การศึกษาความต้องการในการเรียนภาษาอังกฤษเป็นภาษาที่สามของนักเรียน
ชั้นมัธยมศึกษาของโรงเรียนเอกชนสอนศาสนาอิสลามในจังหวัดนราธิวาส

นางสาว ปองรัตน์ ศรีสืบ

A NEEDS ANALYSIS OF SECONDARY SCHOOL STUDENTS LEARNING
ENGLISH AS A THIRD LANGUAGE IN PRIVATE ISLAMIC SCHOOLS
IN NARATHIWAT

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A Thesis Submitted in Partial Fulfillment of the Requirements
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Thesis Title   A Needs Analysis of Secondary School Students Learning
                English as a Third Language in Private Islamic Schools in Changwat
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By   Ms. Pongrat Srisueb
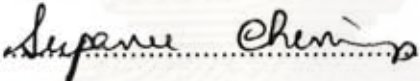Field of Study English as an International Language
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ปองรัตน์ ศรีสืบ : การศึกษาความต้องการในการเรียนภาษาอังกฤษเป็นภาษาที่สามของนักเรียนชั้นมัธยมศึกษาของโรงเรียนเอกชนสอนศาสนาอิสลามในจังหวัดนราธิวาส. (A NEEDS ANALYSIS OF SECONDARY SCHOOL STUDENTS LEARNING ENGLISH AS A THIRD LANGUAGE IN PRIVATE ISLAMIC SCHOOLS IN CHANGWAT NARATHIWAT) อ. ที่ปรึกษาวิทยานิพนธ์หลัก : รศ.ดร.ปัญชลี วาสนสมสิทธิ์ , 119 หน้า.

ในเขตพื้นที่สามจังหวัดชายแดนภาคใต้ของประเทศไทยประชากรที่อยู่อาศัยส่วนใหญ่เป็นชาวมุสลิม ซึ่งสื่อสารโดยใช้ภาษาแม่ของตนเองคือภาษามลายู และใช้ภาษาไทยเป็นภาษาที่สอง ส่วนภาษาอังกฤษนั้นถือเป็นภาษาที่สามที่เรียนเมื่อเข้าเรียนในโรงเรียน ประชากรที่อาศัยในสามจังหวัดชายแดนภาคใต้จะมีลักษณะทางสังคมและวัฒนธรรมเฉพาะเป็นของตนเองซึ่งแตกต่างจากประชากรที่อาศัยอยู่ในภูมิภาคอื่นๆในประเทศ จุดมุ่งหมายของงานวิจัยชิ้นนี้คือการสำรวจความต้องการและทัศนคติของนักเรียนระดับมัธยมศึกษาของโรงเรียนเอกชนสอนศาสนาอิสลามในจังหวัดนราธิวาสต่อการเรียนภาษาอังกฤษเป็นภาษาที่สาม งานวิจัยครั้งนี้ยังมุ่งหวังที่จะสำรวจทัศนคติต่อการเรียนภาษาอังกฤษเป็นภาษาที่สามของอาจารย์และผู้ปกครองของนักเรียนระดับมัธยมศึกษาของโรงเรียนเอกชนสอนศาสนาอิสลามในจังหวัดนราธิวาสอีกด้วย ผู้วิจัยที่เข้าร่วมในงานวิจัยนี้ประกอบด้วย นักเรียนระดับมัธยมศึกษาปีที่ 2 จำนวน 118 คน ครู 4 คน และผู้ปกครอง 10 คน ซึ่งคัดเลือกจากโรงเรียนเอกชนสอนศาสนาอิสลามที่มีขนาดใหญ่ที่สุดและเล็กที่สุด ซึ่งตั้งอยู่ในอำเภอเมือง จังหวัดนราธิวาส งานวิจัยนี้เก็บข้อมูลโดยใช้แบบสอบถาม การสัมภาษณ์ และการสังเกต การวิเคราะห์ข้อมูลประกอบด้วยการวิเคราะห์ข้อมูลเชิงปริมาณซึ่งใช้ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน และการวิเคราะห์ข้อมูลเชิงคุณภาพซึ่งใช้ในการวิเคราะห์เนื้อหา

ผลการวิจัยแสดงให้เห็นว่านักเรียนมีความต้องการที่จะพัฒนาทักษะทางภาษาอังกฤษให้มากขึ้น โดยเฉพาะทักษะการพูดและการอ่าน นักเรียนยังมีทัศนคติที่ดีต่อการเรียนภาษาอังกฤษเป็นภาษาที่สามและต้องการเรียนภาษาอังกฤษจากสื่อการเรียนการสอนที่หลากหลายในชั้นเรียน นอกจากนี้ผลวิจัยยังแสดงความเชื่อของอาจารย์ว่านักเรียนจำเป็นที่จะต้องพัฒนาทักษะด้านการเขียนและการอ่านเพิ่มขึ้นโดยเฉพาะการอ่านหนังสือภาษาอังกฤษ ในขณะที่ผู้ปกครองคิดว่าภาษาอังกฤษเป็นสิ่งสำคัญสำหรับนักเรียนเพราะจะได้นำไปใช้ในการเรียนต่อในระดับที่สูงขึ้นต่อไปและใช้ในชีวิตประจำวัน

ผลจากการวิจัยบ่งชี้ว่าอาจารย์และผู้บริหารโรงเรียนเอกชนสอนศาสนาอิสลามควรปรับปรุงหลักสูตรที่มีอยู่เพื่อสนองความต้องการของนักเรียนและแก้ปัญหาที่นักเรียนรับรู้โดยจัดหากิจกรรมและสื่อการเรียนการสอนเพื่อดึงดูดความสนใจและกระตุ้นนักเรียนเพื่อทำให้การเรียนการสอนภาษาอังกฤษเป็นภาษาที่สามในโรงเรียนเอกชนสอนศาสนาอิสลามมีประสิทธิผลและประสบความสำเร็จมากขึ้นกว่าเดิม

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ   ลายมือชื่อนิสิต ปองรัตน์ ศรีสืบ
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KEYWORDS   : PRIVATE ISLAMIC SCHOOL / THIRD LANGUAGE / SECONDARY SCHOOL

PONGRAT SRISUEB : A NEEDS ANALYSIS OF SECONDARY SCHOOL STUDENTS LEARNING ENGLISH AS A THIRD LANGUAGE IN PRIVATE ISLAMIC SCHOOLS IN CHANGWAT NARATHIWAT. THESIS ADVISOR : ASSOC.PROF.PUNCHALEE WASANASOMSITHI, PH.D.

In the three southernmost provinces of Thailand, the majority of people are Muslims who speak their own language called Melayu as their mother tongue. They speak Thai as their second language, and they learn English as a third language in school. The people who live in these provinces also have their own socio-demographic characteristics and cultures than make them different from people residing in other regions in the country. The objective of the present study was to explore the needs and the attitudes of secondary students who are learning English as a third language in private Islamic schools in Narathiwat Province. The study also aimed to explore the attitudes toward English language learning of teachers and parents of secondary students who are learning English as a third language in private Islamic schools in Narathiwat Province. The subjects of the study included 118 Mattayomsuksa 2 students, four teachers, and ten parents selected from the largest and smallest private Islamic schools situated in Muang District, Narathiwat Province. Data were collected by means of self-administered questionnaires, interviews, and observation. Data analysis consisted of quantitative measures of mean and standard deviation and a qualitative measure of content analysis.

The findings of the study revealed that the students felt that they needed to develop language skills more, especially speaking and reading. They had positive attitudes toward learning English as a third language, and they wanted to study English with more varied teaching and learning materials in the classroom. In addition, the findings showed that teachers believed that students needed to focus more on developing their writing and reading skills, especially reading English books, whereas the parents thought that English was important for their children because they could use it to mainly further their studies in higher education and also used it in their daily life.

Based on the findings of the study, it is recommended that teachers and administrators of private Islamic schools should revise their existing English curricula to better suit the students' need and solve their perceived problems by providing English teaching and learning activities and materials that both are interesting and motivating so as to make teaching and learning English as a third language in private Islamic schools more effective and successful.

Field of Study : English as an International Language   Student's Signature ... Pongrat Srisueb

Academic Year : 2009   Advisor's Signature ...

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CHAPTER I

INTRODUCTION

Background and Significance of the Study

English is known as an international language which is used by most of the people in many different countries around the world to communicate with one another for various purposes such as trade and education. Likewise, in Thailand, English has become the most important foreign language for years as many people use it in their daily life for a great number of reasons.

According to the Thai national curriculum, Thai students need to study English as a compulsory course for 12 years of basic schooling in both primary schools and secondary schools. According to the regulations of the Ministry of Education, students have to study English as a compulsory subject in schools since grade 1 to grade 12. In fact, some of the Thai students may start learning English as early as in the kindergartens. Also, schools have to follow and apply the four main domains of the curriculum in the school lessons by including the communications, cultures, connections, and communities competence in the lessons in order to reach the goal of English learning (Ministry of Education, 2001). In some schools, many of the native speakers of English are employed to teach Thai students because it is a good chance for students to practice the language skills, especially listening and speaking skills, with English speaking teachers in addition to develop their other English skills, such as reading and writing, with the Thai teachers. Even in some schools that do not have enough budget to hire English speaking teachers, students can still practice their English skills by using computer programs, the Internet, games, and books, in addition to learning English in class with Thai teachers.

Nowadays, everyone can learn and practice English everywhere through various sources and means that are abundantly available including movies, music, the Internet, CD ROMs, and published materials like books or magazines, etc. All of them can be used as a tool for learning English, and they can also be applied to use in the classroom as authentic learning materials just like product labels written in English, supermarket catalogs, or newspapers. Moreover, some of the students prefer to use the Internet to practice their English skills by chatting or talking to the foreigners through online computer programs.

In the ELT world, there are many different teaching methods for English language teachers to use in their classes, and the trends of methods of teaching have been changing all the time. As regards teaching trends or approaches, communicative language teaching or CLT is one of the teaching approaches have been used for years all over the world. Savignon (2002) claims that "within the last quarter century, communicative language teaching (CLT) has been put forth around the world as the new and innovative way to teach English as a second or foreign language. Teaching materials, course descriptions, and curriculum guidelines proclaim a goal of communicative competence" (p. 3). By definition, the classroom goals of CLT mainly focus on all parts of the communicative competence and do not omit the grammatical and linguistic competence (Brown, 2000). It can be seen from the point of views mentioned above that CLT is appropriate for those who always try to practice the communicative skills in life, and this approach may be a useful tool for students who are not embarrassed to speak English with other interlocutors.

For the English language teaching in Thailand, teachers may use different methods of teaching such as the Grammar-translation Method and the Direct Method which have been used for decades, despite abundantly available criticisms from their opponents. The Grammar-translation Method is one of the English teaching methods that emphasize more on the grammar and the structure of the language and less on listening and speaking, so it is

argued that learners may not be able to use the language to communicate very well in real-life situations. In contrast, the Direct Method is significantly different from the Grammar-translation Method because it is mainly focused more on the communication skill rather than the structure of the language.

In addition to these two prominent methods, nowadays, CLT has become a new trend in English language teaching in Thailand, and it is one of the teaching methods that are mostly used in many schools. As CLT focuses on communicative competence in the classroom, it may not be easy for Thai students to speak English in the classroom in front of other people because of shyness and lack of practices. Besides, it might be quite difficult for Thai students to have the opportunity to practice English after school like language learners in the other countries where English is used as a second language, so lack of practices may cause the difficulty for students in the communicative approach teaching and learning.

The lack of the effectiveness of English language teaching in Thailand is one of the problems that can be found in these days. Studies have been conducted to shed light on the existing problems. For example, Rungsirin Chanhom (2006) tried to find out the conditions and problems of foreign languages teaching in Thailand by exploring the problems from the administrators' and teachers' perspectives in 18 secondary schools in six provinces in the south. The researcher indicated that English was mostly taught in this part of the country, and there were other foreign languages taught in the schools such as French, Chinese, Japanese, and German. The conditions and problems in language teaching found in those provinces were the lack of native speaking teachers and the necessary learning instruments such as the computers and language laboratories. In addition to lack of enough learning resources, most of the students also lacked a chance to practice the language skills outside the classes. In the six southern provinces under study, there were too many students in each class, which was similar to many other schools in the country. Another problem reported in

this study was the use of the Thai language in the class, as most of the teachers used Thai to communicate with their students in the class, so the students almost did not have any opportunity to practice English even within their classes. As a result, it was not surprising that the study findings also revealed that these southern students needed to develop their speaking and listening skills most. Furthermore, those foreign language teachers had too many responsibilities in each day because they had to do other things except teaching such as taking care of administrative and general affairs of the schools, hence further lack of time and energy to help students develop their English. Based on the findings of this study, it can be concluded that there are still many conditions and problems in the current English language teaching and learning in Thailand, especially in the south.

Furthermore, the results of the national test have revealed English proficiency of Thai students in different aspects. The results of the Ordinary National Educational Test or O-NET in 2008 unveiled that the mean scores of Mattayomsuksa 3 students and Mattayomsuksa 6 students were 34.5 and 30.6, respectively (NIETS, 2008). In addition, Kanchana Prapphal (2003) found that the average Thai students have low proficiency in English compared to those in other ASEAN countries when she conducted a study to compare the results of the Chulalongkorn University Test of English Proficiency (CU-TEP) of Thai students with the TOEFL scores of other ASEAN students. Also, she points out in this study that Thai students' lower proficiency results partly from the limited number of English teachers and students' lack of the global literacy. As can be assumed from the results of the national test and the study of Prapphal, Thai students in general still have a low level of proficiency in English compared with students in other ASEAN countries and despite years of English learning in schools.

Narathiwat Province is one of the southernmost provinces of the country, situated near the border of Malaysia and close to Pattani and Yala Provinces. It is 1,149 kilometers

from Bangkok, and it can easily be reached by train, car, bus, and airplane. This province is divided into 13 districts, and the local occupations are mainly rubber plantation, orchard, and fishery. The majority of the population, or 82%, are Muslims, and the rest are Buddhists or others. Unlike the other parts of the country, Melayu is the language that is mostly used in this area by Muslim people, while the Thai language is mainly used as the official language and mostly by non-Muslim people. Therefore, it cannot be denied that the educational system in Narathiwat and other southernmost provinces like Pattani and Yala is quite unique when compared to that in other parts of the country because of multiculturalism prevalent among the local people.

As previously mentioned, Narathiwat is one of the provinces where the majority of the population is Muslim and the multiculturalism of people can be found anywhere such as food, clothes, and daily routines. Besides this, the poverty problems are also found in many areas of the province. Such unique characteristics make the educational systems in Narathiwat interesting because most of the Muslim children are educated in private Islamic schools rather than in government or private non-religious schools like Thai students in most parts of the country.

Furthermore, most Muslim children have Melayu as their first language, and they use this language to communicate with each other in daily life. Thus, some of them have a low level of proficiency in the Thai language, which makes them different from children residing in other regions who use Thai as their mother tongue. In addition, the ways of life of Muslim people in Narathiwat are also completely different from those of the rest of the people residing in the province who are Buddhists or others. To explain, Muslim people strictly follow all of the religious doctrines in their life such as beliefs, cultures, and religious laws.

As everyone knows, the situations in Narathiwat Province have been violent and deadly for years due to the acts of terrorist insurgency. This crisis has become worsening as

time goes by. In other words, in the southern part of Thailand, Narathiwat, Yala, and Pattani are the southernmost provinces of the country that have been mired in the violent situations of terrorism for decades, and this problem cannot be solved easily until these days. In the past few years, many of the innocent people have been killed without any reasons almost everyday, and the victims could be both Muslims and Buddhists or even the Buddhist monks. Moreover, bombs are among of the violent weapons that are used as a tool to kill the innocent people, and bombing incidents are reported on national newspapers almost on a daily basis. For this reason, everyone has to live in fear of facing unexpected violent situations everyday in their life. Due to bombing in public places like city centers or markets, losses of lives and properties have become a common occurrence. This unavoidably has an effect on the educational system in the province as innocent people, including teachers and students, were killed too frequently. As a result, some schools have to be closed for days (Journal of Education, PSU, 2008), and students unfortunately lose their chance to get the education they need to improve their lives.

At present, there are various types of schooling in Narathiwat Province provided for students. These include government schools, private Islamic schools, Pondok schools, and Tadika schools where religious studies are taught in mosques, and other schools (Ministry of Education, 2005). As for the private Islamic schools, they are more well-known and popular among the Muslim people. Private Islamic schools provide both religious and non-religious subjects for students. One characteristic that makes private Islamic schools different from other schools is that students need to study the religious subjects and the Arabic language for four classes a day, while the other five classes are devoted to non-religious subjects. As for non-religious subjects, the schools follow the national curriculum similar to other government schools. This type of schools is also different from other schools because students have

classes for six days a week except on Friday, whereas others have classes only five days a week, from Monday through Friday.

Nowadays, most of the private Islamic schools have already been registered with the government, so it means that the schools also receive the budgets from the government for the expenses in schools. In addition, there are some of the government officials who work there as teachers, while the rest of the teachers are employed by the schools' owners. Another interesting fact about private Islamic schools is that Muslim students from other provinces in all regions of Thailand can also choose to attend this kind of school particularly for the purpose of increasing their religious knowledge, just like the local students. Recently, the government's 15-year free education program is also offered to Islamic school students, and this will be a great chance for those who need to study because most of the students come from a family that is not so well-to-do and that has been stricken with poverty for generations.

It is worth noting that although there are many government schools that offer education to local students in Narathiwat Province, these schools are not the first choice for some Muslim parents because they want their children to be educated in both religious studies and non-religious subjects. As a result, private Islamic schools yield themselves as a more appropriate choice for them. Furthermore, most Muslim students use Melayu to communicate with one another in their societies because it is their mother tongue, and many of these students are likely to have a low proficiency in Thai. For this reason, there may be some problems that both students and teachers have to face. Because all of their abilities in listening, speaking, reading, and writing in Thai are quite low, there are only some of these students who can pass and pursue higher education on a national level. It can be stated that in this kind of situation, the Thai language can only be a second language in the Muslim students' life because some of those students do not speak Thai at home (Bureau of

Education, 1993 cited in Educational journal of PSU, 2008). With regard to the English language, it can be seen from the above discussion that unlike the majority of Thai students living in other regions who study English as a second language, most Muslim students study English at schools as a third language. However, they study English for 12 years like students in other government and non-religious private schools because the English curriculum in the Islamic Schools is similar to that in other schools in the country. They use the national curriculum because their students need to study the same non-religious subjects like other students in order to finish the schools and to study in higher levels of education.

With regard to the unique characteristics of Muslim students living in the southernmost provinces of the country, it is interesting to investigate the particular needs of Muslim students in English language learning. However, a review of literature has shown that only few studies have been carried out with the Muslim students as their study samples. For instance, Chamnong Kaewpet (1996) conducted a study with an aim to explore the communication strategies in English speaking of students in private Islamic schools in Satun Province. Moreover, Nanta Chiramanee, Nisakorn Charumanee, Wimonrat Rattnanayart (2007) explored the attitudes and problems in English teaching and learning in Islamic religious schools in Yala Province. However, there exist other aspects of English language teaching and learning of students in the southernmost provinces that need to be explored and made understood. For this reason, it might be a useful step to conduct the present study in order to shed more light on the needs in English language learning of Muslim students in Narathiwat Province who study English as a third language so that more appropriate and context-specific English curricula can subsequently be designed and implemented more appropriately and effectively to help these students develop the needed English language skills.

Purposes of the Study

The purposes of this study were as follows:

1. To find out the needs of English language learning of secondary school students who are learning English as a third language at private Islamic schools in Narathiwat Province

2. To investigate the attitudes toward English language learning of secondary school students who are learning English as a third language at private Islamic schools in Narathiwat Province

3. To explore the teachers' attitudes toward English language teaching and learning at private Islamic schools in Narathiwat Province

4. To study the parents' attitudes toward English language teaching and learning at private Islamic schools in Narathiwat Province

Research Questions

The present study aimed to answer the following questions:

1. What are the needs of English language learning of secondary school students who are learning English as a third language at private Islamic schools in Narathiwat Province?

2. What are the attitudes toward English language learning of secondary school of students who are learning English as a third language at private Islamic schools in Narathiwat Province?

3. What are the teachers' attitudes toward English language teaching and learning at private Islamic schools in Narathiwat Province?

4. What are the parents' attitudes toward English language teaching and learning at private Islamic schools in Narathiwat Province?

Scope of the Study

This study aimed to explore the needs of English language learning of secondary school students who were learning English as a third language at private Islamic schools in Narathiwat province as well as the attitudes toward English language teaching and learning of teachers and parents of secondary school students who were learning English as a third language at private Islamic schools in Narathiwat province. Data collection was conducted by means of questionnaires, interviews, and observation, and data were collected in the second semester of the academic year 2009.

Definition of Terms

Needs

When considering the meaning of needs, needs can be interpreted as what learners need, lack, or actually want to acquire in their language learning (Robinson, 1991). In this study, needs are interpreted as the desires and the lacks in English language learning of private Islamic secondary school students in Natathiwat Province. The needs of secondary school students studying in private Islamic schools in Narathiwat Province were investigated using the needs of English language learning of secondary school students who are learning English as a third language at private Islamic schools questionnaire to find out the needs, the lacks, and the problems perceived by these students as they were trying to improve their English language proficiency while studying in school.

Needs analysis

Needs analysis means the "process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities" (Richards, 1992, p.242). In a simpler definition, Soriano (1995) defines needs analysis as a process of collecting and evaluating the specific needs of a particular group of people. In this study, needs analysis is a process of the research that is used to find out the needs of Muslim

students who were studying English as a third language in private Islamic schools in Natathiwat Province, using the questionnaire and interviews as the data collection instruments.

Secondary school students

Secondary school students refer to students who are studying in any secondary school level from Mattayomsuksa 1 to Mattayomsuksa 6, or from grade 7 to grade 12. In the present study, secondary school students were 14-to-16-year-old Muslim students who were studying in Mattayomsuksa 2 or grade 8 at private Islamic schools in Muang District of Narathiwat Province in the second semester of the academic year 2009. These students had to study both religious and non-religious subjects at schools. Also, they were all required to study English as a compulsory subject like students in other government schools situated in other parts of the country.

English as a third language

According to Cenoz et al. (2001), English as a third language is the English language that is used as a foreign language with no official status, but is increasingly used as the language of wider communication. They also point out that there are many countries in the world where English is learned as a third language after learners have successfully acquired their first language, or their mother tongue, and their second language.

English is one of the foreign languages which are required for students who are studying at private Islamic schools in Narathiwat Province. These students are considered bilingual because they speak both Melayu, which is most of the time their first language or mother tongue, and Thai, which in most cases is their second language, at the same time, in their personal life and academic life. Therefore, when they are required to learn English in school, the English language becomes the third language for them.

Private Islamic schools

According to the Ministry of Education (1982), there are two types of private Islamic schools which are categorized as follows:

1) A private Islamic school is a school where both religious studies and non-religion subjects are taught.

2) A private Islamic school is a school where students are taught only religious studies.

In this study, a private Islamic school refers to the school where the students are taught both religious studies and non-religion subjects. There are five private Islamic schools situated in Muang District, Navathiwat Province, and these schools were different in terms of the number of Mattayomsuksa 2 or grade 8 students who are enrolled in the schools, ranging from 65 students in the smallest school to 891 students in the largest school.

Significance of the Study

The findings of this study may be beneficial to students studying in private Islamic schools, teachers, language policy makers, and English language teaching in Thailand in general as follows:

1. **Significance to students**

If the results of this study could be confirmed, they would provide strong evidence for the related persons to try to adapt and utilize such findings to develop the English courses based directly on the needs of secondary school students who are required to learn English as a third language as a compulsory subject at private Islamic schools or other Muslim students in the three southernmost provinces of the country. It is believed that when the curriculum is designed with the needs of the learners in mind, the learners may be more motivated to learn the English language and be more satisfied with their English lessons; therefore, they are expected to be more successful with their learning.

