

**AN ANALYSIS OF ENGLISH LANGUAGE LEARNING NEEDS AND PROBLEMS OF
UNDERPRIVILEGED CHILDREN IN A SLUM AREA IN BANGKOK METROPOLIS**

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บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)
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บริเวณชุมชนแออัดในกรุงเทพมหานคร

นางสาวชนิสรา ตั้งกิจมงคล

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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การศึกษาสำหรับเด็กด้อยโอกาสในบริเวณชุมชนแออัดคล้ายจะเป็นสิ่งที่สำคัญที่สุดใน
 การดำเนินชีวิตของเด็กๆ ซึ่งงานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาความต้องการและปัญหาในการ
 เรียนภาษาอังกฤษของเด็กด้อยโอกาสบริเวณชุมชนแออัดเขตคลองเตย กรุงเทพมหานคร
 นอกจากนี้ยังรวมถึงความคิดเห็นของครูและสมาชิกในชุมชนต่อการเรียนภาษาอังกฤษของ
 เด็กด้อยโอกาส งานวิจัยนี้เก็บข้อมูลจากตอบแบบสอบถามและการสัมภาษณ์ซึ่งจัดเก็บข้อมูลใน
 ภาคเรียนที่ 2 ปีการศึกษา 2555 งานวิจัยนี้เก็บข้อมูลจากกลุ่มตัว 3 กลุ่ม ประกอบด้วย
 เด็กด้อยโอกาส จำนวน 100 คน, ครู และสมาชิกในชุมชน การเก็บข้อมูลโดยวิธีการดังกล่าวนี้
 ทำให้ได้ข้อมูลเชิงลึกในด้านความต้องการและปัญหาในการเรียนภาษาอังกฤษของเด็ก
 ด้อยโอกาสบริเวณชุมชนแออัด การวิเคราะห์ข้อมูลประกอบด้วยการวิเคราะห์ข้อมูลเชิงปริมาณ
 ซึ่งใช้ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน ส่วนการวิเคราะห์ข้อมูลเชิงคุณภาพใช้ในการวิเคราะห์
 เนื้อหา

ผลจากการวิจัยของเด็กด้อยโอกาสในบริเวณชุมชนแออัดคลองเตยพบว่าเด็กเห็นถึง
 ความสำคัญในการเรียนภาษาอังกฤษ และยังสนใจการเรียนภาษาอังกฤษด้วยการเล่นเกม, ฟังเพลง,
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 เด็กกลุ่มนี้ต้องการแรงจูงใจในการเรียน จากการทำกิจกรรมในชั้นเรียนประกอบกับบรรยากาศ
 ที่สนุกสนาน ซึ่งเด็กๆจะสามารถพัฒนาทักษะทางภาษาได้ดียิ่งขึ้น

นอกจากนี้สมาชิกในชุมชนก็เห็นความสำคัญของการเรียนภาษาอังกฤษ แต่เนื่องจาก
 สภาพความเป็นอยู่และการดำเนินชีวิตของพวกเขามีข้อจำกัด จึงเป็นสาเหตุสำคัญที่ทำให้เด็ก
 ขาดการสนับสนุนในด้านการศึกษา ผลจากการศึกษาความต้องการและปัญหาในการเรียนภาษา
 ภาษาอังกฤษของเด็กด้อยโอกาสในบริเวณชุมชนแออัดในครั้งนี้ทางสถาบันการศึกษาและนักการศึกษา
 สามารถนำไปใช้ในการทบทวนและพัฒนาเนื้อหาหลักสูตรให้สอดคล้องกับความต้องการของ
 เด็กด้อยโอกาสบริเวณชุมชนแออัด โดยเฉพาะ

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติลายมือชื่อนิติศ.....

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For underprivileged children living in a slum area, education seems to be the only tool that guarantees a better life when they grow up. The present study aimed at investigating the needs and problems in English language learning of underprivileged children in the Klong Toey slum, the largest slum in Bangkok Metropolis. Data were collected by means of questionnaires and interviews from 100 underprivileged children, volunteer teachers, and slum community members. The interview session was used to collect more in-depth information in English language learning needs and problems in a slum area.

The study findings have revealed that children in the slum area have realized the significance of English and that they are interested in learning English through games, songs, videos, and TV programs. They also enjoy learning English through with technological media and materials. However, the teachers feel that these children need more motivation in the classroom, which could be increased with interesting activities and fun atmosphere that support their communicative skill development.

Furthermore, community member, despite their understanding of the significance of the English language, admitted that their living conditions have become a major hindrance that prevents them from giving more support to these underprivileged children's learning. Language policy planners and educators can make use of such findings to revise existing English curricula to better suit context-specific needs and problems of underprivileged children in a slum area.

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

Academic Year: 2012 Advisor's Signature.....

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education becomes an important factor in our daily life. Children need to study and develop their skills since they are young. They should have a chance to learn both theoretical and practical knowledge to adapt and use later in their life. People who have knowledge and skills would have a better chance to have good careers and a comfortable life. The Ministry of Education (MOE) supports the opportunity of everyone in our country to get basic education. The Thai Education system consists of 12 years of the basic education that includes six years of primary education and six years of secondary education. According to the Ministry of Education (2008), the Thai educational system stems from the National Act 1999 that provides the new organizational structure and promotes learner-centered teaching practice. Basic education in Thailand consists of eight core subjects: the Thai language, mathematics, science, social studies, religion and culture, health and physical education, arts, careers and technology, and foreign languages. It is noteworthy at this point that in the Age of Globalization, foreign languages become important core subjects that students need to study more in school. Moreover, the Thai educational system offers three types of education: formal education, non-formal education, and informal education. According to the Ministry of Education (2008), there are over 37,000 educational institutions and nearly 20 million students in the Thai educational system, which provides the Thai people an opportunity to learn and supports their learning needs. With such an educational system, even people who are

outside the school system are also expected to have similar opportunities as those in school to be equipped with the necessary tool they need in order to have good quality of life after graduation.

According to the Tenth National Economic and Social Development Plan (2007-2011), the quality of life of the Thai people has to be increased. The tenth plan focuses on education by aiming to increase the average period of education and improve the achievements in core subjects. The Ministry of Education adjusts the educational policy to promote education in many ways. In terms of teaching and learning, the Ministry of Education promotes the transformation of the educational system with a strategy to enhance moral and ethical values together with a core program to improve quality in education such as transforming language learning. To transform foreign language learning, language teaching has been changed in many ways such as using authentic materials and integrating learning situations that would be more interesting than the traditional style of teaching in which the students learn a language by memorizing grammar structures and vocabulary and participating in mechanical drills and rote memorization. This transformation also results in the popularity of the English Program (EP) in Thailand due to the belief that English is more important in our society nowadays and that the students should be able to use English as an International language to communicate with other people, both native and non-native speakers of the language.

In brief, the use of the English language in Thailand is dramatically increasing. In the past, English was mainly used for educational purposes as a tool to gain more advanced knowledge from more developed western countries. However, at

present, as the economics in Thailand is rapidly growing, the use of English has widely expanded to other aspects of life. The Thai people use English to communicate with foreigners, to engage in an investment with foreign investors, and to have personal entertainment. In other words, everyone needs to develop their English language proficiency to live a better life with others in the “global village.” Moreover, the use of world technology is exponentially spreading, including the reliance on the Internet in almost all aspects of life. Thus, this becomes another factor why English is more important in our country. Simply put, English plays an important role in every facet of life—be it education, technology, business, and personal entertainment.

According to Duang Prateep Foundation (2006), Thailand has a population of nearly 70 million people in 2012, with 10 percent living in Bangkok, and 20 percent of those living in slums. In Thailand, there are many slum areas where poor people live even in Bangkok, the capital city of the country. Some of the people in slums have migrated from the countryside to look for a job. Klong Toey Slum is the biggest and oldest slum community in Bangkok. The slum is located on a piece of land owned by the Port Authority of Thailand on Rama IV road alongside the expressway with as many as 110,000 residents. People who live in the slum mostly have migrated from different regions of the country, particularly the Northeastern region, with the hope to find job opportunities around the port. After their arrival, they have settled down and continued to live in this slum community for more than 50 years. In the beginning, people lived in a small shack without any facilities such as water supply, electricity, or permanent accommodation because they did not have the legal rights to

the land that they lived on. Thus, they constantly faced threats of eviction from the authorities. Presently, there are more than 110,000 people in this community. The wooden shacks have been replaced by concrete structures, and temporary walkways have also been replaced with more permanent paths, even though the residents still do not have ownership of the land. According to the Asian Institute of Technology (2008), the urban cost of living is higher than that in the rural and almost everything needs to be bought in the city. Thus, life of migrants in slums can be harder than that of the people living in rural areas. An increase in the number of migrants also results in an even lower quality of life.

Klong Toey slum has become more crowded, and that has caused many problems that follow such as poverty and health problems. Most people here have low education; therefore, they can only work as laborers, especially unskilled laborers. As they work in the position where only limited skills are required, people in the slum earn a very low income that is not enough to cover the basic costs of living in the city. That is one of the reasons why crimes and robberies are common in slum areas. In addition, a crowded living condition leads to pollution and waste management problems that affect the health of the residents. More importantly, drugs and substance abuses are among major problems in slum areas in this decade. As regards quality of life, most of the teenagers and also children who live in the slum are not highly educated or even uneducated. A few children have a chance to study basic education in a school near the slum area. Most of the children cannot get in school because of many reasons. Primarily, they have to work to help their families earn more income in order to survive. Some do not want to go to school because they or

their parents believe that education is not important for their life.

In terms of education, United Nations Development Program (2007) states that although the enrollment in secondary education has increased over the past decade, some of the people still lack skills and have low labor productivity that is important for enhancing competitiveness in the job market. People are likely to have better jobs, better pay, and better lives if they have appropriate education and training. The Thai people still need more support in education, including those living in Klong Toey slum who mostly work as laborers and wage earners. The Ministry of Education also supports the education for these groups of people. At present, there are various types of education to support their learning needs. For example, they have a chance to study after work or on weekends in non-formal education or informal education.

The children in the slum area are considered underprivileged children. They lack the rights and advantages that the other members of society enjoy. Deprived of many basic necessities in life, these children generally live in unhappy circumstances. Their parents are poor and lack opportunities in many ways such as health care, social status, and education. Most of the children lack opportunity to study in school because of the family's problems. However, the government and related organizations have tried to support the children's learning needs. For example, both non-formal education and informal education curricula have been designed and provided for the children who want to study basic education with flexible conditions. According to the researcher's experiences working at the Non-formal and Informal Education Office, there are three groups of children in the slum area. The first group goes to a public school near the slum area. Another is the group of children who study in the non-

formal education program that provides lessons on weekends. The other is the group of children who do not have a chance to study in school or out of school at all and grow up to be illiterate adults. However, based on the researcher's personal experiences, these children in the slum are interested in participating in learning or educational activities even though they lack opportunities to study in school. Sometimes, the children study with volunteer teachers at the library in the evening. There is a small library set up in a cargo container, which is provided by the Non-formal and Informal Education Office. Unfortunately, the children are able to study in this container library only at specific times. The "school" is not opened daily because of the limited staff and budgets available. Evidently, there are not enough learning centers set up and staffs working voluntarily to teach children in the slum area.

Although Klong Toey slum is supported by many organizations such as Duang Prateep Foundation, Mercy Center, and also the government that try to help by providing education for the underprivileged slum children and organizing various projects, the support is not enough to serve all. To more appropriately and effectively offer educational support to these underprivileged children, particularly English language support, it is necessary to find out the children's needs and problems in English language learning. These children need specific purposes towards English language learning. There are various research studies on English language learning including needs analysis in English language learning for a specific group of the students. For example, Srisueb (2009) conducted a needs analysis of secondary school students learning English as a third language in private Islamic schools in Narathiwat Province. Additionally, the study of Dung (2008) investigated the Thai

education policy and its impact on ethnic minority culture with a focus on the Muser hill tribe in Mae Sot, Tak Province, Thailand. It could be seen that different groups of learners have different needs and problems when it comes to their education. Moreover, there is no research study in English language learning needs and problems focused on underprivileged children in Thailand. Due to the researcher's experiences working with non-formal education and underprivileged children in a slum area. The researcher was interested in exploring English language learning of underprivileged children who have to live with various problems and lack opportunities to learn.

Therefore, the present study aimed at investigating the needs of and problems in English language learning of underprivileged children in the slum area. It was anticipated that the findings of this study would help shed light on ways to better improve provision of English language support for these underprivileged children. In this study, since various aspects of English language learning of children who lived in a slum area were explored, the findings would be very useful for teachers and learners who will have better understanding of how to more appropriately and effectively respond to the needs and problems in learning English language of underprivileged children in the slum area so as to help them have a better chance in life when they grow up to be adults.

1.2 Study Objectives

The objectives of the present research were as follows:

- 1.2.1 To investigate the needs of English language learning of underprivileged children in a slum area

1.2.2 To explore the problems in English language learning of underprivileged children in a slum area

1.3 Research Questions

The present study aimed to answer the following questions:

1.3.1 What are the needs of English language learning of underprivileged children in a slum area?

1.3.2 What are the problems in English language learning of underprivileged children in a slum area?

1.4 Scope of the Study

This study aimed to investigate the needs and problems in English language learning of underprivileged children in the Klong Toey slum in Bangkok Metropolis. Data collection was conducted by means of questionnaires and interviews of underprivileged children, the teachers, and community members. Data were collected in the second semester of the academic year 2012.

1.5 Definition of Terms

1.5.1 Needs: Needs refer to what learner need, lack, or want to acquire in their language learning (Robinson, 1991). In this study, needs can be defined as the desire for further language development and lack of English language learning of children in a slum area. For example, needs refer to the English language skills children in a slum area feel they still do not have and want to have to be able to improve their English proficiency level so that they may have better job opportunities and subsequently good quality of life.

1.5.2 Needs analysis: A 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 and Platt, 1992). Brown (1995) defines a needs analysis as the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation. In the present study, a needs analysis is the investigation of the needs and the problems in English language learning of underprivileged children in the Klong Toey slum. The questionnaires and the interviews protocols were used as the data collection instruments to determine the needs and problems in this study.

1.5.3 Underprivileged children: Office of the United Nations High Commissioner for Human Rights in Convention on the Rights of the child (1989: 42) defines the term “child” as “every human being below the age of 18 years unless the law applicable to the child, majority is attained earlier.” As regards underprivileged children in particular, Metcalf and Barnhart (1987) define “underprivileged children” as the persons who lack opportunities or advantages enjoyed by other members of their community. Generally, they have an economical and social status below standard. In this study, underprivileged children are the children who lack the rights and advantages of other members of society and live in substandard circumstances in the Klong Toey slum area. Most of the children study in a public school around that area. In 2009, the government provided 15 years of free education from pre-school to upper secondary school including the costs of textbooks, uniforms, equipment, and school milk. The children study at school from the elementary to lower secondary

level and some of them continue studying in upper secondary school. Sometimes students withdraw from school in order to help their family work and earn more income. The United Nations Development Program (2010) states that the quality of education in the slum is below standard. The quality of schools in slums is lower than that of schools in the city, especially the poorer area. In this study, underprivileged children were both males and females at the age of 13-18 years old. These slum children who were in the school system and who were not are both included in this study. They were also underprivileged children who came to the library in the slum community at least once.

1.5.4 Slum: As defined by the United Nations (2007), a slum is a run-down area of a city characterized by substandard housing and squalor and a lack of tenure security. The slum selected in this study was located in the Klong Toey area alongside the expressway on the land owned by the Port Authority of Thailand on Rama IV Road. Currently, there are more than 1100,000 residents living in this area, making it the largest slum community in Bangkok.

1.6 Significance of the study

This study mainly focused on English language learning needs and problems of underprivileged children in the Klong Toey slum in Bangkok. By surveying their needs and problems, it was anticipated that the findings of the survey could be utilized to benefit the following individuals and organizations:

1.6.1 Underprivileged children

This study has direct benefits for the underprivileged children because teachers and the administrators would better understand their specific needs and problems in developing English language skills. Thus, these children would have a better chance to study the English language that supports their specific learning conditions. It would be very helpful for them if teachers gain more knowledge in order to more effectively help and support them to reach their goals in English language learning so that they would have a tool necessary to find better job opportunities, which in turn, would lead to a better quality of life.

1.6.2 Teachers

The results of this study are also beneficial for English teachers to understand the needs and problems in English language learning of underprivileged children. Teachers would be able to develop and design the courses and the materials that could be used in English classes more appropriately based on the learners' specific needs. Moreover, teachers could create the topics and the lessons to support specific learning needs and problems of underprivileged children. Also, the results could be used as a guideline for the teachers on how to manage the class to make the lessons more interesting and fruitful for the students. These would better help students to more easily accomplish their goals in learning the English language.

1.6.3 Administrators and authorities

The findings of the present study would be useful for the administrators and authorities because better understanding of specific needs and problems of this particular group of language learners in Thailand would enable them to use the

information to devise the educational policy and design the curriculum that would be more directly related to specific learning needs and problems of these children, thus giving them more chance to improve their English skills and succeed in learning the English language.

CHAPTER II

LITERATURE REVIEW

This chapter mainly focuses on the existing literature and research related to the topic under study. The main topics reviewed in this chapter include non-formal education, needs and needs analysis, problems in language learning, and underprivileged children.

