

BANGKOK UNIVERSITY STUDENTS' ATTITUDES TO THE USE  
OF ENGLISH AS A MEDIUM OF INSTRUCTION



Boonprom Atiratana  
Bangkok University

## Acknowledgements

This study was made possible by the award of a fund from Bangkok University. I am grateful to the University for this assistance. I am especially grateful to Associate Professor Sam-ang Hiranburana Finch, Associate Professor Kantatip Singhaneti, Associate Professor Sawat Pratoomaraj and Assistant Professor Supat Sukamolason for their guidance and recommendations for this project.

I am indebted to Bangkok University instructors for their assistance and encouragement, especially Ajarn John Eenson. Sincerest thanks are also owed to Ajarn Watana Suntornthai and Ajarn Udomsak Sakulkru for the computer processing and to Khun Tipa Pleumjittikul for typing this research.

## แบบคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อสำรวจทัศนคติของนักศึกษามหาวิทยาลัยกรุงเทพต่อการเรียนการสอนภาษาอังกฤษโดยใช้ภาษาอังกฤษเป็นสื่อในการสอนและเพื่อเปรียบเทียบทัศนคติของนักศึกษาในแต่ละชั้นปีของแต่ละคณะ

ผู้วิจัยได้สร้างแบบสอบถามทัศนคติของนักศึกษาทางด้านหลักสูตร และเนื้อหาวิชา การจัดการเรียนการสอน การวัดและการประเมินผล สัดส่วนของภาษาอังกฤษที่นักศึกษาต้องการให้ผู้สอนใช้ในชั้นเรียนปัญหาในการเรียนการสอนและข้อเสนอแนะในการเรียนการสอนภาษาอังกฤษ เพื่อสอบถามนักศึกษามหาวิทยาลัยกรุงเทพ จำนวน 637 คน โดยใช้การสุ่มตัวอย่างแบบแบ่งชั้น (Stratified Random Sampling) นำข้อมูลที่ได้มาวิเคราะห์ทางสถิติโดยหาค่าร้อยละ การวิเคราะห์ความแปรปรวน (ANOVA) และการวิเคราะห์ความแปรปรวนแบบสองทาง (Two - way ANOVA)

จากผลของการวิเคราะห์ข้อมูลปรากฏว่า ทัศนคติของนักศึกษาทางด้านการจัดการเรียนการสอนและปัญหาที่มีต่อผู้สอนมีความแตกต่างกันในระหว่างคณะและชั้นปีอย่างมีนัยสำคัญที่ .05 ทางด้านสัดส่วนของการใช้ภาษาอังกฤษในชั้นเรียนนักศึกษาส่วนใหญ่ในทุกคณะมีความเห็นสอดคล้องกันว่าผู้สอนควรใช้ภาษาอังกฤษอย่างน้อย 80% ในทุกวิชา แต่นักศึกษาชั้นปีที่ 3 มีความประสงค์ให้ผู้สอนใช้ภาษาอังกฤษ 100% ในการสอนวิชาสนทนาภาษาอังกฤษ

## Abstract

The purpose of this study is to assess Bangkok University student attitudes towards the use of English as a medium of instruction. The study was designed to determine whether student attitudes to learning English through English are influenced by the variables of faculty and year.

Using a stratified random sampling technique, the researcher surveyed 637 first to third year students of every faculty in Bangkok University by means of a questionnaire developed by the researcher. The instrument included questions about syllabus and contents, learning activities, measurement and evaluation, students' preferences for the use of English in class, and problems in learning English. For statistical analyses, the researcher utilized percentages, ANOVA and 2 - way analysis of variance. The .05 level of probability was pre-established as a criterion of statistical significance.

The results of this study revealed that there was a statistically significant difference in student attitudes between faculties and years towards two items, one in the teaching - learning activities and the other in the problems with teachers. With respect to students' preferences for the use of English in class, most students in every faculty consistently agree that teachers should speak English at least 80% in every course, and third-year students prefer 100% English speaking in their conversation course.

## CONTENTS

	Page
Acknowledgements.....	II
Abstract in Thai .....	III
Abstract in English .....	IV
Table contents .....	V
1. Introduction .....	1
2. Review of Related Literature .....	4
3. Research Design and Methodology .....	7
4. Presentation of Statistical Results .....	11
5. Discussion of Results .....	44
6. Summary and Recommendations .....	49
Bibliography .....	52
Appendix A : The Questionnaire .....	55
Appendix B : Formulae of the Statistical Analysis .....	73

TABLE CONTENTS

	Page
1. Sample size .....	7
2. Number of responses from students tabulated by faculty and year .....	12
3. Students' Likes and Dislikes in the study of English .....	13
4. Incentives to the study of English.....	14
5. Disincentives to the study of English .....	16
6. The instructors of English with whom students prefer to study English .....	17
7. Two-way Analysis of variance in weight of student attitudes towards teaching - learning activities.....	18
8. A multiple comparison of means of first-year student attitudes towards teaching-learning activities by faculty..	19
9. A multiple comparison of means of second-year student attitudes towards teaching-learning activities by faculty .....	20
10. A multiple comparison of means of third-year student attitudes towards teaching-learning activities by faculty	21
11. Two-way Analysis of variance weight of student attitudes towards problems with teachers .....	23
12. A multiple comparison of means of first-year student attitudes towards problems with teachers.....	24
13. A multiple comparison of means of second-year student attitudes towards problems with teachers. ....	25
14. A multiple comparison of means of third-year student attitudes towards problems with teachers.....	26

## TABLE CONTENTS

	Page
15. Student preferences for the use of English in class by faculty .....	28-35
16. Student preferences for the use of English in class by year.....	36
17. A multiple comparison of means of student attitudes towards problems on teaching-learning activities by year.....	38
18. A multiple comparison of means of student attitudes towards their personal problems by year.....	39
19. A multiple comparison of means of student attitudes towards syllabus and content by year.....	40
20. A multiple comparison of means of student attitudes towards measurement and evaluation by year.....	41
21. Students' suggestions about teaching-learning English.....	42
Chart 1 The interaction of student attitudes towards teaching learning activities classified by year.....	22
Chart 2 The interaction of student attitudes towards problems with teachers classified by year.....	27

## Introduction

### Source of Problems

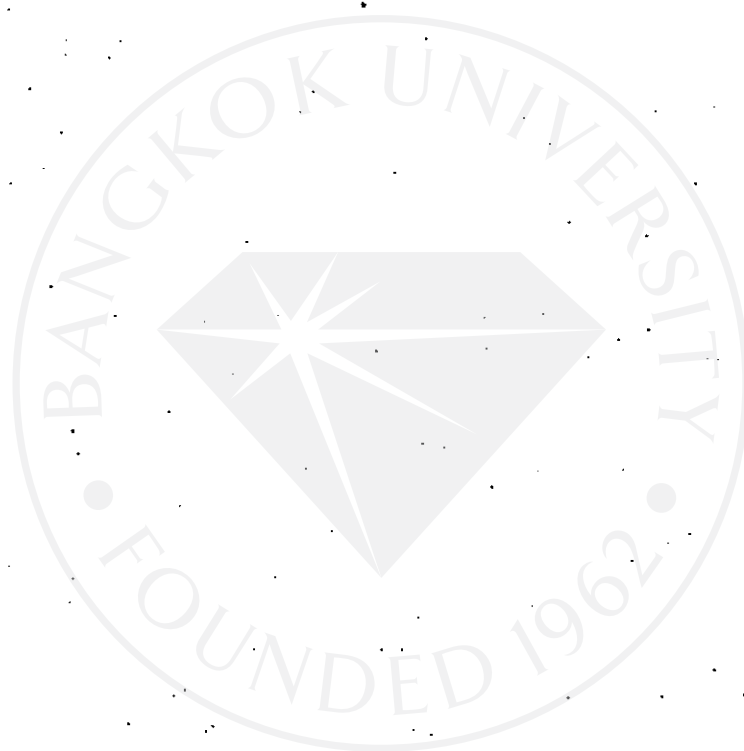
Thailand is a member of the world community and has chosen to use English as a medium to receive technology and exchange information with the world at large. Teaching methods and learning activities at the tertiary level have been changed and are better related to the modern world. As English is the tool for acquiring new technology and knowledge as well as for advanced studies, English is therefore compulsory for most first and second-year university students.

Until now teaching and learning English at the tertiary level has had limited success. This disappointing performance reaches back to secondary and primary levels. One of the major causes is the lack of second language use in their environment. Learning activities in class play a very important role serving this purpose. Thomas A. Durr (1981) and many other experts state that teachers should use English as the prime medium of instruction to help create a realistic situation and thereby better develop students' listening and speaking skills.

Bangkok University realized the importance of this methodology long ago. It has therefore pursued the policy of using English as the prime medium of instruction for more than ten years. However, the implications of this policy have not been studied by educators and researchers at Bangkok University. The present researcher would therefore like to investigate students' attitudes towards learning English through English and the problems arising



in order to get data for developing curriculum, course contents and learning activities to meet students' needs. According to new trends of language study, it is widely accepted that students' needs are a vital factor influencing the curriculum, course design should be improved to serve them.



Objectives of the Study :

1. To assess the students' attitudes to the use of English as a medium of instruction.
2. To compare the students' attitudes reviewed in number 1 by year and by faculty.

Scope of the Study :

The subjects of this study were limited to first to third year students at Bangkok University in the first semester, academic year 1988.

Definitions of Terms :

Attitude refers specifically to opinions and emotional attitudes relating to the use of English as a medium of instruction.

The use of English as a medium of instruction means that English is the sole language of instruction.

Relevance of this Study :

This study will provide guidelines which may assist in curriculum improvement and it may pave a way toward further research dealing with predictor variables of achievement in English of Bangkok University students.

## Review of Related Literature

Related literature will be reviewed under two subheadings:

- 1) Attitude definition
- 2) Foreign and Thai research

### Attitude Definition

Attitude has often been identified by psychologists as well as language theorists to account for variation in language learning. Some of the definitions are as follows. (quoted from Chisman 1976 : 24)

Gordon W. Allport : a mental and neutral state of readiness.

M. Brewster Smith : inferred dispositions of an individual around which his thoughts, feelings and action tendencies are organized to an object.

Theodore Newcomb : viewing with some degree of favour or disfavour.

L.L. Thurstone : the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about a specified topic.

However attitude has always been associated with motivation since it seems logical that a positive attitude towards foreign language study is one factor that motivates the learner to spend the effort to learn a second language.

