his success and in general encourages him to learn.

Schumann indicated that a passive role of a parent is one in which the parent may encourage the child to do well in his language classes by supervising his homework and by taking an interest in his grades, but at the same time communicates to the child either negative attitudes toward the value of learning that language. An example might be an American family temporarily living overseas. The children attend a school where the target language is taught and where native speakers of the target language are among the student body. The parents may express the desire that their children learn the language, insist that they study, and perhaps even reward them for good grades. However, at the same time they may make no effort to learn the language themselves, openly express negative opinions about the speakers of the target language, and often reveal a desire to return to the United States where things would be better.

Children receiving such contradictory signals are not likely to learn the second language well.

Current Problems and Classroom Practices in Teaching a Foreign Language

It has been said with some justification that first languages are not taught, but are learned, for they are just too complicated to be taught. How can a parent or a teacher, for that matter, possibly teach something that even very sophisticated linguists hardly even begin to understand? Wardhaugh (1972) indicated that in second language learning and teaching the same problem exists. Also, little is known about almost any aspect of the learning process.

Wardhaugh further notes that English is taught around the world for a truly impressive variety of reasons. He believes that language teaching has always been and remains more of an art than a science. That is to say, it is largely intuitive and dependent on the personal abilities and convictions of the teacher. It appears that most of a teacher's success is the result of such qualities as enthusiasm, intelligence, and love for students. At a time like the present when the scientific justification for the methods we use seems to be particularly uncertain, we should be able to find comfort in the thought that all is not thereby lost. We can still work at cultivating and improving our art. We can enjoy our independence as artists. We can maintain our confidence in ourselves as professionals.

According to Anthony (1972), there are two assumptions in teaching language.

1. The primary manifestations (the aural-oral aspects) should be taught before secondary (reading and writing). Understanding the spoken language is taught more efficiently before oral production, and is indeed a first step toward production.

2. The secondary manifestations (the reading and writing aspects) should be taught in the stated order, since graphic symbols must be seen before they are produced, and thus, reading, in a sense, is actually the first in learning to write.

The two assumptions can be accomplished by approach and by methods and techniques as refined by Anthony. By "approach" he means the assumptions that underline our language. He rightly said that such assumptions are generally matters of belief and that they are the axioms from which we derive the theorems, or the methods, and then the derivative techniques that we use. As classroom teachers we should concern ourselves with the underlying axioms of our profession, because everything that we do in our classrooms derives from the assumptions that we make. It does not matter whether or not we can articulate these assumptions, they are still there.

"Methods" means an overall plan for the orderly presentation of language material, the plans for curriculum and teaching which derive from approaches, the plans by which

we ultimately present the data. They are plans for the curriculum of a particular kindergarten room in which there are Mexican-American children of a particular ghetto school, or of a small number of foreign students on a Midwest college campus, or of a special class for non-English speaking students in a suburban school system. Method, then, is the particular kind of strategy that derives from an approach; it is the overall plan that we have in mind for teaching the language in a particular set of circumstances.

There can be many methods within one approach of teaching English. Several factors are influenced by the nature of the students' language as compared to English. Teaching English to Hindu speakers and teaching English to speakers of Chinese differ methodologically. The age of the student, his cultural background, and his previous experience with English modify the method employed. The experience of the teacher and his level of English mastery are significant. The goal of a course must be considered. Whether it is reading, fluency in speech, or translation skill, methodology will be shaped by it.

Anthony also states that a technique is implementational--that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with an approach, and, therefore, in harmony with a method as well.

Techniques depend on the teacher, his individual artistry, and on the composition of the class. Particular problems can be tackled equally successfully by the use of different techniques. For example, in teaching the difference between the pronunciation of English /l/ and /r/ to some oriental students, teachers sometimes get results by requiring only imitation. If imitation fails, another technique requires the use of a pencil in the mouth to prevent the student's tongue from touching the alveolar ridge.

Classroom teachers must be prepared to find out as much as they can about what the issues and questions are in linguistics and psychology in order to gain some idea of where the answers might lie. In the years ahead it will be more vital to understand what the basic questions are in the discipline than it will be to understand what a certain switch does on the latest tape recorder, or how to use a particular set of flash cards, or by using a collection of charts, or by inventing a new teaching wrinkle every day. Inevitably, the result will be boredom or learning of the wrong things. However, he can take inspiration from a new idea about language teaching, from new sources of information, from new insights into the language learning process, and from new ideas about what a total teaching strategy could be like. A good teacher probably should know how to use a tape recorder, and overhead projector, and some of the other media effectively, but a good teacher is not just a technician.

A good teacher needs to consider the following factors governing achievement.

1. Necessity comes first. The child in a home environment or in a kindergarten is driven to adopt the prevailing forms of communication in order to share in the activities around it and thus be happy and contented rather than lonely and miserable.

2. Translation and the study of grammar have no place in the process by which children learn a second language, though they are helpful to adults.

3. The particular physical environment is not of supreme importance. Japanese speech can be learned well and quickly in London or New York. What is essential is that the language being studied should be as far as possible the sole medium of communication in any given environment.

4. The rate of progress depends obviously upon the amount of time that can be allotted to the language. With three or four hours a day both children and adults may become proficient in speech in less than a year.

5. Classes and groups must be kept small. The pace slows down if there are more than ten adults or twenty children to one teacher.

6. In order to learn, the language must be used. Allen (1972) illustrates that most programs in English now use dialogue or narratives, or both, to show how words work in "real life" situations, and to help students become

acquainted with the common life experiences that make English mean what it means to native speakers. Sometimes this material is written expressly for foreign students. For example, sometimes passages from novels and stories are simplified or otherwise adapted for use by foreign students.

Language and Culture

Allen (1972) also mentions that the language is a product of the culture, but simultaneously the culture is shaped by how the language allows us to view it. The language and culture reinforce each other. The culture begins by giving a viewpoint. Language gives this idea oral expression which in turn gives validity and habit response to the viewpoint. Most of the cultural attitudes which a native speaker has built into him are reflected in his pattern of speech. Materials in a language program should consist of the relationship between culture and language. Using materials that do, the teacher will be able to effectively teach the linguistic items within their cultural context, thus providing not only the pattern of the language but also the trappings that make them meaningful.

Second language learning, therefore, means acquiring new habits or ways of using the speech organs and learning the forms and the arrangements of forms required by the system. It means acquiring the habits of the language through the intensive and extensive practice of numerous examples.

Finocchiaro (1974) suggests that since language reflects the culture of English speakers, students should be given insight into the habits, customs, and values which are similar to or different from their own. It is imperative, however, that they appreciate that all people have culture and that there are no "good" or "bad" cultures. More important for the student than the acquisition of any item of language is that he retains pride in his own culture as he moves toward the acceptance of the language and culture of native English speakers.

Curriculum Development

Finocchiaro (1974), writing about curriculum, states some basics for curriculum and development. She comments that the primary aim of language teaching is to develop "communicative competence", that is, to help students recognize and produce language which is not only correct but also appropriate in the social situation in which it is being used.