2.1 Non-Formal Education

The National Education Act B.E.2542 (1999: 2) defines the term “education” as “the learning process for personal and social development through imparting of knowledge; practice; training; transmission of culture; enhancement of academic progress; building a body of knowledge by creating a learning environment and society with factors available conducive to continuous lifelong learning.” As Tilak (2003) points out, the value of education is recognized in every society that education and knowledge are viewed as great wealth in themselves. According to Rupavijetra (2011: 1), “education creates and diffuses knowledge; it expands intellectual horizons and empowers the people to have better quality of life.” Therefore, education is important to develop Thai people’s quality of life and the country.

Non-formal education plays an important role in ensuring that Thai people who may not have a chance to be educated in a regular school system still get the basic education and improve their academic skills. According to UNESCO (1997: 41), “non-formal education refers to any organized and sustained educational activities that do not correspond exactly to the definition of formal education.” Non-

formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on each country's specific contexts, it may cover educational programs that impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. It is worth that non-formal education programs do not necessarily follow the 'ladder' system, and may have differing duration. Finally, it may or may not confer certification of the learning the students have eventually achieved. Simply put, non-formal education is created for people who do not have the capacity to enrol in formal education. In Thailand, the Office of the Non-Formal Education Commission (ONFEC) has been established under the Office of the Permanent Secretary, Ministry of Education to promote lifelong education that enables Thai people to cope with the today's rapidly changing world.

The main role of ONFEC is to provide and support the services of non-formal and informal education to promote lifelong learning for people who are out-of-school and who would like to complete the basic education or get the higher education. The learners would be able to get not only the knowledge but also apply it in their real life. Meanwhile, ONFEC also provides more services supporting those underprivileged people who lack the opportunity to be educated in basic education. Non-formal education system services are provided to respond to the learners' needs which are mostly appropriate to each particular target group. Moreover, section 15 of the Act (2002) also emphasizes that "non-formal education shall have flexibility in determining the aims, modalities, management procedures, duration assessment, and evaluation conditional to its completion. The contents and

curricula for non-formal education shall be appropriate for and responding to the requirements and meet the needs of individual groups of learners.” Non-formal education is another option for underprivileged children who should get the standard education according to the human rights. The Ministry of Education tries to promote various kinds of lifelong learning including non-formal education to support these underprivileged children. The existing non-formal education programs aim to solve the problems and meet the learners’ needs, especially the needs of underprivileged children who lack opportunities to study in a formal school system.

The ONIE (2008) has pointed out that non-formal education has been established to solve the problems of Thai education. According to ONIE, the group of underprivileged children who lack opportunities in education mostly is the youth group because of many reasons such as poverty, lack of opportunity, or family problems. These children tend to come from a family with parents who have low educational background and most of them have only primary education or lower. Therefore, it is not surprising that the vicious cycle tends to continue for underprivileged children. These people have to drop out of the formal educational program because of their poverty problems which means that without any support, it is not possible for them to complete the program. Non-formal education is mainly responsible for providing educational services for these learners to improve their skills and knowledge. Moreover, the provision of non-formal education and training are to develop and support their job opportunities and better ways of life.

2.2 Needs

2.2.1 Definition of needs

The term “needs” has been defined differently by different scholars and researchers. Some of them are worth mentioning here.

First, Maslow (1987) explains human needs in terms of human motivation including human developmental psychology. Maslow divides needs into five domains: physiological, safety, belongingness and love, esteem, and self-actualization needs. Physiological needs are the basic and most important requirements for human survival such as air, water, food, clothing, and shelter. Safety needs are related to human’s satisfaction and security in their life including personal security, financial security, health and well-being, and also property security. Love and belonging are interpersonal feelings of human such as friendship, family, and sexual intimacy. Esteems are one of human needs because people need to be respected and maintain their sense of self-esteem. Finally, self-actualization is individual specific needs for each person such as morality, creativity, problem-solving, etc.

When it comes to the needs in the area of language learning, Robinson (1991) explains that needs can be interpreted by what language learners need, lack, or want to acquire in their language learning. According to Hutchinson and Waters (1987), needs include two terms: target needs and learning needs. On the one hand, target needs refer to what learners want to learn in the target situation. On the other hand, learning needs refer to what learners want to do in learning. Like Robinson’s (1991) definition previously mentioned, Hutchison and Waters (1987) introduce types of need in terms of necessities, lacks, and wants. Necessities are the objectives of

learning needs that learners need to know in order to use effectively in the target situation. It is appropriate for designing English for Academic Purposes courses for language needs analysis purposes. Furthermore, lacks of learners are derived from the gap between the target language proficiency and existing proficiency. The learners themselves are also very useful in terms of investigating the existing lacks in order to improve their proficiency. Finally, wants can be defined as the learners' goal in order to achieve their learning needs.

In this study, needs can be defined as the desire and lack of English language learning of language learners who are underprivileged children living in a slum area. Children in the Klong Toey slum have different demographic characteristics and language learning situations from most 'privileged' children in the school system. In an attempt to come up with a course designed particularly for this group of language learners, their specific needs in language learning need to be defined and identified. Hutchinson and Waters (1987) claim that the course designing should be based on the target objectives and also the learning situations of the learners. This is because the target situation alone is not a reliable indicator. The conditions of the learning situation and other factor of the learners are also important in their learning. Thus, data regarding learners' specific needs are important when developing a course for them. As such, a needs analysis is deemed vital and needs to be carried out before any language curriculum could be designed.

2.2.2 Definition of needs analysis

According to Mackey (1978), teachers, practitioners, researchers, and planners must investigate the uses to which the language will be put before they can

appropriately and effectively design and teach a language course. Mackey (1978) further points out that the nature of the language learners' needs is also integral to course development. Simply put, a needs analysis has to be conducted to enable teachers, practitioners, researchers, and planners to have the necessary information that will make their course best suits the students' needs. In other words, a needs analysis is an important process in collecting data in language learning that are used to design and develop the courses or curricula. Therefore, definitions of a needs analysis, the process, the method of gathering information, and related research in needs analysis will be discussed in this section.

According to Richards et al. (1992: 242-243), a needs analysis is “the process of determining the needs for which a learner or group of learners requires a language” so that instruction can be arranged according to their priorities. Moreover, Nunan (1988: 13) defines a needs analysis as “the techniques and procedures [that are] used for collecting information in syllabus design.” Similarly, Brown (1995: 36) explains that a needs analysis is “the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation.”

Based on the aforementioned definitions, it can be concluded that a needs analysis is an important process in collecting the data for teaching and learning a language that enables teachers to understand certain aspects in language learning in order to appropriately develop and design the course or lessons to suit specific needs of the learners. When conducting a needs analysis, teachers can be more certain that

the language course they offer will be more likely to help learners achieve the goal of the target language learning they have.

When considering steps involved in the needs analysis, it can be seen that a needs analysis can be divided into four main stages as suggested by International Mine Action Standards (2005: 17) as follows:

Preparation: It is the first step to discuss and design how to gather the information including planning the process in this assessment, as well as developing the materials in collecting the information.

Data collection: The information is collected in a consistent manner and with avoidance of biases, providing clear guidelines in asking questions, selecting the interviewees, and also collecting the information.

Data analysis: The collected information will be identified whether it is able or unable to use in the study. Then, the data will be analyzed and compared. When summarizing the data, the reports should be clear and as short as possible.

Presentation and program planning: The results of a needs analysis should be used effectively. A needs assessment is an important stage in the process. It is necessary to use the information from the results to develop the objectives and methodologies of the course and solve the problems identified.

The four stages in conducting a needs analysis are considered useful because when the needs analysis process is well organized, it helps ensure the accuracy of the results. Put another way, a needs analysis is beneficial in the field of education

because it helps identify the learners' learning needs that would help equip the teachers with the knowledge and information necessary to design and develop the course or lessons to more effectively help learners achieve their learning goals.

A needs analysis is also helpful for the organization. According to Barbazette (2006), a needs analysis is valuable to an organization because conducting a needs analysis can ensure that the organization training issues are maintained and used for only specific purposes. Based on the needs analysis results, the organization is able to determine whether the training is appropriate for a performance deficiency or not. Evidently enough, it would be very useful for the organization that training can improve employees' knowledge and skills.

It is worth noting that I.S.P. (2010) states that needs are not stable and always change. As a result, it is important to look for the needs from a variety of perspectives at a variety of times. The perspectives can vary depending on the type of needs (necessities, lacks, wants or objectives, and objective needs), the source of the information, the data gathering tools, and the type of the information. With regard to an appropriate time for a needs analysis, it should be done before the class begins or in the initial stages of a course. Also, a needs analysis during the course and at the end of the course can also be carried out if the course is to be repeated with different groups of learners at a later time.

Therefore, it could be concluded that a needs analysis is an important process that enables language teachers to collect important information that helps them better develop a language course or lessons to more effectively lead learners to the goal of

their language learning.

2.2.3 Related research on needs analysis

An extensive review of the literature has shown that there is no research on a needs analysis conducted particularly with underprivileged children who are English language learners in Thailand. However, in this section, relevant needs analyses conducted with different groups of language learners are reviewed.

In the Thai context, Sumawathdana (2009) explored English language learning needs and problems of the students learning English at a lower secondary school. The study aimed to promote English communication ability of lower secondary school students based on the needs analysis results. The participants of the study were 241 bilingual secondary students, 71 parents, 20 teachers, and six administrations of the school. The study was divided into three parts: investigating the background and the problems in English language learning, testing English communication skills, and interviewing sessions. Questionnaires, semi-structured interviews, and focus group interviews were used in data collection in this study. The results of this study showed that students needed to improve their English language in all four skills: listening, reading, writing, and also speaking. Moreover, the students also had problems in speaking when they were required to give an oral presentation and in writing when they were required to complete writing assignment in English. It was also found that the students also perceived that they needed English communication skills to further their studies at a university level in the future.

In another research, a needs analysis was conducted by Khomson (1997) to particularly investigate the needs of a self-directed learning model in English reading comprehension of upper secondary school students. The author aimed to develop the students' learning models from the needs analysis results. The participants of this study were students in Mattayomsuksa Five at Rajvinit Bangkaew School who were divided into two groups: 40 randomly selected participants and 42 purposively selected students. A reading comprehension test, a self-directed learning scale, and a questionnaire were used in data collection in this study. The results of the study showed that the students from the two groups had the same level of proficiency in English reading comprehension. Also, more than 80% of the students agreed with the learning process included in the model with one exception that the students were not pleased with the teachers' authority.

In another study conducted at a secondary school level, Payakmag (2008) explored needs that affected communicative ability of English program students. The participants of this study were purposively selected from the school's English program which had been in operation for more than two years. The participants were grade nine students, teachers, Thai foreign teachers, and the head of the English program. Questionnaires, interview protocols, and an English test were used in data collection. The results showed that the students needed more motivation in the classroom, which could be increased with interesting activities and fun atmosphere that supported the students in order to practice communicative skills. Moreover, the students needed more learning materials to improve their communicative skills as well.

Furthermore, in a study conducted by Srisueb (2009), needs of students who were learning English as a third language in a private Islamic school in Narathiwat Province in the south of Thailand were investigated. The participants of the study were Matthayomsuksa Two students, their teachers, and their parents. The study findings revealed that the students needed to develop language skills more, especially speaking and reading skills. In addition, the students needed more learning and a variety in terms of teaching in English classrooms. The findings also showed that teachers believed that students needed to focus more on reading and writing skills in order to read English books.

In a higher level of education, Changpueng (2009) investigated the needs of English writing skills of operational and managerial engineers to develop an English writing course for undergraduate engineering students. The study consisted of three phases: a need analysis, course development, and course implementation. The participants of this research were 129 engineers, 354 engineering students, and 31 ESP teachers. Questionnaires and interview protocols were used in conducting a needs analysis in the study. The findings of the research revealed that the skills that were mostly required in engineering-related writing were request e-mails, enquiry e-mails, and investigation reports, respectively. In addition, the findings indicated that the students mostly had problems with the grammar structures when they were writing in English.

In summary, the aforementioned research highlighted the fact that a needs analysis can be conducted with different groups of individuals—learners and stakeholders alike, and for various purposes. Regardless of the differences in study

participants and study objectives, a needs analysis can be used to find out the learning needs with the various aspects of the target language and the situations. In other words, it is useful to conduct the needs analysis in order to develop the language skills that students lack and need. From the related research reviewed previously, it can also be seen that a needs analysis can be used in the different educational levels and settings. In this study, it is anticipated that a needs analysis will help identify the English language learning needs of the underprivileged children in a slum area and also the problems that hinder them in their attempt to learn English. In short, a needs analysis conducted in this study can help identify the target language needs and problems of underprivileged children in a slum area so that an English language course can be developed for them in a more appropriate way.

2.3 Problems in Language Learning

Thailand is a developing country that needs more improvements in many aspects including educational improvement. According to the Association of Southeast Asian Nation (ASEAN), Thailand is going to be a member of the ASEAN Economic Community (ACE) in 2015. Education is one of the purposes in developing the ASEAN Economic Community. The education of people in the ASEAN member countries should be promoted. To achieve such a goal, the ASEAN Economic Community has offered many plans for developing education to prepare its members for the commencement of the ASEAN Economic Community. To promote a good relationship among ASEAN countries and to also share their cultures means people need to use a common language, which is English, in communication.

In Thailand, at present, there are various kinds of problems in English language learning and teaching. The Ministry of Education (2006) has stated that the problems in teaching and learning in Thailand come from two main factors: the ways of teaching and learning factor and the teacher factor. The ways of teaching and learning a language in Thai classrooms should integrate all four skills. However, in class, teachers are still using a traditional style by means of which students learn grammar and vocabulary mainly through rote memorization. Therefore, students are not able to use English to communicate effectively. This is also because English is used as a foreign language in the country and the students seriously lack exposure to English outside their class. Moreover, teachers constitute another factor in the Thai education because Thai teachers have low proficiency in English. More than 80 percent of English teachers in school did not graduate with a major in English. According to the Ministry of Education (2010), 51.91 percent of teachers have very low English proficiency. Thus, it is difficult for these teachers to develop language curricula, design lesson plans and materials, and carry out English instruction for their students.

There are problems and difficulties in English language learning and teaching in Thailand that need to be improved. For example, Wiriyaichitra (2002) has pointed out that teaching and learning English in Thailand is not developed because English instruction in Thailand does not prepare learners for the rapidly changing world outside their classroom. As a consequence, Thailand lags behind other countries in the world full of fierce competition in business, science and technology, as well as education. Wiriyaichitra (2002) further explains various problems of English language

teaching in Thailand from the two sides: teachers and students. As for the teachers, there are many problems in English language teaching. For instance, teachers have too much responsibility in teaching, there are too many students in a classroom (around 45-60 students), teachers are not sufficiently fluent in English language skills, teachers lack cultural knowledge of the native speakers of the target language, the educational technology and materials in teaching are inadequate for the class, and the tutorial teaching style is needed for the university entrance examination which hinders development of English communicative competence. As regards the students, they face too many difficulties in learning the English language for various reasons. For example, the mother tongue (Thai) interferes the English language development especially in pronunciation, syntax, and also idiomatic usage; students lack opportunities to use English in daily life; students are too shy to speak English with their classmates and teachers; students are passive learners; and the English lessons are unchallenging for the students.

Channankid (1997) explored the problems of teaching English for Prathomsuksa one students in an elementary school under the jurisdiction of the Office of the National Primary Education Commission. The research consisted of three parts: school management on learning and environment, instructional activities, and outside school support. The data were collected from school administrators, teachers of English in Prathomsuksa one, parents, and students. Questionnaires and interviews were used as instruments in data collection, and the collected data were analyzed by means of percentage and frequency ranking. The findings of the study showed that the teachers and teaching staff provided the lessons and curriculum

materials by themselves. There were various kinds of activities and materials to encourage the students' interests. However, the result showed that the problems of English language learning were mainly due to the lack of teachers or teaching staff who majored in English teaching. Furthermore, the school lacked the budget necessary for acquisition of high technological instructional equipment in teaching the English language effectively in classes.

In another research, Noisakul (2006) examined the states and problems of the operation of the English program in schools under the Office of The Basic Education Commissions in Bangkok. The participants in this study were 12 school administrators and 118 teachers. Data were collected by means of questionnaires and document survey forms and were analyzed in terms of percentage, frequencies, and content analysis. The results of the study showed that the program planning in each year was well organized. The instruction and academic tasks were designed based on the curriculum proposed by the Ministry of Education with an aim to encourage students to confidently communicate in English. In addition, the program provided English field trips to expose students to more learning resources both in and outside school premises. Also, camping was regularly organized to enhance students' different abilities related to English language learning. However, it was discovered that when it came to problems in language learning, some foreign teachers hired by the school still lacked necessary teaching skills because they did not possess an academic degree related to language teaching, yet they demanded a higher salary and better welfare than Thai staffs.

By the same token, there are other factors that can cause problems in English language learning and teaching. Prapphal (2003) investigated English proficiency of Thai students in order to improve English teaching and learning in Thailand. The results have shown that Thai students had lower proficiency when they were compared with the students in other ASEAN countries. The author has suggested that the English syllabus, namely course goals and objectives, materials, tasks and activities, and testing and evaluation, all of which are key components in a course syllabus, should be taken into careful consideration. In terms of goals and objectives, language teachers should focus on both local and global needs in order to set the goals and objectives of English teaching at different levels. In addition, materials and methods of teaching in use should be based on such goals and objectives. Finally, teachers should choose appropriate tasks and activities that enable students to achieve their goals in English language learning.