### Foreign and Thai Research

Gardner and Lambert (1956/60) assert that attitude and motivation are related to achievement in second language learning and integrative motivation makes learning more successful than one of an instrumental orientation. The results

of their studies have supported this hypothesis. In their Montreal Study of 1956/60, they found that among English - speaking students of French, those with an integrative orientation were more successful in French than those who were instrumentally motivated.

In testing the same theory in the Philippines, results revealed that an integrative motive is directly related to better performance in second language learning. However, the Philippine Study also found that students with an instrumental motivation and supportive parents were more successful in learning English than completely unmotivated students. (Gardner and Lambert 1972).

Subsequent studies have produced data supporting Gardner and Lambert's theory that success in second language learning is related to attitudinal and motivational variables. Cavanaugh, (1976:674A) studying the roles of attitude and motivation in second language acquisition, found that the majority of foreign language students were instrumentally motivated. The integrative orientation helps students achieve the highest success in foreign language.

The next year, Abhashar (1977 : 2087 A) investigated the influence of attitudes on foreign language learning as elaborated by Gardner (1958, 1968) and Gardner and Lambert (1959, 1972). The study concerned itself with the relationship of aptitude to foreign language learning. The attitudinal questionnaires and aptitudinal tests were translated into Arabic and administered to forty-eight Arabic - speaking students. The results found that some aspects of attitude were positively related to some facets of foreign language learning and motivation had a significant positive relationship to language achievement.

In Thailand, there are some studies related to attitude and motivation variables. Prapphal (1981) in "The Study of Learning English in Thailand : Affective, Demographic and Cognitive Factors", revealed that the attitude

towards second language learning has significant correlation with the ability to study English.

Next year Hotrakul (1982) studied interrelationships among language learning, aptitude, attitude and achievement in learning English as a foreign language of Thammasat University freshmen, found that the student attitudes towards learning English as a foreign language was significantly related to achievement in English.

Two years later, Wongsathorn et al. (1984), produced their "Comparative Study of English Teaching and Learning at Graduate Level by Direct Teaching, Self-instruction and Personalizing Instruction", indicating that attitude is one major factor affecting second language acquisition. Besides the interaction between attitude and motivation is the vital variable that affected learning English for tertiary level students. It suggested that highly-motivated students would succeed in second language study.

## Research Design and Methodology

## The Sample

A sample of 714 first, second and third-year students were selected from the population of 8761 students (about 8%) from every faculty of Bangkok University. The stratified random sampling technique was used to select 40 subjects regardless of sex from each faculty as shown in the table below.

Table 1 Sample Size

Faculty and Year	Population	Sample
Business Administration	1	40
	2	40
	3	40
Accountancy	1	40
	2	40
	3	40
Communication Arts	1	40
	2	40
	3	40
Economics	1	40
	2	40
	3	40

Table 1 (continued)

Faculty and Year		Population	Sample
Humanities	1	190	40
	2	111	40
	3	14	14
Science	1	114	30
	2	38	30
Law	1	267	40
	2	93	40
Total		8761	714

## Measurement Instruments

The questionnaire for students consists of three parts:

Part I addresses the status of the students. Check-lists and completion items are used for this purpose.

Parts II - III address the students' attitudes towards the syllabus and contents, teaching - learning activities, measurement and evaluation, students' preferences for the use of English in class, and problems found in learning. The form of the questions is rating scale type and the following weights are used.

strongly agree	-	5
agree	-	4
no idea	-	3
disagree	-	2
strongly disagree	-	1
Very many problems	-	5
many problems	-	4
normal problems	-	3
few problems	-	2
very few problems	-	1

Part IV addresses suggestions in teaching and learning English.

The form used is open - ended.

The questionnaire was checked for its content validity by three specialists. After it was refined, 40 questionnaires were tried with non - sample students to check its lucidity. After that the questionnaire was administered to the real population.



## Collection of Data

The questionnaire was administered during the second and the third weeks after the midterm examination (August 23 - September 3). Altogether 714 questionnaires were administered and 637 returned, a response of about 89% .

## Data Analysis

For questions in parts I, IV and in some of part II, percentages are used and presented in the table form. One way and two-way analyses of variance were used to analyze in parts II and III. All data were processed by the Statistical Package for the Social Sciences (SPSS).

## Presentation of Statistical Results

In this chapter the results of the statistical analyses will be presented as follow:

1. General information of the respondents .
2. The attitudes of Bangkok University students to teaching - learning activities, students' preferences for the use of English in class, and problems with teachers.
3. Students' suggestions about teaching and learning English.

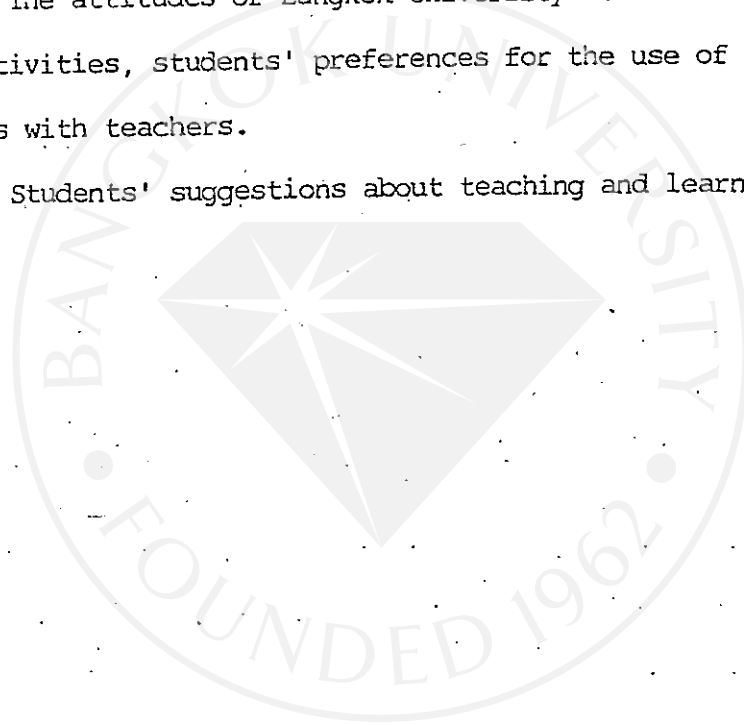


Table 2 Number of responses from students tabulated by faculty and year

Faculty/year	1		2		3		Total	
	number	percentage	number	percentage	number	percentage	number	percentage
Business Administration	38	33.0	39	33.9	38	33.0	115	18.05
Accountancy	39	34.5	34	30.1	40	35.4	113	17.74
Communications	37	32.7	40	35.4	36	31.9	113	17.74
Economics	30	33.3	30 <sup>1</sup>	33.3	30	33.3	90	14.13
Mathematics	39	44.3	35	39.8	14	15.9	88	13.81
Science *	30	50.0	30	50.0	-	-	60	9.42
Art *	29	50.0	29	50.0	-	-	58	9.11
Total	242	38.0	237	37.2	158	24.8	637	100

\*Two-year courses only

Table 3 Students' Likes and Dislikes in the study of English classified by faculty and year

Faculty/year	Like studying English		Dislike studying English		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Business Administration						
Year 1	35	92.10	3	7.89		
Year 2	36	92.30	3	7.69		
Year 3	32	84.21	6	15.79	115	18.05
Accountancy						
Year 1	29	74.36	10	25.64		
Year 2	22	64.71	12	35.29		
Year 3	32	80.00	8	20.00	113	17.74
Communication Arts						
Year 1	36	97.30	1	2.70		
Year 2	38	95.00	2	5.00		
Year 3	29	80.55	7	19.44	113	17.74
Economics						
Year 1	26	86.67	4	13.33		
Year 2	27	90.00	3	10.00		
Year 3	20	66.67	10	33.33	90	14.13
Liberal Studies						
Year 1	33	84.62	6	15.38		
Year 2	29	82.86	6	17.14		
Year 3	13	92.86	1	7.14	88	13.81
Science						
Year 1	22	73.33	8	26.67		
Year 2	23	76.67	7	23.33	60	9.42

Table 3 (continued)

Year	Like studying English		Dislike studying English		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 1	20	68.97	9	31.03		
Year 2	13	44.83	16	55.17	58	9.11
Total	515	80.8	122	19.2	637	100

This table shows that most students (about 80%) like to study English and only a few of them (about 20%) do not.

Table 4 Incentives to the study of English.

Incentives	No. of respondents	Percentage
English is useful to future career	391	75.92
English is useful to further studies	367	71.26
English is useful in students' daily life	363	70.48
English is an interesting subject	315	61.16
It is fun to study English	165	32.04
Students like the instructors	151	29.32
It is easy to get good grades	72	13.98
Studying English is easy; if you know the grammatical rules you will pass the examination	27	5.24
There are many activities in this subject	13	2.52

This table shows that usefulness in future career (about 76%) is the aspect of English study that attracts students most.

Table 5 Disincentives to the study of English.

Number	Disincentives	No. of respondents	Percentage
1.	It is hard to get good grades.	68	55.74
2.	There are many rules to follow.	50	40.98
3.	This subject is boring	23	18.85
4.	There are a lot of matters to study	21	17.21
5.	The teacher's style lacks interest	11	9.02
6.	Students do not like the instructors	5	4.10

This table shows that the difficulty of achieving good grades is what puts students off most.

Table 6 The instructors of English with whom students prefer to study English.

Number	Instructors of English	No. of respondents	Percentage
1.	Thai teachers	448	70.33
2.	Native speakers (English, American, Canadian, Australian, New Zealander)	348	54.63
3.	Non-native speakers (Burmese, Indian, Philippino, Chinese)	29	4.55

This table shows that students (about 70%) prefer to study English with Thai teachers and native speakers to non-native speakers. [The students also state that they prefer to study English with Thai teachers only for Structure and Reading, but for Conversation they prefer native speakers]

Table 7 Two-way Analysis of variance in weight of student attitudes towards teaching - learning activities

Source of Variation	df	SS	MS	F	Sig of F
Faculty	4	3.3	.82	3.45	.009 *
Year	2	8.50	4.25	17.76	.000 *
Interaction	8	5.17	.64	2.70	.006 *
Residual	505	120.90	.23		
Total	519	138.61	.26		

\* p < .05

This table shows that there are significant interaction effects. (p<.05) That means student attitudes towards teaching - learning activities by faculty and by year do not go into the same direction. Because of these differences, there is a need to compare between multiple faculties. (See tables 8 - 10)



Table 8 A multiple comparison of means of first-year student attitudes towards teaching - learning activities by faculty

Faculty	Means	1	2	3	4	5	6	7
1. Law	3.72	-	0.01	0.08	0.09	0.16	0.26*	0.38*
2. Science	3.73		-	0.07	0.08	0.15	0.25*	0.37*
3. Economics	3.80			-	0.01	0.08	0.18	0.30*
4. Humanities	3.81				-	0.07	0.17	0.29*
5. Communication Arts	3.88					-	0.10	0.22
6. Accountancy	3.98						-	0.12
7. Business Administration	4.10							-

\*  $p < .05$

As is shown in table 8, students in the faculties of Business Administration, Accountancy and Communication Arts have positive attitudes on about the same level. The rest have slightly less positive attitudes towards teaching - learning activities.