Further, the content of the curriculum starts with students themselves and with their environment. It is only by relating it to their own experience that a new item becomes meaningful to them. If, for example, the reading material refers to transportation in a large city in the United States or in Great Britain, it is desirable to discuss transportation as a student sees it before proceeding to the unfamiliar concept.

Finocchiaro also believes the content of the curriculum at any level will depend on several factors: the age of the students, the number of years of the English course, and the aims and scope of the program. For example, will there be emphasis on listening and speaking only, emphasis on reading (for those in need of reading scientific journals), and so forth? The curriculum of the program is so designed that it enables the students upon completion of it to continue to exercise and to increase the chosen skills on their own.

Also, with these considerations in mind, curriculum writers select and grade the material for each level, determine the number of items to be learned and the relative emphasis of the skills at each level. How much listening and speaking will be done at Level I? How much reading? How much writing? Will the same proportions in skill development be maintained after the first level? The most effective way to decide emphasis is to stimulate the students to express their own ideas about these and to have them do that in terms of their achievement and the goals that have been set.

When the decisions about goals have been made, those decisions need to be followed by appropriate instructional decisions. Morley (1972) says that the atmosphere in the class will become interesting by using teaching aids. Many excellent materials, both written and on tape are available. Using teaching aids can be an effective or ineffective way

to teach, so the teachers have to be trained in how to use them and to know their purposes too.

Furthermore, Morley's experimentation and observation indicated that listening to a good model and repeating after it are generally more effective than listening to oneself. Let students compare their speech with the model and if a teacher finds differences and mistakes, he immediately corrects them. Neither the tongue nor the ear of the non-native speaker can be adequately trained in hearing and producing the sounds of English if English is not taught or modeled by native speakers of the language. Wherever the teachers are not native English speakers, the tape recorder should be recommended for use.

Her experimentation also shows that using films for the English class will help students progress. The students enjoy the films most because they will be glad to change from the usual reading-writing-reciting, and so forth. The teacher can gain usefulness from the films indirectly by asking the students to write a composition about the film which can be many of various ideas--what students think about the film or what they get from it. The students will enjoy the writing because they can express their ideas widely about the given topic. Films related to the course could be shown during free periods, at noon, or after school, or in the evening. The use of films has proven a profitable teaching tool for realistic language practice.

Lado (1962) states that television is a good teaching aid but it is not available for some colleges, especially in the developing countries. If colleges cannot provide the teaching aids such as films, tape recorders, filmstrips, etc., the instructors have to prepare and make some teaching aids. There is no reason why instructors should not design and prepare their own materials.

He believes the picture-strip has great potential value in language teaching. If the instructor has a little time to prepare teaching aids, he can cut some picture strips from newspaper or magazines or ask students who can draw good pictures to help him occasionally, then design strips for story telling and question-and-answer work.

Every classroom should have a simple chart showing various grammatical relationships or various structures. These charts should be changed following the lesson or should contain materials that the students should memorize.

The pocket chart is a simple teaching tool. It is a challenging device for making a sentence. It is easily made by using hard brown paper. The board is about three feet in length by about three in height, with pockets about two inches high for the cardwords. The teacher makes cardwords in different kinds of sentences and binds them with elastic. It should be demonstrated how to use and how to change to another kind of sentences. The students will make the sentences with enthusiasm. They may be interested in doing them by themselves on their free time.

Crosswork puzzles are valuable for classwork, even though they take a longer time than do some activities. One can find puzzles in magazines. Doing puzzles as a class activity is excellent training in cooperative working.

Lado indicated that testing is another essential aspect of language teaching. The principles of language teaching demand oral tests as well as written tests. The written test can be one of two types--short answer or essay. Short answer tests may be of the multiple-choice, completion, substitution, or transformation type. Some teachers oppose this type of test and mention that "they do not test the ability to organize one's thought in a logical and effective sequence". But many state that this deficiency of the test can be removed. By including multiple levels of difficulty, it can be an excellent measure of the ability to think and to test memory at the same time. Furthermore, it can be scored with ease and speed. It will be the most convenient way for the teacher who has many classes. This is why this kind of test is the most popular test that is used in almost all countries. However, essay tests have no part in a beginning language class. They are suitable and desirable at the advanced level.

Lado says that whether a translation test is appropriate or not is discussed widely because the ability to translate is a special ability. The people who can speak a foreign language fluently are not necessarily those who can translate

most effectively. Translators need to know the meaning of the word very well and also the cultural background. That is the reason that a translation test should be the first test for advanced level.

Lado believes that the composition test is widely used and highly respected. It shows the ability or the achievement of individuals in learning languages. But it does not mean that the student who cannot write a good composition cannot speak, read, and understand English well. Further, writing a composition in any language is difficult and sometimes boring for students. So we should not expect high feedback from this test. It is difficult for students to collect their ideas and express them in good language in a limited time.

A reading comprehension test must not be too difficult. The vocabulary especially should be taken from words that the students have seen before. If the given vocabulary is new or difficult, there should be a reason for it. The teacher must know the objective of the test is that we test the understanding not the vocabulary.

Oral tests are indispensable for evaluating production of sounds, including fluent and automatic responses to oral and written stimuli. Combinations of aural and written tests would include a dictation test.

Eventually Lado concludes that an achievement evaluation is an inquiry to check how much of what has been taught

has been remained. Tests should cover the knowledge, abilities, and skills with which the students have been concerned. They should not ask for something which has not been taught. To be fair for both bright students and slow students, the test must not be too difficult or too easy.

Summary

Objectives for learning a foreign language are to develop the students' intellectual power, to increase the students' understanding of a language, to teach students to read with comprehension, to develop the students' comprehension of a different culture and of people from other country, and to provide the students with language skills so that they will be able to communicate.

There are some points to ponder concerning a student's success in learning a foreign language. A student who has a high score in a language aptitude test, who studies a foreign language for cultural reasons, who is encouraged by his parents, and who has previous experience in studying a foreign language, will learn faster and will have a greater success.

A good English curriculum and teaching methodology play significant parts in determining a student's success in learning a foreign language. A curriculum writer needs to determine the relative emphasis to be given skills at each level, the content of the curriculum, the use of audio

visual aids, and the appropriateness of the tests, both oral and written. As for teachers, the primary manifestations (the aural-oral aspects) should be taught before the secondary manifestations (the reading and writing aspects).

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CHAPTER III

PROCEDURES AND ANALYSIS OF DATA

Population

The population of the study was 170 native speakers of Thai who were college senior students, and they were selected from students in four different teacher colleges in Thailand. Two colleges are in urban areas, and two are in rural areas. The population consisted of students volunteered to respond to the questionnaire. All were seniors. Seniors were used because they were more likely: (1) to have developed opinions about their study of English, (2) to have made career choices, and (3) to be more able to comprehend and answer the questionnaire. The age range of the population was eighteen to twenty-nine. Seventy-nine of the population were from urban areas, and ninety-one were from rural areas. For the meaning of "seniors" in this study, see the description of the population as presented in Chapter I.