The aforementioned literature has highlighted various problems in English language learning. It could be concluded that learning the English language in Thailand still needs to be developed by every related party. English language learning becomes an important issue for everyone in this present-day globalization, especially children who have to use English to further their education and work in the future. Developing an English language course that will lead children and language learners to mastery of the language can be done with cooperation among educational organizations, teachers, learners, and parents, as well as with integration of appropriate and supportive learning environment and materials in use. Meanwhile, the underprivileged children in a slum area have their own problems in English language

learning, and their problems may be different from those of other groups of “privileged” language learners. As such, to effectively teach English to the underprivileged children in a slum area, teachers need to possess understanding of their existing needs, wants, and lacks, and also problems that they face in English language learning as these children need support from the teachers, school, related organizations, and authorities to help them improve their English skills needed to ensure a better way of life.

2.4 Underprivileged Children

The term ‘underprivileged’ in itself means a lack of the rights and advantages that are enjoyed by other members of society (Metcalf and Barnhart, 1987). In general, underprivileged persons refer to those who are deprived of the privileges such as wealth, health care, and access to education, and underprivileged persons have the economic and social statuses that are below standard. Thus, they can be living in an unpleasant circumstance, and many of them can become a burden of the society to which they belong. Some may even cause social problems such as drug abuses or crimes in their attempt to cope with or get away from their below-standard living conditions.

In general, there are many problems faced by underprivileged children in Thailand. First of all, underprivileged children lack children’s right. Duang Prateep Foundation (2006) mentions that most of the children in slums do not have even their own birth certificate. Worse yet, a large number of these children are descendants of immigrants, so they are not entitled to many basic necessities and opportunities provided by the government. According to UNICEF (2004), Thailand has ratified the

rights in the Child Treaty, which was signed by every country in the world except Somalia and the United States in 1992. The fundamental rights specified in the treaty to provide for all children include the following:

- Survival: basic health care, peace, and security
- Development: an education, an accommodation, and adequate nutrition
- Protection: protection from abuse, neglect, trafficking, child labor, and other forms of exploitation of children
- Participation: expressing opinions, participating in making any decisions that affect them

Education is another major problem faced by underprivileged children. According to Humanium (2010: 1), “education is an essential right, which permits each person to receive instruction and to blossom socially. The right to an education is vital for the economic, social and cultural development of all societies.” With regard to major problems in education, underprivileged children who are immigrants’ children are not allowed access to education at all, especially in state schools. Their only option is to go a private school which requires a large amount of tuition fee that their family cannot afford. Therefore, these children basically do not have any chance to be educated. Unfortunately, education which can be the only means for underprivileged children to escape from the poverty they were born with and have lived with ever since seem to be beyond many of these children’s reach. Without any possible means to access to education, underprivileged children will have to continue living in poverty without any hope of upgrading their quality of life.

Another major problem of underprivileged children is poverty. According to Soret (2011), the word “poverty” in general means “a state of existence in which one lacks many of life’s basic necessities.” In other words, a poor person is someone “who lacks what he needs,” and a poor child is “a very young boy or girl who lacks much of what is needed to survive.” With poverty, people, both adults and children alike, have to encounter so many hardships and sufferings, as summarized by Soret (2011: 1) below:

Each day, more than 30,000 children die of poverty-related causes. Today, poverty kills one child every three seconds. Children are the primary victims of poverty, and poverty is the principal cause of violations pertaining to Children’s Rights.

The consequence of poverty on children becomes major social problems, and poverty becomes an important factor for underprivileged people in the society. In Thailand, Ramal (2011) has pointed out that there is less poverty than in the past, with only 10 percent of the Thai population being affected with severe poverty. Although the percentage is distinctly low, poverty can cause a lot of problems for this group of poor people including children. Without basic necessities such as food, medical care, and permanent residence, these underprivileged children will overlook the necessity of education. Although there is no study directly investigating the learning needs, particularly English language learning needs, of underprivileged children living in a slum area, Lee (2011) conducted an empirical study to explore the needs to develop English language skills of refugee children and adolescents living in an urban camp in Thailand after their formal schooling was interrupted. The study

findings suggested that these refugee children and adolescents expressed their needs to develop the English oral and written discourses in order to decrease socio-economic inequalities in life and to increase their chances for better job opportunities and higher standards of living.

In summary, underprivileged children mostly lack basic necessities in life. Even though UNICEF (2004) has maintained that the life of children in Thailand in general is improving rapidly because of the generous support and assistance from the government and also the United Nations Convention on the Rights of the Child in 1992, there are still a large number of underprivileged children in a slum area who continue to be overlooked or neglected by the authority. As such, the present study's attempt to investigate their needs and problems in language learning may yield some insightful information that will help related parties and organizations make more appropriate efforts to offer the helps and support needed by these underprivileged children to equip them with a necessary tool to have a better chance in life.

CHAPTER III

METHODOLOGY

This chapter discusses the methodology and the procedures used in data collection to determine the needs and problems in English language learning of underprivileged children in a slum area. This chapter includes research design, population and sample, research instruments, data collection, and data analysis.

3.1 Research design

This study was survey research which aimed to collect data regarding needs and problems in English language learning of underprivileged children in a slum area. Data regarding the needs and problems in language learning of these underprivileged children as perceived by their community members and the teachers who were currently giving English language lessons to these underprivileged children in a slum area were also collected.

3.2 Population and Sampling

The target populations of this study consisted of three groups: underprivileged children living in a slum area, their community members, and also the teachers who taught English and other subjects to underprivileged children in the Klong Toey slum.

3.2.1 Underprivileged children

Klong Toey slum community could be divided into six blocks. There is no official statistics on the number of children living in that area. As such, the researcher planned to collect data from 100 children living in the Klong Toey slum, as Wasanasomsithi (2011) has suggested that the minimum number of participants in survey research should be 100. These children would be selected by means of convenience sampling. They could be both male and female, and they ranged in age from 13 to 18 years old. The reason for selecting this group of children was that at this age they should all be mature enough to be able to cooperate and participate in the study. In other words, the children in this age group were old enough to be capable of giving the information regarding the topics of this study.

In the first stage, these 100 conveniently selected participants were asked to fill out the needs analysis questionnaire. After that, ten percent of them, or ten participants, were selected to participate in the semi-structured interview to gather further information regarding their English language learning needs and problems.

3.2.2 Teachers

Ten teachers who were teaching underprivileged children in the Klong Toey slum were recruited by means of convenience sampling in this study. The teachers in this study included permanent teachers, non-formal education teachers, and volunteer teachers. These teachers were teaching all subjects to the underprivileged children such as Thai, mathematics, science, and English. These teachers were the persons who taught and worked with the students in this slum area. They were asked to respond to the questionnaires to investigate their perceptions of the needs and

problems in English language learning of children in a slum area according to their own teaching experience. Furthermore, three of them were asked to participate in a semi-structured interview to gather more in-depth information regarding English language learning needs and problems of underprivileged children in the slum area.

3.2.3 Community members

Ten community members in the Klong Toey slum area were recruited by means of convenience sampling in this study. These community members included the leaders of the community, the assistants of the leaders, and also the members who were relatives of the children. These members had been working or living in this community for at least one year. This group of people was asked to respond to the needs analysis questionnaire to investigate the needs and problems in language learning of underprivileged children in a slum area as perceived by them. Moreover, three of them were asked to participate in a semi-structured interview to gather more in-depth information about their perception of English language learning needs and problems of underprivileged children in the slum area.

3.3 Research instruments

3.3.1 A needs analysis questionnaire

In order to design an English for Specific Purpose (ESP) course, teachers or researchers should investigate the learners' needs about what language skills should be included. The questionnaire was constructed in Thai by the researcher based on a review of related literature and research. According to Mackey (1978), a questionnaire is a possible method to use in data collection. Designing the

questionnaires, teachers or researchers define the specific questions that will lead to needed information in the study. In addition, questionnaires are suitable instruments to use in a survey because they can be administered to a large number of participants at one time (Wasanasomsihti, 2011). In this study, the questionnaires were specifically designed for the children, community members, and teachers to investigate the needs of and problems in English language learning of underprivileged children in a slum area. The questionnaires were written in the Thai language to overcome the language barriers.

3.3.1.1 The needs and problems in English language learning of underprivileged children in a slum area questionnaire

The questionnaire consisted of three parts. The first part of the questionnaire, which consisted of six closed-ended items, aimed to elicit data regarding background information of the children such as name, age, family type, and level of English proficiency. The second part, which consisted of 19 items arranged in a five-point rating scale, was to survey the needs of English language learning of underprivileged children in a slum area. The last part, which consisted of 19 items arranged in five-point rating scale, collected data regarding the problems in learning English language of underprivileged children in a slum area (See Appendix A).

3.3.1.2 The teachers' perception of English language learning of underprivileged children in a slum area questionnaire

The researcher designed the questionnaire based on a review of literature. The questionnaire consisted of three parts. The first part of the questionnaire, consisting of five closed-ended items, aimed to collect the data related to background information

of the teachers such as name, age, educational background, level of English proficiency, and teaching experience. The second part, consisting of 20 items arranged in a five-point rating scale, was to survey the needs of English language learning of underprivileged children in a slum area as perceived by the teacher. The last part, consisting of 13 items arranged in a five-point rating scale, elicited data regarding the problems in learning English Language of underprivileged children in a slum area as perceived by the teachers (See Appendix B).

3.3.1.3 The community members' perception of English language learning of underprivileged children in a slum area questionnaire

The researcher designed the questionnaire based on a review of literature. The questionnaire consisted of three parts. The first part of the questionnaire, consisting of five closed-ended items, aimed to collect the data regarding background information of the community members such as name, age, educational background, occupation, family income, and level of English proficiency. The second part, consisting of ten items arranged in a five-point rating scale, was to survey the needs of English language learning of underprivileged children in a slum area as perceived by the community members. The last part, consisting of seven items arranged in a five-point rating scale, elicited data regarding the problems in learning English Language of underprivileged children in a slum area as perceived by the community members (See Appendix C).

All of the close-ended items in the three parts of questionnaires were arranged in a five-point Likert scale that required the participants to rate each of the statements

to reflect their agreement or disagreement with the statements. The five response choices given to the participants were as follows:

Strongly agree	=	5 points
Agree	=	4 points
Undecided	=	3 points
Disagree	=	2 points
Strongly disagree	=	1 point

The criteria for evaluating the result from the questionnaires were divided into four scales as follows:

1.00 – 2.00	=	strongly disagree
2.01 – 3.00	=	disagree
3.01 – 4.00	=	agree
4.01 – 5.00	=	strongly agree

Moreover, there was one open-ended question at the end of the questionnaire that allowed the participants to give their comments, opinions, suggestions, or further information regarding English language learning needs and problems of underprivileged children in the slum area.

3.3.2 Interview protocols

The semi-structured interview protocols were designed by the researcher to collect more in-depth information regarding the English language needs and problems of underprivileged children in a slum area. The participants were ten underprivileged

children, three teachers, and three community members. Underprivileged children were selected from the participants after doing the questionnaire. The interviews protocols took place at the community school after class. Teachers in this session were selected from the whole participants that could be the teachers at the community school or volunteer teachers from the foundation. Moreover, three community members should be one leader of the community, one staff from the foundation, and the other was the family member. The location in use during the interview processes depends on the participants' appropriateness.

There were ten items in the semi-structured interview protocols which were conducted in Thai. As the nature of the interview protocols was semi-structured, it allowed the researcher to probe further if any interesting data were offered by the participants during the interviews. The interviews audio-recorded, and the researcher also took notes during the interviews if interesting findings were observed. All three groups of participants would be randomly asked to participate in the interviews, each of which took between 15 and 30 minutes (Appendix D-F).

3.3.3 Validation of the instruments

The questionnaires and the interview protocols were validated by a panel of three experts who were English instructors specialized in English language teaching to ensure content validity, clarity, and language appropriateness.

The three experts were asked to verify the content and language appropriateness of the questionnaires and interview protocols by indicating their agreement or disagreement with the appropriateness of each item in the

questionnaires and interview protocols onto the evaluation forms, stating if they thought each of the items was appropriate (+1), not sure (0), or inappropriate (-1). The items which received the mean score less than 0.5 were omitted, while those that received the mean score equal to or higher than 0.5 were retained. After that, the questionnaires and interview protocols were revised and improved based on the experts' comments and suggestions.

3.3.4 Pilot study

After the instrument were validated and improved according to the experts' comments and suggestions, they were tried out in a pilot study with a group of participant in the study before they were used in the main study.

The participants of the pilot study were 30 underprivileged children who lived in the Klong Toey area were similar to those of the participants in the main study. Data collection in the pilot study took approximately 15-20 minutes.

After that, Cronbach's Alpha Coefficient was employed to determine the reliability of the questionnaires, which was equal to 0.87. According to Nunally (1978) in order for any instrument to be considered reliable, the result should be at least 0.70.

3.4 Data collection

The data collection of this study was carried out in the second semester of the academic year 2012 at the Klong Toey slum in Bangkok. The researcher collected the data from the three groups of participants with assistance from a teacher who was involved in providing non-formal education to the underprivileged children as it may probably be unsafe for an outsider to enter the slum area without an escort. The data

had been collected for a month about three days a week during weekday and weekend. The researchers spent two or three hours each time collecting the data at the Klong Toey slum area.

The researchers asked 100 underprivileged children to complete the questionnaires, which took between 15 to 20 minutes. After that ten underprivileged children were selected to the interview sessions to collect more in-depth information about English language learning needs and problems of underprivileged children living in a slum area. The interviews audio-recorded, and the researcher also took notes during the interviews if interesting findings were observed. The data were collected in the same process from ten teachers and ten community members, starting with the questionnaires and moving on to selecting three teachers and three community members to participate in the interviews sessions.

3.5 Data analysis

The data from the questionnaires and interviews were analyzed by means of statistical analysis using the SPSS Program for Windows. Quantitative data gathered by means of the questionnaires were analyzed with descriptive statistics of percentage, mean, and standard deviation. On the other hand, qualitative data collected using the interview protocols were analyzed using content analysis.

CHAPTER IV

FINDINGS

The present study was a descriptive research which aimed to find out the needs and the problems of English language learning of underprivileged children in a slum area. The participants consisted of 100 underprivileged children, ten community members, and also ten teachers from the Klong Toey Slum area. Data collection took place in January 2013. This chapter presents the findings of the study in the following sections:

4.1 Data regarding background of the participants:

4.1.1 Background of underprivileged children

4.1.2 Background of the teachers

4.1.3 Background of the community members

4.2 The needs of English language learning of underprivileged children

4.3 The problems of English language learning of underprivileged children

4.4 The teachers' attitudes toward English language learning of underprivileged children in a slum area

4.5 The community members' attitudes toward English language learning of underprivileged children in a slum area

4.6 Additional findings

4.1 Background of the participants

This part reported the findings regarding demographic characteristics of the three groups of study participants: underprivileged children, teachers, and community members in the Klong Toey slum area.

4.1.1 Background of underprivileged children

According to the study, the total number of the participants who were underprivileged children in the Klong Toey slum area was 100. The majority of the participants, or 66 of them, were boys, and the rest of them were girls. All of the children were in a lower secondary school level from grades seven to nine. The boys were mostly in grades seven and eight, but the girls were mostly in grade nine. In terms of duration of English language learning, both of the boys and the girls had been studying English for six to ten years. In addition, as regards their overall English language proficiency level, 30 boys mostly thought that their English was at a poor level, whereas 23 girls mostly thought that their proficiency was at a fair level. Considering the English language skills, both boys and girls claimed that the best English language skill was listening, whereas the weakest skill was speaking.

Table 4.1

Characteristics and background of underprivileged children (n =100)

		Male	Female	Total
		%	%	
Sex		66	34	100
Grade	Grade 7	34	4	38
	Grade 8	16	8	24
	Grade 9	16	22	38
Duration of studying English	1-5 years	13	7	20
	6-10 years	50	27	77
	Never	3	0	3
Overall proficiency	Excellent	1	0	1
	Good	6	4	10
	Fair	29	23	52
	Poor	30	7	37
Best English skill	Listening	26	16	42
	Speaking	11	1	12
	Reading	14	11	25
	Writing	15	6	21
Weakest English skill	Listening	9	4	13
	Speaking	25	13	38
	Reading	22	8	30
	Writing	10	9	19

4.1.2 Background of the teachers

There were ten teachers from the school around the Klong Toey slum area who participated in the study. Five of them were male and the others were female. Most of the teachers were 25-35 years old or older. They had teaching experiences mostly from one to five years in different subjects rather than English. All of the teachers thought that they had English language proficiency at a fair or poor level.

Table 4.2

Characteristics and background of the teachers (n = 10)

		Male	Female	
		N	N	%
Sex		4	6	100
Age	25-35 years	1	4	50
	36-45 years	3	0	30
	45 years up	0	2	20
Duration of teaching	1-5 years	2	3	50
	6-10 years	2	1	30
	25 year up	1	1	20
Skill	Fair	5	0	50
	Poor	4	1	50

4.1.3 The characteristics and background of the community members

The total number of the participants who were community members in the Klong Toey slum area was ten. Three of them were the fathers of underprivileged children, four of them were the mothers, and the other three were cousins and relatives of underprivileged children. As for their roles in the slum community, there are one leader of the community, one assistant of the community, and one president of Duang Prateep Foundation. Most of them were between 25 and 35 years old. When considering the level of education, most of the parents completed primary education level and they worked as laborers and wage earners.