Table 9 A multiple comparison of means of second-year student attitudes to-words teaching - learning activities by faculty

Faculty	Means	1	2	3	4	5	6	7
1. Law	3.56	-	0.04	0.04	0.15	0.15	0.29*	0.38*
2. Accountancy	3.60		-	0.00	0.12	0.12	0.25*	0.34*
3. Science	3.60			-	0.12	0.12	0.25*	0.34*
4. Communication Arts	3.71				-	0.01	0.14	0.23
5. Economics	3.72					-	0.13	0.22
6. Business Administration	3.85						-	0.05
7. Humanities	3.94							-

\*  $p < .05$

For the second - year students, Humanities students have the most positive attitudes towards teaching - learning activities but Law students have the least positive attitudes.

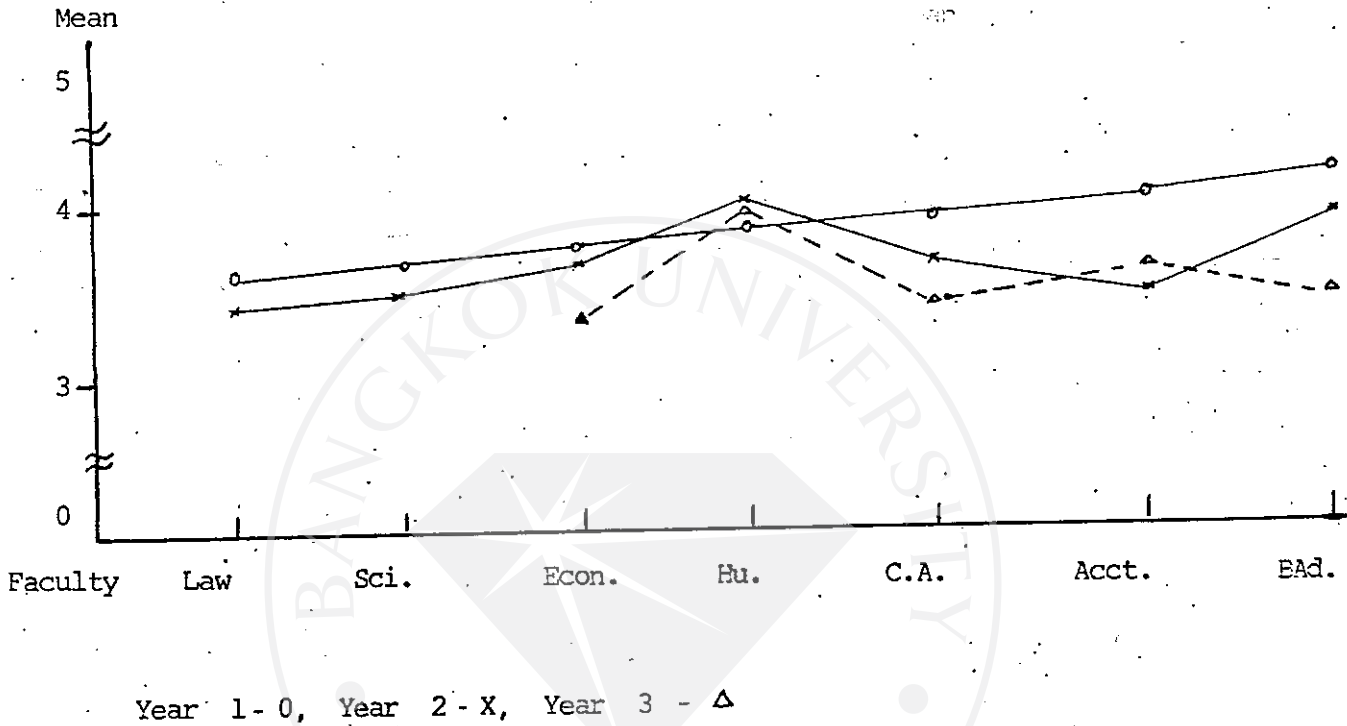
Table 10 A multiple comparison of means of third - year student attitudes towards teaching - learning activities by faculty

Faculty	Means	1	2	3	4	5
1. Economics	3.35	-	0.19	0.25	0.34*	0.56*
2. Communication Arts	3.54		-	0.06	0.15	0.37*
3. Business Administration	3.60			-	0.09	0.31*
4. Accountancy	3.69				-	0.31*
5. Humanities	3.91					-

\*  $p < .05$

This table shows that Economics students have the least positive attitudes towards teaching - learning activities and Humanities students have the most positive attitudes.

Chart 1 The interaction of student attitudes towards teaching-learning activities classified by year



As seen in chart 1, the most positive attitude is in the first-year students and the second-year students have more positive attitudes than the third-year students. The second-year Humanities students have the least positive attitudes towards teaching-learning activities.

\*Law and Science have 2-year courses only.

Table 11 Two - way Analysis of Variance weight of Student Attitudes towards Problems with Teachers

Source of Variation	df	SS	MS	F	Sig of F
Faculty	4	25.07	6.26	15.01	0.0*
Year	2	8.03	4.01	9.61	.000*
Interaction	8	6.81	.85	2.04	.040*
Residual	505	210.83	.41		
Total	519	249.88	.48		

\*  $p < .05$

This table shows that the interaction between faculties and years differs significantly at the .05 level of probability. That means student attitudes towards problems with teachers are different by faculty and by year. (See table 12 - 14 for multiple comparison)

Table 12 A multiple comparison of means of first - year student attitudes towards problems with teachers

Faculty	Mean	1	2	3	4	5	6	7
1. Communication Arts	2.06	-	0.04	0.13	0.26	0.28	0.57*	0.62*
2. Business Administration	2.10		-	0.09	0.22	0.24	0.53*	0.58*
3. Accountancy	2.19			-	0.13	0.15	0.44*	0.49*
4. Law	2.32				-	0.02	0.31*	0.36*
5. Science	2.34					-	0.29	0.34*
6. Humanities	2.63						-	0.05
7. Economics	2.68							-

\*  $p < .05$

It can be seen from the table that Economics students have the most problems with teachers and Communication Arts students have the least problems with teachers.

Table 13 A multiple comparison of means of second-year student attitudes towards problems with teachers

Faculty	Mean	1	.2	3	4	5	6	7
1. Law	2.17	-	0.13	0.21	0.25	0.26	0.34*	0.65*
2. Accountancy	2.30		-	0.08	0.12	0.13	0.21	0.53*
3. Science	2.38			-	0.04	0.05	0.13	0.45*
4. Business Administration	2.42				-	0.01	0.09	0.41*
5. Humanities	2.43					-	0.08	0.40*
6. Communication Arts	2.51						-	0.32
7. Economics	2.83							-

\*  $p < .05$

For the second-year students, law students have the least problems whereas Economics students still have the most problems with teachers.

Table 14 A multiple comparison of means of third-year student attitudes towards problems with teachers

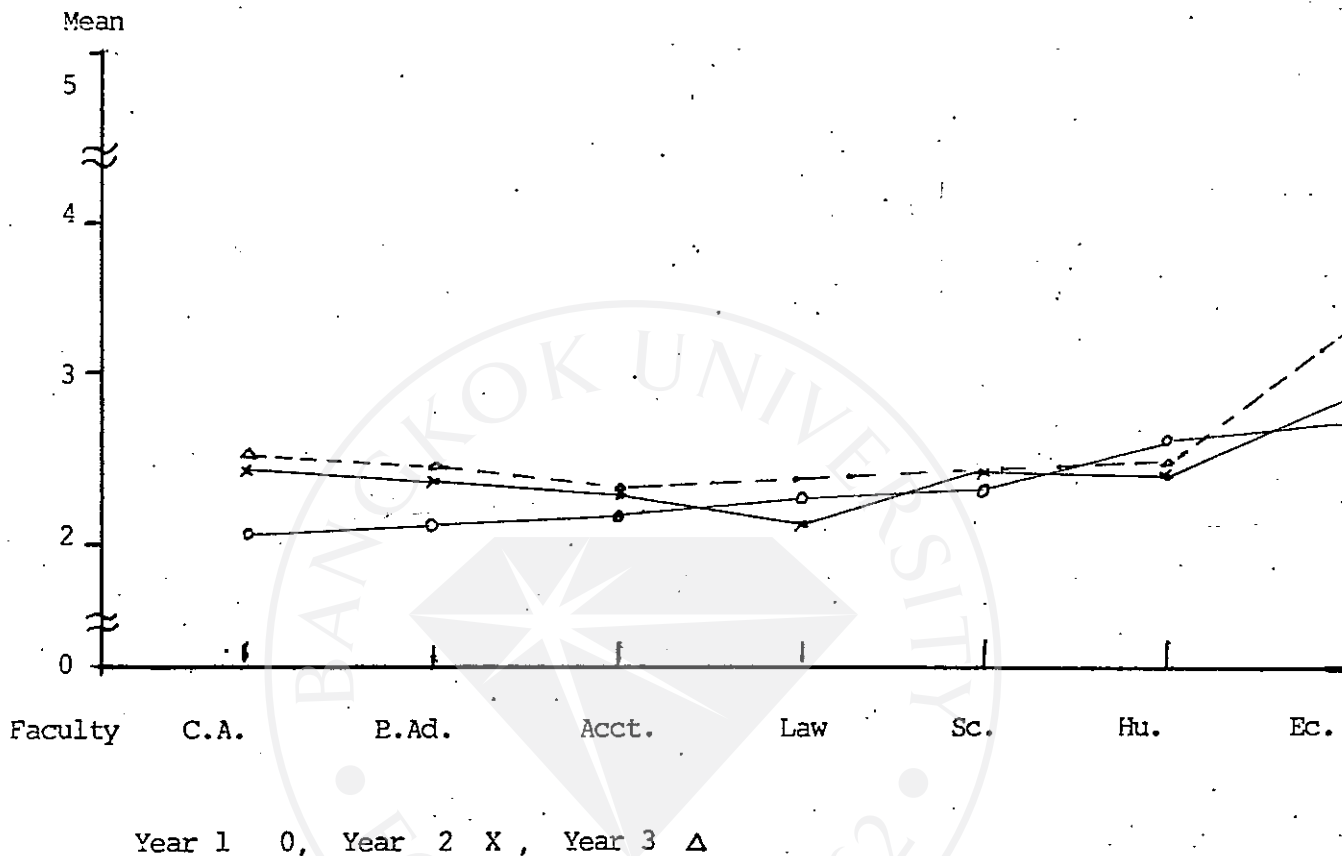
Faculty	Mean	1	2	3	4	5
1. Accountancy	2.39	-	0.05	0.11	0.19	0.83*
2. Business Administration	2.44		-	0.06	0.14	0.78*
3. Humanities	2.58			-	0.08	0.72*
4. Communication Arts	2.58				-	0.64*
5. Economics	3.22					-

\*p<.05

This table shows that for third-year students, Accounting students have the least problems with teachers but Economics students have the most problems with teachers.



