

**Problems in Teaching and Learning English at the  
Faculty of International Studies, Prince of Songkla  
University, Phuket**

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### บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ สํารวจปัญหาการเรียนการสอนภาษาอังกฤษของคณะวิเทศศึกษา วิทยาเขตภูเก็ต แบบสอบถามสำหรับนักศึกษาจำนวน 614 คน การสัมภาษณ์แบบมีโครงสร้างสำหรับอาจารย์ภาษาอังกฤษชาวไทย 5 คน อาจารย์ภาษาอังกฤษชาวต่างประเทศ 8 คน และการสัมภาษณ์แบบมีโครงสร้างสำหรับผู้บริหารด้านวิชาการจำนวน 4 คน ใช้ในการเก็บรวบรวมข้อมูลในการศึกษาครั้งนี้

ผลการสำรวจพบว่า นักศึกษาทั้งสามสาขา ประกอบด้วยวิเทศธุรกิจจีน จีนศึกษาและไทยศึกษา ประสบปัญหาที่ระดับปานกลาง แต่ปัญหาที่ประสบในระดับรุนแรงมากที่สุด คือปัญหาเกี่ยวกับอุปกรณ์การเรียนและแหล่งค้นคว้า สิ่งแวดล้อมทางการเรียน และนักศึกษา

อย่างไรก็ตาม ผลจากแบบสำรวจแสดงว่าไม่มีความแตกต่างระหว่างระหว่างสามสาขา ยกเว้นปัญหาเกี่ยวกับหลักสูตรและนักศึกษา แต่ผลจากคำถามปลายเปิดและการสัมภาษณ์ แสดงว่านักศึกษาประสบปัญหาเกี่ยวกับเนื้อหาวิชาเรียน การสอน และการจัดการเรียนการสอน ในระดับรุนแรงมากที่สุดในขณะนี้

อาจารย์ประสบปัญหาเหมือน ๆ กัน แต่ปัญหาที่อยู่ในระดับรุนแรงมากที่สุดคือ สื่อการเรียนการสอนไม่เพียงพอ นักศึกษามีแรงจูงใจต่ำ และนักศึกษามีความสามารถต่ำ

ผู้บริหารประสบปัญหาค่อนข้าง ๆ กัน แต่ปัญหาที่อยู่ในระดับรุนแรงมากที่สุดคือ การขาดสื่อการเรียนการสอนที่ผลิตจากอาจารย์ผู้สอน นักศึกษามีแรงจูงใจต่ำ นักศึกษามีความสามารถต่ำ นักศึกษาขาดวินัย และการขาดคณะนิเทศก์ภายในที่มีประสิทธิภาพ

ผลการวิจัยแสดงให้เห็นปัญหา ซึ่งขัดขวางการเรียนการสอนภาษาอังกฤษ คณะวิเทศศึกษา วิทยาเขตภูเก็ต ซึ่งจะใช้ในการหาวิธีแก้ปัญหานั้นที่เหมาะสม

<b>Research Title</b>	Problems in Teaching and Learning English at the Faculty of International Studies, Prince of Songkla University, Phuket
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<b>Faculty</b>	International Studies
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### **ABSTRACT**

The purpose of this study is to investigate problems in teaching and learning English at the Faculty of International Studies (FIS) at PSU, Phuket. Questionnaires were launched to 614 students, Structured interviews for teachers were employed with five Thai teachers of English, eight non-Thai teachers and structured interviews for administrators were utilized with four administrators in charge of Academic Affairs in gathering the information required for the completion of this study.

The findings show that students from three programs (IBC, CNS and THS) perceived all the problems as fairly serious. The most serious problems were related to facilities, learning environment and students. However, the questionnaire results showed that there were no statistically significant differences among the three programs except for problems concerning the curriculum and students. In contrast, open-ended questions and interviews added more conflicting details to the fact that students viewed the problems relating to content, teaching and management as the most serious problems being encountered at present.

Teachers encountered similarly specific problems. Among the most serious problems were insufficient teaching and learning materials, students' low motivation, and students' low proficiency.

The administrators shared similar concerns about problems related to a lack of appropriate in-house materials, students' low motivation, students' low proficiency, students' lack of discipline, and the lack of an effective internal supervision team.

These findings help understand the problems that hinder the learning and teaching of the English language at FIS, and can be of further help in finding appropriate solutions.

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Woralak Bancha

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## CHAPTER 1

### INTRODUCTION

The purpose of this study was to investigate the problems in teaching and learning English at the Faculty of International Studies at Prince of Songkla University, Phuket Campus. Data were collected from students, teachers, and administrators by means of questionnaire and interviews.

The first chapter includes the rationale for the study, purpose of the study, research questions, scope and limitations of the study, as well as the significance of the study, and definitions of terms.

#### 1.1 Rationale of the Study

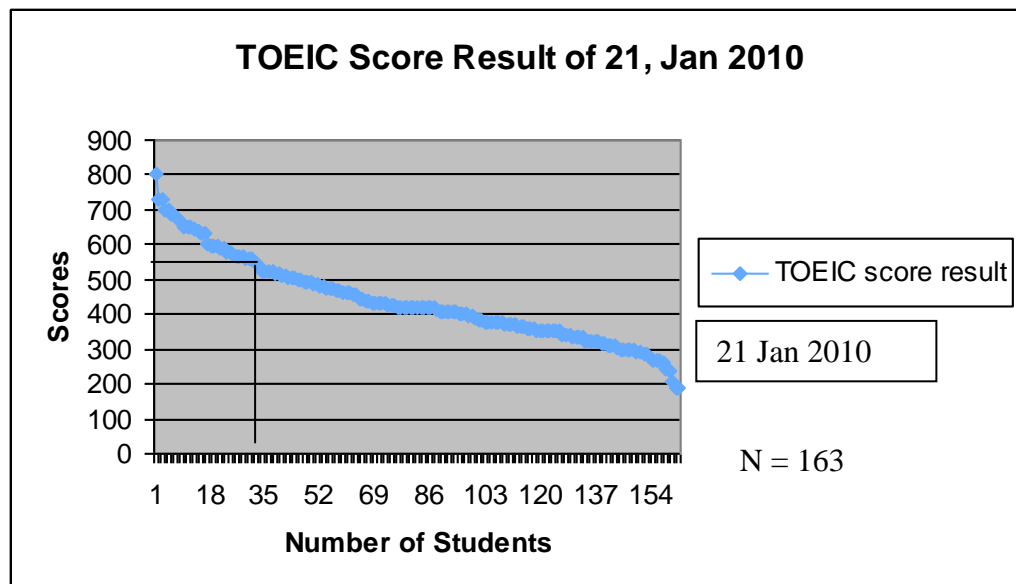
English plays an important role as an international language and is used as a means of communication by people around the world. Awareness of this significance, many educational institutions (including the Faculty of International Studies (FIS) at Prince of Songkla University, Phuket Campus) offer an international program in order to provide more opportunities for Thai students to develop their four skills in English namely listening, speaking, reading and writing.

According to Lightbown and Spada (1993), learning in an environment in which the target language is used dramatically increases learners' abilities in acquiring English skills. Regarding this notion, the Faculty of International Studies offers an international program which includes the teaching of all English subjects and subject-specific courses in English in the three programs: International Business in China (IBC), Chinese Studies (CNS) and Thai Studies (THS). This is to enable students to develop good English competence which is necessary in a fast changing world.

Using English as the medium of instruction provides a great opportunity for FIS students to practice English in an English-speaking environment both in and outside classrooms. Moreover, using the target language should enable students to be competent language users who can do well in proficiency tests. However, this may not be true in the context of FIS. Based on TOEIC score results in 2010, many third year FIS students' scores show that their English proficiency does not meet the

requirement of the university, as can be seen from the graph below. To be specific, students cannot graduate without a minimum TOEIC score of 550.

**Table 1.1 TOEIC Score Result of January 2010**



As shown in the graph, 33 students who took the TOEIC test in 2010 obtained the score of 550 and more while 130 students' scores were below 550. This meant that only 33 students could graduate from the international program and it may be claimed that these students have sufficient knowledge of English to function in workplaces that require employees with English competence. However, the majority of students still have to struggle to meet the requirement.

Apart from being in an environment in which the target language is used, students in fact can rely on teachers who play a key role in their mastering of English. Teachers are facilitators who employ their knowledge of English and teaching to assist students to understand and to enable them to use the target language accurately and appropriately. Consequently, in this case, it is undeniable that a teacher's qualifications and teaching methodology (which are prominent factors leading to success in language learning) should also be examined.

Most FIS students attending an international language program always have problems and feel discouraged when learning through the medium of English at the beginning of the courses. Even though most of them may not be familiar with or may

have problems in adjusting themselves to a new English learning environment, this difficulty is known to occur only at the outset of the first or second semester, after which times, students' proficiency normally increases. Nonetheless, most third year students who are attending their last year at the university, before their internship (THS) and completion of the degree in China (CNS and IBC), still have low TOEIC scores although they have studied extensively in an international program. Considering all the factors mentioned above, it is therefore essential to find out the obstacles (or the problems) hindering success in teaching and learning of English in order to improve the English competence of the students to meet the established criterion at the Faculty of International Studies (FIS), Prince of Songkla University, Phuket Campus.

## **1.2 Purposes of the Study and Research Questions**

This study aimed to investigate problems in teaching and learning English at the Faculty of International Studies at Prince of Songkla University, Phuket Campus. The results obtained would reveal problems faced by both students and teachers in learning and teaching. Furthermore, the information obtained can be used as a guideline to improve English teaching and the faculty curriculum development. Therefore, in order to seek appropriate solutions, this study attempted to answer the following research questions:

1. What are students' problems in learning English?
2. What are teachers' problems in teaching English?
3. What are the administrators' opinions towards the management of English teaching and learning at FIS?

## **1.3 Scope and Limitations of the Study**

As the study focused only on the students of the Faculty of International Studies, the results may not be generalized to other groups of students entering an international program elsewhere. Furthermore, due to the limitations of time and budget, a questionnaire was the main instrument used with a large sample of students. Interviews were used specifically with teachers and administrators.

#### **1.4 Significance of the Study**

The results provide useful information needed to increase the understanding of the current problems in teaching and learning English, faced by students and teachers at the Faculty of International Studies. In addition, the administrators' point of view, reflecting educational management, will further contribute to the improved quality of the teaching of English and to the better management of the faculty.

#### **1.5 Definition of terms**

1. The Faculty of International Studies (FIS) is the provider of three programs including International Business in China (IBC), Chinese Studies (CNS) and Thai Studies (THS).
2. International Business in China (IBC) refers to a program which focuses on making students knowledgeable in the Chinese language, as well as in Chinese culture and business. This program offers courses in Chinese and English.
3. Chinese Studies (CNS) is defined as a program which emphasizes Chinese society and culture of the past, present and future. Its aim is to enable students to master Mandarin Chinese and English and to be able to communicate and build up relations between China and Thailand. This program offers courses in Chinese and English.
4. Thai Studies (THS) is a program which enables students to become knowledgeable about all aspects related to Thainess. The program encompasses the past, the present, and perceptions of the future. Students will be able to communicate and adapt themselves to suit multicultural societies. This program offers courses in Thai and English.
5. "English teachers" refers to non-Thai and Thai teachers teaching English subjects at FIS.
6. "Problems in teaching and learning English" refers to any teaching and learning English problems or difficulties occurring at FIS.

## CHAPTER 2

### LITERATURE REVIEW AND RELATED STUDIES

The literature reviewed in this study relates to the roles of English in Thailand, international program, immersion program, context of this study, and problems of English teaching and learning in English programs in Thailand.

#### 2.1 Roles of English in Thailand

English is an international or global language which is used as a medium of communication. In Thailand, English plays an important role in the fields of education, science, technology and business. Regarding education, most of the published textbooks and online sources in any fields of study are written in English. For Thailand, Fry (2002) asserted that “By early 1990s, the Thai economy was becoming increasingly internationalized” (p.14). In business and in the economy, Chinkumtornwong (2005, cited in Okihara, Keyuravong and Tachibana, 2006) mentioned that English has played an important role in promoting trade because:

free trade policies have increased competition and provided an opportunity for trade and commerce with neighboring countries. There has been more cooperation and investment from foreign countries in Thailand which has increased additional pressure on Thai business to deal in English with new foreign partners. (p. 35)

In the business and tourism industry, most people with a high proficiency in English are needed and jobs are offered to those who can deal or correspond with foreign business counterparts. Because of such requirements of the world of education and business, the Thai Ministry of Education requires English as the first foreign language for Thai students to study from primary education level to tertiary education level (Ministry of Education, 2001). In other words, Thai students are required to take English courses from elementary to university level. The purpose of English has changed from learning the language to using the language for communication (Nonkukhetkhong, Baldauf, and Moni, 2006).

In spite of that fact, most Thai students' English proficiency is still far from satisfactory. Dr. Rom Hiranyapruek, Director of Thai Software Park, stated that Thai technology cannot make much progress because of Thai employee's lack of English proficiency, and Mrs. Arunsri Sastramitri, Director of the Academic Training Section of the Tourist Authority of Thailand also mentioned that Thai graduates' English proficiency is not good enough to work efficiently in the tourism industry (Wiriyachitra, 2002). This shows that Thai students' English competence is not sufficient for them to compete in the changing world.

## **2.2 International Program**

Thai is an official language of Thailand and English is its first foreign language. English is taught as a compulsory course in all levels of education, from elementary to tertiary. In terms of international and foreign language educational management in Thailand, the curriculum announced in 1999 by the Ministry of University Affairs defined international programs as programs which have standard content, offer opportunities to use different languages as a means of instruction and allow foreign students to study in International programs have the following characteristics:

1. The program allows both Thais and foreigners to study.
2. The content of the program must be related to various countries around the world.
3. Lecturers must have experience in the subject matter or the courses taught and have good competence of the language used as a medium of instruction.
4. Teaching and learning aids, textbooks, technology and other supports must be up-to-date and facilitate students to use them appropriately.
5. There is a variety of academic activities supporting international academic cooperation, for example, academic exchange activities among universities and educators in terms of intercultural relations.
6. There should be academic relations between educational institutions.

(Ministry of University Affairs, 1999)

## 2.3 Immersion Program

### Definitions

An immersion program is a program in which a second or target language is used to teach courses (Richards, Platt, and Platt, 1993).

More specifically, Curtain and Dahlberg (2010) state that “immersion programs are part of a subpart of programs that, according to Fortune and Tedick (2008), fall into the category of dual language-language education. Students in immersion programs become functionally efficient in the second language at a level appropriate to their age and grade in school. Immersion students not only become bilingual but also master the subject content of the regular elementary school curriculum that is taught through the second language”. (p. 309)

Similarly, Johnson and Swain (1997, cited in Cummins, 2000) summarize key features of the program as follows:

1. The target language is utilized as a means of instruction.
2. The immersion curriculum goes along with the local curriculum.
3. The assistance for L1 is openly provided.
4. The goal of the program is additive bilingualism.
5. L2 exposure takes place mainly in the classroom.
6. Students who enter a program have similar (and limited) levels of L2 proficiency.
7. The teachers are proficient in two languages (bilingual).
8. The classroom culture is that of the local L1 community.

On the other hand, Downes and Suguhara (2002) define immersion as a content-based instruction which allows instructors to emphasize the meaning and not the form of the language. Students can participate with teachers in activities or discussion. These activities provide them with opportunities to talk or use the language to communicate. Therefore, immersion programs provide students both with academic achievement and language proficiency.



## Types of Immersion Programs

Curtain and Dahlberg (2010) classify immersion programs as follows:

1. **Partial or full program** refers to a program which provides courses through the second language for a part of or for the whole day in the first few years. Later, the first language will be gradually used and combined with the second language.
  
2. **Partial program** is a program in which students learn courses in both the first and the second language for at least half of the day or for half a school year.
  
3. **Continuing immersion** can be defined as a program used to enable students to consolidate and to improve the language skills they have been taught in previous total or partial immersion programs. This program is usually offered to older secondary students, such as in middle or high school.
  
4. **One-way immersion** is a program in which all students with the same mother tongue study the same second language in school.
  
5. **Two-way immersion** (two-way immersion or two-way bilingual or developmental bilingual education program) divides students into 2 groups according to their native languages. One group has second language mother tongue students, while the other has native speakers of the first language. Both groups study together in the same class and eventually master both languages.
  