Table 4.3

Characteristics and background of the community members (n =10)

		Father	Mother	Others	%
		N	N	N	
		3	4	3	100
Age	25-35 years	3	1	0	40
	36-45 years	1	1	1	30
	45 years up	1	0	2	30
Education	Primary	2	1	3	60
	Secondary	1	3	0	40
Occupation	Laborer	2	0	1	30
	Wage earner	1	3	2	60
	Housewife	0	1	0	10

4.1 The needs of English language learning of underprivileged children

Research Question 1: What are the needs of English language learning of underprivileged children in the slum area?

The needs of English language learning of underprivileged children were analyzed by means of descriptive statistics of minimum, maximum, mean, and standard deviation. When considering English language learning needs of underprivileged children in the the Klong Toey slum area, it was found that the children wanted to study English with a focus on listening and reading (Mean = 3.79, SD = 1.13), speaking (Mean = 3.72, SD = 1.16), and vocabulary (Mean = 3.67, SD = 1.09), respectively. In contrast, they did not pay much attention to English grammar (Mean = 3.35, SD = 1.18) as it was rated with the lowest mean score, as shown in Table 4.4.

Table 4.4

Children's needs to improve English language skills

Needs in English skill	Mean	SD
Listening	3.79	1.13
Speaking	3.72	1.16
Reading	3.79	1.18
Writing	3.62	1.18
Pronunciation	3.58	1.33
Grammar	3.35	1.18
Vocabulary	3.67	1.09
Total	3.65	1.18

The findings from the in-depth interviews of the children also revealed similar findings that the children needed to develop their English skills in listening and reading more than the other skills. One child from Block 2 stated that:

“I have a problem with my listening. I do not understand what the teacher said in class.” [Child #2]

Nevertheless, another child who studied in Mattayomsuksa1 expressed a different opinion when it came to their needs:

“Reading is my biggest problem that I would like to improve. I do not understand the passage from the textbook.” [Child #3]

Therefore, it can be seen that English language skills that underprivileged children needed to improve were listening and reading skills.

According to the study, there were two parts in the questionnaires regarding English language learning needs and problems of underprivileged children in slum areas. The first part mentioned the needs of English language learning, and the second part dealt with the children's attitudes toward English language learning.

Considering ten questions with English language learning needs of underprivileged children (Min = 1, Max = 5, Mean = 3.73, SD = 1.17), it was found that the children wanted to study English to pass the exam and get good grades (Mean = 4.04, SD = 1.11). Moreover, they also claimed that they wanted to communicate with the foreigners. (Mean = 3.95, SD = 1.14), and they wanted to have good job opportunities after they had graduated. However, they did not pay much attention to studying English for going abroad (Mean = 3.46, SD = 1.14), as illustrated in Table 4.5.

Table 4.5

Children's needs in learning English

Needs	Mean	SD
I want to pass the exam and have a good grade.	4.04	1.11
I want to communicate with foreigners.	3.95	1.14
I want to study other cultures.	3.77	1.07
I want to go abroad.	3.46	1.14
I want to have good job opportunities.	3.81	1.21
I want to be able to read English.	3.76	1.31
I want to continue studying in higher level.	3.78	1.20
I want to understand English in TV programs.	3.53	1.19
I want to surf the Internet.	3.59	1.22
I love and enjoy learning English.	3.67	1.14
Total	3.73	1.17

In term of attitudes toward English language learning of underprivileged children, according to the study findings, the children thought that English was necessary for their use in their daily life (Mean = 4.03, SD = 1.16), followed by their personal English preference to study (Mean = 3.48, SD = 1.04). They also thought that studying English was not too difficult for them (Mean = 3.26, SD = 1.19), as shown in Table 4.6.

Table 4.6

Children's attitudes toward English language learning

Attitudes	Mean	SD
English is important for me in my daily life.	4.03	1.16
I enjoy studying English.	3.48	1.04
It is a waste of time to study English.	2.79	1.31
I prefer studying other subjects than English.	3.14	1.24
Studying English is not too difficult for me.	3.26	1.19
Total	3.34	1.19

It was revealed from the interviews that underprivileged children had positive attitudes toward English language learning. Most of the student gave their opinions in the same way as one of the children from Block 6 explained,

“English is important for me in my daily life. I will have a better job opportunity. If I know English, I can earn money and I will have a comfortable life.” [Child #6]

Moreover, according to the findings, it was interesting to see the children's beliefs about English language learning became apparent as one child described:

“English is necessary for me to use in the future. Although English is not our native language, I think I will be able to speak English one day.” [Child #4]

In terms of the children's needs for English learning materials, according to the study findings, the children wanted to study English with CDs and a computer in the laboratory (Mean = 3.58, SD = 1.21), playing games (Mean = 3.48, SD = 1.31), watching videos and TV programs (Mean = 3.45, SD = 1.03), using books or magazines (Mean = 3.39, SD = 1.32), and using songs (Mean = 3.32, SD = 1.17), respectively. Moreover, the children enjoyed studying English with friends in class (Mean = 4.24, SD = 0.98) more than having a one-on-one study with the teacher outside the classroom (Mean = 3.04, SD = 1.36), and the children enjoyed working and learning in a large group (Mean = 3.90, SD = 1.23), as presented in Table 4.7 below.

Table 4.7

Children's needs for learning materials and preferred learning styles

Preferred learning materials	Mean	SD
Books or magazines	3.39	1.32
Videos or TV programs	3.45	1.03
CDs and computer in the laboratory	3.58	1.21
Songs	3.32	1.17
Games	3.48	1.31
Total	3.44	1.21
Preference for English	Mean	SD
I like learning English in class.	4.24	0.98
I like individual study outside class.	3.04	1.36
Total	3.64	1.17
Preferred Learning style	Mean	SD
I enjoy working and learning individually.	2.91	1.48
I enjoy working and learning in pairs.	3.31	1.24
I enjoy working and learning in a small group.	3.59	1.07
I enjoy working and learning in a large group.	3.90	1.23
I enjoy working and learning with friends of the same gender.	3.68	1.28
Total	3.48	1.26

The findings showed that the children liked to study English with CDs and a computer in the laboratory. The findings from the interviews supported such the findings from the questionnaires, as the children from grade 9 explained:

“I enjoyed learning English every time in the laboratory. I had a chance to use the computer. It is fun and interesting.” [Child #3]

“I like to learn English with playing games most because it is more fun than learning from the books.” [Child #5]

In summary, using CDs and a computer seemed to be the most preferable learning materials for the children in the Klong Toey slum area.

4.2 Problems of English language learning of underprivileged children

Research Question 2: What are the problems of English language learning of underprivileged children in the slum area?

The problems of English language learning of underprivileged children were analyzed using descriptive statistics of minimum, maximum, mean, and standard deviation. When considering the 13 questionnaire items of English language learning problems of underprivileged children (Min = 1, Max = 5, Mean = 3.22, SD = 1.16), it was found that the children had problems with English speaking because they could not speak English fluently (Mean = 3.60, SD = 1.02). Besides, they also claimed that they had spelling problems when they were writing (Mean = 3.48, SD = 1.11), and they also had problems with English grammar (Mean = 3.40, SD = 1.04). On the other hand, they had the least problems with the listening skill (Mean = 3.46, SD = 1.14), as shown in Table 4.8.

Table 4.8

Children's problems in English language learning

Problems	Mean	SD
English grammar is the most difficult part in studying English.	3.40	1.04
I cannot write English sentences.	3.21	1.16
It is difficult to pronounce English words.	3.15	1.19
Listening skill is the most difficult for me.	3.10	1.08
I cannot speak English fluently.	3.60	1.02
I can speak English only in words.	3.37	1.13
I always have spelling problems when writing.	3.48	1.11
Remembering new vocabulary is difficult for me.	3.15	1.10
Reading English is the biggest problem for me.	3.06	1.11
I have no chance to practice English outside the class.	3.33	1.30
I have no idea how I can practice English by myself.	3.37	1.20
I do not know how to use a dictionary	2.47	1.29
I would like to learn more English outside the class.	2.89	1.29
Total	3.20	1.16

From the interview session, it was unveiled that the children had various kinds of problems toward English language learning. The children mostly had problems with their speaking, as exemplified by one of the children:

“I have learned English for many years, but I cannot speak English. I can speak only in chunks of words. I am shy when I try to speak English. I want to improve my speaking skill.” [Child #1]

Furthermore, underprivileged children had more obstacles with English language learning as they lacked a chance to practice and continue studying English (Mean = 3.37, SD = 1.15). Family and money problems (Mean = 3.19, SD = 1.18) and duration of studying (Mean = 3.10, SD = 1.21) could also be a problem for them respectively. On the other hand, the children thought that materials used in English language learning were not the main problem in their class (Mean = 2.85, SD = 1.09), as shown in Table 4.9.

Table 4.9

Children's obstacles in English language learning

Obstacles	Mean	SD
I cannot study English because of family and money problems.	3.19	1.18
I have to work and earn money, so I cannot go to school.	2.89	1.10
There is a lack of support from the government and related organizations.	3.05	1.16
Hi-technology learning materials available are not enough to develop English skills.	2.85	1.09
I have no chance to practice and continue studying English outside classes.	3.37	1.15
Teaching duration is not enough for the children.	3.10	1.21
Total	3.07	1.15

According to the findings, there were many problems and obstacles experienced by the children who lived in a slum area, as can be seen in the following examples:

“I cannot continue studying in formal school because I need to help my mother work and earn money for my family. I work in the morning, so I cannot go to school.” [Child #7]

“I have no chance using English in my daily life. I do not know how to practice my English outside classes. I have learned English only in classrooms.” [Child #3]

“Sometimes, I have to take care of my youngest sister because my mother had to go working outside, so I have to miss some of my classes.” [Child # 6]

To conclude, the underprivileged children had problems that obstructed their studying English. According to the questionnaires and interviews, it was revealed that family and money problems were the main problems for these children in studying English.

4.3 The teachers’ attitudes toward English language learning of underprivileged children

The study findings revealed that attitudes from the teachers who taught the children in the Klong Toey slum area. As for the study of English language learning needs and problems of underprivileged children, it was found that the teachers agreed that the underprivileged children in a slum area needed to improve four English skills in listening, speaking, reading, and writing which were rated at the same mean scores (Mean = 4.82, SD = .40). On the other hand, the teachers focused least on English grammar (Mean = 4.73, SD = .53), as shown in Table 4.10.

Table 4.10

Teachers' attitudes toward children's needs in English language skills

Needs in English skills	Mean	SD
Listening	4.82	0.40
Speaking	4.82	0.40
Reading	4.82	0.40
Writing	4.82	0.40
Pronunciation	4.60	0.66
Grammar	4.36	0.81
Vocabulary	4.73	0.65
Total	4.71	0.53

Further investigation from the interviews revealed that the underprivileged children had problem with all the English language skills, as they described:

“Most of the students have low level of English language proficiency. I think they need to improve more in every skill. Some of them cannot read any English word, and they can say only the name of English alphabets.” [Teacher #1]

“The children in the slum mostly have low background knowledge in English. They have quite low English skills in listening, reading, writing, and also speaking equally.” [Teacher #2]

“The children are not good at any skills because they do not have a chance to study and practice English in their daily life.” [Teacher #3]

To sum up, the teachers mostly shared similar attitudes toward English language skills of underprivileged children that the children needed to improve all four English language skills.

In addition, teachers also discussed learning materials that they used in class. The children enjoyed studying English with songs the most (Mean = 4.90, SD = 0.30), games (Mean = 4.80, SD = 0.40), and videos or TV programs (Mean = 4.55, SD = 0.52). In contrast, the children did not like studying English with books or magazines, with the lowest mean scores (Mean = 3.64, SD = 0.81), as illustrated in Table 4.11.

Table 4.11

Teachers' attitudes toward children's needs in English language learning materials

Learning materials	Mean	SD
Books or magazines	3.64	0.81
Videos or TV Programs	4.55	0.52
CDs and computer in the laboratory	4.36	0.81
Songs	4.90	0.30
Games	4.80	0.40
Total	4.45	0.57

The findings from the interviews of the teachers also supported the quantitative findings on children's needs of learning materials, as one of the teachers stated:

“The children enjoyed studying English using interesting materials such as songs, games, and videos or any high-technology equipments but not studying from the textbooks. The children do not pay much attention when I teach by using the books. I have to prepare materials or activities to draw the children’s attention. Nevertheless, there is not enough high-technology equipment for all children in the community school. The children need to share the computer with one another.”
[Teacher #2]

Another teacher shared same feelings:

“Although there are many kinds of learning materials at present, I think books are still the best material in use because the students can learn by themselves from the books or revise the lessons after class. Besides, books are designed to be more interesting as they contain pictures, games, activities, and also updated information which can help children to improve their English skills.” [Teacher #1]

When it came to teachers’ attitudes toward English language learning style, the finding showed that the teachers perceived that the children enjoyed studying English with friends in class more than having individual study with the teacher outside classrooms, whereas the teachers preferred the underprivileged children to work and learn in a small group (Mean = 4.27, SD = 0.79), as presented in Table 4.12.

Table 4.12

Teachers' attitudes toward children's English language learning styles

Preference for English	Mean	SD
Children like learning English in class.	4.27	0.90
Children like individual study outside class.	3.30	0.90
Total	3.79	0.90
Preferred Learning style	Mean	SD
Children enjoy working and learning individually.	2.80	1.40
Children enjoy working and learning in pairs.	3.70	1.01
Children enjoy working and learning in a small group.	4.27	0.79
Children enjoy working and learning in a large group.	3.50	0.92
Children enjoy working and learning with friends of the same gender.	3.50	1.36
Total	3.55	1.09

As previously reported, the teachers indicated that the children were interested in high-technology equipment. When investigating the teachers' attitudes, it could be seen that the children were mostly interested in the Internet. They studied English because they wanted to understand the language while surfing the Internet (Mean = 4.18, SD = .75), and the children wanted to study English because they wanted to get good job opportunities (Mean = 3.90, SD = 1.22). Moreover, the teacher thought that the children were interested in studying English because they wanted to pass the exam with good grades and hoped to communicate with foreigners which were rated with the same mean score (Mean = 3.73, SD = 1.01 and 1.27, respectively). In contrast, the teacher believed that the children were not interested in studying other cultures, going abroad, or enjoying learning English which were rated with the same

rate mean scores (Mean = 3.27, SD = 1.01, 1.27, and 1.35, respectively), as illustrated in Table 4.13.

Table 4.13

Teachers' attitudes toward English language learning needs of underprivileged children

Children's needs	Mean	SD
Children want to pass the exam and have a good grade.	3.73	1.01
Children want to communicate with foreigners.	3.73	1.27
Children want to study other cultures.	3.27	1.27
Children want to go abroad.	3.27	1.35
Children want to have good job opportunities.	3.90	1.22
Children want to be able to read English.	3.64	1.12
Children want to continue studying in higher levels.	3.46	1.21
Children want to understand English TV programs.	3.36	1.21
Children want to surf the Internet.	4.18	0.75
Children love and enjoy learning English.	3.27	1.01
Total	3.58	1.14

As can be seen from the findings, the teachers believed that children needed to study English for various reasons. First of all, in terms of technology, children needed to study English to use technological equipment as one teacher stated,

“Children are interested in technology and they like to study English when they have a chance to use the computer and surf the Internet. Unfortunately, the children have to share computer with their partners because there are not enough computers for everyone.” [Teacher #1]

Another reason for studying English was the children needed to improve their English skills, as explained by one teacher:

“The children who live in a slum area need more comfortable life and they believe that they will have a good job opportunity and have a better life only when they have good English skills.” [Teacher #2]

However, one teacher pointed out that students were concerned with their learning scores, as she mentioned:

“Some groups of students pay attention to the class because they need to get better scores and have a good grade.” [Teacher #2]

In terms of attitudes toward English language learning of underprivileged children in a slum area, the teachers mentioned that English was necessary for use in their daily life (Mean = 4.73, SD = .47), but the teachers thought that the children were not interested in studying English (Mean = 4.00, SD = 1.10), and they also perceived that studying English was not too difficult for the children (Mean = 3.91, SD = 1.04), as shown in Table 4.14.

Table 4.14

Teachers' attitudes toward English language learning of underprivileged children

Teachers' attitudes	Mean	SD
English is necessary for the children to use in their daily life.	4.73	0.47
Children love to study English.	3.36	1.03
Children think studying English is a waste of time for them.	2.82	1.60
Children should be interested in other subjects more than English.	3.10	1.37
Studying English is not too difficult for the children.	3.91	1.04
Children are not interested in studying English.	4.00	1.10
Total	3.65	1.10

From the teachers' opinions, the children had positive attitudes toward English language learning, as one teacher explained:

“English is important for everyone in the future including the underprivileged children in a slum area. The children will have better job opportunities or get a good chance to work in a big company, so they will have better ways of life. I think studying English is useful for them in the future to have more comfortable life.” [Teacher #3]

In addition, underprivileged children had problems with English speaking because the children could not speak English fluently (Mean = 4.73, SD = .47) and the children also had problems in writing English sentences (Mean = 4.64, SD = .67). Moreover, these underprivileged children both had problems in spelling and

practicing English outside the classroom, which were rated the same mean score (Mean = 4.45, SD = .52 and .93, respectively), as shown in Table 4.15 below.