2. **Significance to teachers**

The results of the present study can be beneficial for English teachers in private Islamic schools in the southern part of the country as they can use the study findings to develop and design more appropriate English lessons or curricula to better suit their students' specific needs and problems in learning English as a third language. Also, the knowledge about the needs of students can be seen as useful tools for teachers to manage the classes to make them more interesting and attractive for students which can lead to more satisfactory learning outcomes.

3. **Significance to language policy makers**

The findings of the present study can shed lights on specific or unique needs, problems, attitudes, and English language teaching and learning condition for a specific group of Thai students who are learning English as a third language in private Islamic schools in the southern region of Thailand. As the English curricula generally designed for the majority of Thai students may not be suitable for these students who have their own learning situations and needs due mainly to differences in their religious and cultural identity, policy makers who are in charge of designing English language curricula can make use of the findings of the present study to come up with English language curricula, lessons, and teaching and learning materials that will better suit this group of students in the south and help make their English language learning experience not only more relevant but also more successful.

4. **Significance to English language teaching in Thailand**

This study may be the beginning of the changes in English language teaching in Thailand especially in private Islamic schools in the south because this study aims to find out the students' needs in English learning as a third language, so English teachers may realize

that they should try to understand and accept the needs of students which may be different from the needs of mainstream students with other religions or studying in other types of school in order to help and support them to reach their goals in English language learning.

CHAPTER II

LITERATURE REVIEW

This chapter aims to contribute to the foundations of the study by reviewing the scope of the theories and the literature related to the topic under study. The main topics which will be discussed in this chapter are the importance of English in Thailand, the current situation of English language teaching and learning, concepts and theories related to needs analysis, and related research on needs analysis.

The Importance of English in Thailand

English is one of the foreign languages in Thailand that most of the people use for many purposes such as communicating with others, both native and non-native speakers of the language, and gaining knowledge from English written texts. With globalization that makes the world smaller and makes it easier for people living in different countries to come into contact with one another, it can easily be assumed that the significance of English will continue to increase.

English has played an important role in Thailand for a long time, and it has been taught in the Thai educational system for more than a century. The English curriculum has also been developed all the time. In the beginning, English was taught in the reign of King Rama IV, and it was only taught to some groups of people. At that time, there were only the members of the King's family who had a chance to study English with the American missionaries (Damrongrachanupap, 1987 cited in Intakanok, 2007). After that, English has become more important and Thai people of different social statuses can learn English in school. In the present day, English is the only foreign language that Thai students need to study as the compulsory subject for 12 years in schools (Ministry of Education, 2001). Even though there are other foreign languages that students can study in schools including Asian

languages and Western languages such as French, German, Chinese, Japanese, Arab, and Pali, none of these languages is as important as English in the Thai students' life. These foreign languages are usually available for secondary school students in some schools only, and there may be only one or two languages taught in each school. For this reason, students who really want to study a particular foreign language may need to move to another school in a different district or province in order to study the needed language.

The Ministry of Education (2008) also provides the reasons to support the importance of learning English that learning a foreign language is very important and necessary in daily life because it can be used in communication, education, career, and even entertainment and pleasure. At present, Thai people in general use English in their daily lives on a regular basis such as reading written English texts including leaflets or labels, using the Internet applications, listening to English music or watching English speaking movies, and doing business with partners or customers who are not able to communicate in Thai. Also, computer is a modern technology that has a lot of benefits for all users. Normally, most of the computer terms are in English, so it will be much easier for the users to understand those terms in order to use computer applications easily. In the cyber world, English is mostly used on the websites, so everyone can learn and gain both knowledge and entertainment from millions of websites that are constructed in English. Simply put, if the Internet users do not have the needed proficiency in English, it means that they might have no ability to explore the world through the Internet. The above examples help confirm that English is one of the most important languages, and it is increasingly used in various aspects of everyday life, with everyone having different purposes in their use of English.

Furthermore, it can be stated that English can be a good tool to have a better understanding of other people's cultures which can lead to good relationships and cooperation with other countries. In today's world, English is one of the foreign languages

that two billion people all over the world use to communicate with each other, including establishing connections and exchanging cultural information with the rest of world. In so doing, learners and users of English can have better understanding of and attitudes toward other people as well, hence more acceptance of people who are culturally different. Such cultural understanding of people who are different is definitely a necessary quality of people who are living in the present globalized world.

The Current Situation of English Language Teaching and Learning in Thailand

English has been used as a foreign language in Thailand for decades, like in other countries in the world such as China, Japan, Korea, France, and Russia. In Thailand, the situations of English language teaching and learning have been changing all the time in accordance with new trends in English language teaching.

In 2008, the Office of the Education Council reported in the Strategy of Educational Quality Development that one of the problems in the national education of Thailand is the lack of teachers in many fields. It can be seen from the report that the most needed teachers in all levels of Thai education are foreign language teachers which include English teachers. For instance, the findings show that the lack of non-native foreign language teachers in that year was around 9,963 vacancies. Another important problem is that some of the teachers do not have the degrees in the field that they are teaching. For example, in many elementary schools in Thailand, especially those in remote provinces, teachers are usually required to teach more than one subject to the students such as Thai, social studies, mathematics, physical education, and English. And in most cases, these teachers do not hold a degree in teaching English as a second or foreign language. Besides this, they also have other responsibilities except teaching such as the general or administrative affairs of the school. Consequently, the quality of English language teaching in these schools are seen as unsatisfactory.

Arunee Wiriyachitra (2000) conducted a study which revealed the causes of difficulties in English language teaching and learning in Thailand. One of the problems that teachers generally face in their teaching is the heavy teaching loads because they have to teach many classes each day and there are too many students in a class which can be a cause of class management problems. Moreover, the equipment or teaching aids and the educational technology which teachers can use in teaching are not enough, in both quality and quantity. Also, the lacks of English language skills and the native speakers' cultural knowledge are the other two factors that cause difficulties for Thai English language teachers in this decade as they need to develop themselves in those skills. Due to these problems, teachers may need to further their studies in order to develop the needed skills. They may also have to conduct a self-study such as reading to gain more cultural knowledge from books or other sources like the Internet and CD-ROMs which can subsequently be cited as the content of their writing. The researcher suggests that to cope with the lack of teaching materials, teachers have to learn to be flexible and resourceful. For instance, they may try to adapt and use some of unused English written texts like catalogs and posters as teaching aids instead of waiting for the budgets from schools to buy the more expensive items like cassettes and CDs.

On the other hand, most of the students also have the difficulties in their English learning. As English is used as a foreign language in the country, it can be said that Thai students lack the opportunity to practice English in their daily lives and English is mostly used only in the classrooms. On top of this, due to the cultures and natures of Thai students, they tend to be too shy to speak English with their friends or classmates in the classes, let alone foreigners whom they may come across outside school, and they are not active learners as well.

Therefore, it can be seen that there are a number of reasons that make English language teaching and learning in Thailand not as satisfactory or successful as it is expected. The success may even be more difficult to accomplish in special situations such as learning English as a third language in a religious school in a promote province in the country.

The Concepts and Theories Related to Needs Analysis

Needs analysis is a process of collecting the data which is used in language classes to be used as a basis on which a course or curriculum can be developed. In this part, the definitions, the processes, and the methods of gathering information in the needs analysis will be discussed as follows:

Definitions of needs

Needs can be defined and interpreted in many different ways, and the following examples are the five definitions of needs given by Robinson (1991):

1. *Needs* can refer to students' study or job requirements; that is, what they have to be able to do at the end of their language course. This is a goal-oriented definition of needs. Needs in this sense are perhaps more appropriately described as 'objectives.'

2. *Needs* can mean what the user—institution or society at large—regards as necessary or desirable to be learned from a program of language instruction.

3. *Needs* can be considered as what the learner needs to do to actually acquire the language. This is a process-oriented definition of needs and relates to transitional behavior and the means of learning.

4. *Needs* can be considered as what the students themselves would like to gain from the language course. This view of needs implies that students may have personal aims in addition to (or even in opposition to) the requirements of their studies or jobs.

5. *Needs* can be interpreted as 'lacks;' that is, what the students do not know or cannot do in English.

According to Hutchinson and Waters (1987), there are two words related to needs which are target needs and learning needs. Those two words are given a different meaning. The word 'target needs' means what the learners want to do in the target situation, while the term 'learning needs' refers to what the learners need to do in learning. Also, there are three types of needs which are defined by Hutchinson and Waters (1987), who introduce necessities, lacks, and wants as other keywords of needs. Necessities are the goals and the purposes of the learners that they need to know in order to work effectively in the target situations, whereas lacks mean what the learners know already, so that it can be decided which of the necessities the learners lack in learning. Wants can be defined as the ambition of the students in order to succeed in the learning goals.

Learner needs and learning needs are the two terms defined by Widdowson (1981 cited in Tudor, 1996) who also describes the two sets of learning needs as in the following:

> The expression 'learner needs' is open to two interpretations. On the one hand, it can refer to what the learner needs to do with the language once he has learned it. This is the goal-oriented definition of needs and relates to terminal behavior, the end of learning. On the other hand, the expression can refer to what the learner needs to do to actually acquire the language. This is the process-oriented definition of needs and, related to transitional behavior, the means of learning.
>
> (p. 96-97)

In this study, needs are defined in terms of linguistic proficiency as to what the differences between present English language ability and skills students have and what they want to acquire. Needs include students' goals and their attitudes in learning English, how they want to learn it, as well as problems about English language learning they confront.

Definitions of needs analysis

The purposes of needs analysis are discussed by many authors in different aspects which depend on the goals and the purposes of each study. According to Richards (1990), the purposes of a needs analysis in language development are the following:

- Providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language program by involving such people as learners, teachers, administrators, and employers in the planning process.

- Identifying general or specific language needs that can be addressed in developing goals, objectives, and content for a language program.

- Providing data that can serve as the basis for reviewing and evaluating an existing program.

Although needs analysis has been a great tool for designing the program for English for specific purposes and it is widely well received in ESP courses by the learners and educators, a needs analysis is also a basic process for the general language courses planning (Richards, 1990). Savignon (1983) claims that the needs assessment surveys have been used as the first step for updating the existing program. Also, the surveys can reveal the learners' interests and their attitudes, so the school programs can be made more responsive to the learners' needs, which, it is believed, will lead to better learning outcomes.

Needs analysis is one of the research methods whose meaning has been defined by many different authors, researchers, and scholars. By definitions, needs analysis is the "process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities" (Richards, 1992 cited in Jordan, 1997). Moreover, Stufflebeam, McCormick, Brinkerhoff, and Nelson (1985 cited in Brown, 1995) describe needs analysis as "the process of determining the things that are necessary or useful for the fulfillment of a defensible purpose" (p. 36).

Furthermore, Brown (1995: 36) defines needs analysis and needs assessment in his views as "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation."

Likewise, Tarone and Yule (1989) also point out that the investigation conducted with the language learners can be very helpful, especially for teachers who wish to help their students develop the sociolinguistic skills in the target language.

When considering the above definitions offered by different researchers and scholars, it can be seen that if teachers, program administrators, or lesson planners have a clear understanding of what learners need in order to more successfully acquire the target language, they will be better able to develop a language lesson, course, or program that will more appropriately suit the learners' needs, so the students should be able to approach their learning with more enthusiasm, and more fruitful outcomes should be expected as a result of this.

In addition, Robinson (1991) proposes three approaches of needs analysis which are target situation analysis (TSA), present situation analysis (PSA), and the language audit. TSA is mainly focused on the needs of students at the end of the language courses, while PSA emphasizes the investigation of the strengths and the weaknesses of students in the beginning of language courses. The PSA also represents the limitations of the TSA which needs to be conducted first. In contrast, the language audit is the combination of TSA and PSA. The language audit is mostly used in language training for business and industry. In addition, the commercial or industrial companies where a foreign language is used also use the language audit to plot the role played by using some procedures. A target profile of language skills is one of the processes that are used to find out the tasks and activities that

people need to perform in their jobs. Another one is a profile of present ability; it is the scope to determine which present staffs match their job requirements. Lastly, the auditors have to find out how much the language training is needed to reach the gaps between the employees' present ability profiles and the company's target profile.

All of the target situation analysis, present situation analysis, and the language audit are the three approaches that are related to language teaching and learning because of many factors. Firstly, they all are the processes that can be helpful for teachers who wish to find out the needs of students in learning a language at the beginning and the end of the courses, so teachers will know what topics should be added or deleted in each lesson, for example. This process can lead to the students' developments in language learning. Also, it will be beneficial for teachers to know the strengths and the weaknesses of their students in order to put them on the right tracks and offer suitable support. To conclude, these three approaches of needs analysis are the parts of language teaching and learning that teachers can do in order to improve and develop the learning process of students in their classes.

Another important categorization of needs analysis is introduced by Tarone and Yule (1989). They propose the analysis of needs at the following four levels of generality:

Global level is the situations in which the learners will need to use the language and the language related to the activities which regularly occur in those situations such as lecturing, asking questions, and reading blackboard notes in the language classes.

Rhetorical level refers to the organizational method in the communication of the activities in any languages at the global level which usually occur in the university lectures. For instance, an initial transition from yesterday's lecture, the overview of points to be covered, and the review of the standard procedures used in solving a problem are all considered the rhetorical level.

Grammatical-rhetorical level aims to determine which linguistic forms are used to understand the language functions and the language structure in language activities including the use of the passive aspect as opposed to the active, the use of different language forms, the use of verb tense or verb aspect, the use of speech acts in the conversation, and the use of linguistic forms of the native speakers in the target languages.

Grammatical level is an analysis of the frequency of the use of grammatical and lexical forms in the target language in the specific and different communicative situations. Also, it emphasizes the purely quantitative form of analysis, including the frequency of the grammatical forms used by the more fluent speakers of the target language, the frequency of the past simple tense used in the newspapers, and the difference of the frequency of the passive voice in scientific writing, to name just a few.

These four levels of generality show that English can be used in various situations and for many purposes. The categorization can be used as a guideline for researchers or teachers to analyze the needs of language skills which can be divided into different aspects such as grammatical and communication skills so that they can more effectively design language courses to better suit the learners' needs.

Yalden (1987) points out that teachers need to obtain more details and more specific ideas about the learners in order to acquire an input to be used in developing a course which appropriately meets the learners' needs in language learning and to prepare the classroom activities more suitably and effectively. Yalden suggests the three categories that are most commonly used to collect the information from the subjects in conducting a needs analysis. Firstly, the general background information should be sought such as the educational level, previous language learning experience, and current proficiency in the target language. Next is the language needs. Data regarding language needs of learners need to be collected to

clarify understanding of the overall purpose of the course. The last type of data to be

collected is data regarding learning styles and preferences of language learners.

Needs analysis is a process of research that needs to be conducted by using the

appropriate stages in order to complete the study and to make sure that beneficial and

insightful data are obtained as much as possible. The following is the steps of conducting a

needs analysis introduced by Jordan (1997):

1. Purpose of the analysis

2. Delimit student population

3. Decide upon the approaches

4. Acknowledge constraints/limitations

5. Select methods of collecting data

6. Collect data

7. Analyze and interpret results

8. Determine objectives of implementation of data

9. Implement decisions (i.e. decide upon syllabus, content, materials, methods, etc.)

10. Evaluate procedures and results

Also, Jordan (1997) discusses various methods of collecting data for needs analysis

which are questionnaires, structured interviews, learner diaries or journals, case study, end-

of-course test, follow-up investigations, previous research, advance documentation, language

test (in home country and/or on entry), self-assessment, observation in class, class progress

tests or error analysis, and evaluation/feedback (questionnaires or discussion).

Each of the methods may have some similarities to and some differences from one

another. Both the follow-up investigations and the observation in class are similar in that the

researchers need to observe the learners' behavior in a target situation. However, the

disadvantage of these two methods is that the subjects may not perform naturally when they

know that they are being observed by the researcher. Also, learner diaries and journals are the same data collecting methods that allow the researchers to study these writing samples in order to explore the learners' problems and language needs through their works. In contrast, both questionnaires and structured interviews are completely different from diaries and journals because the questionnaires do not allow the researchers to get more in-depth information from the subjects, and there might be some limitations for the subjects to answer the questions such as there is no needed answer in the provided choices.

The aforementioned methods are examples of methods that are frequently used in needs analysis research, with mostly only one method being the focus in one research study. However, a review of research has shown that the written questionnaire is the most commonly used method of collecting needs analysis data. This is because it is easy to prepare, and it can be used with a large number of subjects, thus enabling the researchers to acquire a large amount of data in a single administration. Moreover, it is also easy to analyze the data, and it can be used to elicit more information in many different aspects (Richards, 2001).

In conclusion, needs analysis is a useful process which leads to collection of data about language learners' present English abilities, skills and problems, their goals and the requirements in learning English, their opinions toward learning English, as well as the preferred methods and environments in learning English, all of which is considered insightful and beneficial information that will lead to subsequent construction or revision of a language curriculum that is more effective and that should yield more satisfactory learning outcomes.

People who may be involved in a needs analysis

Many language educators consider students as the most important target for collecting data about needs. Brown (1995: 37) points out that there should be four categories of people who can be involved in a needs analysis as each individual plays

different roles in giving the necessary information about needs including the target group, the audience, the needs analysts, and the resource group, which can be further explained as follows:

       The *target group* is made up of those people about whom information will ultimately be gathered. The usual group is the students in a program, but sometimes the teachers and/or administrators are also targeted.

       The *audience* for a needs analysis should encompass all people who will eventually be required to act upon the analysis. This group usually consists of teachers, teacher aids, program administrators, and governing bodies or supervisors in the bureaucracy above the language program.

       The *needs analysts* are those responsible for conducting the needs analysis.

       The *resource group* consists of any people who may serve as sources of information about the target group. In some contexts, parents, financial sponsors, or guardians may be included as sources of valuable information about the target group.

       Therefore, it can be concluded that the most important source of information for needs analysis is language learners themselves, who are more suitable and capable than others to yield information regarding their needs for the target language and skills, their lacks and wants, as well as their existing problems. Also, teachers can be resource persons who are able to provide the necessary information as their experience being with their learners should enable them to indicate their problems, needs, lacks, and wants in their learning English. Finally, other sources of information such as parents or guardians are seen as potential stakeholders as they should know well what and how well their children should achieve in learning a foreign language.

In summary, needs analysis is one of the most important processes in teaching and learning situations which need to be conducted in order to modify and revise the existing course or curriculum or to develop a new course or curriculum. In addition, it can be said that needs analysis can be used not only in the language class, but it can also be used in other courses and other learning settings. It is worth noting that regardless of the situations in which data are collected and regardless of the data collection method that is used, the results of a need analysis in language learning and teaching always lead to better understanding of the current needs and problems prevalent in that particular situation, which, in turn, brings about revision or improvement of the situation to ensure more successful language learning and teaching outcomes.

Related Research on Needs Analysis

In these days, a large number of studies related to needs analysis are conducted by the researchers in different topics and in various fields. In this research, some of the studies will be selected for a review in this section. The related research on needs analysis include both of the studies carried out in Thailand and the studies that were done abroad. It is the researcher's hope that a review of existing studies on needs analysis will yield more in-depth understanding of the needs analysis process as well as shed light on the gap in the existing body of knowledge that can be filled by this study.

In a Thai English language learning context, Boonchai Khongsagtrakool (2009) investigated the needs in learning English of 190 grade 6 students studying in grade 6 of St.Dominic school in Bangkok. The questionnaire was used as the data collection instrument of the research. The questionnaire items were close-ended questions arranged in a five-point Likert Scale. The results of the study revealed that the main objective of learning English for these students was to ensure their future careers. Also, the students preferred to study English for four days a week for an hour in each day. In addition, the results also showed

that students believed that they needed to develop more listening skills rather than writing skills.

In a secondary school level, Rungrawee Samawathdana (2009) explored the needs, problems, and wants in using English for the bilingual students of Winit Secondary School. The subjects of the study were 241 students, 71 parents, 20 teachers, six administrators, and 62 alumni. Semi-structured interviews, questionnaires, and focus group interviews were the data collection instruments used in this study. The results of the study showed that the students needed to improve all of the four skills in English language learning including listening, speaking, reading, and writing. Moreover, students also had some problems of speaking in their presentations and discussions. Besides this, writing was one of the major problems of students as well. In terms of English learning goals, the results also revealed that students wanted to use the English language for their further studies in university, to use English to express their opinions, to listen to presentations and lectures, and to communicate with the foreigners.

In a higher level of education, Duangporn Chuaymankhong, Kasidech Boonrangsri, Nisakorn Vongchittpinyo, and Nopporn Rermyindee attempted to explore the attitudes toward learning English of students in the industrial field in a vocational certificate level of Ayutthaya Technical College. The purpose of this study was to compare the attitudes of students classified by fields of study and the parents' occupations. There were 219 students who participated in this study, and a questionnaire was the only one instrument used in data collection. The findings of the research revealed that most students had positive attitudes toward learning English and that students in different fields did not have different attitudes toward learning English. Also, the differences in parents' occupations did not affect students' attitudes toward English language learning.

In a foreign context, Ali Khan (2007) investigated the learning needs of Pakistani state boarding school students in order to evaluate the use of CLT at those schools in the secondary level. Also, the study aimed to find out the teachers' attitudes and perceptions toward Communicative Language Teaching (CLT). In this study, the subjects were 300 state boarding school students and 45 English teachers with four to five years of teaching experiences. Both students and teachers were from the different nine schools in Pakistan. In this study, data were collected by using the questionnaires and the informal telephonic conversation. For the design of questionnaires, the students' questionnaire was arranged in the multi-option question pattern and scaled questions, while the teachers' questionnaire was designed as the scaled questions. After the data were collected, the results of the study revealed that the learning needs and the styles of the students supported the use of the Communicative Language Teaching method in the classrooms and that teachers had positive attitudes toward the use of CLT. The findings of this study help confirm that teachers should pay more attention to the students' learning styles in order to find out the appropriate teaching methods that should be used in each class and the used methods might be changed or improved after that.

In conclusion, English is a language that almost everyone in Thai society use to communicate with native speakers and also other non-native speakers from other countries in their daily lives for different personal and professional purposes. A large number of the Thai population may still need to develop their language skills more and more effectively in order to be more proficient in the language. For this reason, many researchers who are involved in the educational field or other fields that English is used always try to conduct a needs analysis to help their target groups of individuals develop the language skills they lack and need. A needs analysis is one of various research methods that are used in language teaching. It is usually used to explore the learners' needs as well as their problems in the target language,

and the findings of each study can be important baseline data for the development of

language teaching and learning. From the examples of related research, it can be seen that a

needs analysis can be conducted in different educational levels and settings. Finally, needs

analysis is a kind of research method that can be used in many different aspects based on the

target purposes of each researcher. In brief, it may be concluded here that everyone always

has different needs and purposes in their language learning, so a needs analysis can be seen as

an appropriate tool for the researchers to more efficiently and effectively help language

learners and language users fulfill their attempt to develop the skills they still lack in the

target language.
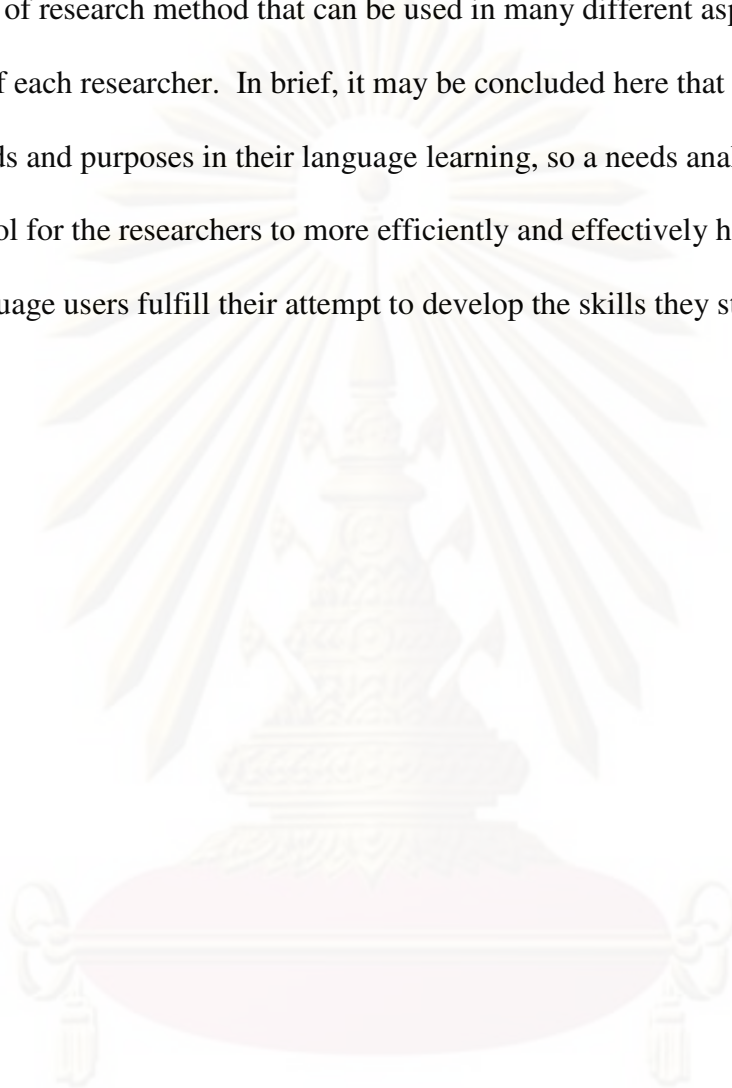
CHAPTER III

METHODOLOGY

This chapter discusses the methodology and the procedures used in data collection to determine the needs of English language learning of secondary school students at private Islamic schools in Narathiwat Province. The chapter details the research design, population and sample, research instruments, data collection procedures, and data analysis.