Procedure

A five-point rating scale questionnaire asked respondents to indicate their opinions. To allow for maximum comprehension, the questionnaire was translated into Thai by the writer and was examined by three Thai instructors who are fluent both in English and Thai. They were

(1) Mrs. Jintana Piyawaranond, English instructor at Piboonsongkram Teacher College at Phitsanuloke, Thailand, (2) Ms. Aim-on Truwichien, English instructor at Chiangmai University, Chiangmai, Thailand, and (3) Dr. Sumeth Deo-Israte, Administrator at Srinakarinwirote, Chonburi, Thailand.

The questionnaire concerned the following variables, the numbers in parenthesis identifying questionnaire items.

1. Current use of English. (1, 2)

Students were asked to indicate their opinion about their study of reading, writing, speaking and listening in college, and to indicate whether the study of those areas should be emphasized more.

2. Importance of studying English. (12, 13, 14, 21, 22, 28)

There were two items which focused on the importance of studying English in the FUTURE.

- a. Get a better job and earn more money.
- b. Enter a higher level of education.
- c. Graduate.

One item focused on the importance of studying English NOW.

3. Competency in English. (15, 16, 17, 18, 19, 20)

Six questions asked respondents about their ability to use English as their second language. These questions asked how well they wrote, spoke, and understood spoken English,

and how often they spoke English with their friends, teachers, and their parents.

4. Competency in Thai. (22, 23)

Students were asked to judge how well they wrote and read the Thai language.

5. Teaching of English, the usefulness of textbooks, materials, teachers' self-prepared materials, degree of competence of English teachers. (3, 4, 5, 6, 7, 8, 9, 10, 11)

Nine questions examined the respondents' perceptions of the variables mentioned above.

6. Future study of English. (26, 27, 28)

Respondents were asked whether they would still like to continue studying English, even though they could opt for other languages, and whether English should be maintained in the curriculum.

7. Students' achievement. (Cover sheet of the questionnaire)

Students were asked to report their overall GPA, their English GPA, and their Thai GPA. This was done in order to investigate correlation of those with other variables.

8. Encouragement of other people. (25)

Students answered a question about the encouragement they received from their parents, teachers and their relatives.

9. Time and effort involved. (27)

Respondents were asked whether the advantages of studying English justified their time and effort involved.

The writer employed five-point Likert rating scale to indicate the subjects' opinions toward each question. A rating of "1" represented a strong agreement, of "2" represented an agreement, of "3" represented an uncertainty, of "4" represented a disagreement, of "5" represented a strong disagreement.

The questionnaire was mailed to Thailand and administered at four teacher's colleges located in three different regions of Thailand. Two teacher's colleges, located in northern and southern Thailand, were regarded as rural areas. The other two, in central Thailand, were regarded as urban areas. A designated person at each campus who was familiar and knowledgeable in statistics and research was asked to help administer the questionnaire with clear instruction to the population of how to answer and with a promise that the answers would be kept confidential. Students were not obliged to participate.

After the questionnaire was administered, a test of English proficiency was given to all respondents to verify their ability in English. The test was developed by a group of English instructors of Chiangmai University in Thailand. It consisted of two parts--English structure and English vocabulary, and was used as a standardized English test for the second-year students at Chiangmai University.

With permission of the English Department of Chiangmai University, the writer was able to use the English proficiency

test with the total population. The test was administered one week after administering the questionnaire because, if the English proficiency test was administered before the questionnaire, the students who failed might not have responded to the questionnaire or might not have volunteered.

Data Collection

The questionnaire was used to obtain information concerning the following factors, the numbers in parentheses identifying questionnaire items.

1. Current use of English (1, 2)
2. Importance of studying English (12, 13, 14, 28)
3. Competency in English (15, 16, 17, 18, 19)
4. Competency in Thai (22, 23)
5. Teaching of English (3, 4, 5, 6, 7, 8, 9, 10, 11)
6. Future study of English (20, 21, 25, 26, 27, 28)
7. Students' achievement (Cover sheet of the questionnaire)
8. Encouragement of other people (24)

Data Analysis

The responses were analyzed in three groupings:

1. Responses from the total population
2. Responses from the students in urban areas
3. Responses from the students in rural areas

Responses for the total population were analyzed to determine the following:

1. Perceptions of instructional materials
2. Teacher's use of, and ability in English
3. Teacher's encouragement of student's use of English
4. Emphasis on skills
5. Occupational opportunities
6. Reasons for studying English: educational opportunity abroad and graduation requirement
7. Value of English for certain personal uses
8. English GPA and competencies
9. Major and selected variables
10. Years of studying English and selected variables
11. Sources of encouragement in relation to selected variables
12. Sex, value of study, and competencies

Items 8-12, inclusive, are reported as correlations.

The responses were then divided into a group of those from urban students and a group of rural students. The two groups were compared with respect to

1. Years of studying English and proficiency English test result
2. Ability to read Thai
3. Interest in teaching aids
4. Desire to continue studying English and belief that English should be maintained in the curriculum.
5. Belief that studying a foreign language should be

optional. The comparisons of the two groups are reported in terms of means.

A coefficient of correlation analysis (r) was computed for the correlated variables. The test of significance was the 0.10 level.

Research Questions

The first research question was "What are the students' perceptions of (a) instructional materials, (b) teacher fluency and preparation in English, (c) classroom activities, and (d) skills emphasized?" Tables I to III, inclusive, show the results for this research question.

Table I shows the results regarding instructional materials.

TABLE I
STUDENTS' PERCEPTIONS OF INSTRUCTIONAL MATERIALS

Item	Characteristic	Agree	Percentage	Total
Teacher-prepared hand-outs	Useful	141	83	170
Teacher-prepared hand-outs	Interesting	127	75	170
Texts used for teaching English in Thailand	Adequate	37	22	169

Examination of the table shows that use of teacher-prepared handouts was viewed very positively by students and that such materials are interesting to the students.

The questionnaire contained items concerning frequency of use of teacher-prepared materials and other materials in addition to the texts. However, because of the way the questions were stated, there appeared to be some confusion on the part of the students about what was meant. Therefore, valid conclusions concerning frequency of use could not be reached.

It is important to note that only 22% believed that the tests used were adequate.

Table II shows the results regarding the students' desire for teachers to speak English more and the teachers' ability to speak English.

TABLE II
USE OF ENGLISH IN CLASSROOM AND
ABILITY TO SPEAK ENGLISH

Item	Character- istic	Agree	Percentage	Total
Desire for teachers to speak English more		141	83	170
Teachers' ability to speak English	Speak well	123	72	170

The students' desire for teachers to speak English more in the classroom was clearly very strong, and students believed that their teachers were competent to speak English well.

Table III shows the results concerning encouragement of use of English.

TABLE III
TEACHER ENCOURAGEMENT OF
USE OF ENGLISH

Item	Agree	Percentage	Total
Teacher encourage use of English in class	115	68	170

Sixty-eight percent agreed that the teachers encouraged them to speak English in class.

Table IV shows the results regarding English skills emphasized in college.

Regarding future emphasis upon skills of speaking, writing, or reading, the percentages of students desiring such were 86%, 76%, and 75%, respectively. Regarding emphasis upon those skills at the time of the study, the percentages were 61%, 57%, and 67% respectively. According to

these data, no one of the skills was being emphasized as much as students desired it to be.