Table 4.15

Teachers' attitudes toward problems in English language learning

Problems	Mean	SD
English grammar is the most difficult part in teaching English.	4.36	0.81
Children cannot write English sentences.	4.64	0.67
It is difficult for children to pronounce English words.	3.82	0.98
Listening skill is the most difficult for Children.	4.18	0.75
Children cannot speak fluently.	4.73	0.47
Children can speak English only in words.	4.36	1.03
Children always have spelling problems in their writing.	4.45	0.52
Remembering new vocabulary is difficult for children.	4.00	0.77
Reading English is problematic for children.	4.09	0.70
Children have no chance to practice English outside the class.	4.45	0.93
Children have no idea how to practice English by themselves.	4.09	0.94
Children do not know how to use a dictionary.	3.27	1.27
Children would like to learn English outside the class.	3.09	1.76
Total	4.12	0.89

According to the findings on the teachers' attitudes, the underprivileged children in the slum enjoyed learning English in class, but they did not have a chance to practice their English skills, as one teacher who taught English in school mentioned:

"The children in my class like to speak English and follow the conversation pattern. However, they still have problems with English

pronunciation, so they cannot speak English fluently. If the children have a chance to learn English with English native speakers once a week, it would be helpful for them to practice their speaking.”

[Teacher #2]

4.4 The community members' attitudes toward English language learning of underprivileged children

As for the English language learning needs and problems of underprivileged children in the Klong Teoy slum area as perceived by the community members who shared the children's residence, the community members thought that English was necessary for the underprivileged children to use in their daily life (Mean = 5.00, SD = .00). Studying English gave the children more chance to study in higher levels (Mean = 4.90, SD = .32). In addition, the community members also suggested that children gain more knowledge from studying English (Mean = 4.80, SD = .42), as shown in Table 4.16.

Table 4.16

The community members' attitudes toward English language learning needs and problems of underprivileged children

Attitudes	Mean	SD
English is necessary for the children to use in their daily life.	5.00	0.00
It is good for the children to study English.	4.11	0.31
Studying English is a waste of time for them.	2.33	0.82
Children should be more interested in other subjects than English.	4.22	0.92
Children are able to understand and learn other subjects from studying English.	4.60	0.52
Children would have good job opportunities.	4.10	0.57
Studying English give the children more chance to study in higher levels.	4.90	0.32
Studying English shows the children are well educated.	4.40	0.52
Studying English helps children communicate with foreigners.	4.40	0.52
Children gain more knowledge from studying English.	4.80	0.42
Total	4.29	0.49

The community members also had good attitudes toward English language learning for underprivileged children, as one relative described:

“I know that English is important for my children in the future. Studying English will be useful for them to find a better job in a big company outside this area. My children should have good education, and it would be great if they can also speak English.” [Community member #1]

“English becomes more important in our society nowadays. When I was young, I did not have a chance to study in school. I left school since the primary level and I had never learned English before. I cannot teach my children, so I want them to study in a higher level. I believe that being highly educated means they would have better job and better living conditions.” [Community member #3]

Moreover, the community members also explained the obstacles that the children faced in studying English. First of all, they thought that the most important problem was the fact that parents had limited English skills, so they were not able to help their children (Mean = 4.90, SD = .32). They also claimed that children lacked hi-technology learning materials in developing their English skills (Mean = 4.80, SD = .42). They also focused on money and family problems, a lack of support from the government, and teaching duration in class was too short, all of which were rated with the same mean score (Mean = 4.70, SD = .48), as shown in the Table 4.17.

Table 4.17

Community members' attitudes toward children's obstacles in English language learning

Problems	Mean	SD
Money and family problems hinder the children from studying English.	4.70	0.48
Children have to work and earn money for their family.	4.50	0.53
Children lack support from the government or related organizations.	4.70	0.48
Children lack hi-technology learning materials in developing their English skills.	4.80	0.42
Children have no chance to practice and continue studying English.	4.40	0.52
Teaching duration in class is not enough for the children.	4.70	0.48
Parents have limited English skills, so they cannot help their children.	4.90	0.32
Total	4.67	0.46

From the interview session, the community members also gave additional comments about English language learning of underprivileged children, as one of them described:

“Children in our community are faced with many problems in their lives. Most of them are poor, and they live in a bad environment. Some children cannot go to school because of their family’s problems. Actually, there is a community school providing basic education for all children in the slum for free. English is also taught in school. All the children have a chance to learn English with both Thai and native

teachers. In school, there are limited learning materials used in class. We need more support from the organization to get more books, materials, and also technological equipment. These would be very helpful for the children to improve their language skills more easily and effectively.” [Community member #2]

It could be seen from the findings that English language learning needs and problems of underprivileged children in a slum area consisted of various factors. The underprivileged children faced with many problems, and they still needed more support from the related parties and organizations to support improvement on their English language learning.

4.6 Additional findings

There are additional findings from the study that are related to English language learning of underprivileged children that are worth being mentioned here.

4.6.1 Findings regarding community environment

The study findings revealed that the community environment was the main factor that affected the needs of English language learning of underprivileged children, as the community members and the teachers agreed:

“We know that a slum is a crowded community where so many people live together within a limited space. People live in a very small house where there is not much space to do anything except sleeping. They do not have enough space to do any activities at home. For the children, they live in this community, and they are faced with community

problems such as air pollution, noise pollution, crimes, and limited space. At school, the children study in a bad environment with loud noises outside the classroom, so the children pay attention to other distractions more than studying in class.” [Community member #2]

Another teacher also shared the same sentiment regarding the problem in English language learning of underprivileged children in the slum area:

“The children have no space to revise the lessons and do their homework because of the limited space in their house. After school, the children spend time playing on the playground at school until late in the evening. They do not want to go back home because there is no one at home. Parents should be the persons who take care of the children and help them with their education. The children need support from their parents to do homework and revise the lessons, but most of parents in the slum have a low level of education, so they cannot be of much.” [Teacher #3]

Another community member referred to the problems about the learning centers as she elaborated:

“There are few learning centers in our community, and they are not enough for the children in the slum. The children need more interesting materials in the learning centers to persuade them to come and join the activities in the learning centers. The children are not interested in reading and learning outside the class. Most of them

spend time playing with friends more than gaining new knowledge. It might be better if the children go to the library in the community. Moreover, staff members or volunteer teachers should provide new activities to motivate the children to engage in language learning activities.” [Community member #1]

From the in-depth interviews and the questionnaires, it was revealed that the environment around the community also affected the children’s English language learning and hindered their struggle to improve their English skills. They needed more support from the teachers, parents, as well as other community members to develop the environment around that area to be more supportive of learning and living in the Klong Toey slum area.

4.6.2 Findings regarding English language teachers

According to the findings, it is quite interesting to find out that English language teachers could also be the problems that affected English language learning of underprivileged children in this slum area.

First of all, the number of the teacher available in the Klong Toey slum area is not sufficient for teaching the children. There are more than 500 children in the community school, whereas there are only 15 teachers working in this school. One teacher’s statement clearly reflected her concern with staff shortage in the community school:

“We now have only two English teachers in our community school and another English native speaking teacher. The number of the teacher is

not enough for the students in school. In our school, we need more English teachers or volunteers who can support the children in developing English language proficiency.” [Teacher #2]

Besides, the English level of proficiency of the teachers who teach the children in this slum area is quite low. According to the findings regarding the characteristics and background of the teachers as previously reported, most of the teachers in the slum area had only a fair or poor level of English proficiency. The teachers themselves acknowledged this problem as one of them elaborated:

“As a teacher, I think English teachers here have quite a lower level of proficiency compared with the teachers in other schools because some of the teachers did not graduate with a major in English. The teacher who is able to use English language skills becomes an English teacher. Actually, the teachers need to be an expert in each of the subjects they teach. English teachers should have undergone necessary training or graduated with a specialization in English language teaching.”
[Teacher #1]

Consequently, the external factors such as the community environment and English language teachers could be the problems in English language learning. These two factors mainly affected the English language learning that should be taken into serious consideration by the government or related organization so that necessary improvement can be made.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter concludes the present study by summarizing the findings, discussing the findings, providing implications from the findings, and presenting recommendations for further studies.

5.1 Summary of the Findings

In this study, 100 underprivileged children in the Klong Toey slum thought that their English language skills were at a fair level. Considering the English language skill, they were good at and poor at, the best English language skill was listening, whereas the weakest skill was speaking. In terms of needs of English language learning of underprivileged children, the children would like to practice all four skills especially listening and reading. On the other hand, the children were not interested in studying grammar. From the children's opinions, they would like to study English to pass the exams and get good grades. The children studied English in order to communicate with foreigners and get good job opportunities, and they had positive attitudes toward English language learning. They believed that English was important for them in their daily life. In terms of English learning materials, the children enjoyed studying English with CDs and a computer in the laboratory more than studying English from textbooks. Moreover, the underprivileged children would like to study English with friends in class and they preferred to work and learn in a large group.

Also, the children pointed out the problems in English language learning. Speaking skill was the main problem of underprivileged children as they could not speak English fluently, and they also had spelling problems when writing English sentences. In addition, it was found that family and money problems were the most serious problems of underprivileged children that hindered English language learning.

As regards teachers' opinions toward English language learning needs of underprivileged children in a slum area, it was found that the children in this slum area needed to improve all four English language skills: listening, speaking, reading, and writing. The teachers suggested that the children enjoyed learning English with songs, games, videos or TV programs more than learning from books or magazines. It was found from the teachers' attitudes that the children do not like to learn English by reading articles. According to the findings of this study, the teachers perceived that the children enjoyed studying English with friends in class more than individual study with the teacher outside the classroom (Table 4.7), whereas the teachers noticed that the children enjoyed working and learning in a small group (Table 4.12). As teachers, they also had positive attitudes toward English language learning that the children should have good English language learning. However, the children also had problems with English language learning skills that they needed to improve and practice more.

When considering the community members' attitudes, the community members also had good attitudes toward English language learning of underprivileged children. They thought that English is necessary for the children to use in their daily life. After studying English, the children should have more chance to study in higher

levels and would gain more knowledge. However, there were some problems in English language learning of underprivileged children that parents had limited English skills, so they could not support their children and the children lacked high-technology learning materials in order to develop their English skills.

5.2 Discussion of Findings

In this section, the findings regarding needs and problems toward English language learning of underprivileged children are discussed.

5.2.1 Needs in English language learning

As regards the needs of English language learning of underprivileged children in the Klong Toey slum area, they needed to improve four skills in English language learning in listening, speaking, reading, and writing. The teachers shared similar attitudes toward the children's needs in English language learning. The teachers believed that the children in the slum area had a low level of English proficiency and they needed to improve more in all four skills, especially listening and reading. The findings of this study are consistent with the finding of Sumawathdana (2009) who explored English language learning needs and problems of the students learning English at a lower secondary school. The results of this study showed that students needed to improve their English language in all four skills: listening, reading, writing, and also speaking. It was also found that the students also perceived that they needed English communication skills to further their studies at a university level in the future. Similarly, Srisueb (2009) who conducted a needs analysis of students who were learning English as a third language in a private Islamic school in Narathiwat Province in the south of Thailand reported that the students needed to develop

language skills more, especially speaking and reading skills. In addition, Lee (2011) conducted an empirical study to explore the needs to develop English language skills of refugee children and adolescents living in an urban camp in Thailand. The study findings suggested that these refugee children and adolescents expressed their needs to develop the English oral and written discourses in order to decrease socio-economic inequalities in life and to increase their chances for better job opportunities and higher standards of living.

Another finding was found in the aspect of English language learning materials of underprivileged children (Table 4.7). The children needed more interesting materials used in class such as CDs and computers in the laboratory, games, and videos or TV programs instead of books or magazines. The children's attitudes were similar to the perception of the teachers that the children enjoyed learning English with songs, games, and videos or any high-technological instruments rather than studying from the textbooks. Therefore, the teachers had to prepare a variety of materials or activities to more easily capture the children's attention. Likewise, the study of Payakmag (2008) who explored needs that affected communicative ability of English program students in a secondary school level discovered that the students needed more motivation in the classroom, which could be increased with interesting activities and a fun atmosphere that supported the students in order to practice communicative skills. Moreover, the students needed more learning materials and sources to improve their communicative skills as well.

Additional findings regarding learning styles revealed that underprivileged children and teachers shared similar attitudes and also had different attitudes toward English language learning styles. Both of them preferred English instruction in class more than individual study outside class. Nevertheless, the children liked learning English in a large class because they enjoyed working and doing activities with friends. In contrast, the teachers would like to teach English with a small group of students. The teachers believed that learning English in a small group was more efficiency. The children would have more chance practicing English language skills in class and the teachers could control the class more easy and pay more attention to the individual students. As Blatchford (2011) points out, the class size affects the students' interactions and behaviors. The students in the smaller class receive more attention from the teachers and have more active interaction with them. In other words, the students gain benefits from the smaller class in terms of individual attention and facilitative engagement in learning. It could be seen from the study findings that classroom size also affects the quality of language learning.

5.2.2 Problems in English language learning

According to the research findings, the problems in English language learning of underprivileged children could be divided into three parts: problems as perceived by underprivileged children, problems as perceived by teachers, and problems with learning materials. First of all, underprivileged children claimed that they had various problems in English language learning. The children had problems with development of English language skills. It was found that the children had problems with speaking English fluently and they also claimed that they had spelling problems especially

when they were writing English grammar. Furthermore, underprivileged children had more obstacles with English language learning as they lacked practice and continued studying English. Likewise, the teachers believed that the children both had problems in spelling and practicing English outside the classroom. The underprivileged children in the slum enjoyed learning English in class, but they did not have a chance to practice their English skills. Such findings yielded support to the finding of Wiriyachitra (2002) who has explained various problems of English language teaching in Thailand. It has been documented that the students faced too many difficulties in learning the English language for various reasons. Because English is not our mother tongue, it is difficult to learn English, especially pronunciation, syntax, and also idiomatic usage. Other problems are, students lack opportunities to use English in daily life, students are too shy to speak English with their classmates and teachers, students are passive learners, and the English lessons are unchallenging for the students. As The Ministry of Education (2006) has stated that the problems in teaching and learning in Thailand come from two main factors: the ways of teaching and learning factor and the teacher factor. Students in Thailand are not able to use English to communicate effectively because English is used as a foreign language in the country and the students seriously lack exposure to English outside their class.

Another problem was revealed that English language teachers had an influence on English language learning of underprivileged children in this slum area. This present study showed that there was a shortage of teachers and staffs in school to teach underprivileged children in the Klong Toey slum. The children needed more English teachers or volunteers who could support them in their attempt to increase

English language proficiency. However, the teachers' levels of English proficiency who currently taught the underprivileged children in this slum area was quite low. The present study showed that most of teachers in the slum area had a fair or poor English level of proficiency. Similarly, the study of Wiriyachitra (2002) has pointed out that there are many problems in English language teaching, including the teachers themselves. The teachers have too much responsibility in teaching, there are too many students in a classroom, the teachers are not sufficiently fluent in English language skills, and the teachers lack cultural knowledge of the native speakers of the target language. Moreover, the educational technology and materials used in teaching are inadequate for the class. Likewise, in another study conducted by Channankid (1997) who explored the problems of teaching English for Prathomsuksa One students in an elementary school under the jurisdiction of the Office of the National Primary Education Commission, the results showed that the problems of English language learning were mainly due to the lack of teachers or teaching staff who majored in English language teaching and were knowledgeable and skillful enough. In addition, the Ministry of Education (2006) states that teachers constitute another important factor in the Thai educational system because Thai teachers have low proficiency in English skills as the statistics has shown that more than 80 percent of English teachers in school did not graduate with a major in English. According to the statistics of the Ministry of Education (2010), 51.91 percent of the teachers have a very low level of English proficiency. Thus, it is difficult for these teachers to develop language curricula, design lesson plans and materials, and carry out English instruction effectively to lead their children to desired mastery of the target language.

However, teaching materials in use became another problem in English language learning of underprivileged children in the Klong Teoy slum area. As Prapphal (2003) who investigated English proficiency of Thai students in order to improve English teaching and learning in Thailand has pointed out, materials and methods of teaching in use should be based on such goals and objectives or the lessons. Then, teachers should choose appropriate tasks and activities that enable students to achieve their goals in English language learning. This problem was consistent with the findings of the study carried out by Channankid (1997) that there were various kinds of activities and materials to encourage the students' interests and the school lacked the budget necessary for acquisition of high technological instructional equipment in teaching the English language effectively in classes. As for the findings of the present study, it can be seen that the children in the Klong Teoy slum area had problems with materials used in class. In school, there were limited learning materials available for use in class. The school needed more support from the organization to get more books, materials, and also technological equipment. There is not enough high-technology equipment for all children in the community school. The children needed to share materials with each other. To solve this problem, more effective materials needed to be provided to benefit the underprivileged children in their struggle to improve English language skills.

From the findings that underprivileged children needed to improve their English language skills especially listening and reading with various kinds of materials used regarding learning materials in use, underprivileged children enjoyed studying English with high-technological instruments rather than the textbooks.