6. **Indigenous immersion program** refers to a program which consists of native students of the target language and local students. The language used in school is mainly based on the majority of the students' mother tongue, so the program offered can be a one-way or a two-way immersion. The purpose of the program is to maintain students' culture and have them master the second language.

Immersion programs comprise of the following 4 objectives:

1. Students master the second language.
2. Students have good competence of the first language, not different or better than regular program students.
3. Students master the subject-matter courses specified by the state curriculum.
4. Students learn the cultures of both the first and second languages.

As far as the teaching and learning management in FIS is concerned, it can be said that all the three programs are partial immersion ones. Elaborating this statement, the Thai Studies program offers courses both in English (65%) and Thai (35%), the Chinese Studies program is taught in both Chinese (70%) and English (30%), and the International Business-China program is taught both in English (50%) and in Chinese (50%). Students of THS study in the Thai native language and in the foreign language, English. CNS and IBC students have classes in the two target languages of Chinese and English.

### **Results of Immersion**

A great deal of research shows that studying in an immersion program can lead to greater academic success or yield better results for students than for those in non-immersion programs (Genesee, 1978; Lambert and Tucker, 1972; Swain and Lapkin, 1982 cited in Tedick, 2008).

Curtain and Dahlberg (2010) mentioned that students in immersion programs were successful in the second language because they had more chances to use the language in a meaningful context. However, they had limitations in terms of second language use because they could not use the target language with their classmates who are the second language native speakers but only with teachers. When they faced difficulty communicating, they needed to use communication strategies to convey their meanings and they also made grammatical mistakes.

In terms of the first language skills, research results have shown that immersion students have equal abilities to the students in regular programs. In fact, their abilities were behind those of students in regular groups at the beginning, but later they could do better based on the results of the achievement tests (Curtain and Dahlberg: 2010).

Apart from academic achievement, Chen (2006) mentions the positive attitudes towards both the native and the target languages' culture, so that most of the partial EIP students do not devalue their native language and culture. IP students are capable of understanding cultural

diversities or intercultural aspects which will lead them to having positive attitudes and respecting cultural differences (Pesola, 1991 in Tedick, 2008). Learning a language means understanding cultures too, so IP student can have better opportunities to learn both the language and culture. This will enable them to have more exposed to people outside and to be more competent language users.

## **2.4 Context of the Study: English Curriculum of FIS**

English is a mandatory course which all FIS students have to take for 15 credits or 5 courses, namely English 1 – English 4 and one more English elective course or Preparation for English I (for the 2007 curriculum) or English for International Program: EIP (for the curriculum of 2008 - up to now).

All first year FIS students have to take a TOEIC test to measure their English proficiency. Students with at least a 400 TOEIC score will begin with English I, while students with a score of less than 400 will have to begin with EP or EIP. If students pass EIP, they will be able to study from English I to English IV in sequence.

Based on the year 2007, Preparation for English I to English IV were designed as follows:

### **English Curriculum (Academic year 2007)**

For this curriculum, students can study based on their TOEIC scores as follows:

400-445	English I
450-459	English II
500-545	English III
550-559	English IV

Students with TOEIC scores over 600 are exempted from all compulsory English courses and choose other English elective courses instead. Some of the elective courses offered are English for Hospitality, English for Academic Purposes, English for Tourism, English for

Business, English for Effective Communication and English for Meetings and Presentations. Elective courses are opened alternately in each semester.

Students with less than 400 TOEIC scores will begin with Preparation for English I. After completing this course, they can study the other four compulsory courses in sequence, namely from English 1 to English 4. The courses were taught based on the course descriptions as follows:

### **Preparation for English I (811-041)**

**Prerequisites:** -

**Course Description:** Learn to apply four skills: Listening, Speaking, Reading, Writing; strengthening of basic grammar leading to effective reading and writing; vocabulary building; a variety of stimulating and well-structured activities; promoting self-study and independent learning

### **English I (811-141)**

**Prerequisites:** CNS/THS/IBC Programs: C+ or higher in English for Preparation I (811-041);  
TRM/HPM Program: TOEIC Score (400-445)

**Course Description:**

Strengthening of four skills: Listening, Speaking, Reading, and Writing; introduction to reading for pleasure; strengthening essential grammar leading to accurate sentence structures; introduction to cultural aspects in language and basic conversation; introduction to self-study and independent learning of course objectives.

### **English II (811-142)**

**Prerequisites:** For IBC, CNS, and THS Programs: completion of 811-141 English I  
For HPM and TRM Programs: TOEIC score of 450 to 500

**Course Description:** Intense concentration on discourse in four skills: Listening, Speaking, Reading, Writing; reinforcing reading through newspapers, magazines; applying reading and grammar knowledge to paragraph writing; ability to speak freely to share ideas, continuing emphasis on self study and independent learning.

**English III (811-241)**

**Prerequisites:** For IBC, CNS, and THS Programs: completion of 811-142 English II

For HPM and TRM Programs: TOEIC score of 500 to 550

**Course Description:**

Academic implementation of four skills: Listening, Speaking, Reading, Writing; emphasis on academic reading; applying knowledge to academic essays and presentations; introduction to autonomous learning

**English IV (811-242)**

**Prerequisites:** For IBC, CNS, and THS Programs: completion of 811-143 English III

For HPM and TRM Programs: TOEIC score of 550 to 600

**Course Description:**

Advancement of four skills: listening, speaking, reading and writing; integrating critical thinking with reading comprehension for academic purposes; employing reading knowledge to academic paper writing; reinforcing autonomous learning

After employing the 2007 curriculum, some problems occurred as a result of repetitive or overlapping content taught to students and unclear course descriptions which led to ineffective teaching. In order to improve the English curriculum, there was a revision among the team of English teachers and thus the new curriculum has been employed.

**Curriculum (Academic year 2008)****811- 041 English for International Programs (Reading and Writing)**

**Subject Credit:** 4(2-6-4)

**Prerequisites:** -

**Course Description:**

Reinforcement of four skills: listening, speaking, reading, writing, strengthening grammar, vocabulary, development of effective reading and writing, an approach to the self-study and an application of knowledge to learning subjects

**Objectives:**

- To expand students' vocabulary through reading.
- To promote students' reading strategies.
- To support students to do their own reading for pleasure.
- To strengthen students' grammar skills.
- To strengthen students' writing in a sentence level
- To promote students' study skills.

**811- 041 English for International Programs (Listening and Speaking)****Objectives:**

1. To improve students' speaking and listening skill.
2. To work on basic grammatical features of the language.
3. To encourage students to express their personal ideas, feelings and opinions.

**811- 141 ENGLISH I****Subject Credit: 3(2–2–5)**

**Prerequisites:** PSU-PEPT400; or  
 TOEIC >400; or  
 IELTS 3.5; or  
 TOEFL: PBT 347; CB 105; IBT 36; or  
 Successful completion of 811-041: English for International Programs

**Course Description:**

Thinking skills, an integration of thinking skills with listening, speaking, reading and writing skills to communicate in simple English, pronunciation, review and consolidation of grammar, organization of a simple paragraph using syntax and diction, introduction of study skills for language acquisition.

**811-142 English II****Subject Credit:** 3(2-2-5)**Prerequisites:** 811-141 English I**Course Description:**

Enhancement of listening, speaking, reading, writing and thinking skills, expressing opinions, essay organization, reinforcement of study skills for language acquisition

**ENGLISH III****Subject Credit:** 3(2-2-5)**Prerequisites:** ENGLISH II**Course Description:**

Academic implementation of four skills: Listening, Speaking, Reading, Writing; emphasis on academic reading; applying knowledge into academic essays and presentations; introduction to autonomous learning.

**English IV****Subject Credit:** 3(2-2-5)**Prerequisites:** English 3

**Course Description:** An application of language skills: thinking, interactive listening, speaking, reading, and writing, critical thinking, writing comparison/ argumentative essays and simple academic papers, in-text citing and referencing

In summary, English for International Program (EIP) is divided into 2 main categories of skills: Listening and Speaking and Reading and Writing. English I–English IV are integrated four-skill courses. To elaborate, EIP aims at basic conversations, reading strategies and writing sentences. The objectives of English I are to enable students to communicate in simple English, write paragraphs and strengthen reading skills. The goals of English II are to increase all the 4 skills and have students learn how to write essays. The purposes of English III are to have students learn through topics related to academic skills including academic essay writing, academic presentations and academic reading. English 4 aims at comparison/ argumentative

essay writing, simple academic papers, application of interactive listening and speaking, reading and writing.

### **Elective courses**

There are many elective courses specified in the curriculum as shown below:

#### **English for Effective Communication**

##### **Pre-requisite: English II**

**Course Description:** Effective communication in both interpersonal and professional situations, learning to socialize properly in international settings, giving impromptu responses, speaking in public; students will learn public speaking strategies, as well as techniques for researching, organizing, outlining, and delivering speeches.

#### **English for Business**

##### **Pre-requisite: English II**

**Course Description:** Study particular characteristics of English for Business, practice communication skills in listening, speaking, reading, and writing; making them well confined to business contexts.

#### **English for Academic Purposes**

##### **Pre-requisite: English II**

**Course Description:** Reading skills with different types of written works, conceptualized reading, interpretive reading, intellectual reading, analytical reading and preparing fundamental skills for academic writing.

#### **English for Hospitality**

##### **Pre-requisite: English II**

**Course Description:** Study particular characteristics of English for Hospitality. Practice listening and making courteous responses. Learn to take notes from face to face and telephone conversations. Learn to make comprehensible notes. Practice verbal and non-verbal communication to convey messages in an impressive manner.



**English for Tourism****Pre-requisite: English II**

**Course Description:** Particular characteristics and topics related to tourism, explaining and giving information about tourism.

**English for Presentations and Meetings****Pre-requisite: English II**

**Course description:** Theories and general characteristics of English for presentations and meetings; learning to make and present points professionally and intelligibly; asking and answering questions in presentations and meetings.

**English for Academic Purposes****Pre-requisite: English II**

**Course description:** Practice of four communication skills: Listening, Speaking, Reading, Writing, focusing on academic language, such as note taking from lectures and from reading. Exchange ideas and practice expressing oneself related to academic issues. Practice answering essay questions.

There are three or four elective courses offered per semester. After students complete English II, they can choose to study elective courses according to their choices and interests.

**2.5 Problems of Teaching and Learning English in an English Program in Thailand**

English is the first foreign language taught in formal education in Thailand. Although Thai university students have studied English for at least 10 years, recent research showed that the curriculum of Thai schools and universities could not meet the satisfaction of employers or workplaces requiring employees with good English competence (Keyurawong, 2002).

Citizens of Thailand are found to have lower English proficiency compared with those in some other Asian countries, such as Singapore, Malaysia, India and the Philippines (Wiriyaichitra, 2002). One reason given to explain this situation is that Thailand uses Thai as a means of communication and an official language, so Thai people seem to have less need to use

English. This lack of need is one of the reasons that may demotivate Thai students to learn English. This is supported by the theory that Positive attitudes and high motivation are very important for success in second language learning because they lower the affective filter and allow input to become intake in learners (Krashen and Terrell, 1995). If many students have low motivation to learn English, it is difficult for them to succeed and overcome the difficulties of learning the target language and this can eventually lead to negative attitudes towards English.

Apart from the need of the target language use, the opportunity of the target language use is one of the obstacles resulting in students' low English proficiency. Most Thai students generally study and learn English through Thai only for a few hours per week, which causes students to have insufficient background knowledge in the subject. As mentioned by Lightbown and Spada (1993), learning in an environment in which the target language is used facilitates learners to make great progress. After most students finish their English classes, they do not have other opportunities to practice, so they cannot make much improvement.

Besides this, teachers are familiar with traditional teaching styles such as the grammar translation method. Therefore teaching tends to focus on grammar structure, vocabulary and reading in order to prepare students to be able to pass university entrance examinations (Maskhao, 2002 in Nonkhukhetkhong, Baldauf and Moni, 2006).

In order to increase students' English competence (to meet the requirement of globalization and internationalization), in 2001 the Ministry of Education announced a new solution, an English program (EP) in which English is used as a means of instruction. "The program aims to develop knowledge, capacity and English proficiency of the students to enable them to use the English language to meet the needs of internationalization, without compromising Thai ethnics and morality" (Bureau of Educational Innovation Development, 2005: p5).

The English program in Thailand is a partial immersion. At the primary level, English is taught through four core courses for 15 hours per week: English, mathematics, science and physical education. At the secondary level, English is taught through all courses except Thai and some social science courses. Due to its higher tuition fee compared with regular programs, not all Thai students can undertake their study in this English program (Okihara, Keyuravong, and Tachibana, <http://www.lib.kobe-u.ac.jp/repository/81000968.pdf>)

Although many schools offer English programs, many non Thai teachers who teach English do not graduate in an Education field or in Teaching English. Therefore, they do not have the expertise in what they teach and do not know the teaching methodology. They are therefore unqualified. Many of them are tourists who want to travel, so they do not want to stay in a place for very long time. Consequently, when they leave, schools will have to find new teachers to replace them and this problem also leads to a non-continuous teaching and learning. Furthermore, some teachers leave schools without informing them in advance which causes problems to other teachers and students (Punthumasen, 2007).

As a result of the problems mentioned above, most Thai students face problems learning English which eventually hinders their success in using the target language effectively.

## **2.6 Related Studies**

Many researchers have conducted a great number of studies related to the many types of immersion programs in various countries in order to investigate the effectiveness of the programs. The followings are some research examples.

Akcan (2005) studied 24 first grade students of a German total immersion class in an elementary school in Milwaukee, Wisconsin, United States. An experiment was done through a communication creative context in which the researcher or teacher herself asked students to read aloud and ask pre-while-post questions. Reading aloud did improve students' oral skills and asking questions urged students to use background knowledge before reading because the teacher or researcher taught vocabulary knowledge, encouraged discussion which could maintain students' participation, checked their comprehension and eventually promoted oral skill.

Barnett et al. (2007) conducted a comparative study of two programs: Spanish and English two-way immersion and monolingual English in the United States with seventy-nine 3-4 year old preschool students and 52 English program students. The research aimed at comparing the effectiveness of students in the two programs in terms of vocabulary development, reading and writing skills and mathematics. The results indicated that a two-way immersion program helped improve skills of both languages.

Garcia (2007) analyzed the ways in which five-year old children learnt a target language and teachers promotion of the use of the target language (L2) in low-immersion contexts or

learning English for an hour a day. The study compared the speaking abilities of group of 18 and 17 students who had been taught through different teachers. In one group, the first teacher (of an experimental group) was asked to use activities and role-play to encourage students to use the language and in the other group or controlled group, the second teacher was asked to teach using normal activities. The results of the experiment showed that the students in the controlled group could significantly use more L2 functions than those of the experimental group. This demonstrated that if teachers use communicative activities to encourage students to speak, they can help students start communicating in the second language.

Bae (2007) conducted research on grade 1 and grade 2 students attending an elementary two-way immersion school in the United States to examine whether a disproportion between the second language (Korean) input and the first language English input would make a significant difference in terms of language proficiency.

The subjects of the study were grade 1 and grade 2 second generation Korean-American students (2 groups of each grade) and non Korean-American students (2 groups of each grade). The proportions of the students' English and Korean language inputs in the two-way immersion program were different: grade 1 had English used at a 40% and Korean at 60% rate, while grade 2 had English used at a 50% and Korean 50% rate. The study compared 4 groups of students in a two-way Korean-English program. Target classes were at a middle and at an upper academic level and were comprised of Korean-American and English proficient students and of American and English proficient students. Comparison was done by measuring their English writing skills. The findings revealed that the second grade students yielded significantly better results than the first grade students. Moreover, the students of both programs: two-way and English only classes were equally comparable.

Rugasken and Harris (2009) studied the effectiveness of English camp language immersion programs with three participants. The camp lasting 15 days was set up to encourage students to practice the second language. The students studied in the classroom for three hours in the morning and they had a field-trip after lunch break. In the classroom, they learned grammar, idioms, reading and writing (with a camp leader or teacher) and in the afternoon they talked about what they saw or experienced during the field trip with the same camp leader.

The results of the post-tests revealed that the three participants' writing skills increased in the numbers of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles, prepositions and pronouns.