TABLE IV
EMPHASIS ON SKILLS

Item	Characteristic	Agree	Percentage	Total
Speaking	Emphasize more	146	86	170
Writing	Emphasize more	129	76	170
Reading	Emphasize more	127	75	170
Reading	Now emphasized	113	67	170
Speaking	Now emphasized	104	61	170
Listening	Now emphasized	102	60	170
Writing	Now emphasized	96	57	170

The second research question was "What are students' perceptions of the importance of learning English with respect to (a) occupational opportunities in Thailand and abroad, (b) educational opportunity abroad, (c) personal and social uses of English?" Tables V to VII, inclusive, show the results for this research question.

Table V shows the results regarding occupational opportunities in Thailand and abroad as motives for studying English.

Occupational opportunities and related skills seem to be of only moderate importance. It is interesting to note that nearly half of these students thought the study of

English would allow them to write stories and articles in the future, It is also interesting to note that 19% of them believed they might be able to do so now.

TABEL V
OCCUPATIONAL OPPORTUNITIES

Occupational Opportunity	Agree	Percentage	Total
Better job, earn more money	92	54	152
Write papers, reports, business letters in English (future)	78	46	157
Write stories, articles in English (future)	69	40	156
Write stories, articles in English (now)	33	19	158

Table VI shows the results regarding educational opportunity abroad and merely for graduation.

TABLE VI
EDUCATIONAL OPPORTUNITY ABROAD AND
GRADUATION REQUIREMENT

Educational Opportunity	Characteristic	Agree	Percentage	Total
To study abroad	Enter a higher level of education	142	84	168
To graduate	Merely to graduate	94	55	160

The greatest value of the studying of English seems to be for the students that it would enable them to go on to a higher level of education abroad. The value of studying English merely as a graduation requirement was given much less emphasis.

Table VII shows the results regarding value of certain personal uses of English.

TABLE VII
STUDY OF ENGLISH: VALUE FOR
CERTAIN PERSONAL USES

Uses	Agree	Percent- age	Total
To be able to understand English-speaking people and their culture (future)	123	72	165
To be able to talk to and know people of other nationalities who can also speak English (future)	117	69	159
Desire to go to English speaking countries (future)	95	56	168
To be able to write personal letters in English (future)	94	55	156
Desire to come to the United States	88	52	168
To be able to understand English speakers and their culture (now)	81	48	162
To be able to talk to and to know people of other nationalities who can also speak English (now)	80	47	164
To be able to write personal letters in English (now)	59	35	158

Students believed that the study of English would be of much more value for future understanding of English speaking people and their culture than for "now." Similarly, they believed the study would be of more value in the future for talking to and knowing people of other nationalities who also speak English than for doing so "now."

It is interesting to note that more than half (56%) of the students expressed a desire to go to an English speaking country in the future. Fifty-two percent of them indicated a desire to come to the United States. Further, 55% of the students hoped to be able to write a personal letter in English in the future.

For 35% of them, being able to write personal letters in English was important at the time of the study, and 55% said that it would be important for them in the future.

The third research question was "What relationships exist between certain variables concerning the teaching of English in Thailand?" Tables VIII to XII, inclusive, show the results for this research question.

Table VIII shows the results regarding student-reported English GPA and students' judgments of their competency in English. Test was at the 0.10 level of significance.

The only significant correlation is the negative correlation between English GPA and comprehension of spoken English. An examination of the table shows that writing and

speaking skills were more related to GPA than was the comprehension of spoken English. The negative correlation probably occurred because the Thai language was so extensively used in the teaching of English.

TABLE VIII
ENGLISH GPA AND COMPETENCIES

Variables	Correlation	Probability	Respondents
Skill in writing English	.0975	.110	160
Skill in speaking	.0943	.122	155
Comprehension of spoken English	-.1038	.100*	154
Performance in English in general	.1316	.321	168

* significant at 0.10 level

Table IX shows the correlations between English as a student major field and selected variables. The test was at the 0.10 level of significance.

The significant correlations were the correlations between major and speaking of English, major and desire to study abroad, major and desire to continue studying English, major and justification of time in studying English, and major and keeping English in curriculum.

TABLE IX
MAJOR AND SELECTED VARIABLES

Variables	Correlation	Probability	Respondents
Reading of English	-.0776	.166	159
Writing of English	.1776	.179	146
Speaking of English	-.1445	.037*	153
Listening to English	-.1213	.398	150
Desire to study abroad	-.2562	.0001*	168
Opportunity to study another foreign language	-.0462	.276	168
Desire to continue studying English	.1892	.007*	168
Justification of time in studying English	.1822	.009*	166
Keeping English in curriculum	.2754	.0001*	168
Comprehensions of English speakers and their culture	.0964	.111	162
Ability to write papers and reports in English	-.0033	.484	158

* significant at 0.10 level

Table X shows the correlations of years of studying English with selected variables.

TABLE X
YEARS OF STUDYING ENGLISH AND SELECTED VARIABLES

Variables	Correlation	Probability	Respondents
Skill in writing English	.0330	.339	160
Skill in speaking English	-.0694	.196	154
Comprehension of spoken English	.0849	.147	155
Performance in English in general	-.0071	.464	168

At 0.10 level of significance, no significant correlation was found.

Table XI shows the correlations of encouragement by parents and teachers with selected variables.

TABLE XI
ENCOURAGEMENT AND SELECTED VALUE VARIABLES

People and Variables	Correlation	Probability	Respondents
Parents and comprehensions of English speakers and their culture	.1342	.048*	154
Parents and ability to write papers, reports, business letters in English	.2509	.001*	154
Parents and ability to write stories and articles in English	.1618	.023*	153
English teachers and comprehension of English speakers and their culture	.1378	.045*	150
English teachers and ability to write papers, reports, and business letters in English	.1878	.012*	146
English teachers and ability to write stories and articles in English	.1257	.065*	146

*significant at 0.10 level

Thus, significant correlations were found in every pair of the variables.

Table XII shows the correlations of sex with selected variables.

TABLE XII
SEX AND SELECTED VALUE, AND COMPETENCY VARIABLES

Variables	Correlation	Probability	Respondents
Study of English to get better job and earn more money	-.1012	.415	168
Study English to graduate	-.1416	.037*	160
Written English	.1556	.025*	160
Comprehension of spoken English	.1242	.062*	154
Ability to speak English	.0798	.162	155
Performance of English in general	-.0907	.121	168

*significant at 0.10 level

Thus, the significant correlations were the correlations between sex and study of English to graduate, sex and ability to write English and sex and comprehension of spoken English. It is not known whether correlations are higher for male or for female. Further research to indicated needs to be done for determining whether correlations are higher for male or for female.

Tables XIII to XVII, inclusive, show the results of analysis and comparisons of urban students and rural students.

The first analysis was in terms of performance on the English proficiency test. Tabel XIII shows the result of the analysis. The means were computed based on their grades:

A = 4, B = 3, C = 2, D = 1, and F = 0.