Based on such findings, in this study, a sample lesson, consisting of eight tasks, has been developed. The lesson has been designed primarily to match underprivileged children's personal interest in the use of computer and multimedia tasks, including the use of Internet in the language classroom. The tasks included in the lesson also involve listening and reading tasks as the underprivileged children mentioned that they needed to develop these two skills more than the others. It has been anticipated that this sample lesson can be a guideline on how to develop English language lessons to more directly serve the needs of underprivileged children living in a slum area (see Appendix H).

5.3 Implication of the findings

In this section, the implications of the findings are divided into three parts: implications for language teachers, implications for community members, and implications for administrators and authorities.

5.3.1 Implications for language teachers

According to the study findings, English language learning of underprivileged children in the Klong Toey slum area needs to be improved in many ways. First of all, the teachers should understand the children's needs of and also the problems in English language learning. When considering the English language skills, the children in the Klong Toey slum area need to improve four English language skills that are the basics of English language learning and after that the children should be able to practice other English skills more effectively. This group of children also has their own specific conditions of English language learning which are different from those of the children in a normal school system. The teachers should focus on the children's

specific needs, and then develop the course to directly respond to their needs. For these reasons, the teachers should understand the children's problems that hinder their attempt to learn English and help them find the ways to solve their problems. As Hutchinson and Waters (1987) have stated, course design should be based on the target objectives and also the learning situations of the learners. This is because the target situation alone is not a reliable indicator. The conditions of the learning situation and other factors of the learners are also important in their learning. Thus, data regarding learners' specific needs are important when developing a course for them. As such, a needs analysis is important for this group of children that should be carried out before the English language course is designed.

In addition, the teachers should focus more on the learners' learning style preferences and preferred materials in the English language class. These can be used to enhance the children's motivation and increase their attentiveness in their learning. As regards the materials and activities in English language learning, they should be based on the learners' specific as well as personal needs. Furthermore, the children's interest and motivation should receive particularly attention. The teachers provide the materials that are appropriate for the target group of the learners focusing on their ages, learning style preferences, and also their personal interests. The children normally enjoy learning with various kinds of activities, particular when new materials are introduced and used. As in the present study findings, the children are interested in learning English by using games, songs, videos, and TV programs. Moreover, the children enjoyed learning with technological materials such computers,

tablets, etc. These different kinds of materials that interest them and motivate them would be useful in class to improve the children's English learning skills.

Moreover, the children who are learning English in Thailand should have an opportunity to practice English outside class. As the Ministry of Education (2006) has observed, Thai teachers are still using a traditional style of teaching by means of which students learn grammar and vocabulary mainly through rote memorization. Therefore, students are not able to use English to communicate effectively. Besides, as Thailand is an EFL country where English is used as a foreign language, the students seriously lack exposure to English outside their class, especially underprivileged children who live in a slum area. They have less chance to use English in their daily life and to communicate with foreigners. As a result, they need more support from the teachers who can provide them with a chance to practice English and encourage them to be more confident in using English. According to the study of Noisakul (2006) which examined the states and problems of the operation of the English program in schools under the Office of the Basic Education Commissions in Bangkok, it was found that the instruction and academic tasks are designed based mainly on the curriculum proposed by the Ministry of Education with an aim to encourage students to confidently communicate in English. The program provided English field trips to expose students to more learning resources both in and outside school premises and the school also provided camping for the students that was regularly organized to enhance students' different abilities related to English language learning. Therefore, because teachers have more understanding of their own students than other parties, they should create and design their own materials and activities,

which should better suit their students and should be more helpful for the children to achieve their goals in English language learning.

5.3.2 Implications for community members

The findings of the study revealed that community members had positive attitudes towards English language learning even though they still had some problems with English language use. Most of them had low background knowledge in English and they had very limited English language proficiency. Actually, they would like to study English to further develop their communicative skills in order to support their children in learning English in hope of getting better job opportunities. These community members in the slum area should receive support in basic education provided by the Ministry of Education. Furthermore, more support from non-formal education to promote lifelong learning of these community members should be provided through various types of educational services. As stated in the National Education Act B.E. 2542 (1999), the Department of Non-Formal Education (DNFE) is responsible for introducing vocational non-formal education that provides the training courses for a vocational certificate, short-course vocational training, interest group programs, and quality of life improvement activities. Community members in the slum area should have opportunity to gain access to these educational services provided for the special groups of people who could not get into the regular school system and also promoted to ensure that their lifelong learning skill are promoted so that they can gain more knowledge and skills necessary to help them find better job opportunity, which in turn leads to better life.

5.3.3 Implications for administrators and authorities

Regarding underprivileged children in Thailand, UNICEF (2004) has maintained that the life of children in Thailand in general is improving rapidly because of the generous support and assistance from the government and also the United Nations Convention on the Rights of the Child in 1992. Moreover, Education For All (EFA) by UNESCO has provided various projects supporting the children in learning needs and helping them achieve their goals. Nevertheless, there are still a large number of underprivileged children in a slum area who continue to be overlooked by the authority. The children in the Klong Toey slum area mostly lack basic necessities in life, especially education. They still need more support from the school, teachers, and administrators or related authorities.

At the beginning, the administrators and authorities should understand the children's needs and problems in English language learning because these children have a different way of life, and living in the slum area has its specific characteristics and conditions. The children's needs would also be different from other children's needs. First of all, the children in the slum area need an opportunity to gain access to basic education with flexible time and duration. In terms of the lessons and courses, they should specially be designed to be specific for underprivileged children who have different learning conditions and learning purposes. The materials and the activities in use with the children should respond to their needs and appropriate should be made for their specific characteristics and conditions. Additionally, the administrators and authorities should provide more library or self-access learning centers where the children in the slum area can spend time learning by themselves or

revising the lessons after class. Moreover, it might be better to have more volunteer teachers or staffs who work in the learning centers to help them improve their English language skills after class.

5.4 Recommendations for further studies

Based on the findings of the present study, there are two suggestions for future studies regarding the sample of the study and the data collection and data analysis as follows:

As the sample of the study consisted of underprivileged children in the Klong Toey slum and their teachers and community members, they constitute only a small group of population in this area. Consequently, the findings may not be generalized to the English language learning needs of underprivileged children in other settings because there are specific factors and conditions that make them different from other groups of underprivileged children.

Moreover, this present study is survey research in which data were collected mainly through quantitative methodology. Therefore qualitative research should be carried out to gather more in-depth information regarding English language learning needs and problems of underprivileged children in the Klong Toey slum area. Besides this, a larger sample size with different demographic characteristics should be taken into consideration so that the findings would shed more light on needs of and problems in English language learning of underprivileged in a slum area.

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APPENDICES

Appendix A

แบบสอบถามสำหรับเยาวชน

การศึกษาความต้องการในการเรียนภาษาอังกฤษของเยาวชนในบริเวณชุมชนแออัด

แบบสอบถามนี้จัดทำขึ้นเพื่อศึกษาความต้องการและทัศนคติของเยาวชนต่อการเรียนภาษาอังกฤษ โปรดตอบคำถามให้ตรงกับความเป็นจริงมากที่สุด หลังจากตอบแบบสอบถามแล้วเรียบร้อย กรุณาส่งคืนผู้เก็บแบบสอบถาม

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ในช่อง และเขียนคำตอบลงในช่องว่าง

ส่วนที่ 1: ข้อมูลส่วนตัว

1. เพศ: ชาย หญิง

2. อายุ: _____ ปี

3. ระดับการศึกษาชั้น: _____

4. โรงเรียน: _____

5. ระยะเวลาในการเรียนภาษาอังกฤษ

1-5 ปี 6-10 ปี ไม่เคยเรียนภาษาอังกฤษ (ข้ามไปตอบส่วนที่ 3)

6. ระดับความสามารถในการใช้ภาษาอังกฤษ

ดีมาก ดี พอใช้ ไม่ดีนัก

6.1 ทักษะทางภาษาอังกฤษทักษะใดที่ทำได้ดีมากที่สุด

ฟัง พูด อ่าน เขียน

6.2 ทักษะทางภาษาอังกฤษทักษะใดที่ทำได้น้อยที่สุด

ฟัง พูด อ่าน เขียน

ส่วนที่2: ขอบเขตของปัญหาทักษะการใช้ภาษาอังกฤษในด้านต่างๆ ที่ต้องการปรับปรุงให้ดีขึ้น

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ลงในตาราง โดยตัวเลขแต่ละจำนวนหมายถึง

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = เฉยๆ หรือ ไม่แน่ใจว่าเห็นด้วยหรือไม่
2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

ทักษะการใช้ภาษาอังกฤษ	5	4	3	2	1
1. ไวยากรณ์เป็นสิ่งที่ยากที่สุดในการเรียนภาษาอังกฤษ					
2. ฉันเขียนภาษาอังกฤษให้เป็นประโยคไม่ได้					
3. การออกเสียงคำในภาษาอังกฤษเป็นสิ่งที่ยาก					
4. ทักษะการฟังภาษาอังกฤษเป็นสิ่งที่ยากที่สุดสำหรับฉัน					
5. ฉันพูดภาษาอังกฤษไม่คล่อง					
6. ฉันพูดภาษาอังกฤษได้เป็นคำๆเท่านั้น					
7. ฉันมักสะกดคำผิดเวลาสะกดคำผิดเสมอเวลาเขียนภาษาอังกฤษ					
8. การจำศัพท์ใหม่ๆเป็นสิ่งที่ยากสำหรับฉัน					
9. การอ่านภาษาอังกฤษเป็นปัญหาใหญ่ที่สุดสำหรับฉัน					
10. ฉันไม่ค่อยมีโอกาสฝึกการใช้ภาษาอังกฤษนอกห้องเรียน					
11. ฉันไม่รู้จะฝึกฝนทักษะภาษาอังกฤษด้วยตนเองได้อย่างไร					
12. ฉันไม่รู้วิธีการใช้พจนานุกรมภาษาอังกฤษ					
13. ฉันชอบค้นคว้าหาความรู้เพิ่มเติมนอกห้องเรียน					

ส่วนที่3: จุดมุ่งหมายในการเรียนภาษาอังกฤษ

จุดมุ่งหมายในการเรียนภาษาอังกฤษ	5	4	3	2	1
1. ฉันอยากเรียนภาษาอังกฤษเพื่อที่จะสอบผ่านและได้เกรดดี					
2. ฉันอยากเรียนภาษาอังกฤษเพื่อที่จะติดต่อสื่อสารกับชาวต่างชาติได้					
3. ฉันอยากเรียนภาษาอังกฤษเพราะจะได้เรียนรู้วัฒนธรรมอื่นๆ					
4. ฉันอยากเรียนภาษาอังกฤษเพื่อที่จะได้ไปต่างประเทศ					
5. ฉันอยากเรียนภาษาอังกฤษเพื่อที่จะมีการดีๆทำเมื่อเรียนจบ					
6. ฉันอยากเรียนภาษาอังกฤษเพื่อที่จะอ่านหนังสือภาษาอังกฤษได้					
7. ฉันอยากเรียนภาษาอังกฤษเพื่อที่จะได้เรียนต่อสูงๆ					
8. ฉันอยากเรียนภาษาอังกฤษเพื่อที่จะสามารถชมรายการภาษาอังกฤษได้					
9. ฉันอยากเรียนภาษาอังกฤษเพื่อที่จะท่องโลกอินเทอร์เน็ตและสื่อสารได้					
10. ฉันชอบและสนุกสนานกับการเรียนภาษาอังกฤษ					

ส่วนที่4: ความต้องการในการเรียนภาษาอังกฤษ

ความต้องการในการเรียนภาษาอังกฤษ	5	4	3	2	1
1. ฉันอยากเรียนภาษาอังกฤษเน้นในด้าน.....					
1.1 ทักษะการฟัง					
1.2 ทักษะการพูด					
1.3 ทักษะการอ่าน					
1.4 ทักษะการเขียน					
1.5 ทักษะการออกเสียง					
1.6 ไวยากรณ์					
1.7 คำศัพท์					
2. ฉันอยากเรียนภาษาอังกฤษด้วย.....					
2.1 การใช้หนังสือหรือนิตยสาร					
2.2 การใช้วีดิโอหรือชมรายการโทรทัศน์					
2.3 การใช้ซีดีและคอมพิวเตอร์ในห้องแล็บ					
2.4 การใช้เพลงประกอบการสอน					
2.5 การเล่นเกม					
3. ฉันชอบเรียนภาษาอังกฤษ.....					
3.1 ในห้องเรียนกับเพื่อน					
3.2 นอกห้องเรียนกับครูส่วนตัว					
4. ฉันสบายใจที่ได้ทำงานและเรียน.....					
4.1 คนเดียว					
4.2 เป็นคู่					
4.3 เป็นกลุ่มเล็กๆ					
4.4 เป็นกลุ่มใหญ่					
4.5 กับเพื่อนเพศเดียวกัน					

ส่วนที่5:ทัศนคติต่อภาษาอังกฤษ

ทัศนคติต่อภาษาอังกฤษ	5	4	3	2	1
1. ภาษาอังกฤษมีความจำเป็นต่อฉันมากในการดำเนินชีวิต					
2. ฉันชื่นชอบการเรียนภาษาอังกฤษ					
3. ฉันรู้สึกเสียเวลาเปล่าในการเรียนภาษาอังกฤษ					
4. การเรียนวิชาอื่น ๆ มีความจำเป็นมากกว่าภาษาอังกฤษ					
5. การเรียนภาษาอังกฤษไม่ยากเกินไปสำหรับฉัน					

ส่วนที่ 6: อุปสรรคในการเรียนภาษาอังกฤษ

อุปสรรคในการเรียนภาษาอังกฤษ	5	4	3	2	1
1. ปัญหาทางการเงินในครอบครัวทำให้นั้นไม่ได้เรียนภาษาอังกฤษ					
2. นั้นต้องทำงานหารายได้มาช่วยเหลือครอบครัว จึงไม่มีเวลาเรียน					
3. ขาดการสนับสนุนทางด้านการศึกษาจากหน่วยงานของรัฐ					
4. ขาดแคลนสื่อการเรียนการสอนที่ทันสมัย เช่น คอมพิวเตอร์ อินเทอร์เน็ต หรือโทรทัศน์ จึงขาดโอกาสในการพัฒนาทักษะภาษาอังกฤษ					
5. ขาดการฝึกฝนและการเรียนรู้อย่างต่อเนื่อง					
6. ระยะเวลาในการเรียนภาษาอังกฤษในชั้นเรียนน้อยเกินไป					

For children**English Language Learning Needs and Problems of Underprivileged Children in a Slum Area Questionnaire**

This questionnaire aims to find out the needs and problems of underprivileged children toward English language learning. Please complete this questionnaire and return it to the interviewer when you finish.

DIRECTIONS: Please mark ✓ in the box and write the answer in the blank.

Part I: Personal information

1. Sex: Male Female

2. Age: _____ years

3. Grade level: _____

4. School: _____

5. Number of years studying English:

1-5 years 6-10 years Never been to school

6. English proficiency level

Excellent Good Fair Poor

6.1 Best English skill (choose one)

Listening Speaking Reading Writing

6.2 Weakest English skill (choose one)

Listening Speaking Reading Writing

Part II: Areas of problems that need to be improved**DIRECTIONS:** Please mark ✓ in the table each number means

5 = strongly agree

4 = agree

3 = undecided

2 = strongly disagree

1 = disagree

English language skills	5	4	3	2	1
1. English grammar is the most difficult part in studying English.					
2. I cannot write English sentences.					
3. It is difficult to pronounce English words.					
4. Listening skill is the most difficult for me.					
5. I cannot speak English fluently.					
6. I can speak English only in words.					
7. I always have spelling problems when writing.					
8. Remembering new vocabulary is difficult for me.					
9. Reading English is the most serious problem for me.					
10. I have no chance to practice English outside the class.					
11. I have no idea how I can practice English by myself.					
12. I do not know how to use a dictionary					
13. I would like to learn English outside the class more.					

Part III: Purposes in English language learning

Purposes in English language Learning	5	4	3	2	1
1. I want to pass the exam and have a good grade.					
2. I want to communicate with foreigners.					
3. I want to study other cultures.					
4. I want to go abroad.					
5. I want to have good job opportunities.					
6. I want to be able to read English.					
7. I want to continue studying in higher levels.					
8. I want to understand English in TV programs.					
9. I want to surf the Internet.					
10. I love and enjoy learning English.					

Part IV: Needs in English language learning

Needs	5	4	3	2	1
5. I would like to study English focus more on.....					
1.1 listening					
1.2 speaking					
1.3 reading					
1.4 writing					
1.5 pronunciation					
1.6 grammar					
1.7 vocabulary					
6. I like to study English by using.....					
2.1 books or magazine					
2.2 videos or TV programs					
2.3 CDs and computers in the laboratory					
2.4 songs					
2.5 games					
7. I like to study English.....					
3.1 in class					
3.2 outside class by self-study					
8. I am comfortable to work and study.....					
4.1 individually					
4.2 in pair					
4.3 in a small group					
4.4 in a large group					
4.5 in the same sex group					

Part V: Attitudes toward English language learning

Attitudes	5	4	3	2	1
1. English is important for me in my daily life.					
2. I enjoy studying English.					
3. It is a waste of time to study English.					
4. I prefer studying other subjects than English.					
5. Studying English is not too difficult for me.					