In spite of the proven effectiveness of immersion programs in many countries, there has been a great deal of research conducted on problems of English programs or partial immersions. This research focuses on the context of Thailand, in order to survey the effectiveness in terms of academic success, satisfaction with management, teachers, teaching materials, and so forth. Some examples of research concerning English programs in Thailand are shown below.

Jansong ( 2004 in Watcharajinda, 2009) conducted research on conditions and problems of English curricula in ten primary EP schools. Some problems found in the study were that parents did not trust the EP curriculum. There have not been enough Thai teachers with good competence of English or native teachers with good teaching knowledge and understanding the curriculum of Basic of Education, 2001.

Srithong (2006) did research on the satisfaction level of EP students and their parents with regard to teaching and learning management, students' improvement, teachers' qualifications, teaching aids, and school environment. The findings revealed that students and parents were very satisfied with everything on the whole. However, they gave some suggestions to improve the program. Concerning teachers, many parents wanted native teachers who graduated with a Bachelor's degree in a field related to the subjects they were teaching in school. Moreover, teachers were required to understand Thai culture, to be friendly and to employ teaching techniques to attract students' attention. Regarding teaching and learning management, students and parents wanted the school to provide more activities to increase students' English abilities. In addition, field trips inside and outside countries should be provided. In terms of teaching materials, both students and parents wanted to have more modern equipment, libraries and computer rooms.

Thareekate (2008) studied English Programs in four private schools. There were some problems found. For example, many foreign teachers were not able to teach some content of the subjects; they could not utilize teaching aids and could not deal with evaluation and measurement methods. In addition, different criteria for students' entrance and interview assessments were found in each of the four schools.

Watcharajinda (2009) studied management, satisfaction and problems of English Programs in government junior high schools under the Office of the Educational Inspector, region 11. Results from EP directives revealed that it was difficult to manage the program effectively without the support of the Education Department. Especially with regard to foreign teachers, there were problems organizing training related to the Thai language, Thai culture and Thai curricula. Moreover, some students, parents and Thai teachers were not confident that foreign teachers could cover all the aspects designated in the Basic Education 2001 curriculum, since they lacked sufficient knowledge and understanding of the Thai curriculum. Furthermore, most parents and Thai teachers did not believe in students' achievement in math and science and thought they might be less successful than that of students in a regular program. One last problem found by students and parents was insufficient instructional media and an inadequate coverage of content in English textbooks that did not meet the demands of the Thai curriculum.

In conclusion, research has shown that English programs or immersion programs are an effective teaching method that is used in many educational institutions, including schools and universities. Nevertheless, there are also some problematic issues or aspects that teachers and administrators should observe in order to improve the programs. Thus, as one of the English instructors at FIS, I think it is worth investigating the problems in teaching and learning English at the Faculty of International Studies, Prince of Songkla University, Phuket, which offers international or immersion programs. It is essential to study the various aspects concerning curriculum, teachers, teaching and learning management, administration and students in order to find out what are the real problems that obstruct teaching and learning at FIS.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter presents research methodology including the description and details of subjects, research instruments, data collection procedures, the reliability of the questionnaires, and data analysis.

#### 3.1 Subjects of the study

The subjects who participated by responding to the questionnaires were 614 students studying (in the first to the fifth year) at the Faculty of International Studies, Prince of Songkla University, Phuket campus. The fifth year students in this study were graduates who came back for the graduation ceremony. Forty-four (1<sup>st</sup> year-4<sup>th</sup> year) students from three programs (IBC, CNS, and THS) were also included in the interview. In addition, five Thai teachers of English, eight non-Thai teachers and four administrators in charge of Academic Affairs participated in the interviews.

#### 3.2 Research instruments

The instruments of this study included a student questionnaire and interview forms for students, English teachers and administrators. The construction of research instruments can be described as follows:

##### 3.2.1) A student questionnaire

The student questionnaire was designed based on information from related research and literature and on informal focus-group interviews of forty 1<sup>st</sup> to 4<sup>th</sup> year FIS students. The questionnaire comprised closed and open ended items which were constructed in Thai in order to avoid the problem of ambiguity. The Five Point Likert Scale items were employed to cover

issues regarding curriculum, contents, teachers, facilities, teaching and learning management, testing and assessment, environment, and students.

The student questionnaire consisted of two main parts: the students' demographic information and the students' perceptions of problems related to leaning English. The first part included 6 items asking for the students' general background (Item 1-6). The second part was comprised of 8 problems related to curriculum, contents, teachers, facilities, teaching and learning management, testing and assessment, environment, and students with a total of 60 items. The students were asked to express their opinions based on the rating scale in which 5 was considered as "*the most serious problem*" and 1 as "*the least serious problem*". The open-ended questions asked for suggestions to the 8 types of problems concerning curriculum, contents, teachers, facilities, teaching and learning management, testing and assessment, environment, and students.

To assure the validity of the questions, the draft questionnaire was first checked by the supervisor and the research committee and then tried out with thirty FIS students who did not participate in the main study. This was done in order to check the relevance and the clarity of the questionnaire items. The draft was revised based on suggestions and comments. An example of this revision is shown below.

Before	After
The contents were not relevant and did not build up from simple to more complicated	<ol style="list-style-type: none"> <li data-bbox="873 1236 1437 1329">1. The contents of each course did not build up relevantly.</li> <li data-bbox="873 1331 1437 1449">2. The contents were not developed from simple to more complicated.</li> </ol>

The questionnaire revision was done in order to make the language of each item more concise and easier to understand, to change the items to the correct types, to transform two point items into one point ones, and to delete and add some items.

After being revised, the questionnaires were launched with the subjects of the study.



### **3.2.2) A student interview**

The open-ended questions from the student questionnaire were used to ask some randomly selected students on three programs to obtain in depth information and to confirm the information.

### **3.2.3) A Structured teacher interview**

Two versions, one in Thai and the other in English, were constructed based on the major types of problems in teaching English. They included problems concerning curriculum, teaching, lesson planning, classroom activities, students, teaching and learning materials and administration and supervision.

### **3.2.4) A structured interview for university administrators**

The structured interview was constructed in Thai and was based on the major problems found in English teaching and learning management. The interview focused on issues related to the management of teaching and learning English at FIS, opinions about teaching and learning English at FIS and on problems concerning curriculum, teachers, students, teaching and learning materials, teaching and learning quality and support and assistance from the government.

## **3.3 Data Collection Procedures**

In this study, the student questionnaire was employed with all the students while the interview questions from the student questionnaire were used to interview 44 students. Teacher interview forms were used with fourteen teachers and another set of administrator forms were employed with four administrators. Data collection procedures were followed as shown below:

1. Student questionnaires were randomly conducted on 614 students.
2. 44 students of first – fourth years from three programs were randomly selected and divided into small groups of approximate 5 students. They were interviewed using the

same open-ended questions of the student questionnaire. Each interview lasted about 45 minutes.

3. All FIS English teachers were interviewed. The interviews lasted approximately 1 to 1 and a half hour, and audio recording devices were used to collect and record data.
4. Each administrator was interviewed for about 1 to 1 and a half hour and the interview was recorded.

### **3.4 Reliability of the Student Questionnaire**

Students' perceptions of the problems of learning English at FIS were collected through the use of a questionnaire. To ascertain the reliability of the questionnaire, the Cronbach's Alpha coefficient was used to analyze all the items of the questionnaire. The statistical results ranged in value from 0 to 1 (0.94), which implied that the questionnaire was highly reliable.

### **3.5 Data Analysis**

After having obtained the completed student questionnaires, the data were analyzed to find mean scores and standard deviations to answer the questions of students' problems of English teaching and learning. After that a one-way analysis of variance (ANOVA) was implemented to find if there were any significant differences among the three programs (IBC, CNS and THS). Specified problems found statistically significant differences were proved further by a multiple comparison to find out each pair of differences.

In this study, the mean scores were interpreted as follows:

4.51 - 5.0 means most serious problem

3.51 - 4.5 means very serious problem

2.51 – 3.5 means fairly serious problem

1.5 – 2.5 means slightly serious problem

1 – 1.49 means least serious problem

The results obtained from students interviews were categorized and summarized to support the data obtained from the questionnaires. Information obtained from teachers and administrators interviews were analyzed, grouped, and described.

## CHAPTER 4

### FINDINGS

This chapter presents results indicated by the questionnaires launched to students and interviews with some students, teachers and administrators. The results are presented as follows:

- 4.1.1 Students' perceived problems in learning English
- 4.1.2 Teachers' perceived problems in teaching English
- 4.1.3 The administrators' opinions towards the management in teaching and learning English at FIS

#### 4.1 Students perceived problems in learning English

Based on the data analyzed from questionnaire (close and open-ended items), and students in-depth interviews, eight aspects are perceived as problem areas making it difficult for FIS students to develop their English proficiency. Those are reported in the following section.

##### 4.1.1 Problems concerning curriculum

Table 4.1 shows a number of problems related to curriculum and the degree of differences across the programs.

**Table 4.1 Comparisons of problems concerning curriculum**

Item No	Problems	Programs						Total (N=614)		F	Sig
		IBC (N = 334)		CNS (N=187)		THS (N=93)		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
1	Courses in the curriculum don't match students' interest.	2.75	0.86	2.93	0.90	2.89	0.93	2.83	0.89	2.86	0.06
2	Courses in the curriculum are too difficult for students.	2.74	0.87	3.02	0.89	3.04	0.75	2.87	0.87	8.79	<b>0.00**</b>
3	Courses in the curriculum are too difficult compared to the objectives of the curriculum.	2.66	0.87	3.05	0.90	3.06	0.76	2.84	0.88	16.04	<b>0.00**</b>
4	The curriculum meets the specified objectives.	2.94	0.88	2.83	0.86	2.69	0.83	2.87	0.87	3.44	<b>0.03*</b>
5	Course arrangement in the curriculum is not appropriate.	2.70	0.93	2.88	1.00	2.99	0.91	2.80	0.95	4.20	<b>0.02*</b>

Item No	Problems	Programs						Total (N=614)		F	Sig
		IBC (N = 334)		CNS (N=187)		THS (N=93)		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
6	There are limited elective courses	3.24	1.11	3.43	1.14	3.41	1.01	3.32	1.11	2.01	0.14
7	The graduation criteria (TOEIC 550 or 600) are too high.	3.19	1.05	3.62	1.01	3.35	0.88	3.35	1.03	10.28	<b>0.00</b>
	<b>Total</b>	<b>2.89</b>	0.54	<b>3.11</b>	0.56	<b>3.06</b>	0.47	2.98	0.55	11.053	<b>.000**</b>

\* Significance at .05 level

\*\* Significance at .01 level

Table 4.1 revealed that students viewed the problems related to the curriculum as a whole as fairly serious (2.98). All the students from the three programs: IBC, CNS, and THS perceived the problems as fairly serious at the mean scores of 2.89, 3.11 and 3.06 respectively.

Based on the mean items, all the problems were considered as fairly serious ranging from 2.83 to 3.35. Specified problems related to the too high graduation criteria of TOEIC 550 or 600 (Item 7:  $\bar{x} = 3.35$ ), and a limited elective courses (Item 6:  $\bar{x} = 3.32$ ) are perceived at a higher rank of seriousness.

As for the five problems with statistically significant differences, the multiple comparisons (as shown in Table 4.2) revealed that IBC perceived the problems related to curriculum (Items 2, and 3) and graduation criteria (Item 7) at a significantly less serious level than the other programs. However, IBC perceived the problem of whether the curriculum meets the specified objectives at a significantly more serious level than THS.

**Table 4.2 Multiple comparison of students' problems concerning curriculum**

Items	Problems	Programs		
		IBC	CNS	THS
2	Courses in the curriculum are too difficult for students.  <b>IBC</b> ( $\bar{x} = 2.74$ ) <b>CNS</b> ( $\bar{x} = 3.02$ ) <b>THS</b> ( $\bar{x} = 3.04$ )	<b>IBC</b> ( $\bar{x} = 2.74$ )	<b>CNS</b> ( $\bar{x} = 3.02$ ) <b>0.00</b>	<b>THS</b> ( $\bar{x} = 3.04$ ) <b>0.02</b> 0.84
3	Courses in the curriculum are too difficult compared to the objectives of the curriculum.  <b>IBC</b> ( $\bar{x} = 2.66$ ) <b>CNS</b> ( $\bar{x} = 3.05$ ) <b>THS</b> ( $\bar{x} = 3.06$ )	<b>IBC</b> ( $\bar{x} = 2.66$ )	<b>CNS</b> ( $\bar{x} = 3.05$ ) <b>0.00</b>	<b>THS</b> ( $\bar{x} = 3.06$ ) <b>0.00</b> 0.92
4	The curriculum meets the specified objectives.  <b>IBC</b> ( $\bar{x} = 2.94$ ) <b>CNS</b> ( $\bar{x} = 2.83$ ) <b>THS</b> ( $\bar{x} = 2.69$ )	<b>IBC</b> ( $\bar{x} = 2.94$ )	<b>CNS</b> ( $\bar{x} = 2.83$ ) 0.15	<b>THS</b> ( $\bar{x} = 2.69$ ) <b>0.01</b> 0.20
5	Course arrangement in the curriculum is inappropriate.  <b>IBC</b> ( $\bar{x} = 2.70$ ) <b>CNS</b> ( $\bar{x} = 2.88$ ) <b>THS</b> ( $\bar{x} = 2.99$ )	<b>IBC</b> ( $\bar{x} = 2.70$ )	<b>CNS</b> ( $\bar{x} = 2.88$ ) 0.05	<b>THS</b> ( $\bar{x} = 2.99$ ) <b>0.01</b> 0.35
7	The graduation criteria (TOEIC 550 or 600) are too high.  <b>IBC</b> ( $\bar{x} = 3.19$ ) <b>CNS</b> ( $\bar{x} = 3.62$ ) <b>THS</b> ( $\bar{x} = 3.35$ )	<b>IBC</b> ( $\bar{x} = 3.19$ )	<b>CNS</b> ( $\bar{x} = 3.62$ ) <b>0.00</b>	<b>THS</b> ( $\bar{x} = 3.35$ ) 0.18 <b>0.04</b>
	Total  <b>IBC</b> ( $\bar{x} = 2.89$ ) <b>CNS</b> ( $\bar{x} = 3.11$ ) <b>THS</b> ( $\bar{x} = 3.06$ )	<b>IBC</b> ( $\bar{x} = 2.89$ )	<b>CNS</b> ( $\bar{x} = 3.11$ ) <b>0.00</b>	<b>THS</b> ( $\bar{x} = 3.06$ ) <b>0.01</b> 0.51

Apart from the closed items, the findings derived from the students open ended items were in accordance with the students in-depth interview. As shown in Table 4.3, the results from both sources revealed that students complained that the curriculum changed continuously (Item 1). In addition, many students suggested that communication or speaking skills should be emphasized (Item 2: 51.18% and 35.85%). One third of the students mentioned that more elective courses related to real life situations should be offered (Item 3: 30.71% and 28.30%). A group of students stated that preparation for courses for basic English should be provided for less proficient students (Item 4: 11.81% and 26.42%) and all four skills should be equally emphasized (Item 5: 6.30% and 9.43%).

**Table 4.3 Results of students' problems concerning English curriculum based on open ended questions and interview**

English curriculum	Open-Ended Questions		Interview	
	Frequency	Percent	Frequency	Percent
<b>Problems</b>				
1. The curriculum changes continuously.	10	100	9	100
<b>Total</b>	10	100	9	100
<b>Suggestions</b>				
2. Communication or speaking skills should be emphasized.	65	51.18	19	35.85
3. There should be more elective courses related to real life.	39	30.71	15	28.30
4. Preparation for courses for basic English should be provided for less proficient students.	15	11.81	14	26.42
5. All four skills should be equally emphasized.	8	6.30	5	9.43
<b>Total</b>	127	100	53	100

#### 4.1.2. Problems concerning contents of English courses

Table 4.4 presents problems related to contents of English courses and the degree of differences across the programs.