Research Design

This study was survey research which aimed to collect data regarding the needs of and attitudes toward learning English as a third language of secondary school students at private Islamic schools in Narathiwat Province as well as the attitudes of the teachers and parents toward English language teaching and learning in private Islamic schools in Narathiwat Province.

Population and Sample

Students

The target populations of this study were students, teachers, and parents from two private Islamic schools in Narathiwat Province. There were five schools in Muang District, Narathiwat Province, but only two schools were selected. The first school was selected because the first was the largest school in Muang District, whereas the second school was chosen because it was the smallest school in Muang District. The largest school had 891 students studying in Mattayomsuksa 2, while the smallest school had 65 students studying in Mattayomsuksa 2. It is noteworthy that due to the problems of terrorist attacks that have currently been prevalent in the province, only schools situated in Muang District were selected for safety reasons. Besides this, the reason for selecting the students in this grade level was that they all were considered mature enough to cooperate and participate in the

study. Put another way, these students were seen as capable of providing insightful information on the topic under study. More importantly, since they were in Mattayomsuksa 2 or grade 8, they also had one more year to continue their study in grade 9, which was the last year of early secondary education. Generally, after Mattayomsurksa 3, some students decide to further their studies, while others leave school to get married, the latter of which is one of the most important reasons for a large number of students who live in the southern region who decide to leave school for good only after completing early secondary education.

As regards sample size, to make the number of subjects recruited from the two schools equal to each other, the whole population of Mattayomsuksa 2 of the smallest school, or 65 students, were recruited, and another 65 Mattayomsuksa 2 from the largest school were selected. The sample recruited from the largest school was selected by means of convenience sampling. Unfortunately, 12 students in the smallest school dropped out before the completion of data collection. Therefore, only 53 students from the smallest school remained as the subjects of the study, and the final total number of subjects in this study was 118.

In addition, of the total 118 students who were asked to fill out the needs analysis questionnaire, 20 of them were purposively selected to participate in the in-depth semi-structure interview. Ten students from each school were selected, with half of them representing students who got the final grade of A or B in the English subject in the previous semester, and the other half representing those who got the final grade of C or D in the English subject in the previous semester.

Teachers

All of the teachers who were teaching English at both schools were recruited to participate in this study. There was only one teacher teaching in the smallest school, and there were three teachers in the largest school. Therefore, the total number of the teachers who participated in the study was four. Initially, they were asked to respond to the

questionnaire specially designed to elicit their attitudes toward teaching and learning of English as a third language. After that, all of them were asked to participate in an in-depth semi-structure interview to elicit further data on their attitudes toward English language teaching and learning in private Islamic schools in Narathiwat Province.

Parents

Ten parents were recruited by means of convenience sampling to participate in this study. Five of them were parents of students from the largest private Islamic school, whereas the other five were parents of students from the smallest private Islamic school. At first, they were asked to respond to the questionnaire specially designed to elicit their attitudes toward teaching and learning of English as a third language. Later on, all of them were asked to participate in an in-depth semi-structure interview to elicit further data on their attitudes toward English language teaching and learning in private Islamic schools in Narathiwat Province.

Research Instruments

Questionnaires

Three questionnaires were particularly designed for the subjects who were students, teachers, and parents from private Islamic schools in Narathiwat Province. They were as follows:

1. The needs in English language learning of secondary school students in private Islamic schools questionnaire

This questionnaire was designed by the researcher based on an extensive review of literature and the objectives of the present study. The first part of the questionnaire aimed to elicit data regarding demographic characteristics of the secondary school students such as name, age, number of years learning English, number of languages they spoke, and the grade for their previous English course.

The second part of the questionnaire, which consisted of 18 items arranged in a five-point rating scale, elicited data regarding the needs and problems in English language learning of these students as well as their attitudes toward learning English as a third language (See Appendix A).

2. The teachers' attitudes toward English language teaching and learning questionnaire

This questionnaire was constructed by the researcher based on an extensive review of literature. The first part of the questionnaire aimed to elicit data regarding demographic characteristics of the teachers including name, age, educational background, number of years teaching English, number of languages they spoke, etc. The second part of the questionnaire, consisting of six items arranged in a five-point Likert scale, elicited data regarding the teachers' attitudes toward the English language learning situation they found themselves in (See Appendix B).

3. The parents' attitudes toward English language teaching and learning questionnaire

This questionnaire was developed by the researcher based on an extensive review of literature. The first part of the questionnaire aimed to elicit data regarding demographic characteristics of the parents including name, age, educational background, occupation, number of languages they spoke, etc. The second part of the questionnaire, consisting of 20 items arranged in a five-point Likert scale, elicited data regarding the parents' attitudes toward the English language teaching and learning of their children in private Islamic schools in Narathiwat Province (See Appendix C).

All the closed-ended items in the three questionnaires were arranged in a five-point Likert scale which required the subjects to rate their agreement with each of the given statements. The five responses provided for the subjects to choose from were as follows:

Strongly agree   =   5 points

Agree   =   4 points

Undecided   =   3 points

Disagree   =   2 points

Strongly disagree   =   1 point

Also, there was one open-ended question in each questionnaire that allowed the subjects to give their opinions, suggestions, and further comments about their needs, problems, or attitudes toward English language learning.

Interview protocols

The semi-structured interview protocol was developed by the researcher based on a review of literature. The items in the interview protocols were designed to elicit more in-depth information from the study subjects about their needs and attitudes in the teaching and learning of English as a third language in private Islamic schools in Narathiwat Province. All three groups of subjects, namely secondary students, teachers, and parents were asked to participate in the interview. The interview of each subject was completed within 15 to 20 minutes (See Appendices D-F).

Classroom observation form

The observation form was developed by the researcher based on a review of literature in order to find out the students' behaviors, interactions, and responses while they were learning English in class. The purpose of the observation was to determine if there was any discrepancy in the students' and teachers' responses in the questionnaires and interviews and their actual practices in class. There were three classes in classroom observation, two of which were classes at the smallest school, one class of male students and one class of female students, and the third of which was a co-ed class at the largest school. All of the classrooms observations were carried out by the researcher, lasting two days.

Validation of the instruments

All of the questionnaires and the interview protocols were submitted to a panel of three experts in English language teaching to ensure their content validity and language appropriateness.

The researcher invited three university English instructors as experts to verify the suitability of content and appropriateness of the language used in the instruments. The experts were asked to rate their evaluation in the evaluation forms, indicating if the instrument items were appropriate or not by rating appropriate (+1), not sure (0), or not appropriate (-1) for each of the items provided.

After that, the experts' responses in the evaluation forms were calculated using the IOC Index (Item-Objective Congruency Index) to determine the validity of the instruments. As, the acceptable value of IOC for each item should not be lower than 0.5, then the items which received the scores lower than 0.5 were revised and improved.

Validation results yielded the IOC value of 0.90 for the student questionnaire, 0.92 for the teacher questionnaire, 0.86 for the parent questionnaire, 0.83 for the student interview protocol, 0.70 for the teacher interview protocol, and 0.77 for the parent interview protocol. Based on these results, the instruments were considered acceptable and suitable for use in the present study.

Pilot Study

After the instruments were validated and improved according to the experts' comments and suggestions, they were tried out in a pilot study with a group of subjects in a selected school before they were used in the main study. The school was selected from one of the remaining three Islamic private schools in Muang District of Narathiwat Province that were not chosen as the research setting.

Before the end of 2009, the study took place at the selected school. The subjects of the study were 30 Mattayomsuksa 2 students, one teacher, and five parents whose characteristics were similar to those of the subjects in the main study. All of them completed the questionnaires within 15 - 20 minutes. For the interview, three out of 30 students were randomly selected to participate in the interview which lasted approximately 15 minutes. After that, the teacher was interviewed for about 20 minutes. Finally, the five parents were asked to complete the questionnaires, and two parents were then asked to be interviewed by the researcher.

After the pilot study, all of the instruments were revised and improved again by the researcher. Some questions in the questionnaires and interview protocols were deleted if they were found to yield redundant responses or if the items were found to be irrelevant to the subjects' situations of English language teaching and learning. However, there were more questions added in the interview protocols in order to ensure that more in-depth information could be probed and elicited from the study subjects.

Data Collection

The data collection sessions were carried out in the second semester of the academic year 2009 in early 2010. Data collection conducted at both schools was conducted solely by the researcher. It is worth mentioning that data collection proceeded in the same manners at both schools.

The researcher submitted an introductory letter issued by the Graduate School of Chulalongkorn University to the principals of the two schools to ask for permission to collect data. After permission was granted, the researcher approached the English teachers at the two schools to introduce herself, explain the research objectives, and ask for cooperation in data collection. After the teachers agreed to participate in the study, the researcher then met the selected Mattayomsuksa 2 students, as arranged by the teachers, to distribute the self-

administered questionnaire. After that, the researcher selected the students for the interview sessions. After data were collected from the students, the researcher then began collecting data from the teachers, starting with completion of the questionnaire before moving on to the interviews. Finally, the parents of the students who were selected were approached, asked to fill out the questionnaires, and then interviewed. Classroom observation was conducted by the researcher after data collection using the questionnaires and the interview parents were completely conducted.

Data Analysis

The SPSS computer program was used to analyze the data obtained from the questionnaires that were returned by all three groups of study subjects. Descriptive statistics of mean and standard deviation were used to analyze the quantitative data.

As for the data obtained from the in-depth semi-structured interviews, a quantitative measure of frequency and a qualitative measure of content analysis were utilized in the data analysis.

Finally, a quantitative measure of frequency and a qualitative measure of content analysis were employed to analyze data obtained from the observation form.

CHAPTER IV

FINDINGS

The present study was descriptive research which aimed to find out the needs and the attitudes of the secondary school students, teachers, and parents of students who were studying English as a third language at private Islamic schools in Narathiwat Province. The subjects consisted of 118 secondary school students, four teachers, and ten parents from two private Islamic schools, the largest and the smallest schools in Muang District. Data collection took place in January 2010. This chapter presents the findings of the study in accordance with the four research questions. In addition, the qualitative findings from the in-depth semi-structured interviews and the observations are also presented in a further attempt to answer the research questions. The findings of this study are presented in the following sections:

Part 1: Data regarding demographic characteristics of the subjects

1.1 Data regarding demographic characteristics of the students

1.2 Data regarding demographic characteristics of the teachers

1.3 Data regarding demographic characteristics of the parents

Part 2: The needs of English language learning of students

Part 3: The students' attitudes toward English language teaching and learning

Part 4: The teachers' attitudes toward English language teaching and learning

Part 5: The parents' attitudes toward English language teaching and learning

Part 6: Other interesting findings

Part 1: Data Regarding Demographic Characteristics of the Subjects

This part reports the findings regarding demographic characteristics of the three groups of study subjects: students, teachers, and parents in the two private Islamic schools in Narathiwat Province.

1. Students

Largest School

The total number of subjects from the largest school was 65. The majority of them, or 69.2%, were female, and the rest were male students. All of the students were between 13 and 14 years old. In terms of English language proficiency, close to half, or 43.1%, of the subjects claimed that their best English language skill was listening, whereas 49.2% thought that their weakest skill was speaking. As regards the languages they spoke, nearly three quarters, or 73.8%, spoke Thai as their first language and Melayu as their second language. In addition, the same percentage, or 73.8%, used the Melayu language at home and 69.2% also used Melayu in their daily life. However, about the same percentage of the subjects, or 73.85%, spoke Thai to their friends, and all of them spoke Thai to their teachers as well.

Smallest School

There were only 53 students from the smallest private Islamic school who participated in this study because the other 12 students originally recruited dropped out of school before data collection completed. More than half of the subjects, or 58.5%, were male students, and the rest were female students. The subjects aged between 13 and 16 years old. With regard to English proficiency, nearly two-thirds of them, or 64.2%, agreed that listening was the best skill of them, while 37.7% of the subjects said that their weakest skill was reading. Furthermore, 49.1% of the subjects had Melayu as their first language, and 47.2% of them learned Thai as the second language. In addition, almost all of the subjects, or 96.2%, used Melayu at home and 92.5% of them also used Melayu in their daily life. Also, there were 40

students, or 75.47%, who spoke Melayu to their friends, while there were only 13 of them, or 20%, who used Thai when speaking with their friends. However, a few of the students, or 7.5%, claimed that they communicated with their teachers in Melayu, while the rest of them spoke Thai to the teachers.

2. Teachers

Largest School

There were three teachers who taught English to Mattayomsuksa 2 students at the largest school. One of them was female, and the other two teachers were male. They completed a college degree in teaching. All of the teachers had one to five years for experiences teaching English in school, and they also claimed that they used English when they were teaching their students.

Smallest School

The only teacher from the smallest school was female, and she had been teaching English in school for six months. However, she did not have a bachelor's degree in education. Moreover, she claimed that she used Thai as the medium of instruction in her teaching.

3. Parents

Largest School

There were four fathers and one mother from the largest school. Two parents held a Bachelor's degree, and two got a Master's degree. One of them finished high school education. Two of them worked as government officials, and the other three worked as a merchant, an orchardist, and a housewife, respectively. Moreover, all of them used Melayu at home with their family and in daily life.

Smallest School

There were five subjects who were recruited from the smallest school. Two were male, and the other three were female. As for educational backgrounds, two of them had a Bachelor's degree, while the other three completed high school. Three of them worked as teachers, and the other two were merchants. All subjects claimed that they used Melayu at home and in daily life.

Part 2: The Needs of English Language Learning of Students

The findings reported in this section aim to answer the following research question:

Research Question 1: What are the needs of English language learning of secondary school students who are learning English as a third language at private Islamic schools in Narathiwat Province?

When considering the students' needs to improve their English language skills, it was found that students from the largest school needed to study and focused more on speaking skill (Mean = 4.22, S.D. = 0.893), followed by vocabulary (Mean = 4.17, S.D = 0.911), and reading (Mean = 4.17, S.D = 0.961). Furthermore, it was found that students did not focus on grammar as it was rated with the lowest mean score (Mean = 3.97, S.D. = 0.968). However, it was revealed that students from the smallest school had different needs in English language learning from those of the students from the largest school because they felt that they needed to focus more on the listening skill (Mean = 4.06, S.D. = 1.247), and that they also needed to study more on vocabulary (Mean = 4.04, S.D. = 1.386). In contrast, they did not pay much attention to pronunciation when compared to other skills (Mean = 3.78, S.D. = 1.220), as shown in Table 1 below.

Table 1: Findings regarding students' needs to improve the English language skills

Needs	Largest School		Smallest School		Overall	
	Mean	SD	Mean	SD	Mean	SD
Reading	4.17	.961	3.53	1.564	3.88	1.302
Writing	4.12	.927	3.89	1.382	4.02	1.155
Listening	4.15	.905	4.06	1.247	4.11	1.068
Speaking	4.22	.893	3.89	1.311	4.07	1.107
Pronunciation	4.05	1.052	3.45	1.338	3.78	1.220
Grammar	3.97	.968	3.64	1.415	3.82	1.196
Vocabulary	4.17	.911	4.04	1.386	4.11	1.146

The findings from the in-depth interviews of the students also revealed similar findings that the students needed to develop the speaking skill and listening skill more than any other skills.

One student from the largest school stated that "*For me, I want to focus more on speaking because I am not good at speaking and I really need to practice more in class.*" [Student# 1]

However, a different idea was expressed by a student from the smallest school who explained that "*I would like to improve my listening most because I want to watch movies and TV programs in English.*" [Student# 13]

Therefore, it can be seen that the students felt that the speaking and listening skills were more important to them and they wanted to develop these skills further.

In terms of English learning materials, according to the study findings, the three most important materials that students from the largest school wanted to use in class were songs, games, and computers which were rated with the highest mean scores (Mean = 4.18, S.D. = 0.882), (Mean = 4.17, S.D. = 1.790), and (Mean = 4.11, S.D. = 0.954), respectively. On the other hand, videos or TV programs, computers, and games were the most three important materials that students from the smalles school needed to use most in their classes (Mean = 3.83, S.D. = 1.282), (Mean = 3.82, S.D. = 1.364), (Mean = 3.77, S.D. = 1.436), respectively, as illustrated in Table 2 below.

Table 2: Findings regarding students' needs of learning media

Needs	Largest School		Smallest School		Overall	
	Mean	SD	Mean	SD	Mean	SD
Books or magazines	3.60	.898	3.26	1.375	3.45	1.144
Videos or TV programs	3.89	1.002	3.83	1.282	3.86	1.132
CDs and computers in the language laboratory	4.11	.954	3.82	1.364	3.98	1.152
Songs	4.18	.882	3.72	1.574	3.97	1.257
Games	4.17	1.790	3.77	1.436	3.99	1.646

The findings from the in-depth interviews supported the findings from the questionnaires that students preferred to study with games.

One of them claimed that "*I like playing games in class because it is fun and it is not boring like studying with the books only.*" [Student# 6]

Another student shared the same sentiment, stating that "*Well, I want to learn with games most. I think playing games is very fun and it can make the lessons more interesting as well.*" [Student# 16]

To sum up, games seemed to be the most preferable materials students wanted to have in their language classes.

As it is a common practice that when investigating the needs in language learning, the problems faced by language learners are always taken into consideration, the data regarding problems in learning English as a third language of the secondary students in private Islamic schools in Narathiwat Province were also explored in this study. The findings presented in this section can be divided into two parts—perceived problems with language skills and perceived problems with language learning in general.

When it came to problem in language skills perceived by these students, the findings revealed that English grammar was the most difficult part in the lessons for students from the largest school (Mean = 3.71, S.D = 0.744). Besides, they also claimed that they could not speak English fluently (Mean = 3.32, S.D = 0.954), and they could speak English in words only (Mean = 3.25, S.D = 1.238). On the other hand, students from the smallest school

agreed that they had no chance to practice outside the class (Mean = 3.87, S.D = 1.241), and

that they could not speak English fluently (Mean = 3.75, S.D = 1.329). Finally, they had no

idea how to practice English in the class (Mean = 3.68, S.D = 1.252), as depicted in Table 3

below.

Table 3: Findings regarding students' problems in language skills

Problems	Largest School		Smallest School		Overall	
	Mean	SD	Mean	SD	Mean	SD
English grammar is the most difficult part in English lessons.	3.71	.744	3.53	1.265	3.63	1.011
I cannot write sentences in English.	3.14	.981	2.72	1.459	2.95	1.236
It is hard to pronounce English words.	3.06	.933	3.39	1.343	3.21	1.138
Listening skill is the biggest problem for me.	2.85	1.121	2.94	1.473	2.89	1.286
Sometimes, I need my teacher to give me explanation in Melayu.	2.92	1.361	3.06	1.274	2.98	1.320
I cannot speak English fluently.	3.32	.954	3.75	1.329	3.52	1.153
I can speak English in words only.	3.25	1.238	3.63	1.284	3.42	1.268
I always have spelling problems in my writing.	3.02	1.148	3.24	1.333	3.11	1.232
It is not easy for me to remember new vocabulary.	2.91	1.296	3.50	1.260	3.17	1.308
I think reading is my main problem in learning English.	2.89	1.201	3.47	1.137	3.15	1.203
I have no chance to practice English outside the class.	3.15	1.107	3.87	1.241	3.47	1.217
I have no ideas how to practice English in the class.	3.26	.940	3.68	1.252	3.45	1.106
I do not know how to use a dictionary.	2.54	1.359	2.32	1.516	2.44	1.429

With regard to students' perceived problems with language learning in general, the

findings showed that students from both the largest school and the smallest school agreed that

they had no chance to broaden English skills from modern technologies like computers and

the Internet. Also, students from the largest school thought that sometimes their school had

to be closed because of the violent situation in the province (Mean = 3.81, S.D. = 0.906),

which made them lose the opportunity to learn. On the other hand, the students from the

smallest school agreed that they were always afraid to ask the teacher questions in class

(Mean = 3.02, S.D. = 1.448), as illustrated in Table 4 below.

Table 4: Findings regarding students' problems in teaching and learning

Problems	Largest School		Smallest School		Overall	
	Mean	SD	Mean	SD	Mean	SD
I have no chance to broaden English skills from modern technologies like computer, internet, and television.	4.22	.951	3.40	1.561	3.85	1.324
Sometimes, my school have to be closed because of the violent situations in my province, so these problems can affect my study as well.	3.81	.906	2.68	1.465	3.30	1.315
Sometimes, I need my teacher to give me explanation in Melayu because my Thai is not very good.	3.31	1.220	2.89	1.660	3.12	1.445
I get a bad grade in English because I do not practice and read books very often.	3.52	1.155	2.96	1.414	3.27	1.301
I am always afraid to ask the teacher when I have questions in class.	3.42	1.270	3.02	1.448	3.24	1.362

It was revealed from the interviews that students also had some problems in learning

including the problems from themselves and others. Most participants claimed that they were

afraid to ask teachers questions when they did not understand the lessons and they were also

shy to speak English in class. One of them stated the following:

"Sometimes, I knew the answer to the question that the teacher asked, but I was

afraid to answer her because it might be the wrong answer." [Student# 12]

On the other hand, some students with good grades from the smallest school claimed

that sometimes the teacher did not teach what other schools taught their students such as

vocabulary. Below is an example from one of the students:

"I think English learning and teaching in our school still falls behind that in other

schools. For example, there were some words that the teacher did not teach us in

class, but my friends from other schools already learned those words, and I think this

is not good for us at all." [Student# 14]

To conclude, the main problems of students in English learning mainly came from

themselves as those students had to be more confident to ask questions and discuss the

lessons with the teachers and classmates.

Part 3: The Students' Attitudes toward English Language Teaching and Learning

Part III attempts to answer the following research question:

Research Question 2: What are the attitudes toward English language learning of

secondary school students who are learning English as a third language at private Islamic

schools in Narathiwat Province?

The findings of the study revealed that students from the largest school had a positive

attitude toward English language learning because they enjoyed studying English (Mean =

4.00, S.D = 0.992) and they thought that English was not too difficult for them (Mean = 3.92,

S.D = 0.896). In contrast, they did not think that English was really necessary for them

because they did not need to use it in daily life.

As for the attitudes of the students from the smallest school, most of them had a good

attitude toward English language learning because they enjoyed studying English (Mean =

3.70, S.D = 1.170). Furthermore, they did not think that studying English was mostly a waste

of time.