Chart 2 The interaction of student attitudes towards problems with teachers classified by year



It can be seen from the chart that third-year students have more problems with teachers than the other two year students. Second-year Law students have less problems with teachers than the first year students. First-year Humanities students have more problems with teachers than those in the second and the third years.

\* Law and Science have 2-year courses only.

Table 15a Student Preferences for the use of English in Structure Class by faculty

Teachers speak English by

Faculty/Year	100%		80%		50%		20%		Total	
	No	%	No.	%	No.	%	No.	%	No.	%
Business Administration	7	18.42	24	63.16	7	18.62	-	-	38	33.0
	2	5.13	22	56.41	12	30.77	3	7.69	39	33.9
	3	7.89	24	63.16	11	28.95	-	-	38	33.0
Accountancy	12	10.43	70	60.86	30	26.08	3	2.60	115	99.9
	8	20.51	22	56.41	8	20.51	1	2.56	39	34.5
	4	11.76	18	52.94	12	35.29	-	-	34	30.1
	8	20.00	25	62.50	7	17.50	-	-	40	35.4
Communication Arts	20	17.70	65	57.52	27	23.89	1	0.88	113	100.0
	6	16.22	18	48.65	13	35.13	-	-	37	32.7
	4	10.00	26	65.00	7	17.50	3	7.50	40	35.4
	3	8.33	21	58.33	11	30.55	1	2.77	36	31.9
Economics	13	11.50	65	57.52	31	27.43	4	3.54	113	100.0
	6	20.00	11	36.66	13	43.33	-	-	30	33.3
	5	16.66	13	43.33	10	33.33	2	6.66	30	33.3
	5	16.66	15	50.00	9	30.00	1	3.33	30	33.3
	16	17.77	39	43.33	32	35.55	3	3.33	90	100.0

Table 15 a (Continued)

Faculty/Year	100%		80%		50%		20%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Humanities	1	17.95	15	38.46	15	38.44	2	5.13	39	44.3
	2	17.14	16	45.71	10	28.57	3	8.57	35	39.8
	3	14.29	8	57.14	4	28.57	-	-	14	15.9
	15	17.04	39	44.32	29	32.95	5	5.68	88	100.0
Science	1	10.00	19	63.33	6	20.00	2	6.66	30	50.0
	2	6.66	19	63.33	8	26.66	1	3.33	30	50.0
	5	8.33	38	63.33	14	23.33	3	5.00	60	100.0
Law	1	6.90	20	68.96	6	20.69	1	3.45	29	50.0
	2	13.79	8	27.59	15	51.72	2	6.90	29	50.0
	6	10.34	28	48.27	21	36.21	3	5.17	58	100.0

Table 15b Student Preferences for the use of English in Reading Class by faculty

Faculty/Year	100%		80%		50%		20%		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Business Administration	1	12	31.58	23	60.53	3	7.89	-	-	38	33.0
	2	6	15.38	18	46.15	14	35.90	1	2.56	39	33.9
	3	3	7.89	30	78.95	4	10.53	1	2.63	38	33.0
		21	18.26	71	61.73	21	18.26	2	1.74	115	99.9
Accountancy	1	11	28.21	24	6.15	3	7.69	1	2.56	39	34.5
	2	9	26.47	20	58.82	5	14.70	-	-	34	30.1
	3	9	22.5	22	55.00	9	22.50	-	-	40	35.4
		29	25.66	66	58.40	17	15.04	1	0.88	113	100
Communication Arts	1	7	18.92	21	56.76	8	21.62	1	2.70	37	32.7
	2	11	27.5	25	62.50	3	7.50	1	2.50	40	35.4
	3	10	27.77	17	47.22	9	25.00	-	-	36	21.9
		28	24.78	63	55.75	20	17.70	2	1.77	113	100
Economics	1	8	26.66	15	50.00	7	23.33	-	-	30	33.3
	2	7	23.33	12	40.00	9	30.00	2	6.66	30	33.3
	3	3	10.00	13	43.33	13	43.33	1	3.33	30	33.3
		18	20.00	40	44.44	29	32.22	3	3.33	90	99.9

Table 15b (Continued)

Faculty/Year	100%		80%		50%		20%		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Humanities	1	6	15.38	21	53.85	11	28.21	1	2.56	39	44.3
	2	15	42.86	11	31.43	5	14.29	4	11.43	35	39.8
	3	-	-	10	71.42	4	28.57	-	-	14	15.9
		21	23.86	42	47.73	20	22.73	5	5.68	88	100.0
Science	1	3	10.00	19	63.33	6	20.00	2	6.66	30	50.0
	2	2	6.66	19	63.33	8	26.66	1	3.33	30	50.0
		5	8.33	38	63.33	14	23.33	3	5.00	60	100.0
Law	1	5	17.24	22	75.86	1	3.45	1	3.45	29	50.0
	2	5	17.24	10	34.48	10	34.48	4	13.79	29	50.0
		10	17.24	32	55.17	11	18.96	5	8.62	58	100.0

Table 15c Student preferences for the use of English in Writing Class by faculty

Faculty/Year	100%		80%		50%		20%		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Business Administration	1	7	18.42	22	57.89	8	21.05	1	2.63	38	33.0
	2	2	2.13	27	69.23	10	25.64	-	-	39	33.9
	3	6	15.79	27	71.05	5	13.16	-	-	38	33.0
		15	13.04	76	66.10	23	20.00	1	0.90	115	99.9
Accountancy	1	12	30.77	20	51.28	7	17.95	-	-	39	34.5
	2	3	8.82	20	58.82	10	29.41	1	2.94	34	30.1
	3	4	10.00	25	62.50	9	22.50	2	5.00	40	35.4
		19	16.81	65	57.52	26	23.00	3	2.65	113	100
Communication Arts	1	6	16.22	19	51.35	12	32.43	-	-	37	32.7
	2	6	15.00	25	62.50	8	20.00	1	2.5	40	35.4
	3	6	16.66	20	55.55	10	27.77	-	-	36	31.9
		18	15.92	64	56.64	30	26.55	1	0.90	113	100
Economics	1	6	20.00	13	43.33	11	36.66	-	-	30	33.3
	2	9	30.00	10	33.33	10	33.33	1	3.33	30	33.3
	3	2	6.00	15	50.00	12	40.00	1	3.33	30	33.3
		17	18.90	38	42.22	33	36.66	2	2.22	90	99.9

Table 15 c (Continued)

Faculty/Year	100%		80%		50%		20%		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Humanities	1	6	15.38	11	28.21	21	53.85	1	2.56	39	44.3
	2	12	34.29	12	34.29	6	17.14	5	14.29	35	39.8
	3	2	14.29	10	71.43	2	14.29	-	-	14	15.9
		20	22.72	33	37.50	29	32.95	6	6.81	88	100
Science	1	1	3.33	14	46.66	14	46.66	1	3.33	30	50.0
	2	5	16.66	14	46.66	8	26.66	3	10.00	30	50.0
		6	10.00	28	46.66	22	36.66	4	6.66	60	100
*Law	1	5	17.24	17	58.12	7	24.14	-	-	29	50.0
	2	3	10.34	12	41.38	12	41.38	2	6.90	29	50.0
		8	13.79	29	50.00	19	32.76	2	3.45	58	100

This table shows that about 55% of students in every faculty prefer their teachers to speak English most of the time (80%) when teaching Structure, Reading, and Writing.

Table 15d Student Preferences for the use of English in Conversation Class by faculty

Faculty/Year	100%		80%		50%		20%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Business Administration	1	20	15	39.47	3	7.89	-	-	38	33.0
	2	11	19	48.72	9	23.08	-	-	39	33.9
	3	22	16	42.11	-	-	-	-	38	33.0
		53	46.10	50	43.47	12	10.43	-	-	115
Accountancy	1	17	18	46.15	3	7.69	1	2.56	39	34.5
	2	14	15	44.12	5	14.71	-	-	34	30.1
	3	19	19	47.50	2	5.00	-	-	40	35.4
		50	44.25	52	46.02	10	8.85	1	0.89	113
Communication Arts	1	17	14	37.84	5	13.51	1	2.70	37	32.7
	2	15	22	55.00	2	5.00	1	2.50	40	35.4
	3	21	12	33.33	3	8.33	-	-	36	31.9
		53	46.90	48	42.48	10	8.85	2	1.77	113
Economics	1	11	12	40.00	7	23.33	-	-	30	33.3
	2	7	18	60.00	4	13.33	1	3.33	30	33.3
	3	12	14	66.66	3	10.00	1	3.33	30	33.3
		30	33.33	44	48.89	14	15.55	2	2.22	90



Table 15 d (Continued)

Faculty/Year	100%		80%		50%		20%		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Humanities	1	14	35.90	14	35.90	10	25.64	1	2.56	39	44.3
	2	19	54.29	7	20.00	5	14.29	4	11.43	35	39.8
	3	10	71.43	4	28.67	-	-	-	-	14	15.9
		43	48.86	25	28.40	15	17.65	5	5.68	88	100.0
Science	1	11	36.66	14	46.66	4	13.33	1	3.33	30	50.0
	2	7	23.33	17	54.66	6	20.00	-	-	30	50.0
		18	30.00	31	51.66	10	16.66	1	1.66	60	100.0
Law	1	8	27.59	19	65.52	2	6.90	-	-	29	50.0
	2	7	24.14	13	44.83	8	27.59	1	3.45	29	50.0
		15	25.86	32	55.17	10	17.24	1	1.72	58	100.0

The table indicates that about 45% of students in Business Administration, Accountancy, Communication Arts and Humanities prefer conversation to be taught in English only. In the other faculties (Economics, Science and Law) the percentage drops to about 30%.