**Table 4.4 Comparisons of problems concerning contents of English courses**

Item No	Problems	Programs						Total (N=614)		F	Sig
		IBC (N = 334)		CNS (N=187)		THS (N=93)		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
1	Contents are too difficult to understand.	2.92	1.87	3.13	0.88	3.13	0.68	3.01	1.49	1.55	0.21
2	Contents do not advance four skills equally.	2.98	0.98	3.06	0.92	2.78	0.99	2.98	0.96	2.63	0.07
3	Contents are too focused on reading and writing, thus hindering listening and speaking practice.	3.14	1.04	3.24	0.95	3.14	1.05	3.17	1.01	0.61	0.54
4	Contents are too focused on listening and speaking , thus hindering reading and writing practice.	2.58	0.87	2.81	0.86	2.68	0.78	2.66	0.86	4.47	<b>0.01**</b>
5	There is no logical advancement in courses. They don't build up according to the level of difficulty.	3.03	0.97	3.06	0.92	3.20	1.06	3.07	0.97	1.13	0.32
	<b>Total</b>	<b>2.93</b>	0.68	<b>3.06</b>	0.62	<b>2.99</b>	0.65	2.98	0.66	2.16	0.12

\* Significance at .05 level

\*\* Significance at .01 level

As shown in Table 4.4, the students thought that the problems concerning English course contents were fairly serious (2.98). The students from three programs perceived the problems to be fairly serious: IBC (2.93), CNS (3.06) and THS (2.99).

With regard to individual item mean scores, it was found that the problems were considered as fairly serious ranging from 2.66 to 3.17. Three main problems which were more serious than the others were that contents are too focused on reading and writing, thus hindering

listening and speaking practice (Item 3:  $\bar{x} = 3.17$ ). There was no logical advancement in courses. They did not build up according to the level of difficulty. (Item 5:  $\bar{x} = 3.07$ ), and the contents were too difficult to understand (Item 1:  $\bar{x} = 3.01$ ).

A one-way analysis variance demonstrated that there were no significant differences among all the three programs at the level of 0.01 except for item 4. As shown in Table 4.5, students of the IBC program perceived the lack of reading and writing practice significantly more seriously than those of the CNS program.

**Table 4.5 Multiple Comparison of students' problems concerning contents of English courses**

Items	Problems	Programs		
		IBC	CNS	THS
4	Contents are too focused on listening and speaking, thus hindering reading and writing practice.	( $\bar{x} = 2.58$ )	( $\bar{x} = 2.81$ )	( $\bar{x} = 2.68$ )
		<b>IBC</b> ( $\bar{x} = 2.58$ )	<b>0.00</b>	0.32
		<b>CNS</b> ( $\bar{x} = 2.81$ )		0.22
		<b>THS</b> ( $\bar{x} = 2.68$ )		

In addition, some data from open ended questions and interviews were consistent (Table 4.6). The students from both sources pointed out that content are too focused on writing (Item 2: 28.40% and 36.36%), and contents were not graded from simple to complicated. (Item 3: 22.49% and 36.36%).

**Table 4.6 Results concerning contents of English courses based on open-ended questions and interview**

English Course Descriptions or Contents	Open-Ended Questions		Interview	
	Frequency	Percent	Frequency	Percent
1. Some contents are not related to real life.	45	26.62	-	
2. Contents are too focused on writing.	48	28.40	28	36.36
3. Contents are not graded from simple to complicated.	38	22.49	28	36.36
4. Some contents are too difficult.	31	18.34	12	15.60
5. English I is undemanding.	4	2.37	6	7.79
6. Grammar in EIP is overemphasized.	3	1.78	3	3.89
<b>Total</b>	169	100	77	100



English Course Descriptions or Contents	Open-Ended Questions		Interview	
	N	Percent	Frequency	Percent
7. Revise uninteresting contents.	13	54.16	-	
8. Grammar should be greater emphasized.	11	45.83	-	
<b>Total</b>	24	100		

### 4.1.3 Problems Concerning Teaching

The results shown in Table 4.7 indicates the problems related to teaching and the degree of differences across the programs.

**Table 4.7 Comparisons of problems concerning teaching**

Item No	Problems	Programs						Total (N=614)		F	Sig
		IBC (N = 334)		CNS (N=187)		THS (N=93)		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
1	Limited teaching techniques hinder understanding.	3.19	1.03	3.24	0.97	3.29	0.96	3.22	1.00	0.42	0.66
2	Teaching techniques are uninteresting.	3.32	1.03	3.33	0.96	3.38	0.97	3.33	1.00	0.10	0.90
3	Lack of teaching aids hinders understanding.	3.16	1.00	3.19	0.95	3.09	1.05	3.16	1.00	0.33	0.72
4	There is no variation in activities.	3.40	1.01	3.41	0.95	3.33	0.97	3.39	0.98	0.20	0.82
5	Explanatory language is incomprehensible.	2.86	0.96	3.06	1.00	3.16	0.92	2.96	0.97	4.95	<b>0.01**</b>
6	Rate of speech delivery is inappropriate.	2.99	1.04	3.21	1.02	3.15	0.98	3.08	1.03	2.98	<b>0.05*</b>
7	Effective feedback on assignments is lacking.	2.67	1.02	2.80	1.03	2.69	1.03	2.71	1.03	1.02	0.36
8	There is no new knowledge supplemented such as structures and writing styles.	2.94	1.05	3.03	0.99	2.86	1.18	2.96	1.05	0.92	0.40

Item No	Problems	Programs						Total (N=614)		F	Sig
		IBC (N = 334)		CNS (N=187)		THS (N=93)		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
9	It is wholly textbook based. There are no supplementary materials.	2.94	0.98	3.01	0.98	2.84	0.94	2.95	0.97	0.91	0.40
10	It is too grammar focused instead of teaching students to be able to communicate.	3.13	1.08	3.27	1.03	3.16	1.15	3.18	1.08	1.00	0.37
11	Lack teaching preparation.	2.33	0.89	2.54	0.96	2.33	0.83	2.40	0.91	3.41	<b>0.03*</b>
12	Teaching is inactive.	2.30	0.93	2.55	1.02	2.27	0.89	2.37	0.96	4.69	<b>0.01**</b>
13	Time management is improper.	2.49	1.02	2.66	0.98	2.74	0.92	2.58	1.00	3.17	<b>0.04**</b>
14	There is no provision for students to express opinions or ask questions.	2.22	0.98	2.37	1.00	2.31	1.01	2.28	0.99	1.46	0.23
15	Teaching objectives are unclear.	2.44	0.95	2.53	0.95	2.45	0.90	2.47	0.94	0.65	0.52
16	There is discrepancy between the contents taught and course description.	2.33	0.98	2.40	0.93	2.33	0.90	2.35	0.95	0.32	0.73
	<b>Total</b>	<b>2.80</b>	<b>0.59</b>	<b>2.91</b>	<b>0.58</b>	<b>3.06</b>	<b>0.62</b>	<b>2.84</b>	<b>0.59</b>	<b>1.94</b>	<b>0.14</b>

\* Significance at .05 level

\*\* Significance at .01 level

As seen in Table 4.7, the students viewed the problems concerning teaching to be at the fairly serious level. The students from the three programs indicated a similar degree of seriousness at 2.80 (fairly serious), 2.91 (fairly serious), and 3.06 (fairly serious).

Based on the range of the mean scores, it was found that they vary from 2.28 to 3.39. The most serious problems consisted of no variation in activities (Item 4:  $\bar{x} = 3.39$ ), a lack of interesting teaching techniques (Item 2:  $\bar{x} = 3.33$ ), and a limited teaching techniques that hindered students' understanding (Item 1:  $\bar{x} = 3.22$ ).

A one-way analysis of variance demonstrated no significant differences among all the three programs for most problems (11 out of 16 problems). Some statistically significant differences included no variation of interesting activities (Item 4), incomprehensible explanatory explanation (Item 5), lack of teaching preparation (Item 11), inactive teaching (Item 12) and improper time management (Item 13). It was indicated in Table 4.8 that students from IBC programs perceived these problems less seriously than those in each of the other programs.

**Table 4.8 Multiple comparison of problems concerning teaching**

Items	Problems	Programs		
		IBC	CNS	THS
5	Explanatory language is incomprehensible.  IBC ( $\bar{x} = 2.86$ ) CNS ( $\bar{x} = 3.06$ ) THS ( $\bar{x} = 3.16$ )	IBC ( $\bar{x} = 2.86$ )	CNS ( $\bar{x} = 3.06$ ) <b>0.02</b>	THS ( $\bar{x} = 3.16$ ) <b>0.01</b> 0.40
6	Rapidity of speech is inappropriate.  IBC ( $\bar{x} = 2.99$ ) CNS ( $\bar{x} = 3.21$ ) THS ( $\bar{x} = 3.15$ )	IBC ( $\bar{x} = 2.99$ )	CNS ( $\bar{x} = 3.21$ ) <b>0.02</b>	THS ( $\bar{x} = 3.15$ ) 0.18 0.65
11	Lack teaching preparation.  IBC ( $\bar{x} = 2.33$ ) CNS ( $\bar{x} = 2.54$ ) THS ( $\bar{x} = 2.33$ )	IBC ( $\bar{x} = 2.33$ )	CNS ( $\bar{x} = 2.54$ ) <b>0.01</b>	THS ( $\bar{x} = 2.33$ ) 1.00 0.07
12	Teaching is inactive.  IBC ( $\bar{x} = 2.30$ ) CNS ( $\bar{x} = 2.55$ ) THS ( $\bar{x} = 2.27$ )	IBC ( $\bar{x} = 2.30$ )	CNS ( $\bar{x} = 2.55$ ) <b>0.00</b>	THS ( $\bar{x} = 2.27$ ) 0.76 0.02
13	Time management is improper.  IBC ( $\bar{x} = 2.49$ ) CNS ( $\bar{x} = 2.66$ ) THS ( $\bar{x} = 2.74$ )	IBC ( $\bar{x} = 2.49$ )	CNS ( $\bar{x} = 2.66$ ) 0.06	THS ( $\bar{x} = 2.74$ ) <b>0.03</b> 0.53

Furthermore, Table 4.9 illustrates that a number of students complained about lacking unattractive teaching techniques (Item 1: 23.62% and 41.67%), having unclear explanation and

unprepared teaching (Item 2: 18.11% and 25%), speaking too fast (Item 6: 11.02% and 12.5%), and having unfamiliar accents (Item 7: 4.72% and 20.83%).

Many students gave some congruent suggestions both in the open-ended questionnaires and in the interviews. The suggestions relating to teaching were that some activities or games should be implemented (Item 8: 20.40% and 28.00%), and teachers should be more attentive to individual students or more approachable (Item 11: 8.15% and 10.00%).

**Table 4.9 Results concerning teaching based on open-ended questions and interviews**

<b>4.1.3. Teaching</b>	<b>Open-Ended Questions</b>		<b>Interview</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Problems</b>				
1. Teaching techniques are unattractive.	30	23.62	10	41.67
2. Some teachers cannot explain clearly and do not prepare for the lessons.	23	18.11	6	25.00
3. Teaching is too fast.	21	16.54	-	-
4. English needs to be taught by English teachers.	18	14.17	-	-
5. There are no teaching aids.	15	11.82	-	-
6. Some teachers speak too fast.	14	11.02	3	12.50
7. Some teachers have unfamiliar accents.	6	4.72	5	20.83
<b>Total</b>	127	100	24	100
<b>Suggestions</b>				
8. Some activities or games should be implemented.	30	20.40	14	28.00
9. Teachers should encourage a fun atmosphere.	25	17.00	-	-
10. There should be more exercises for practice.	25	17.00	-	-
11. Teachers should be more attentive to individual students or more approachable.	12	8.15	5	10.00
12. Sometimes teachers should use Thai to explain.	12	8.15	-	-
13. Teachers should be open to students' opinions.	8	5.44	-	-
14. Use alternative content not taken from books.	7	4.76	-	-
15. Teach through entertainment medium such as music or films.	7	4.76	7	14.00
16. Teachers should encourage students to speak.	7	4.76	14	28.00
17. Vocabulary should be focused.	7	4.76	5	10.00
18. Students should have chances for extracurricular study.	7	4.76	5	10.00
<b>Total</b>	147	100	50	100

#### 4.1.4 Problems Concerning Facilities

Results demonstrate some particular problems related to facilities and the degree of differences across the three programs.

**Table 4.10 Comparisons of problems concerning facilities**

Item No	Problems	Programs						Total (N=614)		F	Sig
		IBC (N = 334)		CNS (N=187)		THS (N=93)		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
1	There are inadequate learning resources in the library.	3.23	1.23	3.34	1.27	3.19	1.15	3.26	1.23	0.65	0.53
2	Lack innovative study aids.	3.30	1.18	3.36	1.18	3.12	1.22	3.29	1.19	1.34	0.26
3	Lack supplementary materials to promote self study.	3.34	1.17	3.30	1.17	3.08	1.12	3.29	1.16	1.94	0.15
	<b>Total</b>	<b>3.29</b>	1.09	<b>3.34</b>	1.09	<b>3.13</b>	1.06	3.28	1.08	1.17	0.31

The information revealed that on the whole students specified problems concerning the facilities provided at the fairly serious level (3.28). The students in IBC, CNS, and THS perceived the problems at 3.29 (fairly serious), 3.34 (fairly serious), and 3.13 (fairly serious). Notwithstanding, CNS students judged the problems to be more serious than IBC and THS students.

Individual items were considered fairly serious with the items mean scores ranging from 3.26 to 3.29. The problems consisted of a lack of innovative study aids (Item 2:  $\bar{x} = 3.29$ ), a lack of supplementary materials to promote self study (Item 3:  $\bar{x} = 3.29$ ), and inadequate learning resources in the library. (Item 1:  $\bar{x} = 3.26$ ).

Overall, a one-way analysis variance showed that there were no significant differences among all the three programs at the level of 0.05 which means students from the 3 programs perceived the problems at the same degree of seriousness.

Additionally, with respect to the data obtained from both open-ended questions and interviews (Table 4.11), half of the students made complaints about insufficient books or learning materials (Item 1: 53.46% and 20.59%).

Furthermore, over half of them recommended that there should be a room or area where students could watch English films, use English programs, listen to music, and practice listening (Item 7: 61.29% and 51.28%). In addition, WI-FI should be accessible throughout the university (Item 8: 22.59% and 41.02%).

**Table 4.11 Results concerning facilities based on open-ended questions and interviews**

<b>4.1.4. Learning Aids and Resources</b>	<b>Open-Ended Questions</b>		<b>Interview</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Problems</b>				
1. Books and other learning materials are insufficient.	85	<b>53.46</b>	21	<b>20.59</b>
2. Electrical learning aids are ineffective.	43	27.05	14	13.73
3. ELLIS malfunctions.	10	6.29	12	11.75
4. Learning resources are outdated.	7	4.40	14	13.73
5. LMS malfunctions.	7	4.40	14	13.73
6. Internet malfunctions.	7	4.40	27	26.47
<b>Total</b>	159	100	102	100
<b>Suggestions</b>				
7. There should be a room or area where students can watch English films, use English programs, listen to music, and practice listening.	19	<b>61.29</b>	20	<b>51.28</b>
8. WI-FI should be accessible throughout the university.	7	<b>22.59</b>	16	<b>41.02</b>
9. TOEIC books should be provided in the library.	5	16.12	3	7.70
<b>Total</b>	31	100	39	100

#### 4. 1.5 Problems of Teachers' Assessment

Table 4.12 shows a number of problems related to curriculum and the degree of differences across the programs.

**Table 4.12 Comparisons of problems concerning teachers' assessment**

Item No	Problems	Programs						Total (N=614)		F	Sig
		IBC (N = 334)		CNS (N=187)		THS (N=93)		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
1	Exams are unrelated to course content students have learned.	2.54	1.00	2.71	1.04	2.72	0.93	2.62	1.00	2.12	0.12
2	Assessment criteria are unclearly informed in advance.	2.27	0.99	2.44	1.10	2.31	1.03	2.33	1.03	1.70	0.18
3	There are too many quizzes.	2.49	0.99	2.55	1.06	2.67	0.94	2.54	1.01	1.08	0.34
4	Score division is unsuitable.	2.53	1.04	2.70	1.04	2.53	1.03	2.58	1.04	1.61	0.20
5	The grading criteria are different in the same course with different sections.	3.15	1.12	3.03	1.11	2.91	1.08	3.08	1.12	1.94	0.15
6	Progress is monitored or checked regularly.	2.91	0.91	2.95	0.97	3.00	0.98	2.93	0.94	0.39	0.68
7	Teachers spread attention fairly to individual students.	2.90	1.05	3.01	0.99	3.03	0.98	2.96	1.02	0.97	0.38
	<b>Total</b>	<b>2.69</b>	<b>0.94</b>	<b>2.77</b>	<b>0.97</b>	<b>2.74</b>	<b>0.96</b>	<b>2.72</b>	<b>0.94</b>	<b>1.43</b>	<b>0.24</b>

As shown in Table 4.12, the students considered the problems concerning teachers' assessment to be at the level of fairly serious (2.72). The students in the three programs of IBC, CNS, and THS perceived the problems at 2.69 (fairly serious), 2.77 (fairly serious), and 2.74 (fairly serious) respectively.