Table 5: Findings regarding attitudes of students toward learning English

Attitudes	Largest School		Smallest School		Overall	
	Mean	SD	Mean	SD	Mean	SD
English is not really necessary for me because I have no needs to use it in my daily life.	2.84	1.383	3.31	1.528	3.05	1.462
Both Melayu and Thai are enough for me.	3.17	1.292	3.11	1.706	3.15	1.487
Studying English is mostly a waste of time.	2.66	1.359	2.38	1.471	2.53	1.412
I enjoy studying English.	4.00	.992	3.70	1.170	3.86	1.082
English is not too difficult for me.	3.92	.896	3.21	1.321	3.60	1.160

The findings from the interviews further revealed the students' attitudes towards English language teaching and learning in general and the way English was taught in their classes in particular. The study findings indicated that the teachers from both schools usually had only books and pictures as teaching materials in the class. Other materials such as songs and games were barely used. Almost all of the students stated that they liked to study with books and pictures because it was easy to follow. However, there was only one student who did not agree with others because studying with books was so boring and there was nothing new to see for her.

Students also shared their ideas that they wanted to study English with movies, the Internet, and computer programs. They believed that those things were very useful because they could learn the target language by using many different activities which made practicing their language skills more interesting and fun. Some examples from the students are shown as follows:

"I really want to learn through movies because I can listen to the native speakers in the movies, so I can practice my listening skill from them." [Student# 4]

Another student shared her idea as follows:

"I think it is very exciting to learn the language by using both sounds and pictures from the computer and I think that I enjoy the lessons more." [Student# 8]

It was also found that the majority of students wanted the teachers to use only English in class in order to give them more chance to practice their listening skills, while only a few of them preferred to study with both Thai and English as mediums of instruction. Besides, there were some students who said that they wanted their teachers to teach them in Thai only because it was easier to understand and to follow the lessons, as can be seen in the following statement:

"I want my teacher teach me in Thai because I do not understand English."

[Student# 20]

Normally, students had to study English for four classes a week, and most students felt that they should have more than four classes in order to have more time to learn and practice their language skills. Others preferred to study only four classes because it was enough for them. Three students with poor grades from the smallest school did not agree with those students because they did not like to study English. The following are their opinions:

"Studying English for four classes a week is enough for me because I do not want to study it and I also do not understand the lessons." [Student# 18]

Another student agreed:

"I think studying English four classes a week is too much for me and I need to study only one class per week because I do not want to study it and I do not understand the lessons at all." [Student# 19]

When considering students' learning style preferences, it was found that students from both the largest school and the smallest school preferred to study English in class with their teachers and classmates rather than studying by themselves outside class, as shown in Table 6.

Table 6: Findings regarding students' learning style preferences

	Large School		Small School		Overall	
	Mean	SD	Mean	SD	Mean	SD
I prefer to study English in class.	4.41	.849	4.17	1.341	4.30	1.101
I prefer self-study outside class.	3.47	1.195	2.25	1.371	2.91	1.412

With regard to classroom management, the study findings indicated that students from the largest school were comfortable to work and learn in a large group (Mean = 4.22, S.D. = 0.951), whereas students from the smallest school preferred to study in the same sex group (Mean = 4.08, S.D. = 1.174), as illustrated in Table 7 below.

Table 7: Finding regarding students' attitudes toward class management

	Large School		Small School		Overall	
	Mean	SD	Mean	SD	Mean	SD
I am comfortable to work and learn individually.	3.16	1.211	2.51	1.395	2.86	1.332
I am comfortable to work and learn in pairs.	3.87	1.062	3.38	1.523	3.66	1.306
I am comfortable to work and learn in a small group.	3.95	.983	3.65	1.520	3.82	1.255
I am comfortable to work and learn in a large group.	4.22	.951	3.85	1.307	4.05	1.136
I am comfortable to work and learn in a group with friends of the same sex.	3.94	1.067	4.08	1.174	4.00	1.114

When considering the purposes of students from both schools in English learning, it can be seen that students from the largest school had similar purposes in learning as those of the students from the smallest school. The three most important purposes of English learning for this group of students were to get a good job when they leave school (Mean = 4.66, S.D = 0.713), to pass the exams and get good grades (Mean= 4.49, S.D = 0.97), and to continue their studies (Mean= 4.48, S.D = 0.868). Likewise, students from the smallest school also claimed that the most important purpose in English language learning was to get a good job when they leave school (Mean= 4.23, S.D = 1.296). The other two purposes of students from

the smallest school in learning English were to further their studies (Mean= 4.17, S.D = 1.087) and to pass the exams (Mean= 4.04, S.D = 1.240), as indicated in Table 8 below.

Table 8: Findings regarding students' purposes in language learning

Purposes	Large School		Small School		Overall	
	Mean	SD	Mean	SD	Mean	SD
I need to pass the exams and get good grades.	4.49	.970	4.04	1.240	4.29	1.118
I need to communicate with foreigners.	4.40	.825	3.85	1.364	4.15	1.129
I want to learn about other cultures.	4.14	.941	2.65	1.297	3.47	1.335
I want to go abroad.	4.36	.784	3.40	1.419	3.92	1.212
I want to get a good job when I leave school.	4.66	.713	4.23	1.296	4.47	1.035
I want to read in English.	4.26	.906	3.94	1.307	4.12	1.111
I need to continue my study at a higher level.	4.48	.868	4.17	1.087	4.34	.980
I want to understand English in movies or TV programs.	3.89	1.048	3.06	1.460	3.52	1.312
I want to gain knowledge from the Internet or other media.	4.19	1.006	3.92	1.207	4.07	1.104
I love and enjoy learning English.	4.09	.868	3.15	1.377	3.67	1.214

The qualitative findings gathered from the semi-structured interviews shed light on the students' purposes in language learning. It can be seen that there were various purposes in language learning of students from both schools. Some of the students may have the same purposes in learning, while others did not, as can be seen in the following examples.

The main purposes of students in English learning were communication, career in the future, and education. Besides, some needed to gain more knowledge from the English written texts, and others wanted to be good at English so that they could travel to other countries.

However, one of the students from the smallest school showed a different aspect of language learning as follows:

"I will leave school after I finish Mattayomsuksa 3, so that is why I have to study English now. Now, I have to study English because it is one of the compulsory subjects." [Student# 17]

On the other hand, this group of students also expressed that they wanted to speak English because they needed to make new friends from other countries through the Internet and to go to abroad, as one of them described:

"I want to speak English because I want to make new friends from overseas because we can exchange our different experiences with each other." [Student# 11]

Lastly, it was found that speaking, reading, and listening were the mostly used skills in their daily life, and they needed to use them. These students usually practiced their speaking and listening at home by watching TV programs and listening to music. On the other hand, there were two of the students from the smallest school who explained that they never practiced English outside class at all.

One of them said:

"I do not use English in my daily life at all because I do not understand English and I cannot even use it. It is not in my head at all." [Student# 19]

Another student shared a similar opinion:

"No, I never use English in my life at all because I have no chance to use it, and I only use Melayu and Thai in my daily life." [Student# 18]

To sum up, students from both schools had various purposes of language learning; some were similar, while others were different depending on how they perceived how much the language could be useful for them.

Part 4: The teachers' attitudes toward English language teaching and learning

The findings reported in this section aim to answer the following research question:

Research question 3: What are the teachers' attitudes toward English language teaching and learning at private Islamic schools in Narathiwat Province?

The findings revealed that teachers from the largest school agreed that their students should focus more on developing writing skill and listening skill (Mean = 4.00, S.D. = 1.00) rather than reading, speaking, pronunciation, grammar, and vocabulary, respectively. On the other hand, the teacher from the smallest school believed that her students should focus more on developing writing and speaking than any other skills.

Table 9: Findings regarding teachers' opinions about students' language skills that need to be improved

Needs	Largest School		Smallest School	Overall	
	Mean	SD	Mean	Mean	SD
Reading	3.67	1.155	4.00	3.75	.957
Writing	4.00	1.000	5.00	4.25	.957
Listening	4.00	1.000	4.00	4.00	.816
Speaking	3.67	1.155	5.00	4.00	1.155
Pronunciation	3.67	1.155	4.00	3.75	.957
Grammar	3.67	1.528	4.00	3.75	1.258
Vocabulary	3.00	2.000	4.00	3.25	1.708

Further investigation regarding teachers' opinions about students' problems in their English language learning shed more light on the problematic skills of the students. The teachers from the largest school agreed that reading was the main problem for their students (Mean = 4.33, S.D. = 1.155). Also, they felt that students could speak in words only (Mean = 4.00, S.D. = 1.00), and that their students did not know how to use a dictionary (Mean = 4.00, S.D. = 1.00). On the other hand, the teacher from the smallest school believed that English grammar was the most difficult skill for her students, while other main problems in English learning for her students were writing, listening, speaking, pronunciation, and reading, respectively, as shown in Table 10 below.

Table 10: Findings regarding teachers' opinions about students' problems in learning English

Problems	Largest School		Smallest School	Overall	
	Mean	SD	Mean	Mean	SD
English grammar is the most difficult part for my students.	3.33	1.155	5.00	3.75	1.258
Students cannot write sentences in English.	3.67	1.528	4.00	3.75	1.258
It is hard for students to pronounce English words.	3.67	1.155	3.00	3.50	1.000
Listening skill is the biggest problem for students.	2.67	.577	4.00	3.00	.816
Sometimes, students need me to give them explanation in Melayu.	3.67	.577	1.00	3.00	1.414
Students cannot speak English fluently.	2.67	.577	4.00	3.00	.816
Students can speak in words only.	4.00	1.000	4.00	4.00	.816
Students always write English words incorrectly.	3.00	2.000	4.00	3.25	1.708
It is not easy for my students to remember new vocabulary.	3.33	.577	2.00	3.00	.816
Reading is the main problem of my students in learning English.	4.33	1.155	3.00	4.00	1.155
Students do not know how to use a dictionary.	4.00	1.000	2.00	3.50	1.291

The findings from the semi-structured interviews showed that speaking and listening were the students' weakest skills. According to the teachers, students were not able to do very well on these skills because they did not practice much. Besides, they were shy and afraid to speak as well, as one teacher described:

"Speaking is the main problem of my students and they need to practice more on

that. The problem is that they are shy to speak because they are afraid that it

would be wrong" [Teacher# 3]

Nevertheless, the response of one of the teachers may clearly summarize their actual opinions that these students were still poor at all language skills and needed to develop them all:

"I really think that my students need to improve all of four skills in English because they do not do very well on listening, reading, writing, and speaking." [Teacher# 2]

In addition, the teachers' attitudes toward students' English language learning in general were examined in this study. According to the study findings, the teacher from the smallest school thought that English was necessary because her students had to use it their daily life. She also felt that they preferred to study English. On the other hand, the teachers from the largest school felt that English was not necessary for their students and they did not like to study English as it may be too difficult for them.

Table 11: Findings regarding teachers' attitudes toward students' English learning in general

Attitudes	Largest School		Smallest School	Overall	
	Mean	SD	Mean	Mean	SD
English is really necessary for students because they need to use it in their daily life.	3.67	1.155	5.00	4.00	1.155
Students do not enjoy studying English like other subjects.	4.00	1.000	2.00	3.50	1.291
Students preferred to study English.	4.00	1.732	4.00	4.00	1.414
English is too difficult for my students.	4.00	1.000	3.00	3.75	.957

As for the students' purposes in learning English, the teachers from the largest school believed that the main purposes of students in English language learning were reading English books (Mean = 4.67, S.D. = 0.577), followed by enjoying learning English (Mean = 4.67, S.D. = 0.577). However, the only teacher from the smallest school believed that her students learned English because they wanted to get a good job when they left school and they also needed to read books in English.

Table 12: Findings regarding teachers' opinions about students' purposes of learning

English

Purposes	Largest School		Smallest School	Overall	
	Mean	SD	Mean	Mean	SD
Students need to pass the exams and get the good grades.	3.00	1.000	5.00	3.50	1.291
Students need to communicate with the foreigners.	4.00	1.000	4.00	4.00	.816
Students want to learn about other cultures.	3.67	1.155	4.00	3.75	.957
Students want to go abroad.	4.00	1.000	3.00	3.75	.957
Students need to get a good job when they leave school.	4.33	1.155	5.00	4.50	1.000
Students need to read books in English.	4.67	.577	5.00	4.75	.500
Students need to continue their studying in a higher level.	3.50	2.121	4.00	3.67	1.528
Students want to understand the English in the movies or TV programs.	4.33	.577	3.00	4.00	.816
Students need it to gain knowledge from the Internet or other media.	4.00	1.732	3.00	3.75	1.500
Students love and enjoy learning English.	4.67	.577	4.00	4.50	.577

As for teachers' opinions about students' learning styles, the study findings revealed that teachers from the largest school preferred to have their students study and work in a small group which was rated with the highest mean score (Mean = 4.67, S.D. = 0.577). On the other hand, the teacher from the smallest school preferred to have her students study and work in pairs and in small groups, as shown in Table 13.

Table 13: Findings regarding teachers' opinions about students' learning styles

Learning styles	Largest School		Smallest School	Overall	
	Mean	SD	Mean	Mean	SD
Students are comfortable to work and learn individually.	3.67	.577	4.00	3.75	.500
Students are comfortable to work and learn in pairs.	3.33	.577	5.00	3.75	.957
Students are comfortable to work and learn in a small group.	4.67	.577	5.00	4.75	.500
Students are comfortable to work and learn in a large group.	4.00	.000	4.00	4.00	.000
Students are comfortable to work and learn in the same sex group.	3.67	1.155	4.00	3.75	.957

Regarding teachers' opinions about materials used in English language teaching and learning, the findings showed that the teachers from the largest school agreed that their students liked to study with games in class (Mean = 5.00, S.D. = 0.00), videos or TV programs (Mean = 4.67, S.D. = 0.577), and computers (Mean = 4.67, S.D. = 0.577). In contrast, the teacher from the smallest school thought that her students liked to learn by using books or magazines, videos, songs, games, and computer, respectively, as illustrated in Table 14 below.

Table 14: Findings regarding teachers' opinions about learning materials used in English instruction

Learning materials	Largest School		Smallest School	Overall	
	Mean	SD	Mean	Mean	SD
Books or magazines	4.33	.577	5.00	4.50	.577
Videos or TV programs	4.67	.577	4.00	4.50	.577
CDs and computer in the language laboratory	4.67	.577	3.00	4.25	.957
Songs	4.33	.577	4.00	4.25	.500
Games	5.00	.000	4.00	4.75	.500

The findings from the in-depth semi-structured interview shed more light on materials used in English instruction at private Islamic schools in Narathiwat Province. It was found that teachers from both schools provided various different activities for their students. For example, crossword games, songs, games, and role-plays were used. All teachers agreed that

they add some activities and games in the classes because they could help motivate students

to learn and develop English language skills. One teacher explained:

> *"Sometimes, I have students play games and perform role-plays that are directly*
>
> *related to the lessons. For example, I have them to guess the vocabulary from the*
>
> *pictures or perform role-plays based on the tenses in English that they are learning."*

[Teacher# 2]

Another teacher described the reason for the use of materials in addition to textbooks:

> *"Actually, I use games or activities in my class occasionally. I think that students will*
>
> *not be bored and stressed too much in the classes if they do some of these activities."*

[Teacher# 1]

As for the use of teaching aids in classes, there were only some kinds of things that

were mostly used in the English classes at these two schools. Teachers usually used pictures,

handouts, and books. In addition, songs and movies were sometimes used in the classes.

One of the teachers gave a reason why such materials were used as follows:

> *"When I use some interesting pictures in my class, students are very excited about*
>
> *those pictures. Also, when I use songs, they all pay more attention to the lessons."*

[Teacher# 3]

The teacher from the smallest school agreed, though probably with not as much as

success as she had hoped, stating:

> *"My students really enjoy it when I use pictures in class and they pay more attention*
>
> *to the lessons as well, but it does not work with the male students at all because they*
>
> *are still ignore the class as they always do."* [Teacher# 4]

The teachers from both schools agreed that instructional media and materials or

teaching aids were important in their teaching of English. They could help teachers with the

teaching process such as when giving explanations of the lessons or providing additional

activities to motivate students. However, it could be seen that all teachers agreed that they did not have enough teaching aids and instructional media that they could use in the classes. The following statement clearly reflects the teachers' perceived lack of needed teaching media and materials:

"We do not have enough media for our students because there are much more students than those equipment and sometimes students do not take a good care of the things they are allowed to use, so the equipment might be broken." [Teacher# 1]

The same problem was experienced by the teacher from the smallest school, to a greater extent, as she described:

"We have no budgets to buy some modern equipment for our students such as a laboratory, computers, and CDs, so our students have no chance to use those technologies to practice and increase their English skills like students in other schools." [Teacher# 4]

Therefore, it can be concluded that even though the students clearly indicated their preferences for different teaching and learning media and materials and teachers also confirmed that use of teaching materials in addition to textbooks tended to be more effectively capture students' attention and increase their participation in the learning process, the schools were not able to provide as many teaching aids such as a language laboratory or the Internet access as they would have liked due to limited budgets.

In conclusion, the findings from both the questionnaires and semi-structured revealed the teachers' attitudes toward English language teaching and learning at private Islamic schools in Narathiwat Province. It could be seen that although the teachers may have had different ideas as to which language skills their students needed to develop most, they all shared similar experiences that one of the reasons why their English language instruction was not as effective or successful as they would have liked was a lack of budgets to provide

necessary teaching and learning media and materials that could motivate their students to learn more and achieve more.

Part 5: The parents' attitudes toward English language teaching and learning

The findings reported in this section aim to answer the following research question:

Research question 4: What are the parents' attitudes toward English language teaching and learning at private Islamic schools in Narathiwat Province?

As shown in Table 14, parents from the largest school agreed that it was good for their children to study English at school (Mean = 4.6, S.D. = 0.548) and English enabled their children to study in a higher level later on in life (Mean = 4.4, S.D. = 1.00). Like the parents from the largest school, the parents from the smallest school agreed that it was good for their children to study English at school (Mean = 5.00, S.D. = 0.00) and English was necessary for the higher education (Mean = 4.8, S.D. = 0.447).

To sum up, it can be seen from the overall findings that parents from both schools had good attitudes toward English language learning as they agreed that English was good for their children's higher education and it was good that their children had a chance to study English at schools.

Table 15: Findings regarding parents' attitudes toward learning English

Attitudes	Largest School		Smallest School		Overall	
	Mean	SD	Mean	SD	Mean	SD
English is necessary for my children because they need to use it in their daily life.	4.20	.447	2.80	1.304	3.50	1.179
It is good for my children to study English at school.	4.60	.548	5.00	.000	4.80	.422
Both Melayu and Thai are enough for my children.	3.00	1.414	3.20	1.095	3.10	1.197
Studying English is mostly a waste of time.	1.60	.894	1.40	.548	1.50	.707
My children should emphasize more on other subjects than English.	2.40	.548	2.60	1.342	2.50	.972
Studying English allows my children to understand and learn	4.00	.000	4.00	.816	4.00	.500

other cultures.						
My children can get a good job if they have a high level of proficiency in English.	4.00	.000	4.60	.548	4.30	.483
English allows my children to continue their study in a higher level.	4.40	.894	4.80	.447	4.60	.699
Studying English can be a mark of an educated person.	3.60	1.140	4.20	.447	3.90	.876
Studying English allows my children to communicate with foreigners in English.	4.20	.837	4.60	.548	4.40	.699
Studying English can broaden my children's knowledge.	3.40	.894	4.20	1.095	3.80	1.033

Further analysis revealed that the findings of the questionnaires and the interviews were similar because they showed that almost all of the parents had positive attitudes toward their children's learning English although some discrepancies could still be found, as exemplified below.

First, all of the parents agreed that learning English was very important for their children and their children needed to study English because they would need to use English later on when pursuing higher education and careers in the future. Moreover, these parents believed that English was useful as their children could use English to communicate with people from other countries in order to learn about their cultures as well. Also, the parents believed that English was important as it became increasingly prevalent in their life, as one parent explained:

> *"English is quite important in our daily life because everything around us is written in English such as labels of products or the signs on the streets."* [Parent# 5]

By the same token, almost all of the parents claimed that Thai and Melayu alone were not enough for their children because these two languages were only used in specific areas, so their children needed to learn another language in order to communicate with others who did not use Thai and Melayu like them. The following statement reflected one parent's belief in the significance of English:

"People from all over the world cannot speak both Thai and Melayu, but they can

speak English, so these two languages are not enough for my child." [Parent# 2]

It is worth noting that only one parent from the largest school disagreed, stating that

both Thai and Melayu were enough for his children because these two languages were mostly

used in daily life in the province.

When considering the parents' support of their children's language learning, the

findings revealed that parents from the largest school supported their children by sending

them to extra tutorial courses in order to increase their English language skills (Mean = 4.00,

S.D. = 0.707). Some parents tried to find English activities or camps for their children (Mean

= 4.00, S.D. = 0.707). On the other hand, the parents from the smallest school allowed their

children to watch television programs in English (Mean = 4.2, S.D. = 0.447) and paid for

their children's English tutorial lessons (Mean = 4.00, S.D. = 1.00).

It can be concluded from the findings above that parents from both schools support

their children in learning English in many different ways as shown Table 15 below.

**Table 16: Findings regarding parents' support of their children's English language
learning**

Supports	Largest School		Smallest School		Overall	
	Mean	SD	Mean	SD	Mean	SD
I have my children study English at the tutorial school.	3.60	.894	4.00	1.000	3.80	.919
I have my children study English with private teacher at home.	2.80	1.095	3.80	.447	3.30	.949
I support my children by buying them some English written texts such as newspaper, cartoon books, novels, and magazines.	3.80	.447	3.80	1.304	3.80	.919
I buy them some visual or audio materials in English such as CD-ROM, movies, and CDs.	3.40	.548	3.80	.837	3.60	.699
Sometimes, I teach English to my children.	3.60	.548	3.80	.447	3.70	.483
Sometimes, I buy them game or quiz to let them practice English	3.20	.837	2.80	1.095	3.00	.943

skills such as scrabble or crosswords.						
I always motivate my children to do English homework like other subjects.	3.80	.447	3.60	.894	3.70	.675
I have my children enroll in extra courses in the summer in order to increase their English skills.	4.00	.707	3.80	.837	3.90	.738
I always read newspapers or magazines to find out about English extracurricular activities or English camps for my children.	4.00	.707	3.80	.837	3.90	.738
I let my children watch English programs on television.	3.60	.548	4.20	.447	3.90	.568
Sometimes, I buy some English workbooks for my children to practice the English language skills.	3.40	.894	3.80	.837	3.60	.843

Parents are important persons who stand behind the students in their schooling, so it was interesting to further explore their supports for their children in English learning through semi-structured interviews.

According to the study findings, there were only six parents who always supported their children in language learning, while the other four parents did not provide such support to their children. Generally, these parents supported their children by paying for their enrollment in tutorial schools and sending them to participate in English camps during school breaks. Moreover, one of the parents tried to find useful video clips about language learning on the Internet for her child to ensure more opportunities to review the lessons learned in school, as described below:

"I have my child to watch the clips on YouTube about English learning. From the

clips, my child can practice his listening and learn more in different topics like

grammar and vocabulary." [Parent# 8]

In contrast, four of the parents from the smallest school did not provide support to language development of their students for a number of reasons. For example, it was found that those parents did not support their children in English learning because they felt that their children did not like to study English and they had no chance to use English much in their life. However, one of them claimed that despite the desire to provide support by sending the child to a tutorial school, there was no such tutorial school that was situated nearby where the family lived, as can be seen in the following statement:

"My child does not have a chance to take the extra tutorial classes because we have no class like that around our area, and I think that Melayu is used more than English anyway." [Parent# 6]

In conclusion, it could be seen that these parents mostly tried to support their children's English language learning in various ways—be it enrolling them in a tutorial school, sending them to an English camp, or finding English materials from the Internet for them to practice the language. Such support seemed to come from the parents' personal belief in the significance of English. As for the parents who did not provide any help or support to their children, they seemed to believe that English was not something their children prefer to learn and that English was not as important as the children's mother tongue, or Melayu. Thus, their parents' support seemed to stem from their view of the significance of English in their children's life.

Part 6: Other Interesting Findings

The followings are the two additional findings of the present study including teachers'
perception of students' socio-demographic characteristics and the violent situations in the
south.