TABLE XIII
YEARS OF STUDYING ENGLISH AND PROFICIENCY
ENGLISH TEST RESULT

Number of years		Urban	Rural	
3		1	-	
5		1	1	
6		1	1	
7		4	4	
8		38	7	
9		12	37	
10		10	30	
12		7	4	
13		3	4	
14		-	2	
15		-	1	
16		1	-	
19		1	-	
Total number		79	91	
Predictor Variable	Means	Standard Devia- tion	Respon- dents	T-value
English profi- ciency test				
Urban	.78	1.01	79	5.28*
Rural	1.25	0.73	91	

* significant at 0.10 level

The rural students' mean score was 62% higher than that of urban students, but this is probably accounted for by examination of number of years of studying English. Unfortunately it was not possible to provide analysis of rural student-urban student differences in performance on the proficiency test by a lateral comparison, i.e. comparison in terms of comparable number of years of studying English. There was too great a disparity in numbers to permit such a comparison.

The second analysis was in terms of students' belief about their ability to read Thai. Table XIV shows the result of the analysis. The means were computed based on responses on a five-point scale: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, 5 = strongly disagree.

TABLE XIV
ABILITY TO READ THAI

Predictor Variable	Means	Standard Deviation	Respondents	T-value
Ability to read Thai - Urban	2.14	1.86	79	2.08*
- Rural	1.86	.73	91	

* significant at 0.10 level

Thus, rural students believed they had more ability to read Thai than urban students believed themselves to have, although the difference in means is not very great.

The third analysis was in terms of interest in teaching aids. Table XV shows the result of the analysis. The means were computed based on responses on a five-point scale: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, 5 = strongly disagree.

TABLE XV
INTEREST IN TEACHING AIDS

Predictor Variable	Means	Standard Deviation	Respondents	T-value
Teaching aids (films, tapes, TV) are interesting - Urban	2.16	1.19	79	3.98*
- Rural	1.55	.79	91	

* significant at 0.10 level

Thus, students from rural areas showed higher interest in teaching aids than did those from urban areas.

The fourth analysis was in terms of students decision to continue studying English and to maintain English in the curriculum. Table XVI shows the result of the analysis. The means were computed based on responses on a five-point scale: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, 5 = strongly disagree.

The following two statements were made.

1. If you had a choice between continuing studying English and choosing another foreign language, you would still continue studying English.
2. English should be maintained in the curriculum.

TABLE XVI
CONTINUE STUDYING ENGLISH AND MAINTAIN
ENGLISH IN CURRICULUM

Predictor Variable	Means	Standard Devia- tion	Respon- dents	T-value
Decision to con- tinue studying English - Urban	2.18	1.06	78	2.94*
- Rural	1.75	.83	90	
Maintain of English in cur- riculum - Urban	2.35	1.31	78	5.14*
- Rural	1.52	.72	90	

* significant at 0.10 level

Thus, students from rural areas showed stronger decision to continue studying English, and to maintain English in curriculum, than urban students did.

The last analysis was in terms of students' belief that studying any foreign language should be optional. Table XVII shows the result of the analysis. The means were computed based on responses on a five-point scale: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, 5 = strongly disagree.

TABLE XVII
 OPTION OF STUDYING FOREIGN LANGUAGE

Predictor Variables	Means	Standard Devia- tion	Respon- dents	T-value
Studying a foreign language should be optional				
- Urban	2.67	1.37	78	1.13
- Rural	2.44	1.26	90	

Thus, urban students showed a slightly stronger belief than rural students did.

CHAPTER IV

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The subject of the study was the perceptions of Thai students, in Thailand, of the study of English as a foreign language. The purposes of the study were: (1) to determine the attitudes of the students toward, and their recommendations for instruction in the study of English; (2) to determine students' perceptions about the importance of English; (3) to determine the relationship between certain attitudes and the students' achievement; and (4) to reach conclusions and to make appropriate recommendations based on them. The population of the study consisted of seventy-nine Thai students from urban areas, and ninety-one from rural areas. They were in higher education institutions in Thailand.

The questionnaire was developed, validated by a jury translated into Thai by the writer. The translation was examined by three Thai instructors who were fluent both in English and Thai.

As indicated in Chapter III, certain results were reported as frequency of responses, and others, in addition to frequency, showed correlation between the selected variables.

Findings

The first research question was "What are the students's perceptions of (a) instructional materials, (b) teacher fluency and preparation in English, (c) classroom activities, and (d) skills emphasized?". The following statements were made.

1. At least 75 percent of the students said that teacher-prepared handouts were useful and interesting. Only 22 percent believed that their textbooks was adequate.

2. Nearly three-fourths of the students believed that their teachers spoke English well, and they wanted them to speak English more often in the classroom. Two-thirds of the students said their teachers encouraged them to speak English in class.

3. The reading, writing and speaking should be emphasized much more in the future.

The second research question was "What are students' perceptions of the importance of learning English with respect to (a) occupational opportunities in Thailand and abroad, (b) educational opportunities abroad, (c) personal and social uses of English?."

Only about half of the students thought that English would be helpful in finding a better job, and slightly less than half thought it would be useful in other ways in their lives in the future.

In contrast to the above, 84 percent thought that the great value of studying English would enable them to go to a higher level of education abroad.

The third research question was "What relationships exist between certain variables concerning the teaching of English in Thailand?".

Further evidence concerning the value of studying English was found in the significant correlation between students having a major in English, desire to study abroad, desire to continue studying English, justification of time in doing so, and maintaining English in the curriculum.

Concerning encouragement by teachers and parents, the emphasis for future use of English was on understanding English-speaking peoples and their cultures (72%) and being able to talk to people of other nationalities who can also speak English. Of much less importance for the future were traveling to English-speaking countries and writing personal letters in English (55% and 60% respectively). The same three values and the desire to come to the United States were stressed much less as current values, i.e. at the time of the study.

GPA in English, as reported by students, was closely related to their competency in writing (0.110) and in speaking (0.122), although neither correlation was significant at the 0.10 level used in the study. The significant negative correlation between GPA and comprehension of spoken English probably indicated extensive use of Thai by the teachers in the classroom.

The students who were majoring in English had a much stronger desire to continue the study of English, to spend time required to do so and to have English maintained in a curriculum. The students' being a major in English was of no importance relative to his ability to speak English and the desire to study abroad.

There was no significant correlation between years of studying English and competency in English as judged by the students. (Table X)

The students received very strong encouragement from parents and from English teachers with respective major value of studying English. (Table XI)

Sex of students and studying English to graduate were significantly correlated, as were sex of the students and competency in writing English, their comprehension of spoken English, and their ability to write English. The judgment of competency was the students' judgment. (Table XII)

Relative to differences between students from urban areas and those from rural areas, students from rural areas performed much better in the English proficiency test than did students from urban areas. Rural and urban students were very similar in their judgments concerning their ability to read Thai, agreeing with the statement that they read Thai well. Rural students showed slightly higher interest in teaching aids. Further, rural students showed the slightly strong desire to continue studying English. Rural students

were also stronger in their desire to have English maintained in the curriculum. Urban and rural groups were almost equal in desire to have studying of a foreign language (including English) optional.