Part VI: Obstacles in English language learning

Obstacles	5	4	3	2	1
1. I cannot study English because of family and money problems.					
2. I have to work and earn money, so I cannot go to school.					
3. There is lack of support from the government and related organizations.					
4. Hi-technology learning materials available are not enough to develop English skills.					
5. I have no chance to practice and continue studying English outside classes.					
6. Teaching duration is not enough for the children.					

Appendix B

แบบสอบถามสำหรับครู

การศึกษาความต้องการในการเรียนภาษาอังกฤษของเยาวชนในบริเวณชุมชนแออัด

แบบสอบถามนี้จัดทำขึ้นเพื่อศึกษาความต้องการและทัศนคติของคุณครูต่อการเรียนภาษาอังกฤษของนักเรียน โปรดตอบคำถามให้ตรงกับความเป็นจริงมากที่สุด หลังจากตอบแบบสอบถามแล้วเรียนร้อย กรุณาส่งคืนผู้เก็บแบบสอบถาม

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ในช่อง และเขียนคำตอบลงในช่องว่าง

ส่วนที่ 1: ข้อมูลส่วนตัว

1. เพศ: ชาย หญิง

2. อายุ: _____ ปี

3. โรงเรียน: _____

4. ระยะเวลาในการสอนภาษาอังกฤษ

1-5 ปี 6-10 ปี 11-15 ปี

16-20 ปี 21-25 ปี มากกว่า 25 ปี

5. ระดับความสามารถในการใช้ภาษาอังกฤษ

ดีมาก ดี พอใช้ ไม่ดีนัก

ส่วนที่2: ขอบเขตของปัญหาทักษะการใช้ภาษาอังกฤษในด้านต่างๆ ที่ต้องการปรับปรุงให้ดีขึ้น

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ลงในตาราง โดยตัวเลขแต่ละจำนวนหมายถึง

5 = เห็นด้วยอย่างยิ่ง

4 = เห็นด้วย

3 = ไม่แน่ใจว่าเห็นด้วยหรือไม่

2 = ไม่เห็นด้วย

1 = ไม่เห็นด้วยอย่างยิ่ง

ทักษะการใช้ภาษาอังกฤษ	5	4	3	2	1
1. ไวยากรณ์เป็นสิ่งที่ยากที่สุดในการสอนภาษาอังกฤษ					
2. นักเรียนเขียนภาษาอังกฤษให้เป็นประโยคไม่ได้					
3. การออกเสียงคำในภาษาอังกฤษเป็นสิ่งที่ยากสำหรับนักเรียน					
4. ทักษะการฟังภาษาอังกฤษเป็นสิ่งที่ยากที่สุดสำหรับนักเรียน					
5. นักเรียนพูดภาษาอังกฤษไม่คล่อง					
6. นักเรียนพูดภาษาอังกฤษได้เป็นคำๆเท่านั้น					
7. นักเรียนมักสะกดคำผิดเวลาสะกดคำผิดเสมอเวลาเขียนภาษาอังกฤษ					
8. การจำศัพท์ใหม่ๆเป็นสิ่งที่ยากสำหรับนักเรียน					
9. การอ่านภาษาอังกฤษเป็นปัญหาใหญ่ที่สุดสำหรับนักเรียน					
10. นักเรียนไม่ค่อยมีโอกาสฝึกการใช้ภาษาอังกฤษนอกห้องเรียน					
11. นักเรียนไม่รู้จะฝึกฝนทักษะภาษาอังกฤษด้วยตนเองได้อย่างไร					
12. นักเรียนไม่รู้วิธีการใช้พจนานุกรมภาษาอังกฤษ					
13. นักเรียนชอบค้นคว้าหาความรู้เพิ่มเติมนอกห้องเรียน					

ส่วนที่3: จุดมุ่งหมายในการเรียนภาษาอังกฤษ

จุดมุ่งหมายในการเรียนภาษาอังกฤษ	5	4	3	2	1
1. นักเรียนอยากเรียนภาษาอังกฤษเพื่อที่จะสอบผ่านและได้เกรดดี					
2. นักเรียนอยากเรียนภาษาอังกฤษเพื่อที่จะติดต่อสื่อสารกับชาวต่างชาติได้					
3. นักเรียนอยากเรียนภาษาอังกฤษเพราะจะได้เรียนรู้วัฒนธรรมอื่นๆ					
4. นักเรียนอยากเรียนภาษาอังกฤษเพื่อที่จะได้ไปต่างประเทศ					
5. นักเรียนอยากเรียนภาษาอังกฤษเพื่อที่จะมีการดีๆทำเมื่อเรียนจบ					
6. นักเรียนอยากเรียนภาษาอังกฤษเพื่อที่จะอ่านหนังสือภาษาอังกฤษได้					
7. นักเรียนอยากเรียนภาษาอังกฤษเพื่อที่จะได้เรียนต่อสูงๆ					
8. นักเรียนอยากเรียนภาษาอังกฤษเพื่อที่จะสามารถชมรายการภาษาอังกฤษได้					
9. นักเรียนอยากเรียนภาษาอังกฤษเพื่อที่จะเล่นอินเทอร์เน็ตและติดต่อสื่อสารได้					
10. นักเรียนชอบและสนุกสนานกับการเรียนภาษาอังกฤษ					

ส่วนที่4: ความต้องการในการเรียนภาษาอังกฤษ

ความต้องการในการเรียนภาษาอังกฤษ	5	4	3	2	1
1. ในฐานะที่เป็นครู					
นักเรียนควรเรียนภาษาอังกฤษและเน้นในด้าน.....					
1.1 ทักษะการฟัง					
1.2 ทักษะการพูด					
1.3 ทักษะการอ่าน					
1.4 ทักษะการเขียน					
1.5 ทักษะการออกเสียง					
1.6 ไวยากรณ์					
1.7 คำศัพท์					
2. ในชั้นเรียน นักเรียนอยากเรียนภาษาอังกฤษด้วย.....					
2.1 การใช้หนังสือหรือนิตยสาร					
2.2 การใช้วิดีโอหรือชมรายการโทรทัศน์					
2.3 การใช้ซีดีและคอมพิวเตอร์ในห้องแล็บ					
2.4 การใช้เพลงประกอบการสอน					
2.5 การเล่นเกม					
3. ในชั้นเรียน นักเรียนชอบเรียนภาษาอังกฤษ.....					
3.1 ในห้องเรียนกับเพื่อน					
3.2 นอกห้องเรียนกับครูส่วนตัว					
4. ในชั้นเรียน ฉันชอบให้เด็กนักเรียนได้ทำงานและเรียน.....					
4.1 คนเดียว					
4.2 เป็นคู่					
4.3 เป็นกลุ่มเล็กๆ					
4.4 เป็นกลุ่มใหญ่					
4.5 กับเพื่อนเพศเดียวกัน					

ส่วนที่5: ทศนคติต่อภาษาอังกฤษ

ทัศนคติต่อภาษาอังกฤษ	5	4	3	2	1
1. ภาษาอังกฤษมีความจำเป็นต่อเด็กนักเรียนมากในการดำเนินชีวิต					
2. เด็กนักเรียนชื่นชอบการเรียนภาษาอังกฤษ					
3. เด็กนักเรียนเสียเวลาเปล่าในการเรียนภาษาอังกฤษ					
4. การเรียนวิชาอื่น ๆ มีความจำเป็นมากกว่าภาษาอังกฤษ					
5. การเรียนภาษาอังกฤษไม่ยากเกินไปสำหรับเด็กนักเรียน					
6. นักเรียนไม่เห็นความสำคัญหรือไม่สนใจภาษาอังกฤษ					

For teacher

**English Language Learning Needs and Problems of Underprivileged
Children in a Slum Area Questionnaire**

This questionnaire aims to find out the needs and problems of underprivileged children toward English language learning. Please complete this questionnaire and return it to the interviewer when you finish.

DIRECTIONS: Please mark ✓ in the box and write the answer in the blank.

Part I: Personal Information

1. Sex: Male Female

2. Age: _____ years

3. School: _____

4. Number of years teaching:

1-5 years 6-10 years 11-15 years

16-20 years 21-25 years more than 25 years

5. English proficiency level

Excellent Good Fair Poor

Part II: Areas of problems that need to be improved

DIRECTIONS: Please mark ✓ in the table each number means

5 = strongly agree

4 = agree

3 = undecided

2 = strongly disagree

1 = disagree

English language skills	5	4	3	2	1
1. English grammar is the most difficult part in teaching English.					
2. Children cannot write English sentences.					
3. It is difficult for children to pronounce English words.					
4. Listening skill is the most difficult for Children.					
5. Children cannot speak English fluently.					
6. Children can speak English only in words.					
7. Children always have spelling problems in their writing.					
8. Remembering new vocabulary is difficult for children.					
9. Reading English is problematic for children.					
10. Children have no chance to practice English outside the class.					
11. Children have no idea how to practice English by themselves.					
12. Children do not know how to use a dictionary.					
13. Children would like to learn more English outside the class.					

Part III: Purposes in English language learning

Purposes	5	4	3	2	1
1. Children want to pass the exam and have a good grade.					
2. Children want to communicate with foreigners.					
3. Children want to study other cultures.					
4. Children want to go abroad.					
5. Children want to have good job opportunities.					
6. Children want to be able to read English.					
7. Children want to continue studying in higher levels.					
8. Children want to understand English in TV programs.					
9. Children want to surf the Internet.					
10. Children love and enjoy learning English more.					

Part IV: Needs in English language learning

Needs	5	4	3	2	1
1. Children like to study English focus more on.....					
1.1 listening					
1.2 speaking					
1.3 reading					
1.4 writing					
1.5 pronunciation					
1.6 grammar					
1.7 vocabulary					
2. Children like to study English by using.....					
2.1 books or magazine					
2.2 videos or TV programs					
2.3 CDs and computers in the laboratory					
2.4 songs					
2.5 games					
3. Children like to study English.....					
3.1 in class					
3.2 outside class by self-study					
4. Children are comfortable to work and study.....					
4.1 individually					
4.2 in pair					
4.3 in a small group					
4.4 in a large group					
4.5 in the same sex group					

Part V: Attitudes toward English language learning

Attitudes	5	4	3	2	1
1. English is necessary for the children to use in their daily life.					
2. Children love to study English.					
3. Children think studying English is a waste of time for them.					
4. Children should be interested in other subjects more than English.					
5. Studying English is not too difficult for the children.					
6. Children are not interested in studying English.					

Appendix C

แบบสอบถามสำหรับผู้ปกครอง

การศึกษาความต้องการในการเรียนภาษาอังกฤษของเยาวชนในบริเวณชุมชนแออัด

แบบสอบถามนี้จัดทำขึ้นเพื่อศึกษาความต้องการและทัศนคติของผู้ปกครองต่อการเรียนภาษาอังกฤษของเด็กในชุมชน โปรดตอบคำถามให้ตรงกับความเป็นจริงมากที่สุด หลังจากตอบแบบสอบถามแล้วเรียบร้อย กรุณาส่งคืนผู้เก็บแบบสอบถาม

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ในช่อง และเขียนคำตอบลงในช่องว่าง

ส่วนที่ 1: ข้อมูลส่วนตัว

1. เพศ: ชาย หญิง

2. มีความสัมพันธ์กับผู้เรียนในฐานะ

บิดา มารดา อื่นๆ _____

3. อายุ: _____ ปี

4. ระดับการศึกษา

ต่ำกว่ามัธยมศึกษา

มัธยมศึกษา

ปริญญาตรี

ปริญญาโท

และอื่นๆ _____

5. อาชีพ: _____

ส่วนที่2: ความคิดเห็นต่อการเรียนภาษาอังกฤษ

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ลงในตาราง โดยตัวเลขแต่ละจำนวนหมายถึง

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = ไม่แน่ใจว่าเห็นด้วยหรือไม่

2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

ความคิดเห็นต่อการเรียนภาษาอังกฤษ	5	4	3	2	1
1. ภาษาอังกฤษมีความจำเป็นต่อเด็กมากเพราะว่าพวกเขาต้องใช้ในการชีวิตประจำวันอยู่แล้ว					
2. การที่เด็กของฉันได้เรียนภาษาอังกฤษเป็นเรื่องที่ดี					
3. การเรียนภาษาอังกฤษเป็นการเสียเวลาเปล่า					
4. เด็กควรจะสนใจเรียนวิชาอื่นๆมากกว่าภาษาอังกฤษ					
5. การเรียนภาษาอังกฤษทำให้เด็กได้เข้าใจและเรียนรู้วัฒนธรรมอื่นๆ					
6. การเรียนภาษาอังกฤษทำให้เด็กมีงานดีๆทำ					
7. การเรียนภาษาอังกฤษทำให้เด็กมีโอกาสมากขึ้นในการเรียนต่อในระดับสูง					
8. การเรียนภาษาอังกฤษนั้นเป็นการแสดงว่าผู้ที่เรียนนั้นเป็นผู้มีการศึกษา					
9. การเรียนภาษาอังกฤษทำให้เด็กสามารถติดต่อสื่อสารกับชาวต่างชาติได้					
10. การเรียนภาษาอังกฤษทำให้เด็กมีความรู้เพิ่มขึ้น					

ส่วนที่3: อุปสรรคในการเรียนภาษาอังกฤษของคุณ

อุปสรรคในการเรียนภาษาอังกฤษ	5	4	3	2	1
1. ปัญหาทางการเงินในครอบครัวทำให้เด็กไม่ได้เรียนภาษาอังกฤษ					
2. เด็กต้องทำงานหารายได้มาช่วยเหลือครอบครัว จึงไม่มีเวลาเรียน					
3. เด็กขาดการสนับสนุนทางด้านการศึกษาจากหน่วยงานของรัฐ					
4. เด็กขาดแคลนสื่อการเรียนการสอนที่ทันสมัย เช่น คอมพิวเตอร์ อินเทอร์เน็ต หรือโทรทัศน์ จึงขาดโอกาสในการพัฒนาทักษะภาษาอังกฤษ					
5. เด็กขาดการฝึกฝนและการเรียนรู้อย่างต่อเนื่อง					
6. ระยะเวลาในการเรียนภาษาอังกฤษในชั้นเรียนของเด็กน้อยเกินไป					
7. ผู้ปกครองขาดทักษะทางภาษาอังกฤษจึงไม่สามารถแนะนำเด็กได้					

For community members**English Language Learning Needs and Problems of Underprivileged Children in a Slum Area Questionnaire**

This questionnaire aims to find out the needs and problems of underprivileged children toward English language learning. Please complete this questionnaire and return it to the interviewer when you finish.

DIRECTIONS: Please mark ✓ in the box and write the answer in the blank.

Part I: Personal Information

1. Sex: Male Female

2. Relationship with the children:

Father Mother Other _____

3. Age: _____

4. Education:

- Lower secondary level
- Secondary level
- Bachelor's Degree
- Master's Degree
- Other _____

5. Occupation: _____

Part II: Attitudes toward English language learning

DIRECTIONS: Please mark ✓ in the table each number means

5 = strongly agree 4 = agree 3 = undecided

2 = strongly disagree 1 = disagree

Attitudes	5	4	3	2	1
1. English is necessary for the children to use in their daily life.					
2. It is good for the children to study English.					
3. Studying English is a waste of time.					
4. Children should be more interested in other subjects than English.					
5. Children are able to understand and learn other subjects from studying English.					
6. Children have good job opportunities.					
7. Studying English gives the children more chance to study in higher level.					
8. Studying English shows the children are well educated.					
9. Studying English helps children communicate with foreigners.					
10. Children gain more knowledge from studying English.					

Part II: Problems in English language learning

Problems	5	4	3	2	1
1. Money and family problems hinder the children from studying English.					
2. Children have to work and earn money for their family.					
3. Children lack support from the government or related organizations.					
4. Children lack hi-technology learning materials in developing their English skills.					
5. Children have no chance to practice and continue studying English.					
6. Teaching duration in class is not enough for the children.					
7. Parents have limited English skills, so they cannot help their children.					

Appendix D

Semi-structured Interview Protocol (For children)

1. What are the purposes in your English language learning?
2. Do you like to learn English? Why?
3. Do you like to use or speak English? Why?
4. What is the most difficult thing in English language learning?
5. How do you feel about English language learning? How important is English for you?
6. Do you have any problems and obstacles in your English language learning? Why? How would you like to improve?
7. Do you think the English lessons are helpful to you in any way?
8. What do you think about your teachers' teaching in class?
9. Do you like the English language learning environment in the class? Is it sufficiently supportive?
10. What do you think about the materials used in classes? Are they sufficient? Are they interesting? Why?
11. If there is anything you can do to change the current English language learning situation, what would it be? Why?

Appendix E

Semi-structured Interview Protocols (For teachers)

1. How do you usually teach in class? Which activity that you use most often? Why?
2. How do you use teaching materials in class? Are they sufficient? Are they effective? Why? What are the outcomes?
3. What is the children's level proficiency? What do the children do to improve their English skills?
4. How many children are there in each class?
5. What is the most important problem in class?
6. Which skill is the skill that the children are most good at? Any example?
7. Which English skill that the children want to improve most? Why?
8. Does the family's problem affect English language learning? How?
9. Is the duration of time sufficient and suitable for learning in each class?
10. Do you have any comments or suggestions regarding the current English language learning in the community?