**Findings regarding teachers' perceptions of students' socio-demographic
characteristics**

According to the study findings, the teachers from both schools felt that in general
their students shared similar characteristics. However, the differences between the male and
female genders were noted by some teachers. For example, the teacher from the smallest
school stated that there were observable differences between students from the classes she
taught as follows:

"Well, I have to teach two different classes, one is the male class, while the other one

is a female class. For the female class, they all are very active to study in my class

and they really pay attention to me. Also, they always answer my questions in an

active manner and the girls like to ask me some questions when they do not

understand the lessons as well. In contrast, most of the male students are totally

different from those girls. They always start playing with friends before studying.

However, there are a few of male students that are really nice because they always

pay attention in the lessons." [Teacher# 4]

With such perceived differences, the teacher continued to share what she intended to
do to improve her situation:

"I think I should be stricter instead of being too kind to students, especially male

students. If I could do that, my male students may pay attention to me more and other

good students in the class might be happy with that." [Teacher# 4]

Thus, it could be concluded that certain socio-demographic characteristics of the students can result in differences in students' performance in class as perceived by the teachers.

Findings regarding the violent situations in the south

It is widely known that people who reside in the three southernmost provinces of the country have been suffering from the violent situations for years and this crisis also affects their life in every aspect including daily living, family economy, and education. Therefore, it was deemed interesting to investigate how the teachers felt about the effects of the crisis on their English language teaching. Findings from the semi-structured interviews more or less shed light into the issue of interest.

Teachers from both schools gave some opinions about the violent situations in the province. All of the teachers who participated in this study agreed that this situation would have an adverse affect on the schools if the schools had to be closed because of the situation. Luckily, the anticipated situation has not yet affected them as the terrorist activities currently take place outside Muang District. Following is one teacher's opinion about the situation:

> *"Yes, it might affect our students if the school has to be closed because of that situation. Also, it would not be good for us and students to be interrupted when we are trying to teach and learn. However, it is far away from us at the moment, so there is nothing to worry about right now."* [Teacher# 2]

The parents also shared a similar sentiment, stating that even though they felt that the violent attacks could have a serious effect on their children's schooling including relocation of English speaking teachers, there was nothing to worry about at the moment as Muang District was considered the safest district in Narathiwat Province.

CHAPTER V

DISCUSSION AND CONCLUSION

Summary of the Findings

The present study aimed at investigating the needs and problems of students who were learning English as a third language in private Islamic schools in Narathiwat Province. There were 118 students studying in Mathayomsuksa 2 at two private Islamic schools in Muang District, Narathiwat Province who participated in the present study. In addition, all of the teachers who taught English to these students were also recruited in this study, totaling four teachers. Three of them taught English at the largest private Islamic school, while the other taught English at the smallest private Islamic school. Finally, ten parents of the students were selected as the study subjects, and convenience sampling was used to select five parents of students from the largest school and five parents of students from the smallest school. Data were collected by means of the needs analysis questionnaires, semi-structured interviews, and class observations. Data collection took place in the second semester of the academic year 2009. The study findings could be summarized as follows:

It was found from the study that the students from the largest school needed to learn and focus more on development of speaking, reading, and vocabulary, while the students from the smallest school needed to develop their listening and vocabulary more. As for the purposes of English language learning, students from both schools claimed that they wanted to get a good job after leaving schools. With regard to the most preferable English language learning activity, the students from the largest school felt that listening to songs was the most preferable activity for them, whereas the students in the smallest school liked to learn English through video movies and television programs.

Also, the study findings pointed out that students from both schools had different problems in their language learning. Grammar was the main problem for the students from the largest school, while the students from the smallest school claimed that they had no chance to practice English outside the classroom. Finally, it was found that all of the subjects had good attitudes toward English language learning and they also agreed that they enjoyed studying English in school.

As regards teachers' points of view in learning and teaching English as a third language, all of the four teachers from both schools claimed that the main purpose in English learning of their students was to develop the skills to read books in English. Besides this, teachers from the largest school also believed that students needed to develop more writing and listening skills, whereas the teacher from the smallest school thought that her students should focus more on speaking and writing. However, it was also found that reading was the main problem for the students from the largest school, but grammar was the most important problem of students from the smallest school.

When considering the parents of students who were learning English as a third language in private Islamic schools in Narathiwat Province, it can be seen from the parents' responses that these parents had good attitudes toward English language learning and teaching of their children. They all claimed that it was a good opportunity for their children to study English at school because it gave their children an opportunity and equipped them with the skills necessary to continue their studies in higher education. Moreover, the parents who realized the significance of the English language learning of their children also supported their children by paying for their children's extra English tutorial courses during the summer breaks or sending their children to practice their English language skills at a tutorial school during the semester.

Lastly, students from both the largest school and the smallest school similarly agreed that they had no chance to broaden their English skills through the use of modern technology such as the computer or the Internet at school.

Discussion of findings

In this section, the findings regarding the needs, problems, and attitudes toward learning English as a third language in private Islamic schools in Narathiwat Province are discussed.

Needs

According to the study findings, students from the largest school needed to improve speaking skill most. Unlike the students from the largest school, the students from the smallest school needed to focus more on listening rather than the other three skills. In other words, students from both the largest and smallest schools needed to practice their oral communication skills, namely speaking and listening, more than reading and writing skills. The findings of this study are consistent with the findings of Karalak (2006) who explored the language skill needs of undergraduate students in Thailand and found that speaking was the most important skill for students. Likewise, in a professional setting, Herunramdej (2006) investigated the English language needs of Thai spa receptionists. The results of the study showed that the receptionists needed to practice their verbal skills of speaking and listening more than any other skills. This may be because most of the English language curricula in Thai schools focus on practices of reading and writing skills, the skills they seem to need more for their entrance examinations to continue their education, so students feel that they lack the chance to develop the other two skills of speaking and listening.

One possible explanation while students from the smallest school felt that they needed to develop their listening skill most is that at the largest school, students had more chances to practice their listening. As the school had sufficient budgets, there were more English

language learning materials available in the school such as CDs and soundtrack movies. There were also some native speakers of English who worked as teachers at the largest school. Therefore, students of the largest school had more chance to practice listening than speaking, so they felt that they needed to practice speaking more. In contrast, the students from the smallest school did not have the same opportunity to practice their listening, so they stated that they needed to practice listening the most.

Problems

According to the study findings, the students from both schools claimed that one of the problems in their English language learning was lack of opportunity to study English with various materials such as movies and songs as well as modern tools such as the computer and the Internet. According to Aiex (1988), the appeal of visual media continues to make film, video, and television educational tools with high potential impact, and they are now considerably more accessible and less cumbersome to use. In addition, Mills (2002) has pointed out that film-specific support materials can increase students' motivation to develop their listening proficiency. However, based on the researcher's observation, it could be observed that the smallest school did not seem to have enough budgets to provide these materials for students to use in their English skill development. Not only did the school lack audiovisual materials and modern technology, it also did not seem to have enough budget to buy books for students to broaden their knowledge in English language or other subjects. Thus, it is unfortunate that the students had to learn and practice their English language skills almost solely from the teacher. On the other hand, at the largest school, the observation showed that the school had sufficient budget to acquire audiovisual materials for students, but it seemed that the teachers did not make the most use of these materials in their classroom teaching. It may be possible that the teachers may not know how to apply and use these materials in the classes, or they may not have enough confident to handle these materials. In

general, teachers need to undergo training to make sure that they are prepared to provide optimum learning experiences for the students who are in their language classrooms (Nugent & Shaunessy, 2003).

According to the study findings, another problem of the students learning English as a third language in private Islamic schools in Narathiwat Province was their lack of the chance to practice the English skills outside the classroom. Pickard (1993) conducted a study with a group of proficient German speakers of English with an aim to identify and quantify out-of-class language learning activities employed by these learners during their study of English. The study found that the most-cited activities were the passive ones of reading and listening, due to the accessibility of materials, and that the active skills of speaking and writing received less attention. As for the findings of the present study, it can be explained that most of the students in private Islamic schools in Narathiwat Province were from poor families. They may have to help their parents work to earn their living on a daily basis, so they had no time to read books or do other activities after they had finished their studies at school even though they felt they need to do so. And even when they did not have to help support the family, there were not many chances for these students to practice English outside class. Thus, the study findings showed that the students felt like practicing their English language skills more outside their classrooms.

Attitudes

Most students from both schools had positive attitudes toward their learning English as a third language, but there were quite a few of them who had negative attitudes toward English language learning. Some of the students who had negative attitudes toward English language learning explained that they did not like to study English because they did not see the need to use it in their daily life, while others stated that they did not understand the English lessons in class and finally lost interest in learning. Put another way, these students

may not be motivated enough in the classroom or during the lessons. It is also possible that this group of students had no plan to further their studies in higher education, as is the case for a large number of students in the region who get married before completing secondary education, so they did not see the need to develop their English language skills, and they did not have positive attitudes toward the English language. In a study conducted by Wong (2008), course-specific motivations were positively correlated with English attainment of Hong Kong students. When the subjects of the present study did not have positive attitudes and motivation to learn the language, they were not likely to perform well in class, and this could make them lose even more motivation to learn English and develop even more negative attitudes toward the language itself.

Furthermore, the study findings revealed that parents of students in both schools also had positive attitudes in English language learning and teaching. As shown in the findings of the study, all parents agreed to support their children to study English in many different ways such as paying for extra English courses during the school breaks or sending them to a tutorial school during the semester. This is because the parents believed that studying English enabled their children to gain knowledge from the English written texts and ensure their chance to get good jobs in the future. However, there was one parent from the largest school who believed that only Thai and Melayu were enough for his child because only these two languages were used in their daily life in the south. According to Wong (2008), parents played the least significant role and that parental guidance was not sufficient during students' process of learning English. Parents' education and financial status were the foremost problems, as they could indirectly devastate students' learning motivation. As a consequence, teachers and school administrators may need to provide help to the students' families and raise parents' awareness of the significance of the English language in their

children's future life. Parents should also be encouraged to participate more in their children's education so that students' learning motivation can be enhanced.

Implications of the Findings

In this section, the implications of the study findings are presented. The implications are divided into two parts—those for language teachers and those for school administrators who are involved in providing English instruction to students who are learning English as a third language in the southern region of Thailand.

Implications for language teachers

According to the study findings, the students who were learning English as a third language in private Islamic schools who participated in this study seemed to lack the needed motivation to develop the language. Teachers therefore should try to understand these students who do not cooperate in any activities in class or do not pay sufficient attention to the lessons. These students probably have their own reasons in mind to behave like this. It was found from the interviews that these students had an intention to leave school soon after finishing early secondary education, so they did not see the need to learn English. Or, they may simply do not understand the lessons and give up. From these reasons, teachers should talk to the students to first learn about their problems and then directly try to help solve the problems. Furthermore, teachers should try to find out the students' learning style preferences so as to use the teaching style that match their learning styles in an attempt to motivate them. Besides this, teachers should make their teaching and lessons more interesting and attractive to the students. In other words, teachers should help students develop intrinsic motivation, which, according to Deci and Ryan (1985), helps energize students' learning by making them develop curiosity and interest in the target language. This can be done by providing various materials that are appropriate for the students' age, learning style preferneces, and personal interest to use in the class to make students enjoy the lessons

more. They can let students choose the activities they want to do by themselves, and they

should think about their lesson plans for each class carefully so that students will have a

chance to fully learn and develop new language skills in each class rather than doing only

exercises or reviews which can make lessons boring and not so fruitful for them.

In addition, the study findings indicated that the students in private Islamic schools in

the south did not have sufficient exposure to the target language, so it was difficult for them

to develop the language skills they needed. As a result, teachers should try to provide

students with opportunity to be exposed to the target language through various materials and

media. For example, teachers can incorporate the use of movies, songs, books, or cartoons

into the lessons. By doing so, they can give students not only chances for linguistic

improvement but also for a pleasant environment in the language classrooms (Rajbhandaraks,

2001). Also, if possible, teachers can use technology to enhance their students' learning. For

example, they can use e-mails to help students improve their communicative competence

(Wasanasomsithi, 1998), or they can use blogging and micro-blogging to make students

engage in communication with both native and non-native speakers of English online

(O'Reilly, 2005). When students have an opportunity to work with technology which is

interesting and attractive, if not addictive, to them, it is likely that they will be more likely to

enjoy using the technology and practicing English at the same time.

Implications for school administrators

The findings of the study showed that students in private Islamic schools in

Narathiwat Province lacked opportunity to practice the English language. To further explain,

they did not have a chance to practice much in class, and even less chance to practice, if there

was any at all, outside class. According to Krashen (1981), language acquisition does not

require extensive use of conscious grammatical rules or tedious drill of the language

structures. On the other hand, it takes place when there is a sufficient amount of

"comprehensible input" in low anxiety situations, containing messages that students really want to hear. Therefore, school administrators should provide enough materials in learning and teaching for both students and teachers. It can be said that materials like the computer, television, movies, and even language laboratory are very useful for students to broaden their knowledge in the lessons and acquire the targeted language skills, so the school should invest in and supply these valuable learning materials and tools for teachers' and students' use. In addition, school administrators should consider other ways in which the school can provide students with the comprehensible input that is needed in order for language acquisition to take place. For example, the school may set up a language corner in the school library or a self-access language learning center where students can receive more language input and practice language skills as they like. To make sure that the language corner or the self-access language learning center will be utilized and benefit students as much as possible, the school may consider the needs, objectives, interests, and motivations of students when they are selecting the materials for the language corner or the self-access language learning center (Sheerin, 1991). The school may conduct a survey of students' needs, preferences, and learning styles so that they can arrange the language corner or the self-access language learning center to maximize the benefits for the students.

Recommendations for further research

Based on the findings of the study, the following recommendations can be made:

1. The samples of the present study—the students, their teachers, and their parents— were those who lived in Muang District of Narathiwat Province. Therefore, further research should be conducted with other groups of students in private Islamic schools who live in different parts in the southern region of the country, especially those in the areas where terrorist attacks are more frequent and violent so as to see if the needs, problems, and attitudes of those students, their teachers, and their parents are different from those of the

samples in this study who lived in Muang District which is considered a safer place to live at the moment.

2. Qualitative research may also be carried out to gather more in-depth information about the learning situations of students in the private Islamic schools who are learning English as a third language in the southern region of Thailand so that the findings of such studies can be used as a guideline for policy planners, school administrators, and teachers to provide English instruction that better suits the specific needs of this group of students to help them become more motivated and successful English language learners.
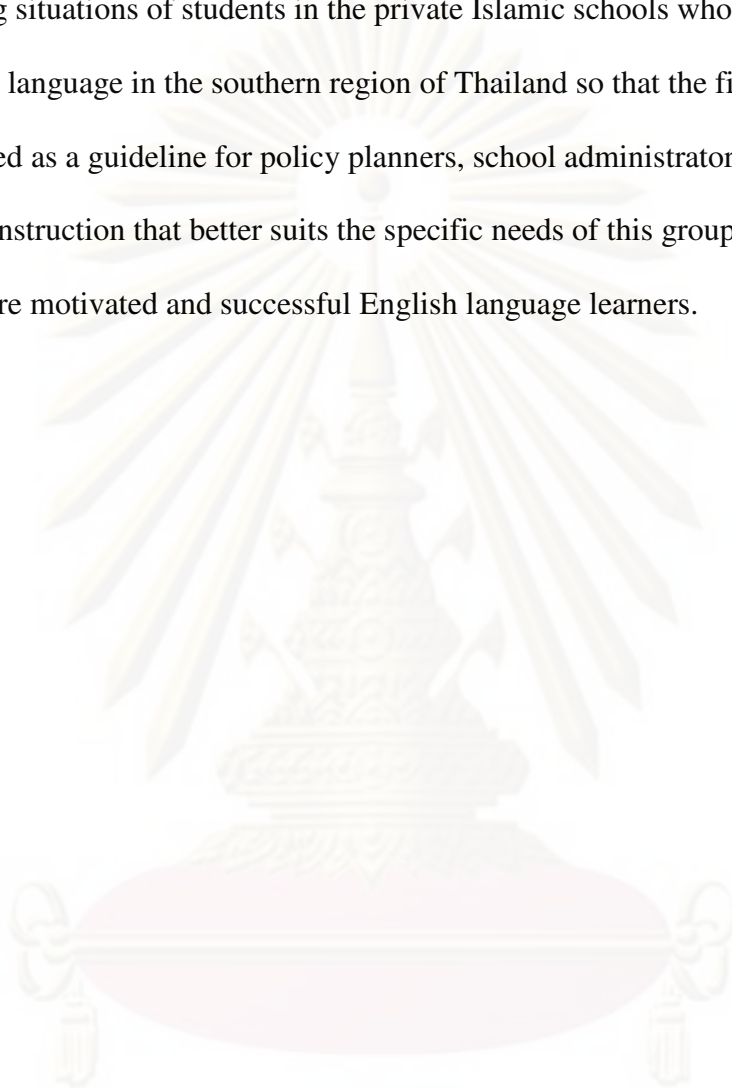
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Appendices

การศึกษาความต้องการในการเรียนภาษาอังกฤษเป็นภาษาที่สามของนักเรียนชั้นมัธยมศึกษาของโรงเรียน
เอกชนสอนศาสนาอิสลามในจังหวัดนราธิวาส

แบบสอบถามนี้จัดทำขึ้นเพื่อศึกษาความต้องการและทัศนคติของนักเรียนต่อการเรียนภาษาอังกฤษในระดับ
มัธยมศึกษา นักเรียนไม่ต้องระบุชื่อของตนเอง และโปรดตอบคำถามให้ตรงกับความเป็นจริงมากที่สุด โดย
คำตอบของนักเรียนจะไม่มีผลใดๆกับการเรียน หรือคะแนนในชั้นเรียนของนักเรียน นักเรียนมีเวลาในการทำ
แบบสอบถามประมาณ 15 นาที หลังจากทำแบบสอบถามเสร็จเรียบร้อย กรุณาส่งคืนคุณครู

คำสั่ง : กรุณาทำเครื่องหมาย √ ในช่องสี่เหลี่ยม ☐ และเขียนคำตอบลงในช่องว่าง

ส่วนที่ 1 : ข้อมูลส่วนบุคคล

1. **เพศ** : ☐ ชาย   ☐ หญิง

2. **อายุ** : _____

3. **ระดับการศึกษาชั้น** _____

4. **โรงเรียน** : _____
   ที่ตั้งโรงเรียน : อำเภอ _____

5. **ระยะเวลาในการเรียนภาษาอังกฤษ** : ☐ 1-5 ปี   ☐ 6-10 ปี

6. **ระดับความสามารถในการใช้ภาษาอังกฤษ**

   ☐ ดีมาก   ☐ ดี

   ☐ พอใช้   ☐ ไม่ดีนัก

   (6.1) ทักษะทางภาษาอังกฤษทักษะใดที่ทำได้ *ดีมาก* ที่สุด

   ☐ ฟัง   ☐ พูด

   ☐ อ่าน   ☐ เขียน

   (6.2) ทักษะทางภาษาอังกฤษทักษะใดที่ทำได้ *ดีน้อย* ที่สุด

   ☐ ฟัง   ☐ พูด

   ☐ อ่าน   ☐ เขียน

7. **ภาษาหลักที่ใช้สื่อสารขณะอยู่บ้าน คือ**

   ☐ ภาษาไทย

   ☐ ภาษามลายู

   (7.1) **ภาษาที่เรียนเป็นภาษาที่ 1 คือ**   ☐ ภาษาไทย   ☐ ภาษามลายู
   ภาษาที่เรียนเป็นภาษาที่ 2 คือ   ☐ ภาษาไทย   ☐ ภาษามลายู

   (7.2) **ภาษาหลักที่ใช้สื่อสารกับเพื่อนขณะอยู่โรงเรียน คือ**

   ☐ ภาษาไทย

   ☐ ภาษามลายู

(7.3) ภาษาหลักที่ใช้สื่อสารกับครูขณะอยู่โรงเรียน คือ

☐ ภาษาไทย

☐ ภาษามลายู

(7.4) ภาษาที่ใช้สื่อสารในชีวิตประจำวัน เช่น เวลาไปตลาด คือ

☐ ภาษาไทย

☐ ภาษามลายู

ส่วนที่ 2 : ขอบเขตของปัญหาทักษะการใช้ภาษาอังกฤษในด้านต่างๆ ที่ต้องการปรับปรุงให้ดีขึ้น

คำสั่ง : <u>กรุณาทำเครื่องหมาย √ ลงในช่องสี่เหลี่ยมในแต่ละข้อ โดยเลือก 5 ถ้าเห็นด้วยอย่างยิ่ง , เลือก 4 ถ้าเห็นด้วย , เลือก 3 ถ้าเฉยๆ หรือไม่แน่ใจว่าเห็นด้วยหรือไม่ , เลือก 2 ถ้าไม่เห็นด้วย , และ เลือก 1 ถ้าไม่เห็นด้วยอย่างยิ่ง</u>

ตัวอย่าง

	5	4	3	2	1
ฉันชอบเรียนภาษาอังกฤษมาก	☐	☐	☐	☐	☐

** เนื่องจากฉันชอบเรียนภาษาอังกฤษมากจึง เลือก 5 เพราะเห็นด้วยเป็นยิ่ง

	5	4	3	2	1
1. ไวยากรณ์เป็นส่วนที่ยากที่สุดในการเรียนภาษาอังกฤษ	☐	☐	☐	☐	☐
2. ฉันเขียนภาษาอังกฤษให้เป็นประโยคไม่ได้	☐	☐	☐	☐	☐
3. การออกเสียงคำในภาษาอังกฤษเป็นสิ่งที่ยากมาก	☐	☐	☐	☐	☐
4. ทักษะการฟังภาษาอังกฤษเป็นปัญหาใหญ่ที่สุดสำหรับฉัน	☐	☐	☐	☐	☐
5. ในบางครั้ง ฉันอยากให้ครูอธิบายด้วยภาษามลายู	☐	☐	☐	☐	☐
6. ฉันพูดภาษาอังกฤษไม่คล่อง	☐	☐	☐	☐	☐
7. ฉันพูดภาษาอังกฤษได้เป็นคำๆเท่านั้น	☐	☐	☐	☐	☐
8. ฉันมักสะกดคำผิดเสมอเวลาเขียนภาษาอังกฤษ	☐	☐	☐	☐	☐
9. การจำคำศัพท์ใหม่ๆ เป็นสิ่งที่ยากสำหรับฉัน	☐	☐	☐	☐	☐
10. การอ่านเป็นปัญหาใหญ่ที่สุดสำหรับฉัน	☐	☐	☐	☐	☐
11. ฉันไม่ค่อยมีโอกาสฝึกการใช้ภาษาอังกฤษนอกห้องเรียน	☐	☐	☐	☐	☐
12. ฉันไม่รู้ว่าจะสามารถฝึกฝนทักษะภาษาอังกฤษในชั้นเรียนได้อย่างไร	☐	☐	☐	☐	☐
13. ฉันไม่รู้วิธีการใช้ดิกชันนารี	☐	☐	☐	☐	☐

<u>ส่วนที่ 3</u> : **จุดมุ่งหมายในการเรียนภาษาอังกฤษ**

14. ฉันเรียนภาษาอังกฤษเพราะว่า.....

	5	4	3	2	1
14.1 อยากสอบผ่านและได้เกรดดีๆ	☐	☐	☐	☐	☐
14.2 อยากติดต่อสื่อสารกับคนต่างชาติได้	☐	☐	☐	☐	☐
14.3 อยากเรียนรู้วัฒนธรรมอื่นๆ	☐	☐	☐	☐	☐
14.4 อยากไปต่างประเทศ	☐	☐	☐	☐	☐
14.5 อยากมีงานดีๆทำเมื่อเรียนจบ	☐	☐	☐	☐	☐
14.6 อยากอ่านหนังสือภาษาอังกฤษ	☐	☐	☐	☐	☐
14.7 อยากเรียนต่อสูงๆ	☐	☐	☐	☐	☐
14.8 อยากดูหนังและรายการทีวีที่เป็นภาษาอังกฤษ	☐	☐	☐	☐	☐
14.9 อยากเพิ่มพูนความรู้จากการเล่นอินเทอร์เนตหรือสื่อการเรียนรู้อื่น	☐	☐	☐	☐	☐
14.10 ชอบและสนุกกับการเรียนภาษาอังกฤษ	☐	☐	☐	☐	☐

<u>ส่วนที่ 4</u> : **ความต้องการในการเรียนภาษาอังกฤษ**

15. ฉันอยากเรียนภาษาอังกฤษและเน้นเป็นพิเศษในด้าน.....