Considering the item mean scores, they varied from 2.33 to 3.08. All the problems were in the fairly serious level. The top three serious problems were related to a lack of universal grading criteria in the same course with different sections (Item 5:  $\bar{x} = 3.08$ ), fair attention spread to individual students (Item 7:  $\bar{x} = 2.96$ ), and the regular monitoring of students' progress checks (Item 6:  $\bar{x} = 2.93$ ).

As a whole, a one-way analysis variance showed that there were no significant differences among all the three programs at the level of 0.05, which means students from the 3 programs faced the problems at the same degree of seriousness.

Furthermore as seen in Table 4.13, the majority of the students (54.10% and 100%) commented that grading criteria differed in the same course with many sections (Item 1). Moreover, an A grade of 85 percent was too high (Item 2: 45.90%).

In addition, over half of them suggested that ELLIS should be excluded from assessment (Item 3: 52.38% and 66.67%) and slightly less than half stated that teachers should clearly inform about assessments and update regular scores (Item 4: 47.62. and 33.33%), which was identical with the information from the questionnaires.

**Table 4.13 Results concerning teachers' assessment based on open-ended questions and interviews**

<b>4.1.5. Assessment</b>	<b>Open-Ended Questions</b>		<b>Interview</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Problems</b>				
1. In one course with many sections, there should be universal grading criteria.	33	54.10	8	100
2. An A grade of 85 percent is too high.	28	45.90	-	-
<b>Total</b>	61	100	8	100
<b>Suggestions</b>				
3. ELLIS should be excluded from assessment.	11	52.38	10	66.67
4. Teachers should clearly inform about assessments and update regular scores	10	47.62	5	33.33
<b>Total</b>	21	100	15	100



#### 4.1.6. Problems of Teaching and Learning Management

The results shown in Table 4.14 indicate the problems related to teaching and learning management and the degree of differences across the programs.

**Table 4.14 Comparisons of problems concerning teaching and learning management**

Item No	Problems	Programs						Total (N=614)		F	Sig
		IBC (N = 334)		CNS (N=187)		THS (N=93)		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
1	Disproportion of students to class size restricts practice.	2.97	1.06	2.79	1.01	2.98	0.99	2.92	1.04	2.13	0.12
2	There is no support or supplementary activities.	3.31	1.04	3.18	0.96	3.27	0.96	3.27	1.00	1.04	0.36
3	Weekly learning time is inadequate.	3.12	1.08	3.12	1.08	2.86	0.98	3.08	1.07	2.32	0.10
4	Teachers' qualifications are not suitable to teach some particular courses.	2.75	1.08	2.71	1.06	2.78	1.03	2.74	1.06	0.20	0.82
5	The ratio of teachers to students is inadequate.	3.14	1.03	3.04	0.94	3.11	1.06	3.10	1.01	0.65	0.52
6	The ratio of teachers for the courses is inadequate.	3.15	1.02	2.98	1.00	3.12	1.01	3.09	1.01	1.66	0.19
7	Teachers are unqualified to teach the courses offered.	2.93	1.04	2.90	0.98	3.14	1.01	2.95	1.02	1.88	0.15
	<b>Total</b>	<b>3.05</b>	<b>0.54</b>	<b>2.96</b>	<b>0.49</b>	<b>3.04</b>	<b>0.47</b>	<b>3.04</b>	<b>0.47</b>	<b>2.06</b>	<b>0.13</b>

Findings demonstrated in Table 4.16 represent the problems concerning teaching and learning management. As a whole, the students considered the problems as fairly serious (3.04).

When looking at each item, it was revealed that they perceived all the problems at the fairly serious levels ranging from 2.74 to 3.27. The most serious problems were no support or supplementary activities (Item 2:  $\bar{x} = 3.27$ ), inadequate teachers to student ratio (Item 5:  $\bar{x} = 3.10$ ), inadequate ratio of teachers for the courses (Item 6:  $\bar{x} = 3.09$ ), and inadequate weekly learning time (4 hours) (Item 3:  $\bar{x} = 3.08$ ).

When the mean scores were compared across the programs, no significant differences were found. It can be said that the problems related to teaching and learning management were similar among all the students.

Additionally, according to Table 4.15, data from the open-ended questionnaires revealed that over half of the students complained about the schedule which was considered too tight and which did not give them time for lunch (Item 1: 56.25%), while only a small number, according to the interview results (Item 1: 18.52%) mentioned about this problem. Moreover, almost half of the students complained about the fact that teaching hours per semester of 4 hours a week were too few hours, which coincided with the views most interviewed students (Item 2: 43.75% and 81.48%).

Considering the suggestions given, one third of the students in the open-ended questionnaire and a slight number of them in the interviews said that proficiency level should be used to group students (Item 3: 31.25% and 5.17). Additionally, one-third of the students from both sources pointed out that tutorials for TOEIC Tutorials should be a prerequisite in preparation for the test (Item 4: 27.08% and 32.76%).

**Table 4.15 Results concerning teaching and learning management based on open-ended questions and interview**

<b>4.2.6. Teaching and Learning Management Problems</b>	<b>Open-Ended Questions</b>		<b>Interview</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
1. Schedule is too tight. There is inadequate time for lunch break.	27	56.25	5	18.52
2. Teaching hours per semester: 4 hours a week are insufficient.	21	<b>43.75</b>	<b>22</b>	<b>81.48</b>
<b>Total</b>	48	100	27	100
<b>Suggestions</b>				
3. Proficiency level should be used to group students.	15	<b>31.25</b>	3	<b>5.17</b>
4. TOEIC Tutorials should be a prerequisite in preparation for the test.	13	<b>27.08</b>	19	<b>32.76</b>
5. Handout distribution cost should be university responsibility.	9	18.75	9	15.52
6. There should be a maximum of 20 students per class.	6	12.5	13	22.41
7. Late evening classes are unsuitable because of fatigue.	5	10.42	14	24.14
<b>Total</b>	48	100	58	100

#### 4.1.7 Problems Concerning Learning Environment

Table 4.16 presents results about problems related to environment and the degree of the differences across the three programs.

**Table 4.16 Comparisons of problems concerning learning environment**

Item No	Problems	Programs						Total		F	Sig
		IBC (N = 334)		CNS (N=187)		THS (N=93)		Total (N=614)			
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Insufficient English teachers restrict practice opportunities.	2.94	1.08	2.89	1.01	2.96	0.98	2.93	1.04	0.16	0.85
2	Insufficient activities do not support the use of English outside of classes (such as English Day, English Zone, etc.).	3.41	1.12	3.23	1.11	3.27	1.02	3.33	1.10	1.80	0.17
3	The faculty doesn't encourage students to have interaction with foreign students.	3.57	1.05	3.60	1.03	3.24	1.03	3.53	1.05	4.33	<b>0.01**</b>
4	Inadequate number of foreign teachers restricts practice with native speakers.	3.23	1.05	3.21	1.07	3.10	1.01	3.21	1.05	0.63	0.53
5	Non-native English teachers do not use English outside classes.	3.25	1.07	3.23	1.01	3.06	1.01	3.22	1.04	1.20	0.30
6	Classroom is unsuitable for study.	2.86	0.94	2.67	1.07	2.69	0.99	2.78	0.99	2.75	0.07
7	Schedule is unsuitable.	2.99	0.99	2.90	1.07	3.05	1.08	2.97	1.03	0.75	0.48
8	Areas holding activities are unsuitable.	2.98	0.87	3.17	1.02	3.01	0.90	3.05	0.93	2.52	0.08
9	Learning sources are unsuitable.	2.95	0.93	3.14	0.99	3.00	1.02	3.01	0.97	2.23	0.11
	<b>Total</b>	<b>3.14</b>	0.46	<b>3.14</b>	0.45	<b>3.03</b>	0.50	3.12	0.46	2.20	0.11

\* Significance at .05 level

\*\* Significance at .01 level

Table 4.16 indicated that the students considered the problems to be at the fairly serious level (3.12). The students in each program expressed a similar degree of seriousness as fairly serious at 3.14, 3.14 and 3.03.

As a whole, the results revealed that the problems varied between fairly serious and very serious levels. The only problem judged at very serious was that the faculty did not encourage students to have interaction with foreign students (Item 3:  $\bar{x} = 3.53$ ). The problems identified at a fairly serious level included insufficient activities to support English use outside of classes (such as English Day, English Zone, etc.) (Item 2:  $\bar{x} = 3.33$ ), non native teacher's not using English outside class (Item 5:  $\bar{x} = 3.22$ ) and inadequate number of foreign teachers restricts practice with native speakers (Item 4:  $\bar{x} = 3.21$ ).

Nevertheless, the mean scores of the three programs were not significantly different, except for Item 3.

As shown in Table 4.17, THS students viewed the problem of the lack of support for interaction with foreign students as less serious than IBC and CNS.

**Table 4.17 Multiple comparison of problems concerning environment**

Items	Problems	Programs		
		IBC	CNS	THS
3	The faculty doesn't encourage students to have interaction with foreign students.	IBC ( $\bar{x} = 3.57$ )	CNS ( $\bar{x} = 3.60$ )	THS ( $\bar{x} = 3.24$ )
	<b>IBC</b> ( $\bar{x} = 3.57$ )		0.71	<b>0.01</b>
	<b>CNS</b> ( $\bar{x} = 3.60$ )			<b>0.01</b>
	<b>THS</b> ( $\bar{x} = 3.24$ )			

Additionally the majority of students stated in open-ended questions and in the interviews (77.78% and 81.82%) that they found no foreign students who they could practice speaking with (Item 1: Table 4.18).

Almost all of them (93.5% and 80%) further suggested that there should be availability of real-life scenarios for practice of the target language (Item 3).

**Table 4.18 Results concerning environment based on open-ended questions and interview**

4.1.7. Environment Problems	Open-Ended Questions		Interview	
	Frequency	Percent	Frequency	Percent
1. Inadequate ratio of teachers to students hinders speaking practice.	14	77.78	27	81.82
2. There are insufficient foreign teachers.	4	22.22	6	18.18
<b>Total</b>	18	100	33	100
<b>Suggestions</b>				
3. There should be availability of real-life scenarios for practice of the target language.	72	93.5	20	80
4. English should be spoken both inside and outside class.	5	6.5	5	20
<b>Total</b>	77	100	25	100

#### 4.1.8 Problems Concerning Students

Table 4.19 shows a number of problems related to FIS students and the degree of differences across the three programs.

**Table 4.19 Comparisons of problems concerning students**

Item No	Problems	Programs						Total (N=614)		F	Sig
		IBC (N = 334)		CNS (N=187)		THS (N=93)		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
1	Positive attitude towards English is low.	2.66	1.05	2.96	1.15	2.75	1.09	2.77	1.09	4.53	<b>0.01**</b>
2	Lack time to review or to study.	3.17	1.03	3.22	1.00	3.19	1.06	3.19	1.02	0.09	0.91
3	English is not priority in their free time.	3.24	0.97	3.38	0.99	3.31	0.92	3.29	0.97	1.33	0.27
4	Students are inactive in English learning.	2.79	0.98	2.97	1.02	2.92	1.08	2.86	1.01	2.07	0.13
5	English background is unsuitable for current study.	3.11	1.13	3.31	1.12	3.22	1.06	3.19	1.12	1.82	0.16
6	Poor English background causes demotivation.	3.08	1.22	3.30	1.26	3.07	1.17	3.14	1.23	2.26	0.11
	<b>Total</b>	<b>3.01</b>	0.82	<b>3.19</b>	0.83	<b>3.08</b>	0.78	3.08	0.82	3.03	<b>0.05*</b>

\*\* Significance at .01 level

\* Significance at .05 level

As seen in Table 4.19, the problems concerning students themselves were found to be at the fairly serious level (3.08). Students from three programs indicated a similar degree of seriousness at 3.01 (fairly serious), 3.19 (fairly serious), and 3.08 (fairly serious).

Based on individual problems, it was found that the mean scores varied from 2.7 to 3.29. The most serious problems indicated that English was not priority in their free time (Item 3:  $\bar{x}$  = 3.29), they lacked time to review or to study by themselves (Item 2:  $\bar{x}$  = 3.19), English background was unsuitable for current study (Item 5:  $\bar{x}$  = 3.19).

Comparing the mean scores across the three programs, it can be seen that some significant differences could be identified, as shown in Table 4.20. IBC students viewed the total problems related to students, and particularly to low positive attitude towards English, as less serious than CNS students did.

**Table 4.20 Multiple comparison of problems concerning students**

Items	Problems	Programs		
		IBC	CNS	THS
1	Positive attitude towards English is low.			
		<b>IBC</b> ( $\bar{x}$ = 2.66)	<b>CNS</b> ( $\bar{x}$ = 2.96)	<b>THS</b> ( $\bar{x}$ = 2.76)
	<b>IBC</b> ( $\bar{x}$ = 2.66)		<b>0.00</b>	0.48
	<b>CNS</b> ( $\bar{x}$ = 2.96)			0.13
	<b>THS</b> ( $\bar{x}$ = 2.75)			
	Total	<b>IBC</b> ( $\bar{x}$ = 3.01)	<b>CNS</b> ( $\bar{x}$ = 3.19)	<b>THS</b> ( $\bar{x}$ = 3.01)
	<b>IBC</b> ( $\bar{x}$ = 3.01)		<b>0.01</b>	0.49
	<b>CNS</b> ( $\bar{x}$ = 3.19)			0.26
	<b>THS</b> ( $\bar{x}$ = 3.01)			

In regard to results shown in Table 4.21, many students admitted that insufficient background knowledge caused studying difficulties (Item 1: 60.98% and 25.81%), and they lacked sufficient chances to practice English (Item 2: 26.82% and 50%).

At the same time, almost 75% admitted that Students should study hard (Item 4: 68.49%), and the rest stated that paramount importance for students should be self-discipline (Item 5: 31.51%).

**Table 4.21 Results concerning students based on open-ended questions and interview**

<b>2.8. Students</b>	<b>Open-Ended Questions</b>		<b>Interview</b>	
	<b>Problems</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>
1. Insufficient background knowledge causes studying difficulties.	25	<b>60.98</b>	16	<b>25.81</b>
2. Lack sufficient chances to practice English.	11	<b>26.82</b>	31	<b>50.00</b>
3. Students are not confident.	5	12.20	15	24.19
<b>Total</b>	41	100	62	100
<b>Suggestions</b>				
4. Students should apply themselves to study hard.	50	<b>68.49</b>	-	-
5. Paramount importance for students should be self-discipline.	23	<b>31.51</b>	-	-
<b>Total</b>	50	100	-	-

#### **4.1.9 Summary of English problems perceived by students** น่าจะลอกของบทความดีกว่า

In summary, students at FIS perceived problems at the same level as being fairly serious. As a whole, there were no significant differences among all the problems, except those related to the curriculum and students. The following table shows the summary of the eight problems ranked in the order of seriousness. Results from open-ended questions and interviews were congruent in showing that the most serious problems were related to insufficient books and learning materials, facilities, and the learning environment.