Conclusions

The study revealed that students from both areas:

1. Had positive attitudes toward study of English;
2. Preferred English to other foreign languages;
3. Were strongly supported and motivated by parents and teachers;
4. Were not satisfied with textbooks used in teaching English;
5. Would like greater use of audio visual and other teaching aids;
6. Were most motivated in their study by desire for higher education abroad.

Students from urban areas and from rural areas were compared, and it was found that rural students

1. Performed better on the English proficiency test;
2. Showed higher interest in teaching aids such as films, tapes, TV, etc.;
3. Showed stronger decision to continue studying English and to maintain English in a curriculum.

Implications and Recommendations

Since this is a study of student perceptions, there is the possibility of subjectivity in several areas of investigation. This study was intended to be exploratory only and was conducted under circumstances which restricted opportunity to be more exhaustive and objective. It was, however, believed that information secured would allow at least tentative conclusions of several important kinds which could lead to more intensive, exhaustive, and objective study to be carried out in Thailand.

It is especially to be noted that the English proficiency test utilized for securing certain data is not a test that was developed by rigorous research and development procedures. That is, it was not tested for validity (except in terms of "jury" judgment of content), and no reliability tests were conducted. Thus, any conclusions and recommendations relating to that test must be qualified by recognizing these limitations.

The Ministry of Education of Thailand has mentioned that at the elementary level all pupils must study the Thai language and other life skills so that they will become united and be able to communicate with one another.

The English language has also become a part of daily life of the people, especially in urban area, and it is offered as one of the subjects from the fifth/sixth grade. It is also an international language which facilitates gaining information and knowledge by the Thai people.

The Department of Teacher Education has outlined various goals for the teaching of English at a college level:

1. To develop language skills of all students,
2. To enable them to use English as a means of communication,
3. To develop their understanding of a different culture and English speakers from other part of the world in order to broaden their knowledge and their view of the world.

According to the study and based on the English proficiency test and student estimation of their language skills, these objectives are not as well accomplished as we desire. Students indicated that they believed English should be maintained in the curriculum and that they would choose English rather than another foreign language if other foreign languages were offered. This information indicates that students and the government are in agreement concerning the importance of learning English.

The discrepancy between government and student objectives and desires and performance of students on the English proficiency test clearly suggests the need to conduct further research concerning the study and teaching of English as a foreign language. For example, no language aptitude tests have been used or developed in Thailand. The utilization of such tests could be useful in several ways, if all students are to be required to study English. The result of

such tests could be utilized to predict difficulties in advance and to make special programs to help students. Perhaps, grouping them according to their aptitude would be helpful to students and teachers.

Thai students are strongly supported and motivated by their parents and by their English teachers, and there is, thus, a strong motivational support for the study of English. It needs to be recognized that the students' everyday environment has had an important effect upon their development of the ability to utilize a foreign language. If they come from a home or from a part of a society where English is spoken, then practice will be more available to them. Since the very large majority of students do not come from such an environment, it is important that in their instruction in the English language they be given many, many opportunities to hear and especially to speak English in the classroom with each other and with English-speaking people they might have a chance to speak English with. The data in the study clearly show that the students wished that English would be used more frequently in the classroom. The fact that so many students seemed to hope to go on to a higher level of education, especially in the case of those who wanted to study English in an English-speaking country, seems also to support the recommendation for more extensive use of English in the classroom.

The students found teacher-prepared and other aids interesting and useful. Perhaps audio tapes and the provision of audio laboratories should be extensively and positively considered. In any case, teachers should be encouraged to develop their own audio visual aids as well as to utilize more of those that are already available.

In light of the objective of understanding people of other cultures and the students' desire for English which will help them in their major and in study abroad, the content of teaching materials and the content of subject matter should be examined and revised to make goals and contents of objectives consistent with each other. Relative to the question about teaching materials, only 22 percent of the students expressed the view that the textbooks used were adequate. Further investigation should be carried out to find out where the textbooks are inadequate and where they are adequate.

Relative to rural students, it was found that those students performed much better on the English proficiency test, showed at least slightly higher interest in teaching aids, and showed stronger desire to have English maintained in the curriculum, despite the fact that urban students had more opportunities to be exposed to English and to use it and might, therefore, be expected to be more likely to perform better and to have higher interest and ability in studying English. These differences between the two groups are probably due to the larger number of years that the rural

students have studied English. The differences in number of years cannot be accounted for on the basis of data contained in this study.

Although the following suggestions are not directly supported by the result of the study, they are relevant to the concern for the improvement of the study of English as a foreign language. The Ministry of Education should provide in-service training programs for English teachers at least once a year in order to revise and freshen their knowledge of English, to introduce some new interesting methods, and to encourage teachers to exchange ideas and discuss problems. The cooperation of English teachers who studied in an English-speaking country, or who spent some time abroad, can be very helpful to those English teachers who do not have that opportunity, in terms of helping them to understand the culture.

APPENDIX A

Questionnaire

Circle a number of each item to indicate your opinion.

- Strongly disagree _____
Disagree _____
Uncertain _____
Agree _____
Strongly agree _____
-
1. In your study of English in college, ↓ ↓ ↓ ↓ ↓
a. reading is emphasized. 1 2 3 4 5
b. writing is emphasized 1 2 3 4 5
c. speaking is emphasized 1 2 3 4 5
d. listening is emphasized 1 2 3 4 5
2. In your study of English,
a. reading should be emphasized more. 1 2 3 4 5
b. writing should be emphasized more. 1 2 3 4 5
c. speaking should be emphasized more. 1 2 3 4 5
d. listening should be emphasized more. 1 2 3 4 5
3. The teaching aids (i.e. films, tapes, etc.) used for the teaching of English in Thailand are interesting. 1 2 3 4 5
4. In general, the textbooks used for teaching of English are adequate. 1 2 3 4 5

5. Your English teachers have used materials in addition to the textbooks,
- a. more than three times a week. 1 2 3 4 5
- b. twice a week. 1 2 3 4 5
- c. not at all. 1 2 3 4 5
6. Your English teachers often provide you with some materials and handouts which they themselves have prepared. 1 2 3 4 5
7. The teacher-prepared handouts are useful. 1 2 3 4 5
8. The teacher-prepared handouts are interesting. 1 2 3 4 5
9. The English teachers speak English well. 1 2 3 4 5
10. Your English teachers encourage you to use English in class. 1 2 3 4 5
11. You would like your English teachers to use more English in class. 1 2 3 4 5
12. Learning English is important for your FUTURE in order to:
- a. get a better job and earn more money. 1 2 3 4 5
- b. enter a higher level of education. 1 2 3 4 5
- c. graduate. 1 2 3 4 5
13. It is important to you NOW:
- a. to be able to understand English speakers and their culture. 1 2 3 4 5
- b. to be able to know and talk to people of other nationalities who can speak English. 1 2 3 4 5