Table 16 Student Preferences for the use of English in class by year

Structure

Year	100%		80%		50%		20%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	37	15.29	125	51.65	73	30.16	7	2.89	242	100
2	26	10.97	121	51.05	74	31.22	16	6.75	237	100
3	21	13.29	93	58.86	42	26.58	2	1.27	158	100
total	84	13.19	339	53.22	189	29.67	25	3.92	637	100

Reading

Year	100%		80%		50%		20%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	52	21.48	145	59.92	39	16.12	6	2.48	242	100
2	55	23.21	115	48.52	54	22.78	13	5.49	237	100
3	25	15.82	92	58.22	39	24.68	2	1.27	158	100
total	132	20.72	352	55.26	132	20.72	21	3.30	637	100

Table 16 (Continued)

## Conversation

Year	100%		80%		50%		20%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	98	40.49	106	43.80	34	14.05	4	1.65	242	100
2	80	33.75	111	46.84	39	16.46	7	2.95	237	100
3	84	*53.16	65	41.14	8	5.06	1	0.63	158	100
Total	262	41.13	282	44.27	81	12.72	12	1.88	637	100

## Writing

Year	100%		80%		50%		20%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	43	17.76	116	47.93	80	33.06	3	1.24	242	100
2	40	16.87	120	50.63	64	27.00	13	5.49	237	100
3	20	12.65	97	61.39	38	24.05	3	1.90	158	100
Total	103	16.17	333	52.28	182	28.57	19	2.98	637	100

This table indicates that students of every year prefer to be taught in English most of the time (80%) when teaching Structure, Reading and Writing. In conversation classes, only third-year students prefer to be taught in English all the time, the rest prefer less English to be used (80% of the time.)

Table 17 A multiple comparison of means of student attitudes towards problems on teaching - learning activities by year.

Year	Means	3	2	1
3	2.92	-	.06*	.28*
2	2.86	-	-	.22*
1	2.64	-	-	-

\*  $p < .05$

The table indicates that first - year students have fewer problems on teaching - learning activities than second and third - year students.

Table 18 . A multiple comparison of means of student attitudes towards their personal problems by year.

Year	Means	3	2	1
3	2.62	-	.04*	.35*
2	2.41		-	.21*
1	2.37			-

\*  $p < .05$

As shown in the table, third - year students have more personal problems affecting their learning than first and second - year students.

Table 18 . A multiple comparison of means of student attitudes towards their personal problems by year.

Year	Means	3	2	1
3	2.62	-	.04*	.35*
2	2.41		-	.21*
1	2.37			-

\*  $p < .05$

As shown in the table, third - year students have more personal problems affecting their learning than first and second - year students.

Table 20 A multiple comparison of means of student attitudes towards measurement and evaluation by year.

Year	Means	3	2	1
3	3.40	-	.22*	.32*
2	3.62		-	.10*
1	3.72			-

\*  $p < .05$

As shown in the table, third - year students have less positive attitudes to measurement and evaluation than the other students.

Table 21 Students' suggestions about Teaching - learning English

No.	Statements	No. of respondents
<u>Syllabus and Content</u>		
1.	Improving materials more up-to-date, interesting for everyday uses, further studies and future career.	136
2.	Adding more general knowledge in the subject matters.	44
3.	Emphasizing use instead of usage	21
4.	Using foreign texts	6
<u>Teaching - Learning Activities and Instructional Media</u>		
1.	Introducing media such as slides, video tapes, movies to improve students' listening skill.	260
2.	Promoting language activities : debating, acting, problem solving, singing etc.	36
3.	Giving students opportunities for using English to express their ideas in class	12
4.	Adding more English classes to English program students	3
5.	Adding remedial work for weak students.	2
<u>Teachers</u>		
1.	Improving on these aspects :	
	a. speak louder and more slowly	
	b. pay more attention to students	
	c. conclude the main idea of each lesson	
	d. use new teaching techniques	126
2.	Speaking Thai when the contents are difficulty to understand	15



Table 21 (continued)

No.	Statements	No. of respondents
3.	Native speakers should teach conversation	18
4.	Teachers of English should be native speakers.	16
5.	Thai teachers should teach structure	9
<u>Measurement and Evaluation</u>		
1.	The criteria for English measurement are too high	141
2.	Writing and conversation tests are not fair (3 <sup>rd</sup> year students)	26
3.	Test more often.	20
4.	Do not emphasize on testing course contents	5

## Discussion of Results

The discussion of the statistical results in this chapter is organized under three subheadings : attitudes towards learning English, preferences of learning English, and problems of learning English.

### Attitudes towards Learning English.

#### Syllabus and content

Most students in every faculty consistently agree that syllabus and content are appropriate at a moderate level. However the first-year students have more positive attitudes than the second and the third-year students. From their suggestions about the content, students prefer more interesting materials with emphasis on utility and ease of learning. This suggestion was proposed in the study of Chulalongkorn Commerce and Accountancy Students' Attitudes towards Learning English (Pattarodom : 1982) that the contents should emphasize utility, sequencing, interest and learnability.

#### Teaching - Learning activities

The attitudes of students are significantly different between faculties and years. Students in the faculties of Accountancy, Business Administration, Communication Arts, and Humanities have more positive attitudes than other students. It may be inferred that the former students have a better understanding of language study than the latter. This results in their more positive attitudes. However, all students suggested that teachers

introduce media such as slides, video tapes, and movies in class to improve listening skills. Morrow (1981) indicated that there are disadvantages in utilizing tape recorders and the sound laboratory as students cannot interpret the communication without visual clues. The better instructional medium is the video tape. Facial expression, gestures, body language and the wealth of visual clues all facilitate comprehension in a manner impossible with some other media.

#### Measurement and Evaluation

There are no significant differences between the student attitudes in this aspect. At the moderate level, all students agree that measurement and evaluation are appropriate. The third-year students have less positive attitudes than those in the first and the second years. Nevertheless most students claim that the criteria for English measurement are too high. This may affect their attitude towards learning English. Alderson (1983) proposed that teachers should observe learning outcome rather than measure learning outcome by written tests. Tests should therefore be improved by being made more relevant to student achievements rather than to their grasp of the course-work situations. Such tests can help create positive attitudes towards their tuition and can benefit students by helping them master the language.

#### Preferences of Learning English

The results indicated that most students (about 80%) prefer to study English because they consider it potentially useful to their future careers and for advanced study also. It is asserted in some studies that instrumental

motivation is related to language learning. For those who dislike studying English, they revealed that difficulties of achieving good grades affected their attitudes. It was verified by Savignon (1972) that high achievers in language learning would have positive attitude and vice versa.

Regarding the instructors with whom students prefer to study English, it was revealed that 50% students prefer Thai teachers for structure and reading classes because they can receive clarification of their problems in Thai. This finding is consistent with that of Smith (1988) who found that the best teachers of English in Thailand are Thai nationals. They know the problems Thai students have in learning and they know the life experience of students in Thailand. Turning now to conversation courses, about 45% of students in every faculty and especially all third-year students, prefer native speakers. A reason for this could be that third-year students are more likely to interact with native speakers in the near future, after completion of their course. Smith (1988) too, found that the best teachers of English in EFL class should be native English-speaking foreigners because they will prepare students to interact with native speakers.

#### Problems of learning English

##### Problems with Teachers

There are significant differences in student attitudes to this point between faculties and between years. Economics students have more problems than other students. Students suggested that teachers improve their teaching techniques and speed of teaching, and pay more attention to student needs. Relating to problems with teachers, Sukwiat (1973) stated that university

English departments also suffer from a scarcity of qualified teachers. She suggested that there seem to be three distinct kinds of teachers :

1. Those who do not have an adequate command of the language.
2. Those who have a very good command of the language but who are under the impression that they need not learn any methods of teaching. This group of teachers is commonly found teaching at the higher education level.
3. Those who are fairly proficient in English, but who cannot express themselves clearly enough. These people have been trained in methodology, are conscientious and willing to professionally upgrade themselves but hardly have any chance to do so.

Durr (1981) stated that the major factor of teaching-learning English is the teacher. This is widely accepted among educators and language specialists such as Finocchiaro. She indicated that the major role of teachers is as monitor or facilitator. Teachers should actually plan learning activities to their best ability, utilize materials efficiently and most importantly present activities which meet students' needs.

From their teaching experiences and problems occurring in classes teachers can thus develop course content and improve their teaching activities. Syananondh (1986) stated that teachers should always pay attention to new research in their field because that is the short cut to saving time and trouble in improving teaching - learning activities.

#### Students' Personal Problems

From the teachers' point of view, it seems that many students arrive at the university with the idea that their role in the education process is a passive one (Sukwiat 1973). They are used to the traditional idea of a teacher as a dispenser of knowledge. Besides, many students come to the university

with the idea of improving their status and job opportunities in the future. They come to be processed rather than to discover more about a subject which interests them. Moreover, their greatest interest is in "grades". So often, in order to encourage them to work the teacher is forced to test continuously.

Turning to the students' point of view, the findings reveal that Economics students have more personal problems affecting their learning than other students. Also, third-year students have more problem than the other two years.

To the extent that problems can be addressed and solved, teachers should not hesitate to help students and thereby improve their ability to learn. However, if student activity becomes a burden, a more efficient student counselling service could be considered.

## Summary and Recommendations

### Summary

This study was a survey research to investigate the attitudes of Bangkok University students to the use of English as a medium of instruction and to determine whether the faculty and year affected these attitudes.

The sample was composed of 714 first, second, and third-year students selected by the stratified random sampling technique from every faculty.

The instrument used was a questionnaire in the Thai language, investigating student attitudes to learning English through English. The data was analyzed and processed by computer utilizing percentages, one way and two-way analyses of variance.

The findings can be summarized as follows :

1. Most students (about 80%) prefer to study English because it will be useful to their future careers and advanced study. Some of students (about 20%) dislike studying English because their learning achievement is low.
2. About 50% of students prefer Thai teachers for structure and reading classes and 45% of students and all third-year students prefer native speakers for conversation classes.
3. Student attitudes to the syllabus and content, measurement and evaluation, problems of teaching - learning activities, and their personal problems did not differ significantly by faculty, but they did by year. First - year students generally have a more positive approach, third - year students appear more personal problems.

4. Student attitudes towards teaching - learning activities and problems with teachers were significantly different between faculties and between years. Students in the faculties of Business Administration, Humanities, Accountancy and Communication Arts have more positive attitudes than the rest of the students. Economics students have more problems with teachers than other students.

#### Recommendations for Teaching

The results from this study suggest that the following teaching practices should be implemented.

1. Emphasize skill results. Do not teach for examinations. Measure each student's progress in terms of skills rather than knowledge. Emphasize use rather than usage.