**Table 4.21 Ranks of problems in teaching and learning English perceived by students**

<b>Rank</b>	<b>Problems</b>	<b>IBC</b> $\bar{x}$	<b>CNS</b> $\bar{x}$	<b>THS</b> $\bar{x}$	<b>Total</b> $\bar{x}$	<b>Sig</b>	<b>Level of Seriousness</b>
1	facilities	3.29	3.34	3.13	<b>3.28</b>	0.31	fairly serious
2	learning environment	3.14	3.14	3.03	<b>3.12</b>	0.11	fairly serious
3	students	3.01	3.19	3.08	<b>3.08</b>	0.05*	fairly serious
4	teaching and learning management	3.05	2.96	3.04	<b>3.04</b>	0.13	fairly serious
5	curriculum	2.89	3.11	3.06	<b>2.98</b>	.000**	fairly serious
6	course contents	2.93	3.06	2.99	<b>2.98</b>	0.12	fairly serious
7	teaching	2.80	2.91	3.06	<b>2.84</b>	0.14	fairly serious
8	testing and assessment	2.69	2.77	2.74	<b>2.72</b>	0.24	fairly serious
	<b>Total</b>	2.98	<b>3.06</b>	3.02	<b>3.01</b>	0.12	fairly serious

## 4.2 Teachers' perceived problems in teaching English

According to the data obtained from interviews with 13 teachers, the results were categorized into 7 categories presented as follows:

### 4.2.1 Problems related to English curriculum and course contents

The teachers revealed different ideas about English curriculum and course contents. These have been reported as *agree*, *partially agree* and *disagree*.

One third of the teachers agreed that the curriculum and course contents were good. The first reason given was that the curriculum covered all four skills of listening, speaking, reading and writing. Second, compulsory courses were deemed sufficient to cover the necessary contents



or the academic skills students should possess. Third, the contents of each course were designed and arranged from simple to more complicated. Last, there was a set criterion of 400 TOEIC score which was employed as a placement test to put students into English groups. A preparation course was offered for students with lower than 400 score and English I was provided to students with score higher than 400. Moreover, the graduation criteria, or exit score of 550 TOEIC for old curriculum or 600 TOEIC score for new curriculum, were suitable in order to guarantee that students have adequate competence required by an international program.

A very small number of teachers, however, only partially agreed with the curriculum and with course contents. The curriculum was not clear and well-designed. It was not designed from simple to more complicated and seemed to overlap. The course descriptions were also short, so the teachers did not understand the differences between each course clearly because they did not enable them to offer different contents. Furthermore, some contents should be adjusted to better suit students' interest. In addition, the course contents were appropriate only for students with a certain level of English proficiency, which made the courses very difficult for most FIS students.

The last group disagreed with the current curriculum and with course contents. Six teachers found three problems concerning curriculum and course contents. First of all, contents were too difficult for students. They did not match the level of the students. Secondly, the curriculum did not include students' future goals or needs after their graduation. The curriculum focused too much on academic skills or on writing skills. The content taught may not be very helpful for the majority of the students after graduation. Thirdly, the five courses offered were not enough to strengthen their English competence.

To summarize, the findings revealed that the curriculum and course contents were suitable at a certain level, due to all four skills being academically covered; however, they needed to be improved to suit most students' ability and needs after graduation. Moreover, all four skills should be emphasized equally, and the number of courses offered may not be enough to consolidate their English skills.

#### **4.2.2 Problems related to teaching**

The results showed that all the teachers had positive attitudes towards their teaching. Most teachers perceived that their teaching was good, since they used appropriate lesson plans,

proper activities and suitable materials with their students. Nonetheless, a few teachers thought that their teaching was only partially good since there were some points to be concerned about, such as the relevance or the quality of the materials, the students' abilities, and insufficient resources to create teaching materials.

The interviews including the areas of lesson planning, classroom activities, and learning materials can be summarized as follows.

### **Lesson planning**

Before teaching, most teachers planned their lesson. Most of them did not write complete lesson plans, but they noted what and how they were going to teach in a step by step fashion. Almost all teachers mentioned that they planned their lessons well following teaching steps of Presentation, Practice and Production. The following excerpts illustrate this.

- Teacher 6: "I'm confident about my lesson-planning. I follow the steps of introduction, input, guided practice, independent practice, application, review and follow-up in every lesson."
- Teacher 9: "My lesson plans are good. I use ISA (Introduction, Study and Activate) to plan my lessons and I am always adapting and changing my lessons to suit my students' needs."
- Teacher 10: "I plan lessons to accommodate different ways of teaching with a lower groups. I evaluate my lessons continuously and think about the plan for the next lessons."

### **Classroom activities**

The use of classroom activities was another factor playing an important role in classrooms, but not all the teachers could facilitate the activities in teaching.

Almost half of the teachers used activities in the classroom in order to attract the students' attention. In their opinion, most of their activities were good. They mentioned that they planned the activities considering the objectives of each lesson, students' abilities, and students' interest. Nonetheless, the activities were sometimes suitable with just some groups of students, so the teachers needed to adjust or improve their activities to suit other groups. The teachers

attempted to improve their teaching by using activities to motivate students and observing the effectiveness of each activity. The following excerpts illustrate this.

Teacher 3: “I have students do many group work activities and pair work to promote confidence. However, communication doesn't exist much. I still have to create more interesting activities to make communication occur”.

Teacher 10: “Some activities suit one group of learners while they do not suit the other. Activities are structured towards the target language or learning outcome. I try to have some sort of competitive activities in class to appeal to learners”.

Notwithstanding their usefulness, another half of the teachers admitted that they could not use many activities in teaching because of time restrictions. They needed to follow their week outline plan specified in their course syllabus and course objectives for all the lessons. This did not give them many chances to be very flexible with activities. Thus, their focus moved to the language features that students needed to practice most. The following excerpts demonstrate this.

Teacher 1: “I'd like to introduce more activities both inside and outside the classroom, but I often feel that there's not enough time to finish the lesson objective and to add my supplementary material. Most of the activities in class are giving in a lecture together with examples, and practicing what students have learnt.”

Teacher 4: “I haven't used many activities. Mostly I used PPT which is good in terms of time controlling but does not include much participation from students.”

### **Teaching materials**

The quality of the materials used was another factor that should be taken into consideration. Teachers expressed their preferences about the materials they used with *good* and *not very good*.

The majority of teachers believed that their lessons were good and suitable for the students' needs and levels of proficiency. Based on the interviews, most teachers who used commercial textbooks were satisfied with the books they were using. Some teachers also mentioned that they used textbooks with some supplementary handouts, if necessary. The following excerpts illustrate this.

Teacher 1: "I check if materials are suitable and practical with students based on the objectives of the lessons."

Teacher 2: "I use a textbook, PPT together with LMS which are adequate and productive."

Teacher 9: "They are suitable to the course description and the learning needs of the students."

On the other hand, 25% of the teachers were concerned about the appropriateness of their materials. Teachers who produce in-house materials were still concerned with whether the prepared materials were too difficult for their students. Moreover, some course materials were outdated and thus there were not many materials to choose from. Furthermore, some teachers argued that instead of using only students' books, there should be both students' books and exercise books that contained more exercises for students to practice. Additionally, a few teachers thought that the situation would be perfect if the Internet connection was stable. The following excerpts show this.

Teacher 1: "I think we need more reference books for teachers to create teaching materials for our classes."

Teacher 3: "Many times, students seem unable to understand the lessons because the materials are not suitable for them. However, a personal approach helps them understand a lot more easily"

In summary, most teachers perceived that their teaching was good enough, even though they agreed that there was some room for improvement. Concerning materials, most teachers believed that using commercial books along with some supplementary materials was suitable for students in terms of the level of difficulty.

#### **4.2.3 Problems related to assessment and testing**

The interview revealed that teachers had different opinions on course assessment and testing. These were recorded and categorized as *totally agree*, *partially agree* and *disagree*.

A quarter of the teachers agreed that they were satisfied with their tests and assignments, mentioning that their tests and the assessment requirements were fair and good. One reason for this was that they were certain they tested what had been taught in class. What is more, they designed tests based on course descriptions and course objectives, and their tests were not too difficult for students. Furthermore, there were many aspects assessed and the proportion of each part was appropriate; for example, assessment details of an English 3 course consisted of attendance and participation (5%), quizzes (10%), assignments (25%), essays (10%), debate (10%), presentation (10%) and examinations (40%). In addition, in a course with many sections and teachers, the teachers worked in team to write the exam and set the grading criteria in order to be certain to have even grading and to be fair to the students in all the sections.

Besides the ‘totally agree’ group, two thirds of the teachers partially agreed with the tests and assessment for three main reasons. First, the proportion of the tests did not have all four skills equally integrated. Second, the level of difficulty was not suitable for the students. The exam was too difficult for their ability. Last, the weight of the midterm and final examination should be minimal. In their opinion, more weight and importance should be given to assignments and classroom activities.

In contrast, two teachers were not totally satisfied with tests and assessment. In particular, one teacher disagreed with the course management. To be more specific, they were dissatisfied with the English for International Program course which contained two sections: Listening and Speaking, and Reading and Writing. In their opinion, students who could pass the Listening and

Speaking should not be required to take tests in all four skills again. Students should only test in the unsatisfactory skills.

Moreover, another teacher did not agree with the idea of using tests to assess students' ability. The findings could be interpreted in a way that shows that a teacher did not agree with the idea of having tests because taking exams was not seen as a good way to evaluate students and their language skills. The following excerpts illustrate this.

Teacher 12: "Testing is not a good way. Students should have more responsibility to better their language skills. The focus should be on usable conversational English instead of exams."

In conclusion, whereas some teachers were satisfied with their assessment testing as the tests reflected what they taught and suited various levels of difficulty, some teachers were only partially satisfied. They opined that the requirements were beyond students' abilities, that the proportion of all four skills was not appropriate and that the examination was overemphasized. The last group was totally unsatisfied with the management of some courses and with the use of exams to evaluate students' progress and proficiency.

#### **4.2.4 Problems related to teaching and learning management**

Interview questions revealed problems related to teaching hours, number of students and some suggestions for improvement.

The findings related to teaching hours have been expressed with *totally agree*, *partially agree* and *disagree*.

Almost two thirds of the teachers considered the teaching workload (18 hours for non-Thai teachers and 10 hours for Thai teachers) to be fair. Most of them did not complain since the number of hours was not many compared with the number of hours assigned in other institutions and there were not many other jobs assigned. One third partially agreed that the teaching load was fair, but there were sometimes too many extra jobs assigned, which obstructed their lesson planning and preparation. The only teacher who disagreed pointed out that the teaching workload

was heavy since that teacher taught only the writing course and the grading of assignments was time-consuming.

The number of students per class and the period per lesson were appropriate in teachers' opinion. That is, the faculty allowed a maximum of 25 students in one class and a maximum of teaching hours per lesson (100 minutes).

Based on the information given above, it could be said that most teachers were satisfied with teaching and learning. Nevertheless, there were some suggestions provided which could imply that a slight number of teachers did not agree with some of the faculty's policies. For instance, the paperless policy which encouraged teachers to upload their lessons online in order to decrease the amount of papers used and the expenses of photocopying, was not really suitable for language courses. The following excerpts reveal this.

Teacher 6: "Students needed to purchase textbooks, not laptops. Students did not read enough general subjects and business courses in English. The only English they were reading was what was provided in English class. Moreover, with the importance of TOEIC, there needed to be preparation courses for them on a regular basis, but not right before they take the test."

Teacher 11: "The administration gets a little lost as to the practicalities of teaching because administrators are not usually teachers. The photocopy policy is a good example. Now I pay for much of my photocopying out of my salary."

Besides paperless policy, the self-study idea did not seem to fit students in a few teachers' viewpoints. The faculty wanted students to self-study in order to improve their knowledge and strengthen their weaknesses. This resulted in the establishment of a self-study center (or language clinic) to provide a place where students could study more by themselves via the materials provided by the teachers' team. However, it was not appropriate for the students' learning styles because most of them had low motivation to learn English. It is doubtful whether they self-access learning assisted them in improving their skills. Teachers should provide them with a more fun but realistic setting which allows them to practice their language and its use. The following excerpts illustrate this.

Teacher 6: “Knowing Thai students, self-study did not seem practical. We should think of self-study in terms of using the language. What was inferred was that students should use and be exposed to English in a natural interactive way so that they could see the value of it. We should have clubs that meet regularly and are consistently available. Students must be required to participate but choose the activity that interests them, for example reading-book club, music club, drama club and speech club that meet to do different activities in and out of campus (i.e. go to a restaurant, go shopping, visit sites around Phuket, camping, trekking, etc. Also, there should be a resource center that offers remedial programs for students to sign up for outside classes, or students could make an appointment for specific help.”

Overall, most teachers seemed satisfied with the teaching and learning management at the faculty, except for some policies such as the paperless policy and self-study. Moreover, because of students’ learning habits, it was noted that the self-study center might not really improve their language acquisition.

#### **4.2.5 Problems related to learning facilities**

Teachers expressed different opinions about learning facilities. These were recorded and categorized as *good*, *partially good* and *not good*.

A quarter of the teachers were satisfied with the teaching and learning facilities. They explained that there was good learning equipment provided such as computers, visualizers and air-conditioners in every room, and that they were adequate and helpful for teaching.

However, another quarter of the teachers argued that facilities were good but inadequate. These teachers clarified that learning facilities in classrooms were good, but learning sources like books, language lab, English corner were not provided. Books and CDs seemed not enough and only a small number of these materials were available in the library. This also caused problems when teachers assigned students to research some particular topics related to what was studied in class.



Moreover, not only students' learning materials but also teaching aides were not adequate. There should be a greater number of, and more updated materials. Beside the insufficient materials, equipment in classroom occasionally did not operate properly. The following interview excerpts showed this:

Teacher 3: "Teaching and learning facilities are not enough. Physical space is enough. For example, classroom is good with air-conditioner, computer, etc. However, there should be more and better learning aids."

Teacher 10: "Facilities in university are very good, but they occasionally break down and this can be a problem. The English section in the library is limited. The reading materials in the library are not very broad for students to choose for their topics".

While some teachers seemed satisfied with the facilities half of them revealed that these were not good enough. One reason was related to the unreliability of the equipment. A few teachers complained that the technology often did not work properly. For example, the computers broke down frequently, the light bulb of the visualizers could not process images, and the Internet did not always work or could not be accessed. Additionally, they mentioned that there should be more materials to help students improve their study. The following excerpts illustrates this.

Teacher 5: "Learning facilities are not enough. The faculty or university doesn't really provide some support such as self study corner, supplementary materials, etc. for students to study more or gain more knowledge by themselves. Internet access, is not good. It is not possible to always access Ellis and LMS. There should be some learning facilities in the area in which students always sit and study, so they can practice the language, such as listening to English spots, news, broadcast, etc."

Teacher 6: "This is the poorest part of the program which needs much improvement. It is so

essential to have learning resources for students and a program that can assist low level students.”

Teacher 11: “Power cuts, quality of network connection, technology on campus cannot be relied upon. Paperless policy is not suitable now. There are not enough books. I still have to buy more by myself. The library is too small.”

In conclusion, it was found that although classrooms are equipped with learning facilities and students do have some resource materials, the problems that hindered students’ language acquisition had to do with low quality technology (limited Internet access and malfunctioning visualizers), and scarce resource materials (books). The majority of teachers deemed these as the most important problems and urged the faculty to provide better and more suitable learning resources and equipment.

#### **4.2.6 Problems related to environment**

The teachers had different opinions towards the English environment. These were expressed with *agreed* and *disagreed*.

A quarter of the teachers opined that the faculty had a good English environment. They mentioned that there were many teachers who were English native speakers, that they could communicate well in English, and that they were approachable. The faculty also provided some useful English activities-such as Film Club and Language Clinic-with which students could practice English.

On the other hand, two thirds of the teachers believed that the faculty did not provide realistic and enough English activities. First, there were not many opportunities for both teachers and students to have interactions. Although there were many teachers, the teachers’ offices were isolated from the building areas which did not allow chances for students to meet or even to have small talk with them. Second, there were not many activities to create a better English environment. Third, there were no international students in the faculty.

All the teachers pointed to some similar factors that obstructed the creation of more activities for the students. The most noticeable factor was time limitation for both teachers and

students: while teachers had responsibilities for teaching jobs, students had many extra-curricular activities. Next, the lack of initiatives from the faculty hindered the creation of activities. Moreover, not many teachers were aware of the importance of creating activities, and they were not really enthusiastic to initiate the activities. Finally, although the faculty provided some activities, students were not really interested in participating. There were many activities held for them but the students did not fully appreciate them and were not willing to join them. This lack of interest from students was another reason that discouraged teachers from supporting students.

#### **4.2.7 Problems related to students**

Almost all the teachers shared similarly negative attitudes towards students except one teacher who had more positive thought about them.