- c. to be able to write personal letters in English to foreigners. 1 2 3 4 5
- d. to be able to write papers, reports, and business letters in English. 1 2 3 4 5
- e. to be able to write stories and article in English. 1 2 3 4 5
14. It will be important to you in the FUTURE:
- a. to be able to understand English speaking people and their culture. 1 2 3 4 5
- b. to be able to know and talk to people of other nationalities who can speak English. 1 2 3 4 5
- c. to be able to write personal letters in English to foreigners. 1 2 3 4 5
- d. to be able to write papers, reports, and business letters in English. 1 2 3 4 5
- e. to be able to write stories and article in English. 1 2 3 4 5
15. You now do well the following:
- a. write English. 1 2 3 4 5
- b. understand spoken English. 1 2 3 4 5
- c. speak English. 1 2 3 4 5
16. You often speak English with the following people:
- a. your neighbors. 1 2 3 4 5
- b. your friends. 1 2 3 4 5
- c. your family. 1 2 3 4 5
- d. your teachers. 1 2 3 4 5

17. You feel embarrassed when you speak English with those who are fluent in speaking English. 1 2 3 4 5
18. You often read English in magazines, newspapers, comic strips not assigned by your teachers. 1 2 3 4 5
19. In general, you are are pleased with your English. 1 2 3 4 5
20. You would like to go to college in an English-speaking society. 1 2 3 4 5
21. You would like to go to: (circle only one country)
- a. U.S.A.
 - b. England.
 - c. Australia.
 - d. New Zealand.
 - e. Canada
22. You read the Thai language well. 1 2 3 4 5
23. You write the Thai language well. 1 2 3 4 5
24. Your receive encouragement in the study of English by the following people:
- a. your parents. 1 2 3 4 5
 - b. your friends. 1 2 3 4 5
 - c. your English teachers. 1 2 3 4 5
 - d. other teachers. 1 2 3 4 5
 - d. other relatives. 1 2 3 4 5
25. A study of a foreign language should be optional. 1 2 3 4 5
26. If you had a choice between continuing studying English and choosing another foreign language, you would still continue studying English. 1 2 3 4 5

APPENDIX B

A Thai Translation of the Questionnaire

ศึกษามาต่อไปมีเป็นสองหมื่นของกรเพ็ชร์หอกลาหมพชั้เรือ
กรศึกษาดอามลัดทั้นในเรือกรเรือหอธาทมาอังกูมเป็น
ทมาต่อมปรเทศของนักเรือมไทย กรอจ้ยเป็นสองหมื่นของ
กรศึกษามปริญญาเอกสำา Higher Education (Admin-
istration) ม North Texas State University.

กัตอบโดยจริงใจของทหมัดอามสำาคัญ. และเมืมม:ไปม
ต่อกรอจ้ย กัตอบนี้ห:เก็มเป็นตามลั้ม. และจ:ไม่กร:ท
กรเพ็ชร์หอธาทกรทหม. แต่อย่างผิด

กรุณาตอบคำถามข้างลั้มนี้โดยไม่ต้องไปมช้อของทหม

อายุ _____

เพศ _____ (1 = นกั , 2 = ธา)

เกรดเฉลี่ยของวิชาต่างๆที่เรือหมท้งทล _____

เกรดเฉลี่ยของวิชาภาษาอังกฤษที่เรือหมในร:ดั้มวักลล _____

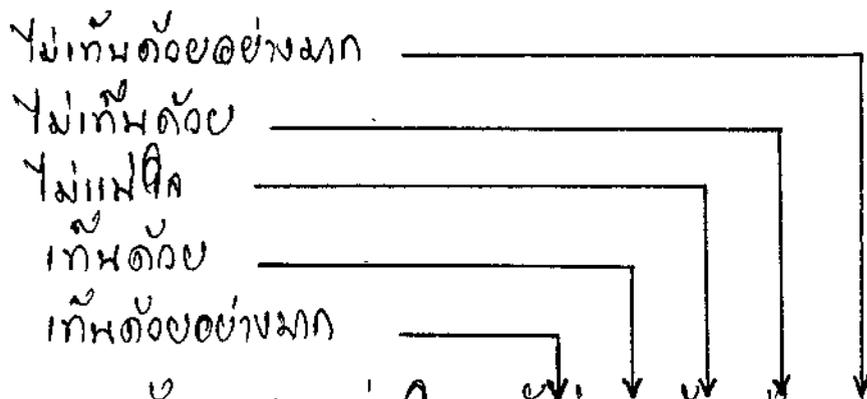
เกรดเฉลี่ยของวิชาภาษาไทยที่เรือหมในร:ดั้มวักลล _____

จำอหมที่เรือหมภาษาอังกฤษตั้งแต่ชั้นม:ร:กม _____

อธ:เอก _____

ทมาที่มทักุด _____ (1 = ทมาทัก้อ , 2 = ทมากลาง , 3 = ทมา
อธ:าม , 4 = ทมาไป)

ไม่ด้อยของคอมมิตต์ต่อเวลาแล้ว: ข้อที่ ๑ ในสองต่อมาคือศัพท์
room



1. การเขียนภาษาอังกฤษของท่าน: ดมวทลลยลลลลล

ก. การอ่าน	1	2	3	4	5
ข. การเขียน	1	2	3	4	5
ค. การพูด	1	2	3	4	5
ง. การฟัง	1	2	3	4	5

2. คุณการเขียนหรือการอ่านภาษาอังกฤษท่านดีกว่าท่านดมวทลลลลลล

ก. การอ่าน	1	2	3	4	5
ข. การเขียน	1	2	3	4	5
ค. การพูด	1	2	3	4	5
ง. การฟัง	1	2	3	4	5

3. อุปการณการสนทนาภาษาอังกฤษ (ในฟิล์ม, เทป และอื่นๆ)
ในประเทศไทย ที่ไหนก็ได้ที่มันมี

	1	2	3	4	5
--	---	---	---	---	---

4. โดยทั่วไปแล้วสำหรับท่านการสนทนาภาษาอังกฤษ
เหมือน

	1	2	3	4	5
--	---	---	---	---	---

5. อาจารย์ผู้สอนมอบหมายให้นักศึกษาออกสำรวจ: คอมพิวเตอร์สมัยใหม่ นอกเหนือจากตำราเกี่ยวกับคอมพิวเตอร์
 - ก. กำหนดว่าเวลาที่ใช้: 3 ครั้ง 1 2 3 4 5
 - ข. เวลาที่ใช้: 2 ครั้ง 1 2 3 4 5
 - ค. ไม่ใช้เลย 1 2 3 4 5

6. อาจารย์ผู้สอนมอบหมายให้นักศึกษาจัดทำเอกสารประกอบการสอนด้วยตนเอง มาแจกให้กับนักศึกษาเรียน
 - ก. กำหนดว่าเวลาที่ใช้: 2 ครั้ง 1 2 3 4 5
 - ข. เวลาที่ใช้: 2 ครั้ง 1 2 3 4 5
 - ค. ไม่ใช้เลย 1 2 3 4 5

7. เอกสารประกอบการสอนกล่าวถึงประโยชน์
 - 1 2 3 4 5

8. เอกสารประกอบการสอนกล่าวถึงเนื้อหา
 - 1 2 3 4 5

9. - อาจารย์ผู้สอนมอบหมายให้นักศึกษาจัดทำเอกสารโดย
 - 1 2 3 4 5

10. อาจารย์ให้นักศึกษาจัดทำเอกสารเกี่ยวกับเนื้อหา: เรียน
 - 1 2 3 4 5

11. หน้าที่ของครูที่อาจารย์ผู้สอนมอบหมายเกี่ยวกับเนื้อหา: สอนนักเรียน
 - 1 2 3 4 5