2. Use a variety of classroom procedures, emphasizing activities. Involve the students in every learning - teaching step.

3. Use a lot of teaching aids and media. Do not forget that learning - teaching aids are an essential part of modern classroom practice.

4. Think of each class period as a series of student activities. Try to achieve total student involvement in every class period. Do not consider group work impossible for Thai students, and do not rationalize that student - oriented activities are suitable only for bright students.

5. English is a living language, do not consider English as knowledge. It can come alive for most students only in the classroom. That is why it is so important to have activities in the classroom, and to include listening and speaking skills.



### Recommendations for Teachers

From where the students sit, desirable attributes are considered to include the following :

1. Has thorough knowledge of subject matter.
2. Is very well - prepared.
3. Is fluent in the use of English.
4. Presents material clearly and logically.
5. Encourages students to speak in English.
6. Has a good sense of humour.
7. Motivates students to respond and to work.
8. Makes classes interesting, stimulating.
9. Is patient when students have difficulty learning English.
10. Doesn't embarrass or belittle students when errors are made.
11. Paces material for level of learner; doesn't go too fast.
12. Creates a friendly, informal, relaxed classroom atmosphere.
13. Uses a great deal of variety in methods, materials, activities.
14. Is flexible; changes techniques, materials, attitudes as situation changes; willing to try new things.

### Recommendations for Further Research

There is a need for further research in the following aspects :

1. The attitudes towards learning English through English of Night students and Special Group students.
2. The factors affecting the failure of some students to complete English courses.
3. More extensive evaluation on English textbooks and materials.

## Bibliography

Abbashar, Abdel Wahav. "Attitudinal and Aptitudinal Factors and Their Relationship to Learning English as a Foreign Language : A Study of Arab Students at Indiana University, Bloomington." Dissertation Abstracts International 4 (October 1977): 2087-A.

Cavanaugh, Neal Francis. "The Roles of Attitude and Motivation in Second Language Acquisition." Dissertation Abstracts International 2 (August 1977) : 674-A.

Chandrasegaran, Antonia. Problems of Learning English as a Second Language. Singapore University Press for SEAMEO Regional Language Centre, 1981

Chisman, Forrest P., Attitude psychology and the study of public opinion. The Pennsylvania state University, c 1976.

Durr, Thomas A. "Teaching - Learning English at present" in the seminar of Teaching English at the English centre of the Institute of Technology and Vocational Education, 1981.

Ferguson, George A. Statistical Analysis in Psychology and Education. McGraw-Hill Book Company, 1987.

Finocchiaro, Mary. Teaching English as a Second Language in Elementary and Secondary School. New York : Harpers and Brothers, 1958.

Gardner, R.C., and Lambert, W.E. Attitudes and Motivation in Second Language Learning. Newberry House, 1972.

Hotrakul, Manop. "Interrelationships among Language Learning Aptitude, Attitude and Achievement in Learning English as a Foreign Language of Thammasat University Freshmen" Graduate School Thesis, Chulalongkorn University. 1982.

Mayuree Sukwiat. The development of English Teaching in Thailand : A Rattanakosin Experience. Aksorn Charoentat Publishing Company, 1973.

Morrow, K. Communication in the Classroom. Longman, 1981.

Pattarodom Vilailak. "Chulalongkorn Commerce and Accountancy Students' Attitudes towards Learning English," Institute Research, Chulalongkorn University, 1982.

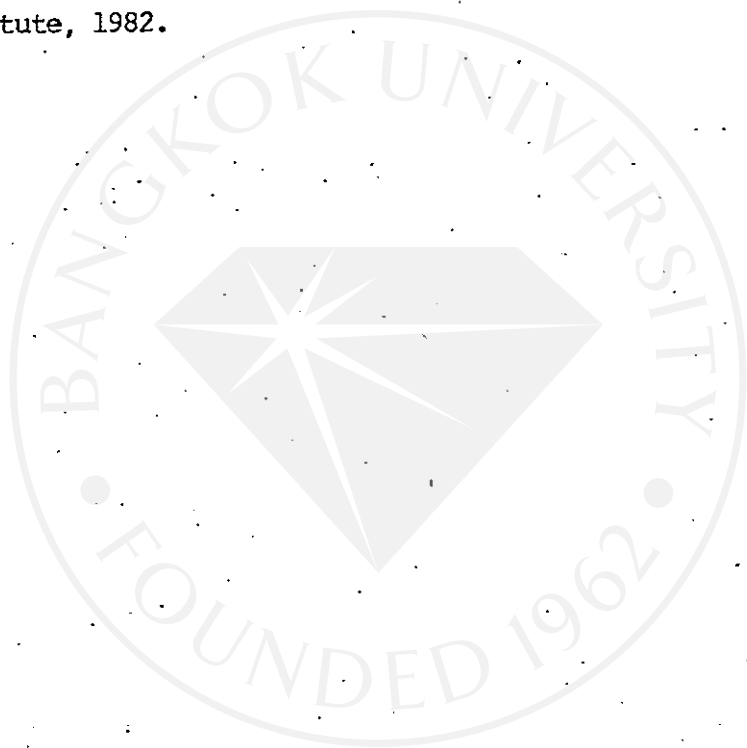
Prapphal, Kanchana. "Learning English in Thailand : Affective, Demographic and Cognitive Factors." Doctoral dissertation, University of New Mexico, 1981.

Savignon, S. Communicative Competence : An Experiment in Foreign Language Teaching. Montreal : Marcel Didier, 1972.

Smith, Larry E. "Who are the Best English Teachers in Thailand?" Pasaa vol. 18 No. 1 June 1988.

Syananondh, K. "A Survey of Foreign Language Education Research Studies in Thailand During B.E. 2518-2528." Thai TESOL, 1986.

Wongsotorn, Achara et al. "A Study of the Relationships between Student Learning Modes and Student Success in Learning English in a self - Study Program." Bangkok : Chulalongkorn University Language Institute, 1982.



## Appendix A

## The Questionnaire

Name..... Surname.....

1. The following are statements concerning attitudes towards learning English. You are asked to fill in the blanks and put a tick (✓) in the appropriate column which corresponds most closely with your opinion.
2. There are no right or wrong answers. Your responses will be kept confidential and will not affect your grades. You are therefore requested to make your responses sincere and genuine.
3. Please answer every item.

Thank you for your cooperation

Researcher

"Bangkok University student Attitudes to the Use of English as a Medium  
of Instruction"

Please complete the form by putting a tick in the appropriate box

Part I General information of the respondent

1. sex
  - 1. male
  - 2. female
2. Year of studying at Bangkok University.....English GPA.....
3. Faculty
  - 1. Accountancy
  - 2. Business Administration
  - 3. Communication Arts
  - 4. Law
  - 5. Economics
  - 6. Humanities
  - 7. Science
4. Do you enjoy studying English?
  - Yes (Please answer question 5 and go on to question 7)
  - No (Please answer question 6)
5. Why do you like to study English? (You can choose more than one)
  - English is an interesting subject.
  - It is fun to study English.
  - There are many activities in this subject.
  - Studying English is easy; if you know the grammatical rules  
you will pass the examination.
  - It is easy to get good grades.
  - You like the teachers.

- English is useful in your daily life.
- English is useful to further your studies.
- English is useful to your future career.
- any other (please state) .....

6. Why don't you like to study English? (You can choose more than one)

- This subject is very boring.
- There are a lot of matters to study.
- There are many rules to follow.
- It is hard to get good grades.
- You don't like the teachers of English.
- The teacher's style lacks interest.
- any other (please state) .....

7. Who do you want to study English with?

- Native speakers (British, American, Canadian, Australian, New Zealander)
- Non-native speakers (Burmese, Indian, Philippino, Chinese)
- Thai Teachers

Please give reason .....

.....

.....

Part II Student Attitudes to Teaching and Learning English Put a tick (✓) in the appropriate column to show your opinion

er	Statements	Strongly agree	Agree	No Opinion	Disagree	Strogly disagree
	<u>Attitudes towards Course Syllabus and Content</u>					
	1. The syllabus is appropriate to students.....					
	2. The syllabus is parallel to the new trend of teaching and learning English .....					
	3. The syllabus has continuity with secondary level .....					
	4. The content is appropriate to tertiary level studetns .....					
	5. The content is fun and interesting .....					
	6. The content is useful to daily life .....					
	7. The content is useful for further studies .....					
	8. The content is useful for future career .....					
	<u>Attitudes towards Teaching-Learning Activities</u>					
	9. Teaching - learning activities are appropriate to students .....					
	10. Instructional materials and media are appropriate .....					
	11. There are varieties of language activities .....					
	12. The students are encouraged to practise integrated skills .....					
	13. The students are encouraged to practise study skills in class .....					



er	Statements	Strongly agree	agree	No Opinion	Disagree	Strongly disagree
	14. It is appropriate to teach structure, Reading, Conversation, and Writing in separate courses .....					
	15. English should be the sole language in your English class .....					
	16. At tertiary level, English should be the medium of instruction to practice students' listening and speaking skills .....					
<p><u>Student Preferences in the use of English in each course</u></p> <p>a. <u>Structure</u> (tick only one column)</p> <p>Teachers speak English about 100 per cent .....</p> <p>" " 80 " .....</p> <p>" " 50 " .....</p> <p>" " 20 " .....</p> <p>b. <u>Reading</u> (Tick only one column)</p> <p>Teachers speak English about 100 per cent .....</p> <p>" " 80 " .....</p> <p>" " 50 " .....</p> <p>" " 20 " .....</p> <p>c. <u>Conversation</u> (tick only one column)</p> <p>Teachers speak English about 100 per cent .....</p> <p>" " 80 " .....</p> <p>" " 50 " .....</p> <p>" " 20 " .....</p>						

No	Statements	Strongly agree	Agree	No Opinion	Disagree	Strongly disagree
d. <u>Writing</u> (tick only one column)						
	Teachers speak English about 100 per cent .....					
	" " 80 " .....					
	" " 50 " .....					
	" " 20 " .....					
<u>Attitudes towards Measurement and Evaluation</u>						
	17. The tests measure what they are supposed to measure .....					
	18. The level of difficulty of the tests is appropriate .....					
	19. The tests measure a variety of aspects of a particular skill rather than knowledge .....					
	20. Timing and duration of examinations are appropriate .....					
	21. The evaluation of the English examination results is fair .....					