Most teachers expressed three reasons why they thought students should improve. First, their English proficiency was poor. Some teachers mentioned that students did not have enough background knowledge to study in an English program. This was supported by another teacher who opined that most students were not ready to study in a total English program. Second, they had low motivation. Many teachers pointed out that the students did not put enough effort into study. They could not tolerate any ambiguities, and they did not try to overcome the obstacles. Additionally, they lacked interest in learning, and they did not have clear goals in their study. Finally, they did not have good study habits. Most students did not read much. Most of them did not finish the assignments and they came to sleep in class. Moreover, most of them did not prepare themselves before coming to the classroom. The following excerpts illustrate this.

Teacher 5: “Students do not have goals to study. They try to study but have short concentration. They are sleepy and do not have time to sleep because of university activities held at nights. They are not ready and not disciplined.”

Teacher 6: “FIS students are not sufficiently prepared to learn in a full English program. There should have a higher standard in recruiting students. Students should meet a certain basic level in English in order to be prepared for studying in a full English program. It was impossible to think that a student who had no basic level

of English communication could possibly understand and succeed in academic English. ”

Teacher 9: “They lacked motivation and have to be pushed the whole way.”

Teacher 11: “Some senior students can't maintain a simple conversation in English. They seem to lack self-discipline and independence with respect to study when compared with some others I have taught with better attitudes.”

Teacher 12: “FIS students do not pay much attention to study. They only care about scores but not about what I am sharing. They lack drive to pick up knowledge.”

Teacher 13: “Students needed to be treated like adults, not school children. It was unhelpful to place such an emphasis on attendance as well. They should take responsibility for their courses. Students are not ready to move to a higher level.”

#### **4.2.8 Summary of problems in teaching English identified by teachers**

According to the interview with the teachers, the problems that they were facing consisted of curriculum and contents, testing, learning facilities, teaching and learning materials, learning environment and students.

As shown in Table 4.22, ten major problems specified by the teachers included insufficient teaching and learning materials, students’ low motivation, students’ low proficiency, inappropriateness of the curriculum to students’ needs, mismatch between the curriculum and students’ proficiency, and insufficient variety of activities due to time limits, lack of an English environment, unsuccessful activities with low proficient students, outdated materials, and ineffective classroom teaching equipment.

With reference to Table 4.22, it can be said that the most important aspect to improve is related to teaching and learning materials. Other most crucial factors hindering their achievement in English was students’ low proficiency, students’ low motivation and discrepancy between the curriculum and students’ needs or goals.

**Table 4.22 Ranks of problems in English teaching and learning perceived by teachers**

<b>Rank</b>	<b>Problems</b>	<b>Frequency (N=12)</b>
1	Teaching and learning materials were insufficient.	9
2	Students had low motivation.	8
<b>Rank</b>	<b>Problems</b>	<b>Frequency (N=12)</b>
3	Students were low-proficient.	8
4	Curriculum need to reflect students' needs or goals.	8
5	Curriculum need to adapt to suit student's level.	7
6	Insufficient variety of activities is due to time limitation.	6
7	Internal and external English environment was needed for students to practice.	5
8	Student's low proficiency causes unsuccessful classroom activities.	5
9	Materials available were outdated.	5
10	Teaching aids in classroom regularly malfunctions.	5

### **4.3 Administrators' Opinions towards the management in teaching and learning English at FIS**

The information from in-depth interviews was categorized into seven topics presented as follows.

#### **4.3.1 Perceptions relating to English Curriculum**

As far as the curriculum was concerned, the results revealed that four administrators gave different opinions about the English curriculum: good, partially good and not good.

One of them stated that the curriculum was good because it was designed to integrate all the four skills and it was developed on the basis of the problem base encountered by both teachers and students.

Another administrator who partially supported the appropriateness of the curriculum mentioned that it was well-designed, but suitable for students with certain language ability. Most FIS students were low proficient; therefore, they could not really reach the objectives specified in the curriculum.

In contrast, two of the administrators stated that the curriculum was not good enough. One of them pointed out that it should be improved because it was not designed for real English program students. Most of the students were poor at English, so the teachers lowered the quality of teaching or contents to suit students' proficiency, which eventually led to being unable to assist them to increase their English competence. Furthermore, a large number of students could not pass 550 or 600 TOEIC score. Regarding the results of the TOEIC exam, most of the students could not pass the required graduation criterion which was considered as one of the biggest problems leading to failure in teaching English at FIS.

Two administrators shared the same idea that in the beginning, students should focus more on English; for example, having an intensive course for 1 or 2 semesters before beginning the regular class, or having them study English for 50 or 60 percent for the first semester.

Furthermore, when there was curriculum development, the faculty needed to have workshops to have all the teachers understand the purposes of the curriculum change. Moreover, another administrator shared some suggestions that the faculty should give admission to students with adequate command of English proficiency to study in an international program.

Administrator 1: “When there is new curriculum development, the faculty should have a workshop to let all the teachers understand the purposes and directions of the curriculum change.”

Administrator 3: “In the first semester, students should study English courses at least 60 percent in order to provide students with enough background knowledge. In the second semester of the second year, English should be less of a focus and should be studied to approximately 50 percent.

In summary, even though the curriculum was good, it did not really fit the students' low proficiency. How teachers applied the curriculum in teaching may not be in line with what is

specified in the curriculum which was eventually lead to being unable to have students attain the objectives specified and pass TOEIC test.

#### **4.3.2 Perceptions about Teachers**

Regarding teachers' qualifications, all the teachers were qualified in the administrators' points of views because they went through the recruitment procedures. However, all the administrators opined that even though the teachers were qualified, many teachers did not have teaching knowledge, motivation in teaching, and teaching techniques to strengthen students' proficiency. This, they reasoned, could be seen from the small number of students who achieved 600 TOEIC score.

Moreover, all the administrators agreed that the recruitment procedures needed to be improved. In fact, one of the administrators asserted that recruitment was not sufficiently efficient for a few reasons. First, the recruitment team or the administrators compromised some standard principles. They were too kind and did not lay off some ineffective teachers and kept giving them chances to improve again and again. Second, there were no exactly specified standards; for instance, people were recruited because of shortages. Consequently, there was less consideration of their qualifications or their English proficiency. Third, the faculty should set the criteria and strictly utilize the recruitment criteria in areas such as specific English proficiency, field of education with both Thai and non-Thai teachers.

A similar comment was expressed by another administrator who said the faculty should consider people with English teaching experience and being active in developing materials and self-development. The faculty should not select people just because they were English native speakers. This view was supported by one administrator who mentioned that the shortage of teachers led to insufficient time for recruitment, especially of non-Thai teachers. In fact, as one administrator mentioned, the shortage of teachers was such that there was not enough time to recruit and interview teachers, especially non-Thai ones, and to evaluate their teaching. Similarly, another affirmed that foreign teachers should be more qualified, meaning that they should have a degree in teaching English as a foreign language.

Nevertheless, one administrator suggested how to improve recruitment. There should be three components of 1) written English tests for all in the 4 skills, 2) interviews for attitudes and 3) teaching demonstrations to see teaching techniques and classroom management.

In attempting to identify the problems concerning teachers, all the administrators agreed that the Thai teachers' workload of 10 hours was suitable. One administrator added that ideally, it should be 6 hours per week to allow the teachers to have more time to prepare lessons, study more in order to apply knowledge in teaching, and to do research.

Whereas half of them confirmed that this teaching load was appropriate for non-Thai teachers, the rest disagreed because they could not have sufficient time to conduct research. It should be just 15 hours a week for non-Thai. Even though another administrator supported that the teaching load was too much, a number of 25 students in one class, together with not having other extra jobs assigned, made the 18 hour workload appropriate.

However, all the administrators were still not really satisfied with all the teachers now. They gave similar comments about teachers. They clarified that some teachers did not endeavor to improve themselves and their teaching. Some teachers just used the main books in teaching and did not try to create better teaching techniques or materials that suited students' abilities, or help consolidate their skills. In addition, some teachers did not try hard enough to improve or lift up the students' abilities. Instead, they lowered the standard to comfort students.

Administrator 1: "Some teachers did not dedicate themselves to teaching."

Administrator 2: "Teachers should do research in order to see whether teaching techniques work well with FIS students or not. After research, apply the findings to implications with the students."

Administrator 3: "Teachers had different teaching styles. Some teachers were too strict and gave them too much input, while some lowered some content to suit students' level of ability."

Administrator 4: "Non-Thai teachers did not attempt to develop their lessons and did not have motivation in teaching. Thai teachers had many administrative jobs."



With respect to the interviews, the workload of 10 hours per week was fair for Thai teachers whereas in some administrators' opinions the workload of 18 hours for non-Thai teachers was too much. All the teachers were qualified to teach English, but some teachers did not try their best in teaching as much as they could.

#### **4.3.3 Perception related to teaching and learning English**

As for teaching and learning English, all the administrators were not very satisfied with teaching and learning English. Even though the graduates were paid compliments by the employers regarding their ability to communicate with foreigners, and they were not afraid of making contact with foreigners (and this met one goal of the faculty). From the administrators' points of view, the graduates' English competence was not good enough and many of them could not communicate effectively and sufficiently to claim to be international students.

Apart from the curriculum mentioned earlier, all the administrators believed that the teachers should attempt to produce in-house materials which were appropriately created to suit the FIS students. An administrator stated that teachers should create or design instructional materials starting from supplementary handouts to book forms. This was supported by another administrator who believed that textbooks should be just one component used in teaching. There should be some supplementary lessons given by the teacher team. Similarly, another administrator recommended that teachers should work in a team to design lessons, try out, do research and later on publish books produced by the teacher team. Consequently, all the teachers would work collaboratively, and they would be more active in teaching and learning as well.

In order to solve the problems of teaching, each administrator gave different suggestions except for the books or in-house materials. First, one administrator pointed out that the teachers should choose books that suited the level of undergraduate students, not for ones with insufficient knowledge of English. Moreover, the level of the books should start from simple to more complicated levels. The decisions should not rely on teachers on courses, but the teachers should have meetings to select the right books for students for every course. Second, teachers should do research to improve their teaching. Third, teachers should receive more training. They also should have reflective teaching session and class observations.

- Administrator 1: “If teachers work in a team to create lessons and activities appropriate with students' levels, and make certain of their input and process, students should be able to succeed.”
- Administrator 2: “Teachers should keep a record of students' study, their problems or weaknesses, so when they pass on to study with other teachers, new teachers can see their learning behavior, their background and what were their problems in learning. If teachers can do this, it will help solve the students' problems in learning. For example, have them take pre-tests and after teaching, have them do a post-test.”
- Administrator 3: “In some courses, books are not suitable for the subjects which hinder students to gain enough knowledge or more knowledge. Some courses do not have supplementary materials for students and rely wholly on the main textbook.”

In conclusion, teachers lacked effective instructional materials and research to develop teaching and facilitate better learning.

#### **4.3.4 Perceptions about internal supervision**

Another way to check teaching quality was to have educational supervision. Every administrator shared the same idea that teaching supervision was very significant and it needed to be done in a continuously systematic way.

All the administrators agreed that there should be supervision to see how teaching and learning occurred.

Nonetheless, two of them mentioned that the faculty was a small and newly established one which was limited in having experienced teachers. Teachers with teaching background were still young, so they had expertise at a certain level. Thus, some teachers who were assigned for supervision had a grounding in teaching, while some did not.

One administrator explained that in fact, it was difficult to have effective supervision. There were limited teachers with a burden of work which caused difficulty in forming supervision team to perform this task. Due to a shortage of manpower and being overburdened with work, the administrator gave suggestions that supervision teams should have less of a teaching workload. In supervision, there should be 2 groups of people observing class: teachers with expertise and peer teachers to relax the atmosphere in reflecting teaching.

Administrator 3:“There should be systematic teaching evaluation because some teachers did not follow course outline set in advance.”

Administrator 4:“There should be a strong sense of team work with teachers. This may help improve better teaching.”

To sum up, educational supervision was considered very important and essential in improving teaching, but the faculty did not really have expertise in the educational field to help supervise the teachers. Lack of expertise and the time limitation of assigned supervision team was the prime problem of the faculty.

#### **4.3.5 Facilities**

The administrators had different opinions about facilities: sufficient and insufficient. Half of the administrators mentioned that facilities provided to students were enough for them, whether in the classroom or library. They agreed that students had enough materials to study, and they had a tool to search for more knowledge if they self-studied or used the laptop (the faculty asked them to purchase) in an academic way. The problem was that the students said they did not have enough materials such as books, CDs, short stories and other learning materials, but they hardly ever used the materials provided. This stopped the library staff to purchase more materials.

On the contrary, the other two administrators disagreed. They pointed out that the materials were not enough and were not updated. Moreover, the Internet was difficult to access and did not work properly on many occasions. A small library (and a small number of books)

did not attract students to come to the library. The Internet also was not reliable, so it obstructed learning sometimes.

**Administrator 1:** “There is no material produced by teachers. We can ask for a budget to purchase books and other materials, but students do not go to the library which stopped the librarians to manage or order more books. Now the university is going to have a learning center in building 5 which, will be able to offer a self-study room, a movie room, many rooms for every language, snack corner, etc. I think teachers should encourage students to use these resources.”

**Administrator 2:** “I think everything is adequate for the number of students, but the learning behavior should be relevant. For example, they should use their own laptop to study or search from the Internet which is one effective way to help improve their ability. However, there should be a language computer lab.”

To summarize, facilities were a controversial issue. The university provided some learning materials which some administrators considered insufficient and outdated. Moreover, the students did not use some of the learning materials much because of insufficient aids and outdated choice. Not using the materials resulted in the faculty's unavailability to purchase more materials to provide students with.

#### **4.3.6 Perceptions related to learning Environment**

All the administrators agreed that the learning environment for English was good to a certain extent. Two reasons were given why it was good. First, there were foreign teachers for students to practice speaking with. Second, there were some activities provided for them in English.

Even though the faculty had a number of non-Thai teachers, students did not often come to meet them or have a chance to interact with them, because of time conflicts between both

parties. Furthermore, not all the activities could be done in English because not all the faculties in the campus offered English international programs. Another reason was that the faculty did not hold many regular English activities for them, which did not motivate and support them to use English outside the classroom.

Considering English projects or activities provided by FIS, most administrators realized that there were not many English activities. One teacher mentioned that the faculty hardly ever held English activities, which obstructed the students to have the opportunities for exposure to the English environment.

Nevertheless, one administrator believed that the faculty had enough teachers to run activities or projects, but the lack of effective management was an issue needed to be taken into consideration. Movie club, for example, was useful but could serve only a small group of students. Therefore, it was necessary to find a way to encourage a lot more students to come to the club, or join the activities in the club. Moreover, teachers should work in teams of Thai and non-Thai to run more activities for them.

Furthermore, a similar comment was expressed by one of them who remarked that some projects were not effective enough. To elaborate, tutorial projects to help students improve their English were not a right way to solve the problem. That could solve the problem occurring at that time, but it could not prevent the problems of students' low proficiency. Additionally, the English clinic was not completely successful because of ineffective management and students' lack of motivation. Intercultural camp was helpful but it was held only once a year.

Another suggestion was given that the faculty showed support and encourage the students in every way such as in providing English clinic, have an excellent students project, and some other projects such as camps. If possible, the students should have a chance to use English in English speaking countries.

Administrator 1: “Environment and facilities were better than many other universities. Classrooms were well equipped. We provided the Internet which they could use all day and all night. That was the reason why the Internet did not work properly in the campus because they downloaded movies, games and so on all the time. Moreover, we have many teachers but they hardly met with the students. We have all the resources, but lack management.”

### 4.3.7 Perceptions about students

Every administrator agreed that most FIS students were low proficient, but it was not as important as the fact that they lacked discipline, motivation, and good study habits.

All of them shared the same idea that the students were not disciplined. They did not pay enough attention in class, they did not do homework or finish assignments, and they did not come to class, or they always came late.

Moreover, they had low motivation. They studied foreign languages: Chinese and English, but they made little attempt to self-study, search for more knowledge outside by themselves. They lacked motivation and ambition to study. This was probably because most students did not have a goal in their life, and they did not know how to manage their time and make use of their free time in academic pursuits.

Last, they did not have good learning habits. They did not like to read, study before coming to class, develop a team work skills, and develop critical thinking.

Administrator 1: “Most students are familiar with the comfort and convenience, so they cannot tolerate difficulties. They do not try hard to overcome any obstacles related to study.”