	5	4	3	2	1
15.1 การอ่าน	☐	☐	☐	☐	☐
15.2 การเขียน	☐	☐	☐	☐	☐
15.3 การฟัง	☐	☐	☐	☐	☐
15.4 การพูด	☐	☐	☐	☐	☐
15.5 การออกเสียง	☐	☐	☐	☐	☐
15.6 ไวยากรณ์	☐	☐	☐	☐	☐
15.7 คำศัพท์	☐	☐	☐	☐	☐

16. ฉันอยากเรียนภาษาอังกฤษด้วย......

	5	4	3	2	1
16.1 การใช้หนังสือหรือนิตยสาร	☐	☐	☐	☐	☐
16.2 การใช้วิดีโอหรือดูรายการโทรทัศน์	☐	☐	☐	☐	☐
16.3 การใช้ซีดีและคอมพิวเตอร์ในห้องแล็บ	☐	☐	☐	☐	☐
16.4 เสียงเพลง	☐	☐	☐	☐	☐
16.6 การเล่นเกม	☐	☐	☐	☐	☐

17. ฉันชอบเรียนภาษาอังกฤษ...

	5	4	3	2	1
17.1 ในห้องเรียนกับเพื่อน	☐	☐	☐	☐	☐
17.2 นอกห้องเรียนกับครูส่วนตัว	☐	☐	☐	☐	☐

18. ฉันรู้สึกสบายใจที่จะทำงานและเรียน.....

	5	4	3	2	1
18.1 คนเดียว	☐	☐	☐	☐	☐
18.2 เป็นคู่	☐	☐	☐	☐	☐
18.3 เป็นกลุ่มเล็กๆ	☐	☐	☐	☐	☐
18.4 เป็นกลุ่มใหญ่	☐	☐	☐	☐	☐
18.5 กับเพื่อนเพศเดียวกัน	☐	☐	☐	☐	☐

<u>ส่วนที่ 5</u> : **ทัศนคติต่อภาษาอังกฤษ (ความรู้สึกที่มีต่อภาษาอังกฤษ)**
19. ในความคิดฉัน ฉันคิดว่า.....

	5	4	3	2	1
19.1 ภาษาอังกฤษไม่ได้มีความจำเป็นสำหรับฉันเลย เพราะว่าฉันไม่ได้ใช้ในชีวิตประจำวันอยู่แล้ว	☐	☐	☐	☐	☐
19.2 ทั้งภาษามลายูและภาษาไทยก็เพียงพอแล้วสำหรับฉัน	☐	☐	☐	☐	☐
19.3 เสียเวลาเปล่าในการเรียนภาษาอังกฤษ	☐	☐	☐	☐	☐
19.4 ฉันสนุกกับการเรียนภาษาอังกฤษเหมือนวิชาอื่นๆ	☐	☐	☐	☐	☐
19.5 การเรียนภาษาอังกฤษไม่ได้ยากเกินไปสำหรับฉัน	☐	☐	☐	☐	☐

<u>ส่วนที่ 6</u> : **อุปสรรคในการเรียนการสอนภาษาอังกฤษ**

	5	4	3	2	1
20. ในความคิดฉัน ฉันคิดว่า.....					
20.1 การขาดแคลนสื่อการเรียนการสอนที่ทันสมัย เช่น คอมพิวเตอร์ อินเทอร์เนต หรือ โทรทัศน์ ทำให้ขาดโอกาส ในการเพิ่มพูนและฝึกฝนทักษะต่างๆในการเรียนภาษาอังกฤษ	☐	☐	☐	☐	☐
20.2 การขาดการฝึกฝนและเรียนอย่างต่อเนื่อง จากเหตุการณ์ไม่สงบในพื้นที่เป็นผลให้ผลการเรียน ภาษาอังกฤษไม่ดีเท่าที่ควร	☐	☐	☐	☐	☐
20.3 ภาษาไทยของฉันไม่ดีเท่าที่ควร จึงทำให้ บางครั้งฟังครูสอนไม่กระจ่าง	☐	☐	☐	☐	☐
20.4 ฉันขาดการฝึกฝนและทบทวนบทเรียนที่เพียงพอ จึงทำให้ผลการเรียนไม่ดี	☐	☐	☐	☐	☐
20.5 ฉันไม่กล้าที่จะถามครูเมื่อมีข้อสงสัยในการเรียน	☐	☐	☐	☐	☐

A Needs Analysis of High School Students Learning English as a Third Language in Private Islamic Schools in Narathiwat

This questionnaire aims to find out the needs and the attitudes of students toward learning English in high school level. It should take about 15 minutes to complete this questionnaire. Please return the survey to the teacher when you finish.

DIRECTIONS: Please mark √ in the box □ and write your answer in the blank.
Part I : Personal Information
1. Sex: □ Male   □ Female
2. Age: _____
3. What grade are you in? _____
4. School name: _____
   Location of your school: _____
5. Number of years you have studied English: □ 1-5   □ 6-10
6. How well are you doing in English?
   □ Very well   □ Well
   □ Fair   □ Not very well
   □ Poor
(6.1) Which one of these skills can you do best?
   □ Listening   □ Speaking
   □ Reading   □ Writing
(6.2) Which one of the followings is your weakness skill?
   □ Listening   □ Speaking
   □ Reading   □ Writing
 7. Which language do you usually speak at home?
   Thai   □
   Melayu   □
 (7.1) What is your first language   □   Thai   □   Melayu
       What is your second language   □   Thai   □   Melayu
 (7.2) Which language do you mainly speak to friends at school?
   Thai   □
   Melayu   □
 (7.3) Which language do you mainly speak to Teachers at school?
   Thai   □
   Melayu   □
 (7.4) Which language do you speak in daily life like going to the market?
   Thai   □
   Melayu   □

Part II : Areas of problems that need to be improved
DIRECTIONS: <u>Decide whether you strongly agree (5), agree (4), undecided (3), disagree</u>
<u>(2), and strongly disagree (1) with each statement below. Mark √ in the appropriate box.</u>

5 4 3 2 1

1. English grammar is the most
    difficult part in English lessons. □ □ □ □ □
2. I cannot write sentences in English. □ □ □ □ □
3. It is hard to pronounce
    English words. □ □ □ □ □
4. Listening skill is the biggest
    problem for me. □ □ □ □ □
5. Sometimes, I need my teacher
    to give me explanation in Melayu. □ □ □ □ □
6. I cannot speak English fluently. □ □ □ □ □
7. I can speak English in words only. □ □ □ □ □
8. I always have spelling
    problems in my writing. □ □ □ □ □
9. It is not easy for me to
    remember new vocabulary. □ □ □ □ □
10. I think reading is my main
    problem in learning English. □ □ □ □ □

11. I have no chance to practice
    English outside the class. □ □ □ □ □
12. I have no ideas how to practice
    English in the class. □ □ □ □ □
13. I do not know how to use a
    dictionary. □ □ □ □ □

Part III : Purposes
14. I learn English because…..

5 4 3 2 1

14.1 I need to pass the exams
      and get good grades. □ □ □ □ □
14.2 I need to communicate with
      foreigners. □ □ □ □ □
14.3 I want to learn about other cultures. □ □ □ □ □
14.4 I want to go abroad. □ □ □ □ □
14.5 I want to get a good job when
      I leave school. □ □ □ □ □
14.6 I want to read in English. □ □ □ □ □
14.7 I need to continue my study at a
      higher level. □ □ □ □ □
14.8 I want to understand English
      in movies or TV programs. □ □ □ □ □
14.9 I want to gain knowledge
      from the Internet or other media. □ □ □ □ □
14.10 I love and enjoy learning English. □ □ □ □ □

Part IV : Needs
15. I would like to learn and focus more on…..

	5	4	3	2	1
15.1 reading	□	□	□	□	□
15.2 writing	□	□	□	□	□
15.3 listening	□	□	□	□	□
15.4 speaking	□	□	□	□	□
15.5 pronunciation	□	□	□	□	□
15.6 grammar	□	□	□	□	□
15.7 vocabulary	□	□	□	□	□

16. I like to learn by using ……

	5	4	3	2	1
16.1 books or magazines	□	□	□	□	□
16.2 Videos or TV programmes	□	□	□	□	□
16.3 CDs and computer in the language laboratory	□	□	□	□	□
16.4 songs	□	□	□	□	□
16.5 games	□	□	□	□	□

17. I prefer to study English….

17.1 in class	□	□	□	□	□
17.2 outside class by self-study	□	□	□	□	□

18. I am comfortable to work and learn…..

	5	4	3	2	1
18.1 individually	□	□	□	□	□
18.2 in pair	□	□	□	□	□
18.3 in a small group	□	□	□	□	□
18.4 in a large group	□	□	□	□	□
18.5 in the same sex group	□	□	□	□	□

Part V : Attitudes
19. In my opinion, I think…..

	5	4	3	2	1
19.1 English is not really necessary for me because I have no needs to use it in my daily life.	□	□	□	□	□
19.2 both Melayu and Thai are enough for me.	□	□	□	□	□
19.3 studying English is mostly a waste of time.	□	□	□	□	□
19.4 I enjoy studying English.	□	□	□	□	□
19.5 English is not too difficult for me.	□	□	□	□	□

Part VI : Problems
20. I think….

5 4 3 2 1

20.1 I have no chance to broaden English   □ □ □ □ □
skills from modern technologies
like computer, internet, and television.

20.2 Sometimes, my school have to be closed   □ □ □ □ □
because of the violent situations in
my province, so these problems can affect
my study as well.

20.3 Sometimes, I need my teacher to give me   □ □ □ □ □
Explanation in Melayu because
my Thai is not very good.

20.4 I got a bad grade in English because I   □ □ □ □ □
do not practice and read books very often.

20.5 I am always afraid to ask teacher   □ □ □ □ □
when I have questions in class.
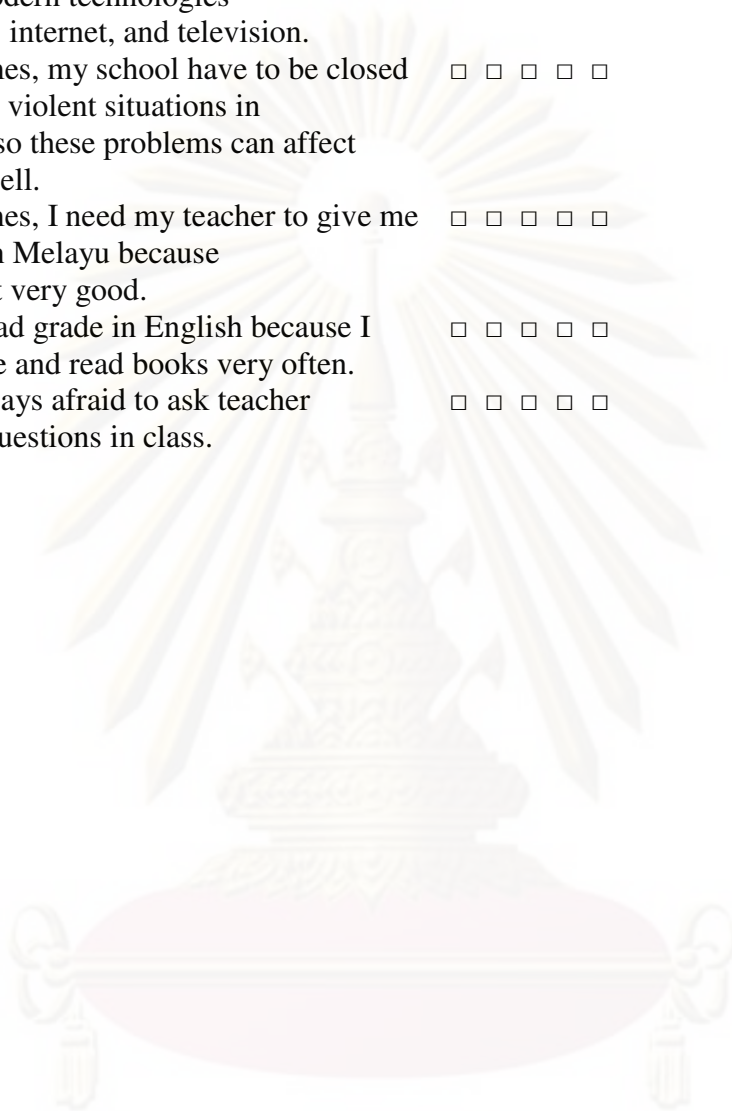
การศึกษาความต้องการในการเรียนภาษาอังกฤษเป็นภาษาที่สามของนักเรียนชั้นมัธยมศึกษาของโรงเรียน
เอกชนสอนศาสนาอิสลามในจังหวัดนราธิวาส

แบบสอบถามนี้จัดทำขึ้นเพื่อศึกษาความต้องการและทัศนคติและความเห็นของครูต่อการเรียน ภาษาอังกฤษ
ในระดับมัธยมศึกษาของนักเรียน คุณครูไม่ต้องระบุชื่อของตนเอง และโปรดตอบคำถามให้ตรงกับความเป็น
จริงมากที่สุด คุณครูมีเวลาในการทำแบบสอบถามประมาณ 15 นาที หลังจากทำแบบสอบถามเสร็จเรียบร้อย
กรุณาส่งคืนผู้เก็บแบบสอบถาม

คำสั่ง : กรุณาทำเครื่องหมาย √ ในช่องสี่เหลี่ยม ☐ และเขียนคำตอบลงในช่องว่าง
ส่วนที่ 1 : ข้อมูลส่วนบุคคล

1. **เพศ** : ☐ ชาย   ☐ หญิง

2. **อายุ** : _____

4. **โรงเรียน** : _____

  ที่ตั้งโรงเรียน : อำเภอ _____

5. **ระยะเวลาในการสอนภาษาอังกฤษ** :

   ☐ 1-5   ปี   ☐ 6-10 ปี   ☐ 11-15   ปี

   ☐ 16-20 ปี   ☐ 21-25 ปี   ☐ มากกว่า 26 ปี

6. **ระดับความสามารถในการใช้ภาษาอังกฤษ**

   ☐ ดีมาก   ☐ ดี

   ☐ พอใช้   ☐ ไม่ดีนัก

7. **ภาษาหลักที่ใช้สอนในห้องเรียน คือ**

   ☐ ภาษาไทย

   ☐ ภาษามลายู

   ☐ ภาษาอังกฤษ

ส่วนที่ 2 : ขอบเขตของปัญหาทักษะการใช้ภาษาอังกฤษในด้านต่าง ๆ ที่ต้องการปรับปรุงให้ดีขึ้น

คำสั่ง : กรุณาทำเครื่องหมาย √ ลงในช่องสี่เหลี่ยมในแต่ละข้อ โดยเลือก 5 ถ้าเห็นด้วยอย่างยิ่ง , เลือก 4 ถ้าเห็นด้วย , เลือก 3 ถ้าเฉยๆ หรือไม่แน่ใจว่าเห็นด้วยหรือไม่ , เลือก 2 ถ้าไม่เห็นด้วย , และ เลือก 1 ถ้าไม่เห็นด้วยอย่างยิ่ง

1. ในห้องเรียนภาษาอังกฤษ ฉันพบว่า...

	5	4	3	2	1
1.1 ไวยากรณ์เป็นส่วนที่ยากที่สุดในการเรียนภาษาอังกฤษของนักเรียน	☐	☐	☐	☐	☐
1.2 เด็กนักเรียนเขียนภาษาอังกฤษให้เป็นประโยคไม่ได้	☐	☐	☐	☐	☐
1.3 การออกเสียงคำในภาษาอังกฤษเป็นสิ่งที่ยากมากสำหรับเด็กนักเรียน	☐	☐	☐	☐	☐
1.4 ทักษะการฟังภาษาอังกฤษเป็นปัญหาใหญ่ที่สุดสำหรับเด็กนักเรียน	☐	☐	☐	☐	☐
1.5 ในบางครั้ง เด็กนักเรียนอยากให้ฉันอธิบายด้วยภาษามลายู	☐	☐	☐	☐	☐
1.6 เด็กนักเรียนพูดภาษาอังกฤษไม่คล่อง	☐	☐	☐	☐	☐
1.7 เด็กนักเรียนพูดภาษาอังกฤษได้เป็นคำๆเท่านั้น	☐	☐	☐	☐	☐
1.8 เด็กนักเรียนมักสะกดคำผิดเสมอเวลาเขียนภาษาอังกฤษ	☐	☐	☐	☐	☐
1.9 การจำคำศัพท์ใหม่ๆ เป็นสิ่งที่ยากสำหรับเด็กนักเรียน	☐	☐	☐	☐	☐
1.10 การอ่านเป็นปัญหาใหญ่ที่สุดสำหรับเด็กนักเรียน	☐	☐	☐	☐	☐
1.11 เด็กนักเรียนไม่รู้วิธีการใช้ดิกชันนารี	☐	☐	☐	☐	☐

ส่วนที่ 3 : จุดมุ่งหมายในการเรียนภาษาอังกฤษ

2. ในความคิดของฉัน ฉันคิดว่าเด็กนักเรียนเรียนภาษาอังกฤษเพราะว่า.....

	5	4	3	2	1
2.1 พวกเขาอยากสอบผ่านและได้เกรดดีๆ	☐	☐	☐	☐	☐
2.2 พวกเขาอยากติดต่อสื่อสารกับคนต่างชาติได้	☐	☐	☐	☐	☐
2.3 พวกเขาอยากเรียนรู้วัฒนธรรมอื่นๆ	☐	☐	☐	☐	☐
2.4 พวกเขาอยากไปต่างประเทศ	☐	☐	☐	☐	☐
2.5 พวกเขาอยากมีงานดีๆทำเมื่อเรียนจบ	☐	☐	☐	☐	☐
2.6 พวกเขาอยากอ่านหนังสือภาษาอังกฤษ	☐	☐	☐	☐	☐
2.7 พวกเขาอยากเรียนต่อสูงๆ	☐	☐	☐	☐	☐
2.8 พวกเขาอยากดูหนังและรายการทีวีที่เป็นภาษาอังกฤษ	☐	☐	☐	☐	☐
2.9 พวกเขาอยากเพิ่มพูนความรู้จากการเล่นอินเทอร์เนตหรือสื่อการเรียนรู้อื่น	☐	☐	☐	☐	☐
2.10 พวกเขาชอบและสนุกกับการเรียนภาษาอังกฤษ	☐	☐	☐	☐	☐

ส่วนที่ 4 : ความต้องการในการเรียนภาษาอังกฤษ

3. จากประสบการณ์ในการสอน ฉันคิดว่าเด็กนักเรียนควรจะเรียนภาษาอังกฤษและเน้นเป็นพิเศษในด้าน.....

	5	4	3	2	1
3.1 การอ่าน	☐	☐	☐	☐	☐
3.2 การเขียน	☐	☐	☐	☐	☐
3.3 การฟัง	☐	☐	☐	☐	☐
3.4 การพูด	☐	☐	☐	☐	☐
3.5 การออกเสียง	☐	☐	☐	☐	☐
3.6 ไวยากรณ์	☐	☐	☐	☐	☐
3.7 คำศัพท์	☐	☐	☐	☐	☐

4. ในชั้นเรียน เด็กนักเรียนอยากเรียนภาษาอังกฤษด้วย......

	5	4	3	2	1
4.1 การใช้หนังสือหรือนิตยสาร	☐	☐	☐	☐	☐
4.2 การใช้วิดีโอหรือดูรายการโทรทัศน์	☐	☐	☐	☐	☐
4.3 การใช้ซีดีและคอมพิวเตอร์ในห้องแล็บ	☐	☐	☐	☐	☐
4.4 เสียงเพลง	☐	☐	☐	☐	☐
4.5 การเล่นเกม	☐	☐	☐	☐	☐

5. ฉันชอบให้เด็กนักเรียนทำงานและเรียน.....

	5	4	3	2	1
5.1 คนเดียว	☐	☐	☐	☐	☐
5.2 เป็นคู่	☐	☐	☐	☐	☐
5.3 เป็นกลุ่มเล็กๆ	☐	☐	☐	☐	☐
5.4 เป็นกลุ่มใหญ่	☐	☐	☐	☐	☐
5.5 กับเพื่อนเพศเดียวกัน	☐	☐	☐	☐	☐

ส่วนที่ 5 : ทัศนคติต่อภาษาอังกฤษ (ความรู้สึกที่มีต่อภาษาอังกฤษ)

6. ในฐานะที่เป็นครู ฉันคิดว่า.....

	5	4	3	2	1
6.1 ภาษาอังกฤษมีความจำเป็นอย่างยิ่งสำหรับนักเรียน เพราะว่าพวกเขาต้องใช้ภาษาอังกฤษในชีวิตประจำวันอยู่แล้ว	☐	☐	☐	☐	☐
6.2 เด็กนักเรียนไม่สนุกกับการเรียนภาษาอังกฤษเหมือนวิชาอื่นๆ	☐	☐	☐	☐	☐
6.3 เด็กนักเรียนชอบการเรียนภาษาอังกฤษ	☐	☐	☐	☐	☐
6.4 การเรียนภาษาอังกฤษไม่ได้ยากเกินไปสำหรับเด็กนักเรียน	☐	☐	☐	☐	☐

A Needs Analysis of High School Students Learning English as a Third Language in Private Islamic Schools in Narathiwat

The purpose of this questionnaire is to identify English teachers' the attitudes and opinions about high school students' needs. It should take about 15 minutes and I would be grateful if you could complete it.

DIRECTIONS: Please mark √ in the box □ and write your answer in the blank.

Part I : Personal Information

1. Sex: Male   □   Female   □

2. Age: _____

3. School name: _____

   Location of your school: _____

4. Number of years you have taught English:

   1-5 □   6-10 □   11-15   □

16-20 □   21-25 □   More than 26 □

5. How well are you doing in English?

   Very well   □   Well   □

    Fair   □   Not very well   □

 6. Which language do you usually speak in your English class?

   Thai   □

   Melayu   □

   English   □

Part II : Areas of problems that need to be improved

DIRECTIONS: Decide whether you strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) with each statement below. Mark √ in the appropriate box.

1. In my class, I found that …..

	5	4	3	2	1
1.1 English grammar is the most difficult part for my students.	□	□	□	□	□
1.2 my students cannot write sentences in English.	□	□	□	□	□
1.3 it is hard for students to pronounce English words.	□	□	□	□	□
1.4 listening skill is the biggest problem for students.	□	□	□	□	□
1.5 sometimes, students need me to give them Explanation in Melayu.	□	□	□	□	□
1.6 students do not speak English fluently.	□	□	□	□	□
1.7 students can speak in words only.	□	□	□	□	□
1.8 students always write English words incorrectly.	□	□	□	□	□
1.9 it is not easy for my students to remember new vocabulary.	□	□	□	□	□

1.10 reading is the main problem ☐ ☐ ☐ ☐ ☐
    of my students in learning English.

1.11 my students do not know how to use a ☐ ☐ ☐ ☐ ☐
    dictionary.

Part III : Purposes
2. In my opinion, students are learning English because…..

                                                     5 4 3 2 1

2.1   they need to pass the exams ☐ ☐ ☐ ☐ ☐
       and get the good grades.

2.2 they need to communicate with ☐ ☐ ☐ ☐ ☐
       the foreigners.

2.3 they want to learn about other cultures. ☐ ☐ ☐ ☐ ☐

2.4 they want to go abroad. ☐ ☐ ☐ ☐ ☐

2.5 they need to get a good job when ☐ ☐ ☐ ☐ ☐
       they leave school.