Part III Problems of Teaching and Learning English Put a tick (✓) in the appropriate column to show your opinion.

r	Statements	Very many	Many	Normal	Few	Very few
1	<u>Problems of the teachers</u>					
	1. Don't explain clearly .....					
	2. Use the same teaching technique .....					
	3. The voice is monotonous .....					
	4. Speak too fast .....					
	5. Language used in class is too difficult .....					
	6. Don't encourage students to speak English .....					
	7. Don't have good personality .....					
	8. Don't convey creative thinking .....					
	9. Don't motivate students to take parts in the activities .....					
	10. Don't have a good sense of humour .....					
	11. Aren't patient when students have difficulty learning English .....					
	12. Any other (please state) _____					
	<u>Problems of content and teaching-learning activities</u>					
	1. Emphasize usage more than use .....					
	2. The activities are not integrated .....					
	3. There are not instructional media such as slides, video tapes, films in teaching .....					
	4. Language used in class is not authentic .....					
	5. There are no sequencing, continuity, and repetition in each unit .....					

Number	Statements	Very many	Many	Normal	Few	Very few
	6. The contents are not interesting .....					
	7. The contents are not useful for everyday use, academic purposes, and future career .....					
	8. Any other (please state) _____					
3	<u>Problems of the Learners</u>					
	1. English background knowledge is not good .....					
	2. Lack of interest in English .....					
	3. Have no motivation in learning .....					
	4. Don't understand spoken English .....					
	5. Don't catch up with their friends .....					
	6. Don't pay attention in the subject when they are slow .....					
	7. Are often absent from class .....					
	8. Have personal problems affecting learning .....					
	9. Any other (please state) _____					

Part IV Suggestions about teaching and learning English

1. Course syllabus and content \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Teaching - Learning Activities and Instructional Media \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Teachers \_\_\_\_\_

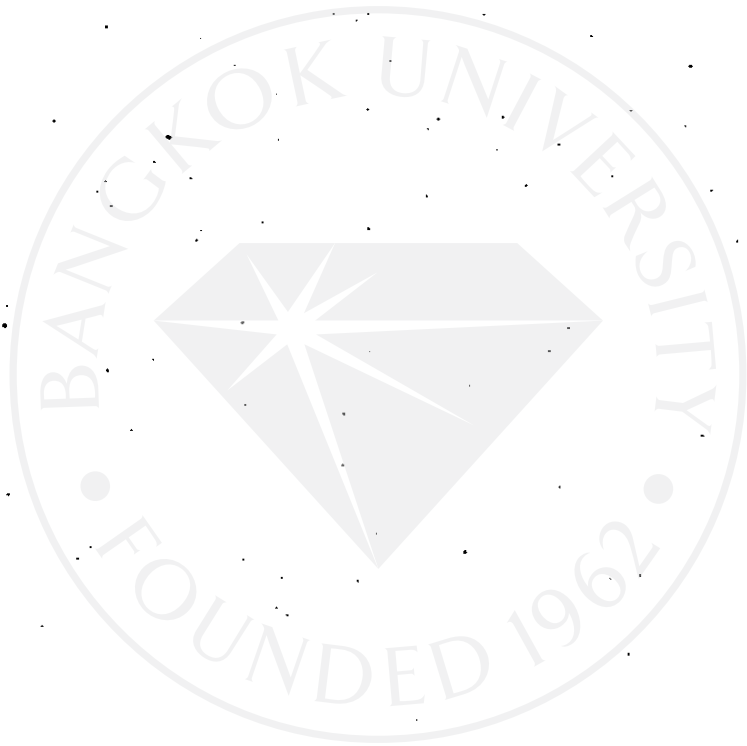
---

---

4. Measurement and evaluation \_\_\_\_\_

---

---



## แบบสอบถามทัศนคติ

ชื่อ..... นามสกุล .....

1. แบบสอบถามนี้ถามความรู้สึก ความคิดเห็นและทัศนคติต่าง ๆ ของนักศึกษาเกี่ยวกับการเรียนภาษาอังกฤษที่มหาวิทยาลัยกรุงเทพ เมื่อนักศึกษาอ่านแล้วขอให้ตอบตามความคิดเห็นหรือความรู้สึกของนักศึกษาจริง ๆ.
2. คำตอบนี้ไม่มีการตัดสินว่าถูกหรือผิด เพราะเป็นความคิดเห็นส่วนตัวของนักศึกษาจึงไม่จำเป็นต้องตรงกับคำตอบของผู้อื่น ผลหรือคำตอบที่ได้นี้จะถือเป็นความลับเฉพาะเพื่อนำผลรวมไปใช้ในการวิจัยทางวิชาการเท่านั้นทั้งจะไม่มีการกระทบกระเทือนต่อผลการเรียนหรือคะแนนสอบหรือตัวนักศึกษาแต่ประการใด ขอให้ตอบตามความรู้สึกของนักศึกษาให้มากที่สุด
3. ขอให้นักศึกษาตอบแบบสอบถามนี้ให้ครบถ้วนทุกข้อ

ขอขอบคุณในความร่วมมือของนักศึกษาเป็นอย่างยิ่ง

ผู้วิจัย

แบบสอบถาม

เรื่อง

"ทัศนคติของนักศึกษามหาวิทยาลัยกรุงเทพต่อการเรียนการสอนวิชาภาษาอังกฤษโดยใช้ภาษาอังกฤษ  
เป็นสื่อในการสอน"

คำแนะนำในการตอบแบบสอบถาม

1. โปรดทำเครื่องหมาย ✓ ลงใน
2. โปรดเขียนคำตอบลงในช่องว่างที่กำหนดไว้

ตอนที่ 1 สถานภาพทั่วไปของนักศึกษา

1. เพศ

1. ชาย  2. หญิง

2. ปัจจุบันกำลังศึกษาอยู่ที่มหาวิทยาลัยกรุงเทพชั้นปีที่ ..... คณะเนติศึกษาภาษาอังกฤษ .....

3. คณะที่กำลังศึกษา

1. บัญชี  2. บริหารธุรกิจ  
 3. นิเทศศาสตร์  4. นิติศาสตร์  
 5. เศรษฐศาสตร์  6. มนุษยศาสตร์  
 7. วิทยาศาสตร์และคอมพิวเตอร์

4. ท่านชอบเรียนภาษาอังกฤษหรือไม่

- ชอบ (โปรดตอบข้อ 5 แล้วข้ามไปตอบข้อ 7)  
 ไม่ชอบ (โปรดข้ามไปตอบข้อ 6)

5. ท่านชอบเรียนภาษาอังกฤษเพราะอะไร (ตอบได้หลายข้อ)

- เป็นวิชาที่น่าสนใจ  
 เป็นวิชาที่เรียนสนุก  
 เป็นวิชาที่มีกิจกรรมมาก  
 เป็นวิชาที่เรียนง่าย เพียงแต่ท่องถูกกฎเกณฑ์ก็สอบได้  
 เป็นวิชาที่มักทำคะแนนสอบได้ดี

- ชอบอาจารย์ที่สอน
- เป็นวิชาที่มีประโยชน์ต่อชีวิตประจำวัน
- เป็นวิชาพื้นฐานในการศึกษาต่อระดับสูง
- เป็นวิชาที่มีประโยชน์ในการประกอบอาชีพ
- อื่น ๆ โปรดระบุ .....

8. ท่านไม่ชอบเรียนภาษาอังกฤษเพราะอะไร (ตอบได้หลายข้อ)

- เป็นวิชาที่น่าเบื่อ
- เป็นวิชาที่มีเนื้อหาหนัก
- เป็นวิชาที่ต้องจดจำและท่องกฎเกณฑ์มาก
- เป็นวิชาที่ได้คะแนนไม่ดี
- ไม่ชอบอาจารย์ที่สอน
- วิธีการสอนของอาจารย์ไม่น่าสนใจ
- อื่น ๆ (โปรดระบุ) .....

7. ท่าน ชอบเรียนภาษาอังกฤษกับอาจารย์ผู้ใด (ตอบได้หลายข้อ)

- อาจารย์เจ้าของภาษา (อังกฤษ, อเมริกัน, แคนาดา, ออสเตรเลีย, นิวซีแลนด์)
- อาจารย์ต่างชาติที่ใช้ภาษาอังกฤษ (พม่า, อินเดีย, ฟิลิปปินส์, จีน)
- อาจารย์คนไทย
- กรุณาให้เหตุผล .....



ตอนที่ 2

ทัศนคติของนักศึกษาต่อการเรียนการสอนภาษาอังกฤษ โปรดทำเครื่องหมาย ✓

ลงในช่องที่ตรงกับความคิดเห็นของท่าน

ลำดับข้อ	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
1	ทัศนคติต่อหลักสูตรและเนื้อหาวิชา					
	1. หลักสูตรที่จัดให้เรียนเหมาะสม กับนักศึกษา .....					
	2. หลักสูตรสอดคล้องกับแนวโน้ม ใหม่ทางการเรียนการสอนภา- ษาอังกฤษ .....					
	3. หลักสูตรต่อเนื่องกับการเรียน การสอน ภาษาอังกฤษระดับ มัธยมตอนต้น และ มัธยมปลาย .....					
	4. เนื้อหาวิชาภาษาอังกฤษเหมาะสม กับระดับนักศึกษา .....					
	5. เนื้อหาวิชาภาษาอังกฤษที่จัดให้ เรียน สนุกและน่าสนใจ .....					
	6. เนื้อหาวิชาภาษาอังกฤษเป็นประ- โยชน์ในชีวิตประจำวัน .....					
	7. เนื้อหาวิชาภาษาอังกฤษเป็น ประโยชน์ในการศึกษาต่อชั้น สูง .....					
	8. เนื้อหาวิชาภาษาอังกฤษเป็น ประโยชน์ในการประกอบอาชีพ .....					