Appendix F

Semi-structured Interview Protocols (For community members)

1. How do you feel about English language learning? How important is English in general? How important is English for your children?
2. What do you think about the environment in English language learning in this community?
3. Do you think the current English language instruction is sufficient and effective? Why?
4. Does your family support the children in learning the English language? What do you do?
5. Do you think that studying English is a waste of time to work to earn a living?
6. Do your family's problems have an effect on the children's English language learning? How?
7. Do the children need any support in their English language learning from you? From the school? From the community?
8. Do you have any comments or suggestions regarding the current English language learning situation in your community?

APPENDIX G

A Sample of Materials Development

I. Rationale

Most of underprivileged children who lived in slum are uneducated people and some of them had family problems. They lacked closeness in their families. The number of children in slum was increasing every day. A few children got a chance studying basic education in the school near the slum area. Most of the children could not get in school because of many reasons. Some of them went to work to help their families earn more income. Underprivileged children should have a chance to get the basic education and also study English language that would help them to get a better career and have a better way of living. Children in slums also had a chance to learn English. Although, children in the Klong Toey slum had the different ways of life, they needed to learn English just like others. Some of them would have the different aspects in learning English. Related organization or the Ministry of Education should understand the children's needs in learning the English language before providing them courses or materials that is suitable for their needs. In this study, the aspect of English language learning and teaching focused on the community for the underprivileged children who live in a slum area. It would be very useful for teachers and learners to study about the topic that the children get familiar with. This topic would be helpful for the children when they make better understanding and find out the way to respond to their needs in learning the English language.

II. Theoretical Frameworks

Project and Community Contact Materials are described by Fried-Booth (1986) that projects as tasks are typically more involved than other practice activities. There are several stages in doing project. Fried-Booth (1986) introduces eight stages in developing project: stimulus, defining the project objective, practice of language skills, design of written materials, gathering and collating information, organization of materials and final presentation. Teachers can design their own projects that suit for the lesson. Teachers need to explain clear instruction and allow students to take responsibility for their research and learning. After the final product, students will have language development. In term of materials and equipments for projects, Fried-Booth suggests the basic equipment list for projects: clipboards or spiral notepads with stiff covers, file folders, art supplies, cameras and audiovisuals recording equipment and playback units, postage and magazines for images. Moreover, project ideas from a variety of sources and the community can be used as resources. Map and Map-Related tasks, picture and realia, telephone, radio and television can be used. Teachers can assign students tasks that involve using the services in a community that help them integrate successfully into the community as well as use the target language.

Project and Community Contact Materials presented many interesting ideas to create our lesson and provide suitable materials for students. For the students in slum area, at the age of 13-17, most of them have low level of English proficiency. Some of them do not have a chance as same as students in school. Doing project is very useful for English Language Learning because they can be assigned as the final activities in themes or units of study. In this project, the topic focused on the community in the Klong Toey area. There are many activities and

also various kinds of materials that might interest the students. Project helps me to provide a reason for learning as well as speaking the target language that students would have a chance to practice language in class. Doing the project, students gain a sense of accomplishment in completing tasks and concrete project outside the classroom that increases students' self-esteem. Moreover, project and community contacts enhance students' relationships, cooperative learning and development of social skills. As a teacher, we need to design the lessons and activities that would help them in order to understand English easily and enjoy learning English. Project and community contact materials are helpful for teachers and students in English language learning.

APPENDIX H

A Sample of Unit and Lesson Plan

Unit 2: Our Community

Goals and Objectives

- The students will be able to describe the places in Klong Toey.
- The students will be able to give information of an interesting place in Klong Toey area.

Content

- Our Community

Materials and Medias

- Written Texts: Worksheets, Information form, Brochures
- Visual Aids: Pictures
- Audio/ Video: Video Presentation
- Computers and Internets: Internet

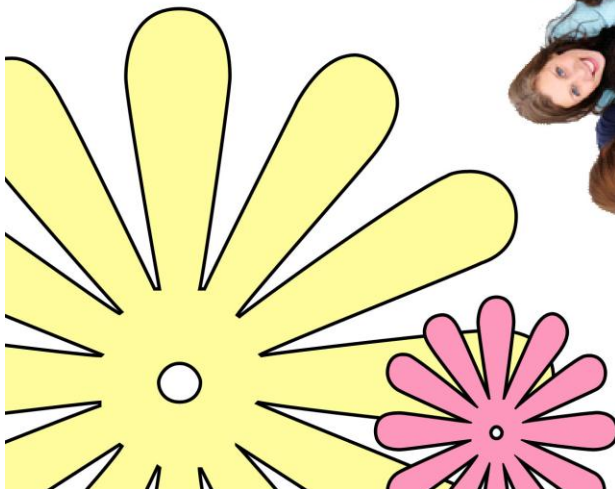
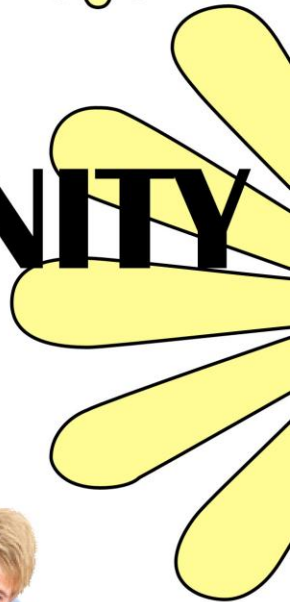
OUR COMMUNITY
Project-based
(Fired & Booth, 1986)

Project-based	Types	Materials	Acitivity
1. The Stimulus	Visual Aids	Pictures	Students look at the places in Klong Toey area and discuss about the places.
2. Defining the project objective			Students create a brochure present an interesting place in Klong Toey.
3. Practice of language skills	Audio/ Video	Video Presentation	Watch the video presentation about Klong Toey market.
	Written Texts	Worksheets	Students list the vocabularies about things you can buy at Klong Toey market.
	Written Texts	Worksheets	Students fill in the blank to complete the information.
	Written Texts	Worksheets	Students ordering the information about Klong Toey market.
4. The design of written materials	Written Texts	Information Form	Students write the information about an interesting place in Klong Toey area in the information form.
5. Information gathering	Computers & The Internet	Computers & The Internet	Students to find the picture and information about that interesting place from the Internet.
6. Collating information	Visual Aids	Pictures	Students in each group survey and take some pictures of that place.
7. Organization of materials			Students ordering the information. Then, write the information about that place.
8. Final presentation	Written Texts	Brochure	Students make brochures showing an interesting place in Klong Toey area and present to the class.

Sample Materials



OUR COMMUNITY



Task1:
A) Look at the picture and discuss.



B) Match the pictures with the name of the places.

Benjakitti Park

Klong Toey Market

Bangkok Planetarium

Tadtong Temple

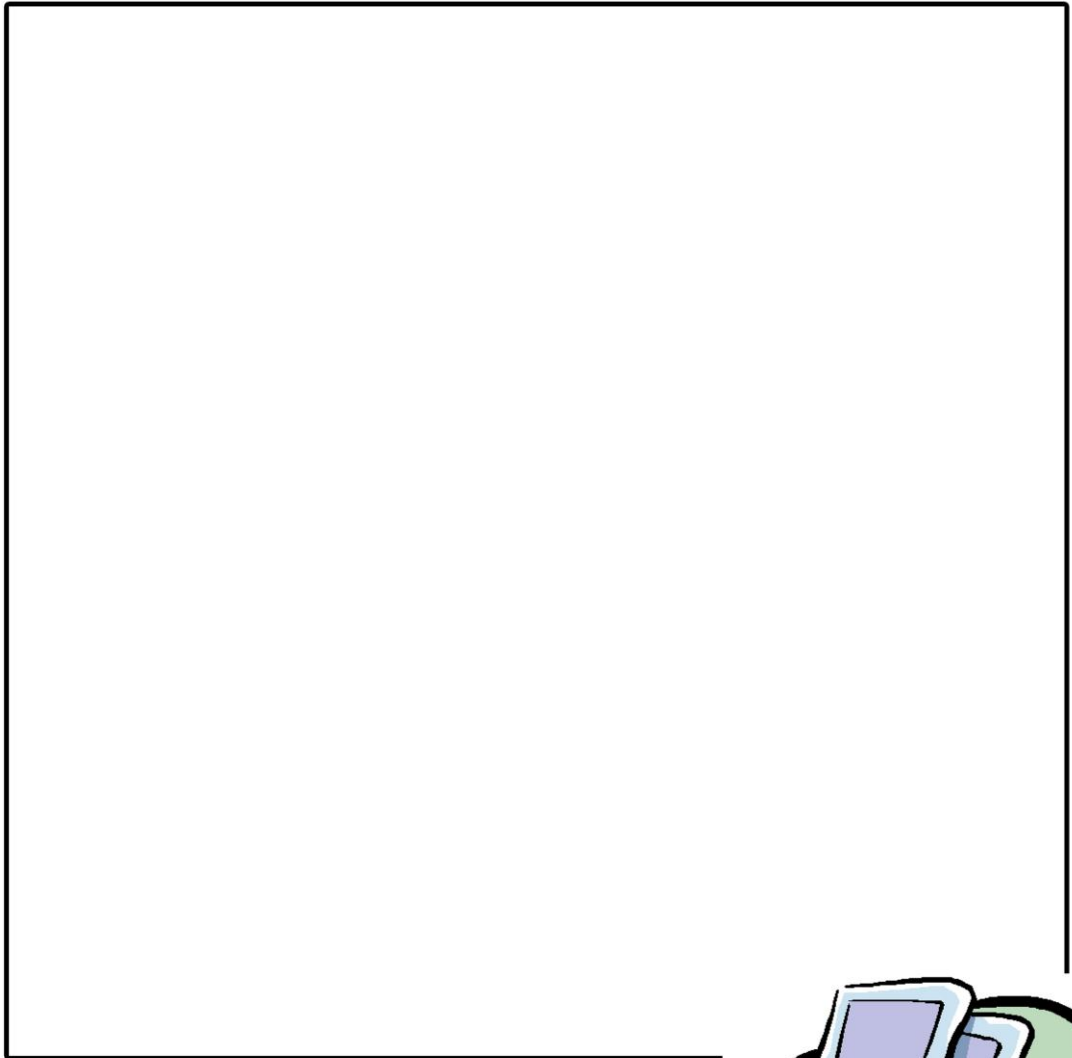
Museum of Thai Pharmacy

Benjasiri Park

Mahabud Temple

Task2:

Each group creates a brochure to introduce an interesting place in Klong Toey.



Task3

A) Watch the video presentation about Klong Toey market and list the vocabularies in the video.

Things you can buy at Klong Toey Market



B) Watch the video again and fill in the blank by using the given words.



Klong Toey Market

Klong Toey is the _____ market in the central _____.
 It is located on _____ and _____ road. You can buy _____ at
 the market. There are _____ of meal customers each day. You can buy
 fresh ingredients at the _____ price. If you buy a lot of stuffs, you can
 rent _____. It costs _____ Baht. Taking _____ is the best
 way to get home because it is _____ and can load up all the _____.
 It is the _____, most _____, and _____ way to get home
 after shopped at Klong Toey.

Task4:

Write the information of an interesting place in Klong Toey.

An illustration of a hand holding a rectangular information form. The hand is drawn in a simple, cartoonish style with a red sleeve. The form is white with a black border and contains the following text:

Information Form

Name of place: _____

History: _____

Activity: _____

Location: _____

Opening hours: _____

Price and condition: _____

Task5

Find out the pictures and information about the places from the Internet.

Bangkok Planetarium

http://www.discoverythailand.com/Bangkok_Bangkok_Planetarium.asp

http://www.thailand.com/travel/recreation/recreation_bangkok_planetarium.htm

**Benjasiri Park**

<http://www.bangkok.com/sport-parks---activities/>

<http://bangkokforvisitors.com/bkk-parks.html>

Museum of Thai Pharmacy

<http://www.wikalenda.com/Museum-of-Thai-Pharmacy-092476.html>

<http://www.chula.ac.th/cuen/visitors/museum/thaimed/index.htm>

**Benjasiri Park**

<http://www.bangkok.com/sport-parks---activities/>

<http://bangkokforvisitors.com/bkk-parks.html>

Klong Toey Market

<http://www.bangkok.com/shopping-market/local-markets.htm>

<http://www.cookiesound.com/2011/10/5-markets-in-bangkok-thailand/>

**Benjakitti Park**

<http://www.thaiwebsites.com/benjakitti-park.asp>

<http://www.bangkok.com/sport-parks---activities/>



Task6

Each group surveys the place, looks for more information and takes some pictures.



Task7

Ordering the information and write about the place for making a brochure.

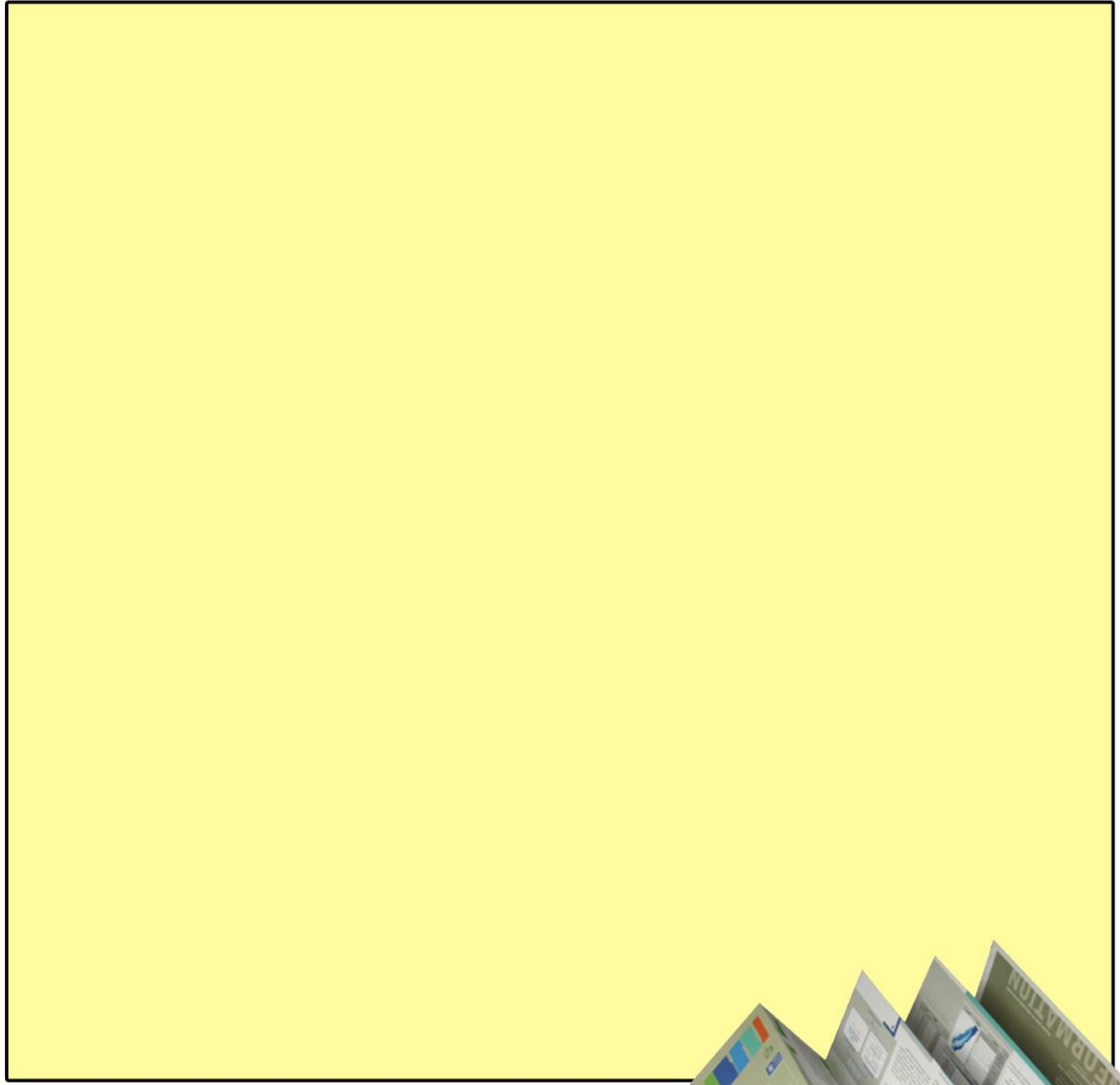
Klong Toey Market

- Klong Toey market is one of the cheapest in Bangkok, being situated away from the city center and catering more for the needs of the poorer inhabitants.
- Klong Toey is a very 'fresh' market, offering low prices on raw meat, seafood, farm produce, and a few other items (clothing, kitchenware, etc).
- It is located on Ratchada Phisak and Rama IV Road. It opens daily from 06:00 - 02:00.
- You can go there by MRT subway to Klong Toey station, exit up the escalators and then walk east on Thang Rakfaiko / Rama IV Road for ten minutes until you reach the large intersection of Rama IV and Narong Road. The market will be on your right-hand side. Or, you can take bus numbers 45, 46, 72, 102, or 107 to the area.



Task8:

Make a brochure showing an interesting place in Klong Toey and present to the class.



BIOGRAPHY

Miss Chanisara Tangkijmongkol received her Bachelor's degree in Education from Chulalongkorn University. She is now an M.A. candidate in the English as an International Language Program (EIL) at Chulalongkorn University. Her current research interests include Non-formal education and English for Specific Purposes, particularly English language learning and teaching of underprivileged children in slum areas.