2.6 they need to read books in English. ☐ ☐ ☐ ☐ ☐

2.7 they need to continue their studying ☐ ☐ ☐ ☐ ☐
       in a higher level.

2.8 they want to understand the English ☐ ☐ ☐ ☐ ☐
       in the movies or TV programs.

2.9 they need it to gain knowledge ☐ ☐ ☐ ☐ ☐
       from the Internet or other media.

2.10 they love and enjoy learning English. ☐ ☐ ☐ ☐ ☐

Part IV : Needs
3. From my experience in teaching, I think that students should study and focus more on…..

                                                     5 4 3 2 1

3.1 reading ☐ ☐ ☐ ☐ ☐
3.2 writing ☐ ☐ ☐ ☐ ☐
3.3 listening ☐ ☐ ☐ ☐ ☐
3.4 speaking ☐ ☐ ☐ ☐ ☐
3.5 pronunciation ☐ ☐ ☐ ☐ ☐
3.6 grammar ☐ ☐ ☐ ☐ ☐
3.7 vocabulary ☐ ☐ ☐ ☐ ☐

4. In the class, my students like to study by using……

                                                     5 4 3 2 1

4.1 books or magazines ☐ ☐ ☐ ☐ ☐
4.2 Videos or TV programmes ☐ ☐ ☐ ☐ ☐
4.3 CDs and computer in the ☐ ☐ ☐ ☐ ☐
       language laboratory
4.4 songs ☐ ☐ ☐ ☐ ☐
4.5 games ☐ ☐ ☐ ☐ ☐

5. I like students to work ……..

	5	4	3	2	1
5.1 individually	□	□	□	□	□
5.2 in pairs	□	□	□	□	□
5.3 in small groups	□	□	□	□	□
5.4 in one large group	□	□	□	□	□
5.5 in the same sex groups	□	□	□	□	□

Part V : Attitudes
6. As a teacher, I think…..

	5	4	3	2	1
6.1 English is really necessary for students because they need to use it in their daily life.	□	□	□	□	□
6.2 students do not enjoy studying English like other subjects.	□	□	□	□	□
6.3 my students prefer to study English.	□	□	□	□	□
6.4 English is too difficult for my students.	□	□	□	□	□
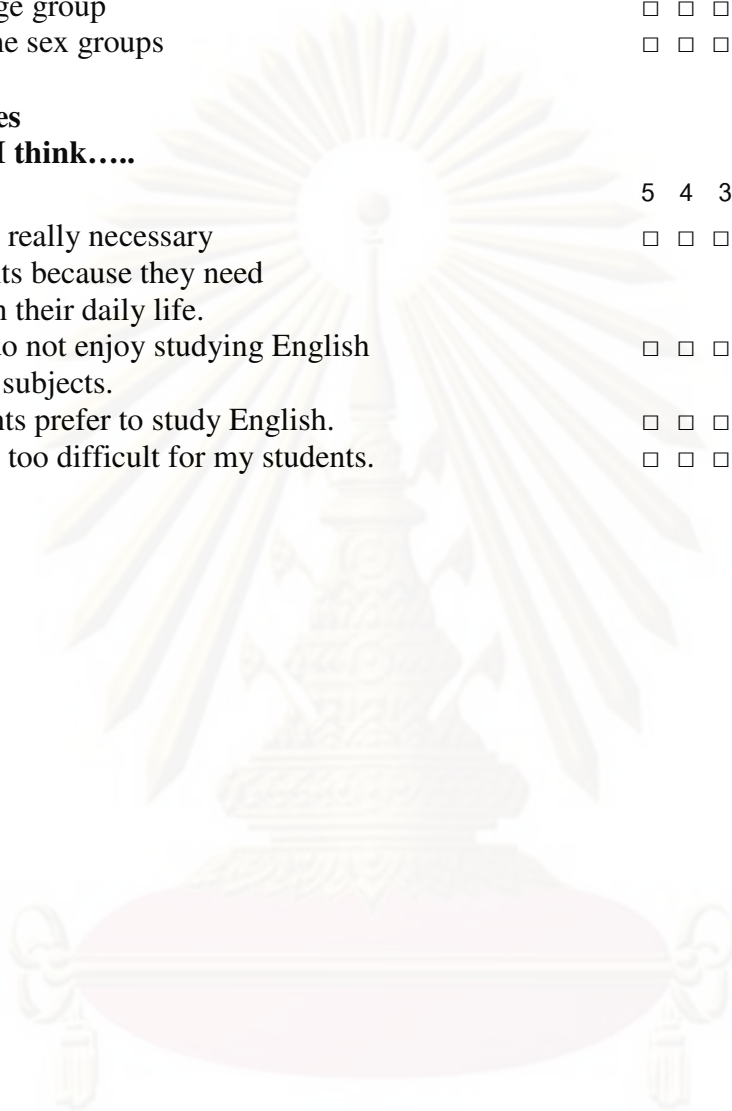
การศึกษาความต้องการในการเรียนภาษาอังกฤษเป็นภาษาที่สามของนักเรียนชั้นมัธยมศึกษาของโรงเรียน
เอกชนสอนศาสนาอิสลามในจังหวัดนราธิวาส

<u>แบบสอบถามนี้จัดทำขึ้นเพื่อศึกษาความคิดเห็นของผู้ปกครองต่อการเรียนภาษาอังกฤษในระดับมัธยมศึกษา
ของนักเรียน ผู้ปกครองมีเวลาในการทำแบบสอบถามประมาณ 15 นาที หลังจากทำแบบสอบถามเสร็จ
เรียบร้อย กรุณาส่งคืนผู้เก็บแบบสอบถาม</u>

<u>คำสั่ง</u> : <u>กรุณาทำเครื่องหมาย √ ในช่องสี่เหลี่ยม □ และเขียนคำตอบลงในช่องว่าง</u>
<u>ส่วนที่ 1</u> : **ข้อมูลส่วนบุคคล**

1. **เพศ** : ☐ ชาย   ☐ หญิง

2. **มีความสัมพันธ์กับนักเรียนในฐานะ:**

    ☐ บิดา   ☐ มารดา   ☐ บุคคลอื่น (โปรดระบุ) _____

3. **อายุ** : ☐ น้อยกว่า 40 ปี ☐ 40-45 ปี   ☐ 46-50 ปี

    ☐ 50-55 ปี   ☐ 56-60 ปี   ☐ มากกว่า 60 ปี

4. **ระดับการศึกษา:**

    ☐ ต่ำกว่ามัธยมศึกษา

    ☐ มัธยมศึกษา

    ☐ ปริญญาตรี

    ☐ ปริญญาโท

    ☐ อื่นๆ (โปรดระบุ) _____

5. **อาชีพ:** _____

6. **ภาษาหลักที่ใช้สื่อสารขณะอยู่บ้าน คือ**

    ☐ ภาษาไทย

    ☐ ภาษามลายู

  (6.1) **ภาษาที่เรียนเป็นภาษาที่ 1 คือ** ☐ ภาษาไทย   ☐ ภาษามลายู

     ภาษาที่เรียนเป็นภาษาที่ 2 คือ ☐ ภาษาไทย   ☐ ภาษามลายู

  (6.2) **ภาษาที่ใช้สื่อสารในชีวิตประจำวัน เช่น เวลาไปตลาด คือ**

    ☐ ภาษาไทย

    ☐ ภาษามลายู

<u>ส่วนที่ 2</u> : **ความคิดเห็นต่อการเรียนภาษาอังกฤษ**

คำสั่ง : <u>กรุณาทำเครื่องหมาย√ ลงในช่องสี่เหลี่ยมในแต่ละข้อ โดยเลือก 5 ถ้าเห็นด้วยอย่างยิ่ง , เลือก 4 ถ้าเห็นด้วย , เลือก 3 ถ้าเฉยๆ หรือไม่แน่ใจว่าเห็นด้วยหรือไม่ , เลือก 2 ถ้าไม่เห็นด้วย , และ เลือก 1 ถ้าไม่เห็นด้วยอย่างยิ่ง</u>

	5	4	3	2	1
1. ภาษาอังกฤษมีความจำสำหรับลูกฉันเพราะว่า พวกเขาต้องใช้ภาษาอังกฤษในชีวิตประจำวันอยู่แล้ว	☐	☐	☐	☐	☐
2. การที่ลูกของฉันได้เรียนภาษาอังกฤษเป็นเรื่องที่ดี	☐	☐	☐	☐	☐
3. ทั้งภาษามลายูและภาษาไทยก็เพียงพอสำหรับลูกฉันแล้ว	☐	☐	☐	☐	☐
4. เป็นการเสียเวลาเปล่าในการเรียนภาษาอังกฤษ	☐	☐	☐	☐	☐
5. ลูกควรจะสนใจการเรียนในวิชาอื่นๆมากกว่าภาษาอังกฤษ	☐	☐	☐	☐	☐
6. การเรียนภาษาอังกฤษทำให้ลูกฉันมีความเข้าใจและ ได้เรียนรู้วัฒนธรรมอื่นๆ	☐	☐	☐	☐	☐
7. การมีความรู้ทางภาษาอังกฤษในระดับดีทำให้ลูกฉันมี งานดีๆทำได้	☐	☐	☐	☐	☐
8. การเรียนภาษาอังกฤษทำให้ลูกฉันเรียนมีโอกาสมากขึ้น ในการเรียนต่อในระดับสูง	☐	☐	☐	☐	☐
9. การเรียนภาษาอังกฤษนั้นแสดงถึงความเป็นผู้มีการศึกษา	☐	☐	☐	☐	☐
10. การเรียนภาษาอังกฤษทำให้ลูกติดต่อสื่อสารกับคนต่างชาติได้	☐	☐	☐	☐	☐
11. การเรียนภาษาอังกฤษทำให้ลูกมีความรู้เพิ่มขึ้น	☐	☐	☐	☐	☐

<u>ส่วนที่ 3</u> : **การส่งเสริมต่อการเรียนภาษาอังกฤษ**

คำสั่ง : <u>กรุณาทำเครื่องหมาย √ ลงในช่องสี่เหลี่ยมในแต่ละข้อ โดยเลือก 5 ถ้าเห็นด้วยอย่างยิ่ง , เลือก 4 ถ้าเห็นด้วย , เลือก 3 ถ้าเฉยๆ หรือไม่แน่ใจว่าเห็นด้วยหรือไม่ , เลือก 2 ถ้าไม่เห็นด้วย , และ เลือก 1 ถ้าไม่เห็นด้วยอย่างยิ่ง</u>

	5	4	3	2	1
1. ฉันให้ลูกเรียนภาษาอังกฤษที่โรงเรียนกวดวิชาหรือให้แกเรียนพิเศษ	☐	☐	☐	☐	☐
2. ฉันให้ลูกเรียนภาษาอังกฤษกับครูตัวต่อตัวที่บ้าน	☐	☐	☐	☐	☐
3. ฉันส่งเสริมให้ลูกฝึกฝนทักษะทางภาษาอังกฤษโดย การซื้อสิ่งพิมพ์ในภาษาอังกฤษ เช่น หนังสือพิมพ์ภาษาอังกฤษ หนังสือการ์ตูน นวนิยาย และนิตยสาร	☐	☐	☐	☐	☐
4. ฉันซื้อสื่อการเรียนภาษาอังกฤษที่เป็นทางภาพและเสียง เช่น ซีดีรอม ภาพยนตร์ และเพลง	☐	☐	☐	☐	☐
5. ฉันสอนภาษาอังกฤษให้ลูกในบางครั้ง	☐	☐	☐	☐	☐

6. ฉันซื้อเกมเพื่อให้ลูกได้ฝึกทักษะทางภาษาอังกฤษ ☐ ☐ ☐ ☐ ☐
เช่น scrabble และ crossword

7. ฉันคอยกวดขันให้ลูกทำการบ้านวิชาภาษาอังกฤษ ☐ ☐ ☐ ☐ ☐
เหมือนวิชาอื่นๆเสมอ

8. ฉันให้ลูกเรียนวิชาภาษาอังกฤษในช่วงปิดเทอมเพื่อ ☐ ☐ ☐ ☐ ☐
ให้มีความรู้ทักษะทางภาษาอังกฤษเพิ่มขึ้น

9. ฉันติดตามข่าวเกี่ยวกับค่ายหรือกิจกรรมทางภาษาอังกฤษ ☐ ☐ ☐ ☐ ☐
ให้ลูกในหนังสือพิมพ์หรือนิตยสารเสมอ

10. ฉันให้ลูกดูรายการโทรทัศน์เกี่ยวกับภาษาอังกฤษ ☐ ☐ ☐ ☐ ☐

11. ฉันซื้อแบบฝึกหัดภาษาอังกฤษมาให้ลูกในบางครั้ง ☐ ☐ ☐ ☐ ☐

A Needs Analysis of Secondary School Students Learning English as a Third Language in Private Islamic Schools in Narathiwat

This questionnaire aims to explore the parents' opinions toward learning English. It should take about 15 minutes to complete this questionnaire. Please return the survey to the researcher when you finish.

DIRECTIONS: Please mark √ in the box □ and write your answer in the blank.
Part I : Personal Information
1. Sex: □ Male □ Female
2. I am □ father □ mother □ Other (please specify)_____
3. Age: □ Below 40 years □ 40-45 years □ 46-50 years
□ 50-55 years □ 56-60 years □ More than 60 years
4. Education: □ Lower than secondary level
□ Secondary level
□ Bachelor's Degree
□ Master's Degree
□ Other (please specify)_____
5. Occupation: _____
6. Which language do you usually speak at home?
Thai □
Melayu □
(6.1) What is your first language □ Thai □ Melayu
What is your second language □ Thai □ Melayu
(6.2) Which language do you speak in daily life like going to the market?
Thai □
Melayu □

Part II : Opinions toward learning English
DIRECTIONS: Decide whether you strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) with each statement below. Mark √ in the appropriate box.

	5	4	3	2	1
1. English is necessary for my children because they need to use English in their daily life.	□	□	□	□	□
2. It is good for my children to study English at school.	□	□	□	□	□
3. Both Melayu and Thai are enough for my children.	□	□	□	□	□
4. Studying English is mostly a waste of time.	□	□	□	□	□
5. My children should emphasize more on other subjects than English.	□	□	□	□	
6. Studying English allows my children to understand and learn other cultures.	□	□	□	□	□
7. My children can get a good job if they have a high level of proficiency in English.	□	□	□	□	□
8. English allows my children to continue their study in a higher level.	□	□	□	□	□

9. Studying English can be a mark of an   □ □ □ □ □
    educated person.
10. Studying English allows my children to   □ □ □ □ □
    communicate with foreigners in English.
11. Studying English can broaden   □ □ □ □ □
    my children's knowledge.

Part III : The support in learning English
DIRECTIONS: Decide whether you strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) with each statement below. Mark √ in the appropriate box.

                                                          5 4 3 2 1

1. I have my children study English at the   □ □ □ □ □
    tutorial school.
2. I have my children study English with   □ □ □ □ □
    private teacher at home.
3. I support my children by buying them some   □ □ □ □ □
    English written texts such as newspaper,
    cartoon books, novels, and magazines.
4. I buy them some visual or audio materials in   □ □ □ □ □
    English such as CD-ROM, movies, and CDs.
5. Sometimes, I teach English to my children.   □ □ □ □ □
6. Sometimes, I buy them game or quiz to   □ □ □ □ □
    let them practice English skills such as
    scrabble or crosswords.
7. I always motivate my children to do   □ □ □ □ □
    English homework like other subjects.
8. I have my children enroll in extra courses   □ □ □ □ □
    in the summer in order to increase
    their English skills.
9. I always read the newspapers or magazines   □ □ □ □ □
    to find out about English extracurricular
    activities or English camps for my children.
10. I let my children watch English   □ □ □ □ □
    programs on television.
11. Sometimes, I buy some English workbooks   □ □ □ □ □
    for my children to practice the English
    language skills.

APPENDIX D
คำถามที่ใช้ในการสัมภาษณ์สำหรับนักเรียน

1. จุดมุ่งหมายของการเรียนภาษาอังกฤษคืออะไร เพราะอะไร

2. อยากพูดภาษาอังกฤษได้ไหม เพราะอะไร

3. อยากเรียนภาษาอังกฤษกับสื่อการสอนชนิดใดบ้างในห้องเรียน

4. ชอบเรียนภาษาอังกฤษหรือไม่ เพราะอะไร

5. คิดว่าอะไรที่ยากที่สุดในการเรียนภาษาอังกฤษ เพราะอะไร

6. คิดหรือมีความรู้สึกอย่างไรในการเรียนภาษาอังกฤษเป็นภาษาที่สาม และคิดว่าการเรียนภาษาอังกฤษเป็น ภาษาที่สามของตนเองนั้นสำคัญหรือไม่

7. อยากเรียนอะไรเพิ่มเติมหรือไม่ เพราะอะไร

8. มีอุปสรรคหรือปัญหาอะไรบ้างหรือไม่ในการเรียนภาษาอังกฤษ

9. คิดว่าผลจากเหตุการณ์ความไม่สงบมีผลต่อการเรียนภาษาอังกฤษของนักเรียนรึเปล่า ถ้ามี มีอย่างไร

10. คิดว่าการเรียนภาษาอังกฤษในแต่ละอาทิตย์ เพียงพอรึเปล่า ถ้าไม่พอ อยากให้เพิ่มเวลาเรียนมากน้อยแค่ ไหน

11. คิดว่าสื่อการเรียนการสอนที่มีอยู่ในตอนนี้เพียงพอแล้วหรือยัง และอยากให้เพิ่มสื่อการเรียนการสอนชนิด ใดบ้าง เพราะอะไร

12. อยากให้ครูใช้ภาษาอะไรในการสอนภาษาอังกฤษ (ไทย มลายู หรือ อังกฤษ) เพราะอะไร

คำถามที่ใช้ในการสัมภาษณ์สำหรับครู

1. ปฏิกิริยาเด็กนักเรียนเป็นอย่างไรบ้างในการเรียนการสอน

2. วิธีการสอนของครูเป็นอย่างไรบ้าง มีกิจกรรมอะไรบ้างในห้องเรียน

3. สื่อการสอนที่ครูใช้ในห้องเรียนมีอะไรบ้าง และผลตอบรับจากเด็กนักเรียนเป็นอย่างไร

4. มีสื่อการเรียนการสอนพอหรือไม่ เพราะอะไร

5. อยากใช้สื่อการสอนใดที่ยังไม่เคยใช้ในการสอนเด็กนักเรียน เพราะอะไร

6. ครูใช้ภาษาใดในการสอนเด็กนักเรียน เพราะอะไร

7. เหตุการณ์ความไม่สงบส่งผลกระทบต่อการเรียนการสอนหรือไม่ อย่างไร

8. เด็กนักเรียนมีปัญหากับทักษะใดมากที่สุดในการเรียน เพราะอะไร

9. เด็กนักเรียนมีปัญหากับทักษะใดน้อยที่สุดในการเรียน เพราะอะไร

10. ความคิดเห็นหรือข้อเสนอแนะในการเรียนการสอนภาษาอังกฤษ

1. คิดอย่างไรกับการเรียนภาษาอังกฤษ? จำเป็นไหมที่ต้องเรียน เพราะอะไร

2. ภาษาอังกฤษมีบทบาทในชีวิตประจำวันบ้างหรือไม่ อย่างไร?

3. ทางครอบครัวมีส่วนช่วยในการเรียนภาษาอังกฤษของลูกอย่างไรบ้าง (เช่นทบทวน/สอนลูกเพิ่มเติม - พาไปเรียน

    พิเศษ)? ถ้าไม่มี เพราะอะไร

4. คิดว่าการที่ลูกรู้ภาษาไทยและภาษามลายูนั้น เพียงพอแล้วยัง เพราะอะไร?

5. คิดว่าการเรียนภาษาอังกฤษจะช่วยเพิ่มโอกาสในด้านต่างๆ ให้กับลูกรึเปล่า เพราะอะไร เช่น การได้ทุนเรียนต่อ /

    การได้ทำงานในตำแหน่งดีๆ เงินเดือนสูงๆ

6. เคยซื้อหนังสือพิมพ์หรือนิตยสารภาษาอังกฤษมาให้ลูกได้ฝึกอ่านบ้างไหม ถ้าเคย เพราะอะไร ถ้าไม่เคย เพราะ

    อะไร

7. คิดว่าลูกควรทุ่มเทกับการเรียนภาษาอังกฤษเท่ากับวิชาอื่นหรือเปล่า เพราะอะไร

8. คิดว่าการเรียนภาษาอังกฤษเป็นการเสียเวลาเปล่าหรือไม่ อย่างไร

9. คิดว่าเหตุการณ์ความไม่สงบในพื้นที่ตอนนี้ มีผลกระทบต่อการเรียนของลูกหรือเปล่า รวมถึงวิชาภาษาอังกฤษ

    ด้วย เพราะอะไร

Observation Form

Course Title: _____ Teacher: _____

School: _____ Number of students: _____

Lesson Objectives: _____

Length of Course: _____ Length of Observation: _____

Observer: _____ Date: _____

	Improvement Needed	Satisfactory	Excellent	Comments/Notes
Class organization				
1. Reviews the prior lesson				
2. Explains the objective of the lesson clearly				
3. Summarizes the major points at the end of the class				
4. Informs students to prepare the lesson for the next class				
5. Starts and ends class on time				
6. Time management in each activity				
Materials				
1. Provides well-designed materials				
2. Uses the prepared materials efficiently				
3. Materials are appropriate for the lesson				
4. Uses electronic instruments (videos, CDs, computer, overhead)				

	Improvement Needed	Satisfactory	Excellent	Comments/Notes
Instructional Techniques				
1. Provides some games				
2. Provides a small group discussion				
3. Explains concepts simply and clearly				
4. Provides clear examples to explain the concepts				
Teacher-Student Interaction				
1. Responds appropriately to student questions and comments				
2. Treats all students in a fair and manner				
3. Observes and monitors students on their works/activities				
4. Is enthusiastic and willing to answer the questions				
Student-Student interaction				
1. Cooperate with other classmates in group work				
2. Discuss the lesson				
3. Help to explain other classmates in the difficult topics				
4. Support others when they have performance in class				

	Improvement Needed	Satisfactory	Excellent	Comments/Notes
Motivation				
1. Uses games before starting the lesson				
2. Provides some quiz or questions related to the lesson				
3. Rewards by giving the praise				
4. Challenges students by providing the difficult ideas				
Student Responses				
1. Active to answer the questions				
2. Attention				
3. Comments to the lesson/class				

Language Used in Class

	Thai	Melayu	English
Teacher-Students			
Students-Teacher			
Students-Students			

Student Questionnaire

Items	1	2	3	Mean
Part II: Problems				
1. ไวยากรณ์เป็นส่วนที่ยากที่สุดในการเรียนภาษาอังกฤษ	1	1	1	1
2. ฉันเขียนภาษาอังกฤษให้เป็นประโยคไม่ได้	1	1	1	1
3. การออกเสียงคำในภาษาอังกฤษเป็นสิ่งที่ยากมาก	1	1	1	1
4. ทักษะการฟังภาษาอังกฤษเป็นปัญหาใหญ่ที่สุดสำหรับฉัน	1	1	1	1
5. ในบางครั้ง ฉันอยากให้ครูอธิบายด้วยภาษามลายู	1	1	1	1
6. ฉันพูดภาษาอังกฤษไม่คล่อง	1	0	1	0.66
7. ฉันพูดภาษาอังกฤษได้เป็นคำๆเท่านั้น	1	1	0	0.66
8. ฉันมักสะกดคำผิดเสมอเวลาเขียนภาษาอังกฤษ	1	1	1	1
9. การจำคำศัพท์ใหม่ๆ เป็นสิ่งที่ยากสำหรับฉัน	1	1	1	1
10. การอ่านเป็นปัญหาใหญ่ที่สุดสำหรับฉัน	1	1	1	1
11. ฉันไม่ค่อยมีโอกาสฝึกการใช้ภาษาอังกฤษนอกห้องเรียน	1	0	1	0.66
12. ฉันไม่รู้ว่าจะสามารถฝึกฝนทักษะภาษาอังกฤษในชั้นเรียนได้อย่างไร	0	1	1	0.66
13. ฉันไม่รู้วิธีการใช้ดิกชันนารี	1	1	1	1
Part III: Purposes				
14. ฉันเรียนภาษาอังกฤษเพราะว่า…..				
14.1 อยากสอบผ่านและได้เกรดดีๆ	1	0	1	0.66
14.2 อยากติดต่อสื่อสารกับคนต่างชาติได้	1	1	1	1
14.3 อยากพบปะผู้คนมากมายจากต่างสังคม	1	1	-1	0.33
14.4 อยากเรียนรู้วัฒนธรรมอื่นๆ	1	1	1	1
14.5 อยากไปต่างประเทศ	1	1	1	1
14.6 อยากมีงานดีๆทำเมื่อเรียนจบ	1	1	1	1
14.7 อยากอ่านหนังสือภาษาอังกฤษ	1	1	1	1
14.8 อยากเรียนต่อสูงๆ	1	1	1	1