ลำดับข้อ	เนื้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็น ด้วย อย่างยิ่ง
2.	<p><u>ทัศนคติต่อการจัดการเรียน</u> <u>การสอนและผู้สอน</u></p> <p>9. การจัดการเรียนการสอน วิชาภาษาอังกฤษมีความ เหมาะสม</p> <p>10. อุปกรณ์การสอนวิชาภาษาอังกฤษ มีความเหมาะสม</p> <p>11. กิจกรรมที่ให้ผู้เรียนฝึกฝน การใช้ภาษามีหลายรูปแบบ</p> <p>12. การเรียนการสอนภาษาอังกฤษ ในชั้นเรียนส่งเสริม ให้ผู้เรียนใช้ทักษะสัมพัทธ์ (Integrated Skills)</p> <p>13. การเรียนการสอนภาษาอังกฤษ ในชั้นเรียนส่งเสริม ให้ผู้เรียนใช้ทักษะในการ เรียน (Study Skills)</p> <p>14. การแยกสอนภาษาอังกฤษเป็น รายวิชา คือ ไวยากรณ์ การอ่าน การสนทนา และ การเขียนมีความเหมาะสม</p> <p>15. ในการเรียนการสอนภาษาอังกฤษ ในชั้นเรียนของท่าน ท่านมีความเห็นด้วยเพียงใด</p>					

ลำดับข้อ	เนื้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
	<p>ที่ผู้สอนใช้ภาษาอังกฤษ เป็นสื่อในการสอนทั้ง ชั่วโมง .....</p>					
3.	<p>16. ท่านเห็นด้วยเพียงใดที่ว่า ในระดับอุดมศึกษาควรรใช้ ภาษาอังกฤษเป็นสื่อในการ สอนเพื่อพัฒนาทักษะทางด้าน การฟังและการพูดของนักศึกษา</p>					
	<p><u>สัดส่วนการใช้ภาษาอังกฤษที่</u> <u>ผู้สอนควรรใช้</u></p>					
	<p>ก. <u>ไวยากรณ์ (Structure )</u> ผู้สอนภาษาอังกฤษทั้งชั่วโมง (100%) .....</p>					
	<p>ผู้สอนภาษาอังกฤษควรรใช้ภาษา อังกฤษเป็นส่วนใหญ่ (80%) .....</p>					
	<p>ผู้สอนควรรใช้ภาษาอังกฤษ และภาษาไทยเท่ากัน (50%) .....</p>					
	<p>ผู้สอนควรรใช้ภาษาส่วนน้อย (20%) .....</p>					
	<p>ข. <u>การอ่าน ( Reading )</u> ผู้สอนควรรใช้ภาษาอังกฤษทั้ง ชั่วโมง (100%) .....</p> <p>ผู้สอนควรรใช้ภาษาอังกฤษ</p>					

ลำดับข้อ	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
	ส่วนใหญ่ (80%)					
	ผู้สอนควรใช้ภาษาอังกฤษ และภาษาไทยเท่ากัน (50%)					
	ผู้สอนควรใช้ภาษาส่วนน้อย (20%)					
	<b>ค. การสนทนา (Conversation)</b>					
	ผู้สอนควรใช้ภาษาอังกฤษ ทั้งชั่วโมง (100%)					
	ผู้สอนควรใช้ภาษาส่วนใหญ่ (80%)					
	ผู้สอนควรใช้ภาษาและภาษา ไทยเท่ากัน (50%)					
	ผู้สอนควรใช้ภาษาส่วนน้อย (20%)					
	<b>ง. การเขียน ( Writing )</b>					
	ผู้สอนควรใช้ภาษาอังกฤษ ทั้งชั่วโมง (100%)					
	ผู้สอนควรใช้ภาษาส่วน ใหญ่ (80%)					
	ผู้สอนควรใช้ภาษา และภาษาไทยเท่ากัน (50%)					

ลำดับข้อ	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
4.	ผู้สอนควรใช้ภาษาส่วนน้อย (20%) .....					
	<u>ทัศนคติต่อการวัดและการ</u>					
	<u>ประเมินผล</u>					
	17. แบบทดสอบที่ใช้วัด สามารถ วัดได้ตรงตามเนื้อหาวิชา .....					
	18. ระดับความยากง่ายของแบบทดสอบ สอดคล้องเหมาะสมกับนักศึกษา .....					
	19. แบบทดสอบที่ใช้สามารถวัดได้ หลายด้าน ไม่เน้นความจำเนื้อหา วิชาด้านเดียว .....					
	20. จำนวนครั้งและระยะเวลา ที่ประเมินผลการเรียนมีความ เหมาะสม .....					
21. การประเมินผลการเรียน ภาษาอังกฤษรายวิชามีความ ยุติธรรม .....						

ตอนที่ 3 ปัญหาต่อการเรียนการสอนภาษาอังกฤษ

โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่าน

ลำดับข้อ	ข้อความ	ระดับของปัญหา				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1.	<u>ปัญหาทางด้านผู้สอน</u>					
	1. อธิบายไม่ชัดเจน .....					
	2. ใช้วิธีการสอนแบบเดียว .....					
	3. น้ำเสียงที่ใช้สอนเป็นระดับเดียว ( Monotone ) .....					
	4. พูดภาษาอังกฤษเร็วเกินไป .....					
	5. ภาษาอังกฤษที่ใช้ยากเกินไป .....					
	6. ไม่ให้กำลังใจนักศึกษา .....					
	7. บุคลิกภาพไม่เหมาะสม .....					
	8. ไม่ส่งเสริมให้มีการใช้ความคิด สร้างสรรค์ในบทเรียน .....					
	9. ไม่ส่งเสริมให้นักศึกษาใช้ ภาษาอังกฤษและมีส่วนร่วม ในกิจกรรมในชั้นเรียน .....					
	10. ไม่มีอารมณ์ขัน .....					
	11. ขาดความอดทนเมื่อนัก ศึกษามีปัญหาในการเรียน .....					
	12. อื่น ๆ (โปรดระบุ) .....					

ลำดับข้อ	ข้อความ	ระดับของปัญหา				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
2.	<p><u>ปัญหาทางด้านเนื้อหาวิชาและ</u></p> <p><u>กิจกรรมการเรียนการสอน</u></p> <p>1. เป็นกฎเกณฑ์การใช้ภาษา มากกว่าการใช้ภาษาจริง.....</p> <p>2. กิจกรรมที่ใช้สอนส่งเสริมการใช้ ทักษะเดียวมากกว่าการใช้ทักษะ สัมพันธ์ .....</p> <p>3. ขาดการนำสื่อการสอนประเภท ภาพนิ่ง ภาพยนตร์ วิดีโอ มาใช้ประกอบการสอน .....</p> <p>4. ภาษาที่ใช้เสนอเนื้อหาบทเรียน เป็นภาษาที่เกิดขึ้นในห้องเรียน เท่านั้น ไม่ใช้ภาษาที่เจ้าของ ภาษาใช้จริง .....</p> <p>5. การเรียงลำดับเนื้อหาของบทเรียน ไม่มีการทบทวนการต่อเนื่อง และ เสริมซึ่งกันและกัน.....</p> <p>6. เนื้อหาที่จัดให้เรียนไม่น่าสนใจ .....</p> <p>7. เนื้อหาที่จัดให้เรียนไม่มีประโยชน์ ในชีวิตประจำวันในการศึกษาต่อ และในการประกอบอาชีพ .....</p> <p>8. อื่น ๆ (โปรดระบุ) .....</p>					

ลำดับข้อ	ข้อความ	ระดับของปัญหา				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
3.	<b>ปัญหาทางด้านผู้เรียน</b> 1. พื้นฐานความรู้ภาษาอังกฤษไม่ดี 2. ขาดความสนใจในวิชาภาษาอังกฤษ 3. ขาดแรงจูงใจในการเรียน 4. ฟังภาษาอังกฤษไม่เข้าใจ 5. เรียนไม่ทันเพื่อน 6. ไม่สนใจติดตามเมื่อเรียนไม่ทัน 7. ขาดเรียนบ่อย 8. มีปัญหาส่วนตัว 9. อื่น ๆ (โปรดระบุ)					

**ตอนที่ 4** ข้อเสนอแนะในการเรียนการสอนภาษาอังกฤษ (โปรดแสดงความคิดเห็นโดยเสรี)

- ก. หลักสูตรและเนื้อหาวิชา .....
- ข. การจัดการเรียนการสอนและอุปกรณ์การสอน .....
- ค. ผู้สอน .....

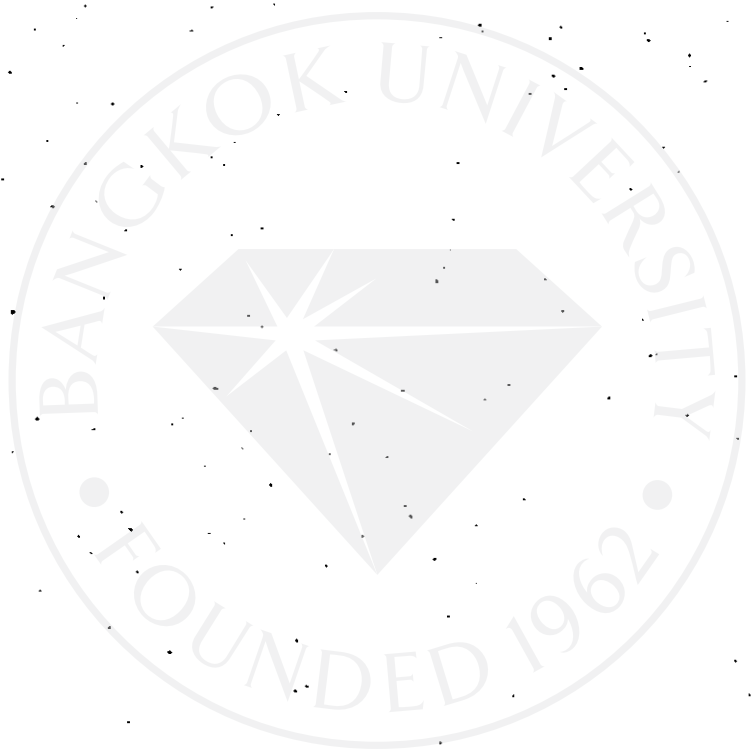


๑. การวัดผลและการประเมินผล .....

.....

.....

.....



## Appendix E

## Formula of the Statistical Analysis

## 1. Two - way Analysis of Variance Table

Source	d.f	ss	MS	F
Among groups	$df = rc - 1$	SSa	xxx	xxx
Between row	$df = r - 1$	SSr	MSr	$\frac{MSr}{MSw}$
Between column	$df = c - 1$	SSc	MSc	$\frac{MSc}{MSw}$
Interaction	$df = (r-1)(c-1)$	$SS_{int} = SSa - SSr - SSc$	MS int	$\frac{MS_{int}}{MSw}$
Residual	$df = (N - rc)$	$SSw = SSf = SSa$	MSw	xxx
Total	$df = N - 1$	SSt	xxx	xxx

df - degrees of freedom

SS - Sum Square

MS - Mean Square

F - F value

- If there are significant interaction effects, multiple comparison test is utilized.
- The .05 level of probability is preestablished as a criterion of statistical significance.

## 4. Analysis of Variance Table (ANOVA)

Source of Variation	df.	SS.	MS.	F
Between groups	$k - 1$	SSB	$MSB = \frac{SSB}{k-1}$	$\frac{MSB}{MSW}$
Within Group	$n - k$	SSW	$MSW = \frac{SSW}{n-k}$	xxx
Total	$n - 1$	SST	xxx	xxx