12. การเรียนต่อจากภาษาอังกฤษมีความสำคัญต่ออนาคตของท่าน
ในด้าวม

ก. ชอบฝึกทบทวนที่ช้ากว่า และได้เงินเดือนมากกว่า
1 2 3 4 5

ข. มีโอกาสได้ศึกษานานระดับสูงต่อไป
1 2 3 4 5

ค. ทัศนคติที่เรียนจบมาตรงกับความต้องการ
1 2 3 4 5

13. การเรียนต่อจากภาษาอังกฤษมีความสำคัญต่อท่านในขณะมีเงินด้าวม

ก. สามารถรู้และพูดคุยกับชาวอื่นที่พูดภาษาอังกฤษเป็น
ภาษาพูด และ เรียนรู้วัฒนธรรมของเขา
1 2 3 4 5

ข. สามารถรู้และพูดคุยกับชาวอื่นที่พูดภาษาอังกฤษได้
1 2 3 4 5

ค. สามารถแปลจดหมายสั้นๆ เป็นภาษาอังกฤษที่อ่าน
กับชาวต่างประเทศได้
1 2 3 4 5

ง. สามารถเขียนรายงานและจดหมายธุรกิจเป็นภาษาอังก
ฤษได้
1 2 3 4 5

จ. สามารถเขียนมีลายและบทความภาษาอังกฤษได้
1 2 3 4 5

14. การเรียนต่อจากภาษาอังกฤษจะมีความสำคัญต่อท่านในอนาคต
ในด้าวม

ก. สามารถเข้าใจชาวต่างประเทศที่พูดภาษาอังกฤษเป็นภาษา
พูด และ เรียนรู้วัฒนธรรมของเขา
1 2 3 4 5

ข. สามารถรู้แยะ: พูดคุยกับคนอื่นที่พูดภาษาอังกฤษได้
1 2 3 4 5

ค. สามารถเขียนจดหมายสั้นๆหรือเขียนภาษาอังกฤษได้บ้าง
กับคนอื่นบ้าง: เกือบได้ 1 2 3 4 5

ง. สามารถเขียนรายงานแยะ: จดหมายธุรกิจได้ในภาษาอังกฤษได้
1 2 3 4 5

จ. สามารถเขียนพยางค์แยะ: บทกวีในภาษาอังกฤษได้
1 2 3 4 5

15. มีคนไหนที่หมั่นจดจำสำนวนในบทกวีภาษาอังกฤษเมื่ออ่าน
หนังสือตาม

ก. ทุกราย 1 2 3 4 5

ข. ทุกรายที่จดจำพอ 1 2 3 4 5

ค. ทุกราย 1 2 3 4 5

16. ที่หมั่นพูดภาษาอังกฤษกับบุคคลคนอื่น

ก. เพื่อนบ้าน 1 2 3 4 5

ข. เพื่อนๆ 1 2 3 4 5

ค. คนรอบตัว 1 2 3 4 5

ง. อาจารย์ 1 2 3 4 5

17. ที่หมั่นศึกษารายละเอียดของพูดภาษาอังกฤษกับคนที่หมั่นจดจำสำนวน
ในบทกวีเมื่ออ่านหนังสือ 1 2 3 4 5

18. ท่านมักจะอ่านหนังสือสาร หนังสือพิมพ์ และโทรทัศน์ฉบับภาษาอังกฤษเป็นประจำ โดยที่อาจารย์ไม่ต้องสั่งให้ท่าน

1 2 3 4 5

19. โดยทั่วไปแล้ว ท่านพอใจกับความรู้ภาษาอังกฤษที่ได้อยู่

1 2 3 4 5

20. ท่านต้องการไปศึกษาต่อ: ดัชนีความรู้ภาษาต่างประเทศที่รู้
ภาษาอังกฤษ

1 2 3 4 5

21. ท่านต้องการไปศึกษาต่อที่ (เลือกเพียงประเภทเดียว)

- ก. อเมริกา
- ข. อังกฤษ
- ค. ออสเตรเลีย
- ง. ฝรั่งเศส
- จ. อิตาลี

22. ท่านอ่านบทกวีไทยได้

1 2 3 4 5

23. ท่านเขียนบทกวีไทยได้

1 2 3 4 5

24. ท่านได้รู้บทสนทนาที่เรียนบทภาษาอังกฤษโดยบุคคลต่อไปนี้

- ก. พ่อแม่ 1 2 3 4 5
- ข. เพื่อน 1 2 3 4 5
- ค. อาจารย์สอนวิชาภาษาอังกฤษ 1 2 3 4 5
- ง. อาจารย์อื่น 1 2 3 4 5
- จ. บุคคลอื่น 1 2 3 4 5

15. การเรียนภาษาต่างประเทศตอนแรกเริ่มวิชาเลือก

1 2 3 4 5

26. ถ้าให้ท่านเลือก: ท่วงทเรียนภาษาอังกฤษต่อไปกับทเรียนภาษาต่างประเทศอื่น ท่านจะยังเลือกเรียนภาษาอังกฤษ

1 2 3 4 5

27. โปรดให้เรียงทเรียนภาษาอังกฤษนี้ให้มากที่สุดกับ 10 คำแสดง: ความพอใจของท่าน

1 2 3 4 5

28. วิชาภาษาอังกฤษตอนแรก: มรรคในหลักสู่สารต่อไป

1 2 3 4 5

26. Lampang is _____ .
- a. one-hundred kilos from Chiengmai.
 - b. one-hundred kilos far form Chiengmai.
 - c. far from Chiengmai one-hundred kilos.
 - d. from Chiengmai one-hundred kilos.
27. "What went on at the gym last week?"
- "We _____ ."
- a. did exercises and swimming.
 - b. exercised and did swimming.
 - c. did exercises and went swimming.
 - d. were exercising and swam.
28. My sister has been to Korea and Japan as well as all of Europe. By the time she is twenty, she _____ almost everywhere.
- a. will be
 - b. would have been
 - c. will have been
 - d. would be
29. He has his temperature _____ in the clinic.
- a. taking
 - b. to take
 - c. take
 - d. taken
30. It is essential that a good worker _____ efficient.
- a. could be
 - b. can be
 - c. will be
 - d. be

15. Students who are _____ to ask questions may never learn the answer.
- | | |
|--------------|------------|
| a. reluctant | c. fragile |
| b. vacant | d. stable |

Find the word that means the same as the underlined word.

Section II

- We usually admire someone who has sympathy for all living beings.

a. alienation	c. reputation
b. composition	d. compassion
- We need to find a way of transportating our merchandise to the customers.

a. urging	c. carrying
b. advertising	d. selling
- Industrious insects like the ants work together for the good of the group.

a. diligent	c. fragile
b. typical	d. contemporary
- The rainstorm abruptly put an end to our picnic.

a. ultimately	c. eventually
b. previously	d. suddenly
- The inquisitive children opened all the boxes to see what was inside.

a. curious	c. hesitant
b. desperate	d. ingenious

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