Items	1	2	3	Mean
14.9 อยากดูหนังและรายการทีวีที่เป็นภาษาอังกฤษ	1	1	1	1
Items	**1**	**2**	**3**	**Mean**
14.11 ชอบและสนุกกับการเรียนภาษาอังกฤษ	1	1	1	1
14.12 ต้องเรียนตามหลักสูตร	0	1	1	0.66
Part IV: Needs **15. ฉันอยากเรียนภาษาอังกฤษและเน้นเป็นพิเศษใน ด้าน.....**				
15.1 การอ่าน	1	1	1	1
15.2 การเขียน	1	1	1	1
15.3 การฟัง	1	1	1	1
15.4 การพูด	1	1	1	1
15.5 การออกเสียง	1	1	1	1
15.6 ไวยากรณ์	1	1	1	1
15.7 คำศัพท์	1	1	1	1
16. ฉันอยากเรียนภาษาอังกฤษด้วย......				
16.1 การใช้หนังสือหรือนิตยสาร	1	1	1	1
16.2 การใช้วิดีโอหรือดูรายการโทรทัศน์	1	1	1	1
16.3 การใช้ซีดีและคอมพิวเตอร์ในห้องแล็บ	1	1	1	1
16.4 เสียงเพลง	1	1	1	1
16.5 การฟังรายการวิทยุ	1	1	1	1
16.6 การเล่นเกม	1	1	1	1
17. ฉันชอบเรียนภาษาอังกฤษ...				
17.1 ในห้องเรียนกับเพื่อน	1	1	1	1
17.2 นอกห้องเรียนกับครูส่วนตัว	1	1	1	1
18. ฉันรู้สึกสบายใจที่จะทำงานและเรียน.....				
18.1 คนเดียว	1	1	1	1
18.2 เป็นคู่	1	1	1	1
18.3 เป็นกลุ่มเล็กๆ	1	1	1	1
18.4 เป็นกลุ่มใหญ่	1	1	1	1
18.5 กับเพื่อนเพศเดียวกัน	1	1	1	1

19. ในความคิดฉัน ฉันคิดว่า.....				
19.1 ภาษาอังกฤษไม่ได้มีความจำเป็นสำหรับฉันเลย เพราะว่าฉันไม่ได้ใช้ในชีวิตประจำวันอยู่แล้ว	1	1	1	1
19.2 ทั้งภาษามลายูและภาษาไทยก็เพียงพอแล้วสำหรับฉัน	1	1	1	1
19.3 เสียเวลาเปล่าในการเรียนภาษาอังกฤษ	1	1	0	0.66
19.4 ฉันสนุกกับการเรียนภาษาอังกฤษเหมือนวิชาอื่นๆ	1	1	1	1
19.5 การเรียนภาษาอังกฤษไม่ได้ยากเกินไปสำหรับฉัน	1	1	1	1
Part VI: Problems **20. ในความคิดฉัน ฉันคิดว่า.....**				
20.1 การขาดแคลนสื่อการเรียนการสอนที่ทันสมัย เช่น คอมพิวเตอร์ อินเทอร์เนต หรือ โทรทัศน์ ทำให้ขาดโอกาสในการเพิ่มพูนและฝึกฝนทักษะต่างๆในการเรียนภาษาอังกฤษ	0	1	1	0.66
20.2 การขาดการฝึกฝนและเรียนอย่างต่อเนื่อง จากเหตุการณ์ไม่สงบในพื้นที่ เป็นผลให้ผลการเรียนภาษาอังกฤษไม่ดีเท่าที่ควร	1	0	1	0.66
20.3 ภาษาไทยของฉันไม่ดีเท่าที่ควร จึงทำให้บางครั้งฟังครูสอนไม่กระจ่าง	1	0	1	0.66
20.4 ฉันขาดการฝึกฝนและทบทวนบทเรียนที่เพียงพอจึงทำให้ผลการเรียนไม่ดี	1	1	0	0.66
20.5 ฉันไม่กล้าที่จะถามครูเมื่อมีข้อสงสัยในการเรียน	0	1	1	0.66
Grand Mean				0.91

Teacher Questionnaire

Items	1	2	3	**Mean**
Part II: Problems				
1. ในห้องเรียนภาษาอังกฤษ ฉันพบว่า…				
1.1 ไวยากรณ์เป็นส่วนที่ยากที่สุดในการเรียนภาษาอังกฤษของนักเรียน	1	1	1	1
1.2 เด็กนักเรียนเขียนภาษาอังกฤษให้เป็นประโยคไม่ได้	1	1	1	1
1.3 การออกเสียงคำในภาษาอังกฤษเป็นสิ่งที่ยากมากสำหรับเด็กนักเรียน	1	1	1	1
1.4 ทักษะการฟังภาษาอังกฤษเป็นปัญหาใหญ่ที่สุดสำหรับเด็กนักเรียน	1	1	1	1
1.5 ในบางครั้ง เด็กนักเรียนอยากให้ฉันอธิบายด้วยภาษามลายู	1	1	1	1
1.6 เด็กนักเรียนพูดภาษาอังกฤษไม่คล่อง	1	0	1	0.66
1.7 เด็กนักเรียนพูดภาษาอังกฤษได้เป็นคำๆเท่านั้น	1	1	0	0.66
1.8 เด็กนักเรียนมักสะกดคำผิดเสมอเวลาเขียนภาษาอังกฤษ	1	1	1	1
1.9 การจำคำศัพท์ใหม่ๆ เป็นสิ่งที่ยากสำหรับเด็กนักเรียน	1	1	1	1
1.10 การอ่านเป็นปัญหาใหญ่ที่สุดสำหรับเด็กนักเรียน	1	1	1	1
1.11 เด็กนักเรียนไม่ค่อยมีโอกาสฝึกการใช้ภาษาอังกฤษนอกห้องเรียน	-1	1	1	0.33
1.12 เด็กนักเรียนไม่รู้วิธีการใช้ดิกชันนารี	1	1	1	1
Part III : Purposes				
2. ในความคิดของฉัน ฉันคิดว่าเด็กนักเรียนเรียนภาษาอังกฤษเพราะว่า…..				
2.1 พวกเขาอยากสอบผ่านและได้เกรดดีๆ	1	0	1	0.66
2.2 พวกเขาอยากติดต่อสื่อสารกับคนต่างชาติได้	1	1	1	1
2.3 พวกเขาอยากพบปะผู้คนมากมายจากต่างสังคม	-1	1	1	0.33
2.4 พวกเขาอยากเรียนรู้วัฒนธรรมอื่นๆ	1	1	1	1
2.5 พวกเขาอยากไปต่างประเทศ	1	1	1	1
2.6 พวกเขาอยากมีงานดีๆทำเมื่อเรียนจบ	1	1	1	1
2.7 พวกเขาอยากอ่านหนังสือภาษาอังกฤษ	1	1	1	1

2.8 พวกเขาอยากเรียนต่อสูงๆ	1	1	1	1
2.9 พวกเขาอยากดูหนังและรายการทีวีที่เป็นภาษาอังกฤษ	1	1	1	1
2.10 พวกเขาอยากเพิ่มพูนความรู้จากการเล่นอินเทอร์เนตหรือสื่อการเรียนรู้อื่น	1	1	1	1
2.11 พวกเขาชอบและสนุกกับการเรียนภาษาอังกฤษ	1	1	1	1
2.12 พวกเขาต้องเรียนตามหลักสูตร	1	-1	1	0.33
Part IV: Needs 3. จากประสบการณ์ในการสอน ฉันคิดว่าเด็กนักเรียนควรจะเรียนภาษาอังกฤษและเน้นเป็นพิเศษในด้าน…..				
3.1 การอ่าน	1	1	1	1
3.2 การเขียน	1	1	1	1
3.3 การฟัง	1	1	1	1
3.4 การพูด	1	1	1	1
3.5 การออกเสียง	1	1	1	1
3.6 ไวยากรณ์	1	1	1	1
3.7 คำศัพท์	1	1	1	1
4. ในชั้นเรียน เด็กนักเรียนอยากเรียนภาษาอังกฤษด้วย……				
4.1 การใช้หนังสือหรือนิตยสาร	1	1	1	1
4.2 การใช้วิดีโอหรือดูรายการโทรทัศน์	1	1	1	1
4.3 การใช้ซีดีและคอมพิวเตอร์ในห้องแล็บ	1	1	1	1
4.4 เสียงเพลง	1	1	1	1
4.5 การฟังรายการวิทยุ	1	1	1	1
4.6 การเล่นเกม	1	1	1	1
5. ฉันชอบให้เด็กนักเรียนทำงานและเรียน…..				
5.1 คนเดียว	1	1	1	1
5.2 เป็นคู่	1	1	1	1
5.3 เป็นกลุ่มเล็กๆ	1	1	1	1
5.4 เป็นกลุ่มใหญ่	1	1	1	1
5.5 กับเพื่อนเพศเดียวกัน	1	1	1	1

Part V: Attitudes

6. ในฐานะที่เป็นครู ฉันคิดว่า.....

	1	1	1	1
6.1 ภาษาอังกฤษมีความจำเป็นอย่างยิ่งสำหรับนักเรียน เพราะว่าพวกเขาต้องใช้ภาษาอังกฤษในชีวิตประจำวันอยู่ แล้ว	1	1	1	1
6.2 ไม่เป็นการเสียเวลาเปล่าเลยในการเรียนภาษาอังกฤษ	1	1	-1	0.33
6.3 เด็กนักเรียนไม่สนุกกับการเรียนภาษาอังกฤษเหมือน วิชาอื่นๆ	1	1	1	1
6.4 เด็กนักเรียนชอบการเรียนภาษาอังกฤษ	1	1	1	1
6.5 การเรียนภาษาอังกฤษไม่ได้ยากเกินไปสำหรับเด็ก นักเรียน	1	1	1	1
Grand Mean				0.92

Parents Questionnaire

Items	1	2	3	**Mean**
Part II: Opinions toward English learning				
1. ภาษาอังกฤษมีความจำสำหรับลูกฉันเพราะว่าพวกเขา ต้องใช้ภาษาอังกฤษในชีวิตประจำวันอยู่แล้ว	1	1	1	1
2. การที่ลูกของฉันได้เรียนภาษาอังกฤษเป็นเรื่องที่ดี	1	1	1	1
3. ทั้งภาษามลายูและภาษาไทยก็เพียงพอสำหรับลูกฉัน แล้ว	1	1	1	1
4. เป็นการเสียเวลาเปล่าในการเรียนภาษาอังกฤษ	1	1	0	0.66
5. ลูกควรจะสนใจการเรียนในวิชาอื่นๆมากกว่า ภาษาอังกฤษ	1	1	1	1
6. การเรียนภาษาอังกฤษทำให้ลูกฉันมีความเข้าใจและได้ เรียนรู้วัฒนธรรมอื่นๆ	1	1	1	1
7. การมีความรู้ทางภาษาอังกฤษในระดับดีทำให้ลูกฉันมี งานดีๆทำได้	1	1	1	1
8. การเรียนภาษาอังกฤษทำให้ลูกฉันได้พบปะผู้คน มากมายจากต่างสังคมได้	-1	1	1	0.33

9. การเรียนภาษาอังกฤษทำให้ลูกฉันมีโอกาสมากขึ้นในการเรียนต่อในระดับสูง	1	1	1	1
10. การเรียนภาษาอังกฤษนั้นแสดงถึงความเป็นผู้มีการศึกษา	1	1	1	1
Part III: Support for English learning 1. ฉันให้ลูกเรียนภาษาอังกฤษที่โรงเรียนกวดวิชาหรือให้แกเรียนพิเศษ	1	1	1	1
2. ฉันให้ลูกเรียนภาษาอังกฤษกับครูตัวต่อตัวที่บ้าน	1	1	1	1
3. ฉันส่งเสริมให้ลูกฝึกฝนทักษะทางภาษาอังกฤษโดยการซื้อสิ่งพิมพ์ในภาษาอังกฤษ เช่น หนังสือพิมพ์ภาษาอังกฤษ หนังสือการ์ตูน นวนิยาย และนิตยสาร	1	1	1	1
4. ฉันซื้อสื่อการเรียนภาษาอังกฤษที่เป็นทางภาพและเสียง เช่น ซีดีรอม ภาพยนตร์ และเพลง	1	1	1	1
5. ฉันคอยบอกลูกถึงความสำคัญของภาษาอังกฤษเสมอ	1	-1	1	0.33
6. โดยปกติฉันมักให้รางวัลเมื่อลูกสอบภาษาอังกฤษได้คะแนนดีๆ	-1	1	1	0.33
7. ฉันสอนภาษาอังกฤษให้ลูกในบางครั้ง	1	1	1	1
8. ฉันซื้อเกมเพื่อให้ลูกได้ฝึกทักษะทางภาษาอังกฤษ เช่น scrabble และ crossword	1	1	1	1
9. ฉันคอยกวดขันให้ลูกทำการบ้านวิชาภาษาอังกฤษเหมือนวิชาอื่นๆเสมอ	1	1	0	0.66
10. ฉันให้ลูกเรียนวิชาภาษาอังกฤษในช่วงปิดเทอมเพื่อให้มีความรู้ทักษะทางภาษาอังกฤษเพิ่มขึ้น	1	1	1	1
			Grand Mean	0.86

Student Interview Protocol

Items	1	2	3	Mean
1. จุดมุ่งหมายของการเรียนภาษาอังกฤษคืออะไร เพราะอะไร	0	1	1	0.66
2. อยากพูดภาษาอังกฤษได้ไหม เพราะอะไร	1	0	1	0.66
3. อยากเรียนภาษาอังกฤษกับสื่อการสอนชนิดใดบ้างในห้องเรียน	1	1	0	0.66
4. ชอบเรียนภาษาอังกฤษหรือไม่ เพราะอะไร	1	1	1	1
5. คิดว่าอะไรที่ยากที่สุดในการเรียนภาษาอังกฤษ เพราะอะไร	1	1	1	1
6. คิดหรือมีความรู้สึกอย่างไรในการเรียนภาษาอังกฤษเป็นภาษาที่สาม และคิดว่าการเรียนภาษาอังกฤษเป็นภาษาที่สามของตนเองนั้นสำคัญหรือไม่	1	1	1	1
7. นอกจากบทเรียนภาษาอังกฤษที่เรียนอยู่แล้ว อยากเรียนภาษาอังกฤษที่ต่างจากบทเรียนที่มีอยู่หรือไม่ อย่างไร	0	0	1	0.33
8. มีอุปสรรคหรือปัญหาอะไรบ้างหรือไม่ในการเรียนภาษาอังกฤษ	1	1	1	1
9. คิดว่าผลจากเหตุการณ์ความไม่สงบมีผลต่อการเรียนภาษาอังกฤษของนักเรียนรึเปล่า ถ้ามี มีอย่างไร	1	0	1	0.66
10. คิดว่าการเรียนภาษาอังกฤษในแต่ละอาทิตย์ เพียงพอรึเปล่า ถ้าไม่พอ อยากให้เพิ่มเวลาเรียนมากน้อยแค่ไหน	1	1	1	1
11. คิดว่าสื่อการเรียนการสอนที่มีอยู่ในตอนนี้เพียงพอแล้วหรือยัง และอยากให้เพิ่มสื่อการเรียนการสอนชนิดใดบ้าง เพราะอะไร	1	1	1	1
12. อยากให้ครูใช้ภาษาอะไรในการสอนภาษาอังกฤษ (ไทย มลายู หรือ อังกฤษ) เพราะอะไร	1	1	1	1
Grand Mean				0.83

Teacher Interview Protocol

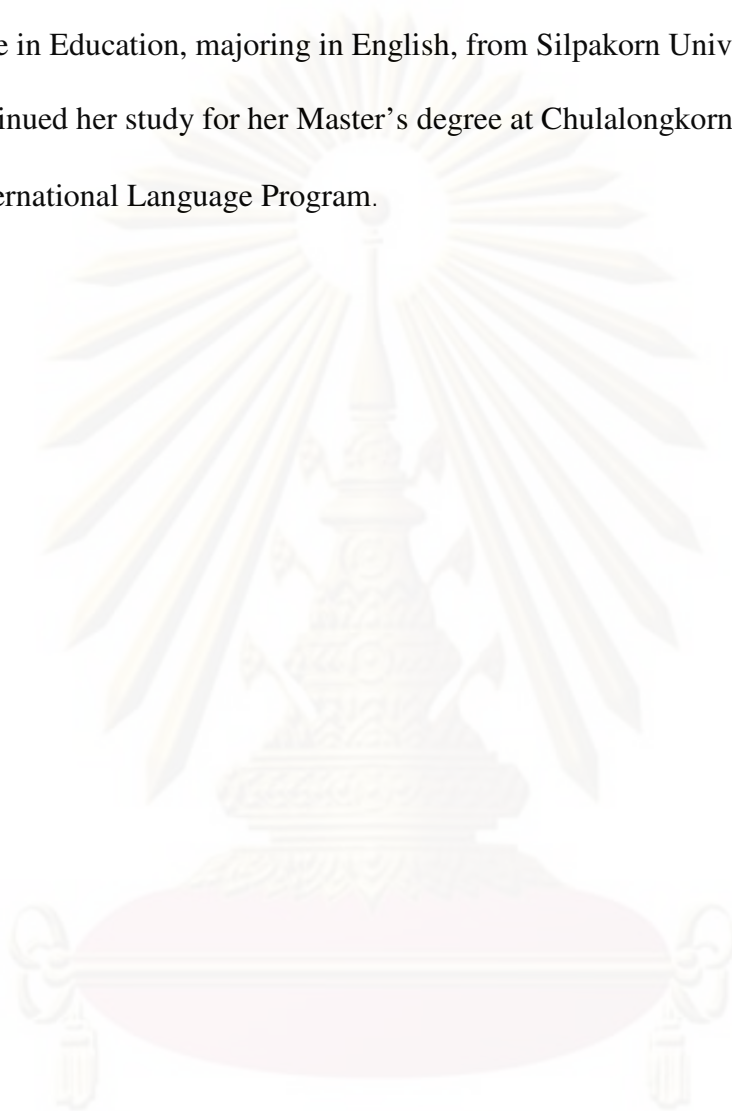| Items	1	2	3	Mean
1. เมื่อถึงชั่วโมงเรียนภาษาอังกฤษ นักเรียนส่วนใหญ่แสดงอาการอย่างไรบ้าง (กระตือรือร้น / ตั้งใจเรียน / เตรียมสมุด-หนังสือสำหรับพร้อมเรียน / เบื่อหน่าย / หาวง่วงนอน / ไม่สนใจฟัง คุยเล่นกันเอง เป็นต้น)	1	1	1	1
2. ปัจจัยเหล่านี้ส่งผลกระทบต่อความสนใจในการเรียนภาษาอังกฤษของเด็กมากน้อยแค่ไหน 2.1 วิธีการสอน	1	1	1	1
2.2 เนื้อหาที่เรียนไม่สอดคล้องกับความต้องการของนักเรียน (เช่น คุณครูเน้นสอนภาษาอังกฤษพื้นฐาน จำพวก Tenses / ไวยากรณ์ต่างๆ เป็นต้น ในขณะที่เด็กอยากให้เนื้อหาที่สอนเน้นเอาไปใช้ประโยชน์เพื่อการทำงานในอนาคต หรือการสื่อสารในชีวิตประจำวันมากกว่า)	1	0	-1	0
2.3 ขาดแคลนสื่อการเรียนการสอน	1	1	1	1
2.4 ภาษาที่ใช้ในการเรียนการสอน (เด็กไม่คุ้นกับการฟัง-พูดภาษาไทยและ/หรือภาษาอังกฤษ)	1	1	1	1
2.5 ความไม่ต่อเนื่องของการเรียนการสอน เนื่องจากการสั่งปิด-เปิดสถานศึกษาเหตุเพราะปัญหาความไม่สงบในแต่ละพื้นที่	1	0	1	0.66
2.6 วิถีชีวิตความเป็นอยู่และฐานะทางบ้านที่ไม่เอื้อต่ออนาคตทางการเรียนในระดับสูงๆ	1	1	0	0.66
3. ระดับความสามารถในการเรียนภาษาอังกฤษของนักเรียนโดยเฉลี่ยอยู่ในระดับใด และมีปัญหาทักษะใดในภาษาอังกฤษมากที่สุด เพราะอะไร	-1	1	1	0.33
Grand Mean				0.7

Parent Interview Protocol

Items	1	2	3	Mean
1. คิดอย่างไรกับการเรียนภาษาอังกฤษ? จำเป็นไหมที่ต้องเรียน เพราะอะไร	1	1	1	1
2. ภาษาอังกฤษมีบทบาทในชีวิตประจำวันบ้างหรือไม่ อย่างไร?	1	1	1	1
3. เห็นด้วยกับการมีการเรียนการสอนวิชาภาษาอังกฤษหรือไม่ อย่างไร?	1	1	-1	0.33
4. คิดว่าควรส่งเสริมให้ลูกหลานเรียนภาษาอังกฤษหรือไม่ เพราะอะไร?	1	0	1	0.66
5. ทางครอบครัวมีส่วนช่วยในการเรียนภาษาอังกฤษของลูกอย่างไรบ้าง (เช่นทบทวน/สอนลูกเพิ่มเติม - พาไปเรียนพิเศษ)? ถ้าไม่มี เพราะอะไร	1	1	1	1
6. คิดว่าการที่ลูกรู้ภาษาไทยและภาษามลายูนั้น เพียงพอแล้วยัง เพราะอะไร ?	1	1	1	1
7. คิดว่าการเรียนภาษาอังกฤษจะช่วยเพิ่มโอกาสในด้านต่างๆ ให้กับลูกรึเปล่า เพราะอะไร เช่น การได้ทุนเรียนต่อ / การได้ทำงานในตำแหน่งดีๆ เงินเดือนสูงๆ	0	1	1	0.66
8. เคยซื้อหนังสือพิมพ์หรือนิตยสารภาษาอังกฤษมาให้ลูกได้ฝึกอ่านบ้างไหม ถ้าเคย เพราะอะไร ถ้าไม่เคย เพราะอะไร	1	0	1	0.66
9. คิดว่าลูกควรทุ่มเทกับการเรียนภาษาอังกฤษเท่ากับวิชาอื่นหรือเปล่า เพราะอะไร	1	1	1	1
10. คิดว่าลูกจะได้อะไรจากการเรียนภาษาอังกฤษ เพราะอะไร	1	-1	1	0.33
11. คิดว่าเหตุการณ์ความไม่สงบในพื้นที่ตอนนี้ มีผลกระทบต่อการเรียนของลูกหรือเปล่า รวมถึงวิชาภาษาอังกฤษด้วย เพราะอะไร	0	1	1	0.66
12. คิดว่าการเรียนภาษาอังกฤษ เป็นการเสียเวลาเปล่า รึเปล่า เพราะอะไร	1	1	1	1
			Grand Mean	0.77

BIOGRAPHY

Ms. Pongrat Srisueb was born in Narathiwat Province. She graduated with a Bachelor's degree in Education, majoring in English, from Silpakorn University in 2005. In 2008, she continued her study for her Master's degree at Chulalongkorn University in the English as an International Language Program.