Administrator 2: “They have a laptop, but they do not use it in developing themselves in terms of academic issues. They lack ambition, imagination and everything they should have.”

Most students at FIS did not have a strong command of English, which was an obstacle for them to study. Moreover, they did not have high motivation to learn a foreign language.

### 4.3.8 Summary of problems in English teaching and learning management perceived by school administrators

With regard to the interview with the administrators (based on Table 4.23), nine serious problems were perceived as problems most administrators agreed with. They included a lack of

appropriate in-house materials, students' low motivation, students' low proficiency, students' poor discipline, a lack of an effective faculty internal supervision team, teachers' lack of effort at developing their teaching, teachers' lack of expertise in the teaching field, and a lack of English activities to support English environment.

In summary, among the numerous problems, the problems of most concern were related to teaching materials, students, and teaching. Materials provided to students and the students themselves were the most essential factors needed for urgent improvement.

**Table 4.23 Ranks of problems in English teaching and learning perceived by administrators**

<b>Rank</b>	<b>Problems</b>	<b>Frequency (N=4)</b>
1	The teachers should create suitable in-house materials to strengthen students' proficiency.	4
2	The students lacked motivation.	4
3	The students had poor competence of English.	4
4	The students were undisciplined.	4
5	The faculty lacked effective faculty internal supervision team.	4
6	Teachers accommodated levels to suit present student's ability.	3
7	Some teachers did not attempt at developing their teaching.	3
8	Expertise in teaching English as a foreign language or second language should be prerequisite for teaching.	3
9	Insufficient English activities hindered creation of an English environment.	3

## CHAPTER 5

### SUMMARY, IMPLICATIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter includes the main findings of the study, a discussion on the main findings, implications, and recommendations for further study. These are presented in the following sections.

- 5.1 The main findings of the study
- 5.2 Discussions of the main findings
- 5.3 Implications of the study
- 5.4 Recommendations for further study

#### **5.1 The main findings of the study**

The findings obtained from students, teachers, and administrators are summarized as follows.

With reference to the students' questionnaires, the students from three programs (IBC, CNS and THS) perceived all the problems as fairly serious. The most serious problems were related to facilities, learning environment and students. However, the results showed that there were no statistically significant differences among the three programs except for the problems concerning curriculum and students.

In contrast, open-ended questions and interviews added more conflicting details to the fact that students viewed the problems related to curriculum, contents, teaching and management as the most serious problems being encountered at present.

Teachers encountered similarly specific problems, which also included insufficient teaching and learning materials, students' low motivation, students' low proficiency, inappropriateness of the curriculum to students' needs, the discrepancy between the curriculum and students' proficiency (it was too difficult for their ability), the inability to have activities in classroom, lack of an English environment, unsuccessful activities with low proficient students, outdated materials, and ineffective teaching equipment. However, the most serious problems



teachers were concerned with were related to insufficient teaching and learning materials, students' low motivation, and students' low proficiency.

The administrators shared a similar concern about problems related to a lack of appropriate in-house materials, students' low motivation, students' low proficiency, students' lack of discipline, and the lack of an effective internal supervision team.

## **5.2 Discussion of the main findings**

Some problems presented below were a source of serious concern for the students, teachers and administrators.

### **5.2.1 Students**

Two problems concerning students were their low proficiency and low motivation.

#### **5.2.1.1 Student's low proficiency**

As English is used as a means of instruction, classes are conducted in English and students' textbooks and other supplementary materials are provided in English as well. Therefore, it may be difficult for students who received a lower than 400 TOEIC score to study English (and content courses in English) at university level without having to struggle to cope with an English program and with outside resources such as websites, articles, and research as well.

As it is stated in the curriculum, students with lower than 400 TOEIC score have to take basic courses of listening and speaking, and reading and writing for 8 hours per week, but the students' ability has not improved and their language skills have remained poor.

As a result, teachers tend to simplify their language when teaching and to adjust their teaching materials to suit most students' level. This is one of the reasons that prevent teachers from teaching advanced content in their lessons and students from reaching an adequate level. Furthermore, after passing the preparation course, most students' competence stays lower than the level they are studying at. Therefore, the teachers cannot strengthen students' skills because they first have to spend time correcting students' mistakes.

It is therefore clear that not being ready or capable to study English in an international program clearly hinders FIS students' substantial progress, and forces teachers to find ways to adapt their teaching first, and to then find ways to improve and consolidate students' skills.

#### **5.2.1.2 Students' low motivation**

Motivation is one of the important factors leading to achievement in second language learning (Gardner, 1985 quoted in Lightbown and Spada, 1993). However, as it has been observed, most FIS students have low motivation: their not attempting to self-study, practice the language they have learnt, complete their assignments, or even review what has been taught, is a clear sign of a lack of discipline. If students do not have high motivation, it can result in their not tolerating any ambiguities or not taking appropriate risks-which is necessary in language learning as well (Chapelle and Robert, 1986). Thus, high motivation is essential to overcome the problems of language learning. In addition, studying two foreign languages at the same time may be another possible factor discouraging most IBC and CNS students, who represent the majority of the university students who give up English, or who put more focus on the Chinese language, which is also their major. With all the reasons mentioned above, it is difficult for them to make much progress in learning English.

#### **5.2.2 Learning environment**

According to Lightbown and Spada (1993), learning in an environment in which the target language is used dramatically increases learners' abilities in acquiring English skills. Nevertheless, students at FIS cannot improve much because of their being in an unrealistic English environment.

In fact, the main problem is the lack of opportunities to use English outside the classroom. The fact that the separation of teachers' offices and study buildings or areas does not give chances for students to meet teachers, and the fact that the proportion of English teachers (14 teachers) is not comparable with the number of students (almost 500 students in the faculty) represent an obstacle to students' language acquisition. Moreover, the lack of international students is an important factor that obstructs the creation of an international environment and this significantly hinders the opportunities to practice the target language. Furthermore, the lack of

regular English activities is another essential role the faculty should seriously take into consideration. Despite the few activities provided, many teachers complained that students did not really give full participation. The faculty and teachers have provided a number of activities such as film club, tutorial classes, language clinic or self-study which were not totally successful and appreciated by the students. This also reflects students' low motivation and this may be one possible reason discouraging teachers to provide more activities to students.

Besides the lack of opportunities to use English, students' learning styles may be another possible explanation for their low proficiency. When students leave the classroom, they tend to use Thai rather than English. For example, although there are many foreign teachers at the faculty, most students do not approach them to ask for clarifications or simply to practice speaking. Avoidance behavior is one of the communicative strategies students use when they are not ready to produce the language or not capable to form the language (Faerch and Kasper, 1983). This can be seen as another valid reason why they do not always approach teachers.

### **5.2.3 Facilities: teaching and learning materials**

One of the top ranked serious problems that students and teachers are facing is about the inadequacy of learning aids (books, CDs, research, etc.).

Learning materials are essential aids for students to seek additional knowledge and also for teachers to use both to gain knowledge and to prepare interesting and updated lessons for students.

Teachers and students' viewpoints about the materials are congruent but not with the some administrators. Based on the administrator's opinions, another possible explanation is that according to the number of the borrowed materials reordered in the library, not many books or other materials are borrowed reflecting the limited number of readers. Based on this fact, the librarians cannot make a good justification to order new books to add to the collection.

Teacher's opinions are not consistent with the administrators'. While many teachers thought that the faculty lacked teaching materials, most administrators also thought it lacked learning materials and they expected teachers to produce some of their own. This is not congruent with the teachers who think that there were insufficient materials for them to use in

teaching. One possible explanation might be that insufficient aids may lead to their being unable to produce appropriate in-house materials.

#### **5.2.4 Curriculum**

As seen earlier, both students and teachers thought that the problems related to the curriculum were that it aimed beyond students' current ability and that it did not match the students' needs or goals for their further career or education. On the other hand, some administrators mentioned that the teachers taught only simple content and did not try to strengthen the students' ability. The possible explanation for this may be that once teachers realize about students' competence, it is difficult for them to give advanced lessons since the students cannot master even the simple ones.

Another problem perceived by students was the continuous change of the curriculum. The English curriculum has been changed within a few years of its implementation because of the attempt to provide clearer course descriptions. Although the curriculum was changed, the faculty offered all the courses specified in the curriculum for students of the old and new curriculum.

#### **5.2.5 Contents**

The students opine that communication or speaking skills should be emphasized more, and some contents are not related to real life. The possible explanation may be that each English course focuses on different writing skills: sentences and paragraphs in English I, and different types of essays in English II, III and IV. When teaching, teachers may take longer time in having students practice writing than other skills. In students' opinions, they may think that they have to learn many types of essay writing which may not be useful for their work in the future. Instead, they may need communication skills which are the first important skills used most in communicating with people in daily life or in jobs rather than writing skills. "A.C. Nielson (1998, in Stinson, 2006) reported that "Australian employers ranked oral communication skills third out of seven skills sought by employers." This example proves that some employers' emphasis on oral communication ability is highly regarded for their workplace.

### **5.2.6 Teaching**

Many students mention that they are facing the problem of uninteresting techniques and suggest that some motivating activities or games should be more frequently used. Teaching techniques are useful in teaching if they draw students' attention and if they give motivation and positive attitudes toward learning at the same time.

One possible explanation may be that some teachers could not employ games or activities because of curriculum contents and requirements and because of a limited time frame. Nevertheless some activities, as teachers complained, could not be completely carried out because of students' low proficiency. This makes teachers ignore using some activities and focus more on explaining contents instead.

### **5.2.7 Teaching management**

Teaching management problems are related to the number of 4 learning hours per week and to the lack of tutorials for TOEIC preparation. The fact that students study English only for 4 hours (two times or two days per week) may make them feel unconfident in using English. Moreover, they may think that they should have opportunities to learn English more often and more thoroughly than other students in regular programs. The need for English use and the intensity of language learning may be not enough to help the students improve their English.

In the context of tutorials for TOEIC preparation, students are required to take the TOEIC test and to attain the score of at least 550 or 600 in order to graduate. This makes them realize the need of TOEIC and request the assistance of the faculty. Again, the problems English teachers found were that tutorials were held for students without charge, and that they attended classes only at the beginning. When questioned, students responded that they did not have enough time and they were so busy with assignments, which did not allow them to attend the whole program. This circumstance discovered by teachers may be one possible reason why the faculty does not provide regular tutorials.

### **5.2.8 The lack of an effective internal supervision team**

Supervision can help improve teacher development. Even though some teachers have degrees related to teaching, this small number cannot be compared with a larger number of teachers without a teaching degree. Moreover, the supervision team is composed of the administrators of the faculty who do not have a teaching background but are assigned by their administrative positions. Furthermore, FIS is a new faculty which includes many young staff with limited experience and excessive administrative jobs, which may cause them not to work efficiently and effectively.

### **5.3 Implications**

Some suggestions derived from the findings are provided to improve teaching and learning at FIS.

5.3.1 As discussed previously (section 5.2.2.) the finding shows that students, teachers and administrators are aware of the problem of students' low proficiency. To help them strengthen their English skills, the faculty may need to provide them with basic knowledge or skills essential in learning at university level. By doing this, the faculty may provide an intensive course before the first semester starts, or a remedial course which is set in students' regular schedule. Another possible option may be that the faculty requires students with less than 400 TOEIC score to take basic English courses for at least 70 percent of the first semester. In many international universities, students are required to take only English courses in the first semester, but FIS offers international English and Chinese, not only English. Thus, it may be inappropriate to have them study only English, since most of them apply for Chinese programs (IBC and CNS).

5.3.2 Students' low motivation is one of the problems faced by teachers and administrators. Students may turn their low motivation into high motivation if teachers attempt to promote various activities which suit their interest and abilities.

Moreover, teachers may need to think harder about their lesson plans and utilize various teaching techniques to encourage students to have positive attitudes towards English and to believe that English is not a difficult or boring course. Furthermore, the faculty or teachers may need to emphasize the importance of English in globalization, for example by inviting some successful graduates to talk about their career and life, or by taking students to English speaking

countries or in an environment in which English is the only language used as a means of communication.

5.3.3 The study reveals that a supportive environment for English language acquisition should be promoted at the faculty. Most students use English only in the classroom, so the faculty may need to provide them with more English activities outside class time such as English camps, where students can meet foreigners; an English zone where students are required to use only English as means of communication; clubs which can provide them more knowledge and chances to use English such as in film club, reading club, etc. In addition, Thai teachers may use English outside class to create the need for English use and to allow students to practice the language.

5.3.4 The findings indicate that most teachers and students are not satisfied with the teaching and learning facilities provided at present. The faculty may provide a room in which they can self-study. The room should include a corner where they can practice listening, watch English films, and self-study. Another option is to have a self-study center where students can practice English skills and study more from English books, newspapers, magazines, CDs, etc. Having a self-study centre will also allow teachers to easily access materials.

5.3.5 The study reveals that the administrators think that the lack of in-house materials designed by teachers is significant. This finding implies that teachers may not know how to create or design materials, so the faculty may provide a training course about material designing and invite experts to hold workshops for them. Moreover, teachers may work in a team to create the materials by themselves, from handouts to books.

5.3.6 As found in the study, a number of students and teachers are facing the problems of a mismatch between students' goals or needs after graduation and curriculum contents. To relieve these problems, the faculty may need to analyze and see what students want to be, what topics they are interested in and what skills they need to improve. The information obtained can be used in designing materials, designing curriculum and deciding which elective courses to offer, and preparing a remedial course or intensive course for them. Moreover, the faculty may offer more elective courses related to careers.

The findings also reveal that the curriculum is one of the serious problems faced by CNS students. This finding implies that the students may realize that the lack (or the insufficiency) of

English in their program is highly serious. While IBC and THS students have more chances to study English in other content subjects, most CNS courses are taught through Chinese. Thus, CNS students have the least opportunity to encounter English. In order to provide this group of students with more English lessons, the faculty may offer remedial courses, have students study more courses through English, and promote activities.

5.3.7 The administrators admit that the faculty lacks an effective internal supervision. A possible way to overcome this is to have training for the supervision team. Moreover, the faculty may invite experts to supervise the team at the beginning. Furthermore the supervision should be done regularly in order to assist and to help the teachers develop their teaching. Apart from knowledge about supervision, a teacher training program should be also provided to help the supervision know well about teaching and material preparation.

5.3.8 It was found that students were not absolutely satisfied with the teaching techniques. The faculty may provide teacher's training or send teachers to participate in teaching conferences to update their teaching knowledge and learn more about new trends of teaching. In addition, the faculty should also provide a teacher training program to help teachers improve their teaching, material preparation and self-evaluation and class observation.

5.3.9 The results showed that students requested more elective courses related to daily life and TOEIC tutorials. The faculty may enquire about the course they really need to study first and then provide courses based on their interests. To do this, the faculty can serve their needs and interests and also decrease the problems of the number of students and of the number of elective courses offered each semester. For the tutorials, in the same way, the faculty may again enquire about the students' preferred learning times and then arrange sessions for them.

#### **5.4 Recommendations for further study**

According to this study, some issues have not been examined because of some limitations. In order to confirm the findings, some areas are recommended for further study.

5.4.1 The results revealed that most teachers had positive attitudes towards their teaching while the administrators disagreed about their teaching knowledge and methodology backgrounds. This study employed only the in-depth interview as the main instrument to collect data from teachers.



Further research may incorporate classroom observation for a semester to confirm the findings and to have a clearer picture of real teaching and learning situations.

5.4.2 This study aimed to investigate problems found in FIS only, thus, the findings cannot represent the problems of learning and studying of other international programs. It is recommended that further research on problems of teaching and learning of an English-Chinese or English international program in other universities around Thailand should be conducted. The results found will be very fruitful in solving problems properly and effectively.

5.4.3 The findings showed that most students have low motivation, which leads to failure in learning English. It would be interesting to arrange some English activities and an English environment to motivate them to use more English in daily life, and then to conduct a study to examine if they can help increase students' proficiency.

5.4.4 Students' need analysis should be launched to investigate their interests and the goals of their study. The results may be useful as guidance for teachers and administrators to design the curriculum to serve their needs. A study on students' achievement and attitudes may be conducted further to study if the course management will yield good results.

5.4.5 After employing some problem solving methods, research should be conducted to prove whether the methods can actually solve the problems.