

The Description and Evaluation of Listening
on a Thai University Fundamental English Course: A Case Study
(Volume I)

Alisa Ratanapruks

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Department of Language and Linguistics

University of Essex

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ABSTRACT

This study investigates the teaching and learning of listening in a Thai university fundamental English course. The investigation considers how listening is taught both in the classroom and in the Self-access Learning Centre (SALC). It takes into account what happens in the classroom and the SALC. It also examines the attitudes towards the teaching and learning of listening of the teachers, students, board of directors and textbook writers.

The study was conducted at the Language Institute, Thammasat University, Bangkok, Thailand. It was carried out through a qualitative analysis of data obtained from: (1) semi-structured interviews with the different parties; (2) semi-structured observations of five classes; (3) informal SALC observation forms completed by the students using the centre; (4) self-access learning reports/portfolios completed by students from the five classes observed; and (5) two documents about the course: the Language Institute Booklet and the course outline.

The main findings are as follows. First, the lesson format used by the teachers is similar to the lesson format used in the early days of the 1950s in that the focus was on the pre-listening stage. Second, three aspects regarding the textbook listening activities were evaluated by the different parties: (1) the (in)appropriate level of difficulty; (2) the lack of authentic materials; and (3) the disappointment with word recognition listening exercises. Third, the majority of students were against listening assessment as they believed that they lack the ability to do the test. On the other hand, one of the directors and four teachers were clearly in favour of assessment. Fourth, the SALC was seen as a very low priority as it was found that some informants never or only rarely visit the centre. Fifth, none of the 170 students, including the interviewees, chose to practise their listening skills using the commercial listening materials provided in SALC 4. The study ends with the insights and recommendations for second language listening pedagogy.

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LIST OF ABBREVIATIONS

AFL	Arabic as a Foreign Language
BBC	British Broadcasting Corporation
CALL	Computer Assisted Language Learning
CLT	Communicative Language Teaching
CF	Core French
EFL	English as a Foreign Language
ESL	English as a Second Language
FL	First language
GK	Grammatical knowledge
LITU	Language Institute Thammasat University
LK	Lexical knowledge
L1	First language
L2	Second language
MAILSS	Metacognitive Awareness Inventory in Listening and Speaking Strategies
MALQ	The Metacognitive Awareness Listening Questionnaire
NCTE	National Council of Teachers of English
NNS	Nonnative speakers
SALC	Self-access Learning Centre
SL	Second language
SRA	Self Reading Access
TOEIC	Test of English for International Communication
UBC	United Broadcasting Corporation

Chapter 1: Introduction

This study aims to investigate the teaching and learning of listening in a Thai university fundamental English course, EL070 English Course I. The investigation will consider how listening is taught both in the classroom and in the self-access learning centre (SALC). It will take into account what happens in the classroom and the SALC. As there is a relationship between attitudes and teaching (or learning) behaviour, this research will also examine the attitudes towards the teaching and learning of listening of all the relevant stakeholders.

This chapter consists of seven main sections. The first section offers the background of the study. The second section discusses the specific context of the study—EL070 taught by the Language Institute, Thammasat University, Bangkok, Thailand. The third section provides the statement of the problem associated with the attitudes towards the teaching of listening, and also the way listening is taught and learned. The fourth section gives the rationale and motivation for conducting the study. The fifth section presents the purposes of the study. The sixth section describes the organisation of the thesis. Finally, the seventh section provides a summary of the chapter.

1.1 Background to the study

Listening comprehension has received recognition as a language skill that deserves to be researched and taught in its own right. Listening comprehension lies at the heart of language learning; and the development of L2 listening skills has demonstrated a beneficial impact on the development of other skills (e.g., Dunkel 1991; Rost 2002). Clearly, listening is an important skill but is regarded as the most difficult one to learn and teach (Vandergrift, 2004, 2008). Despite this shift of thinking in the research field, some teachers' classroom practices have

moved forward more slowly, as they continue to deliver product-based listening lessons similar to the scene Goh (2010, pp. 179-180) describes below:

... A teacher introduces the topic of a listening text and invites students to say what they know about it. She writes their ideas and unfamiliar words on the board. Next, she tells the students to read the instructions for the listening activity carefully to find out what information in the listening text to pay attention to. After this, the teacher plays the recording and the students listen attentively. They complete the activity by giving appropriate written responses (for example, choosing the correct options, filling in the blanks, sequencing information, drawing a diagram, jotting down notes). The teacher plays the recording again and instructs the students to confirm or change their responses. After that, she tells the class what the correct responses are and the students find out “where they have gone wrong.”

The preoccupation of such an approach is mainly on the product or the outcome of the students’ listening which is often expressed as the number of correct or incorrect answers given by students. It focuses almost exclusively on understanding the content of spoken texts with little or no time given to the teaching of the process of listening and how to listen. According to Sheerin (1987, p.126), in this kind of listening lesson “listening is not being taught but tested”.

Similarly, listening comprehension in Thailand is taught as a passive skill and with a focus on product: the question-oriented response approach (listening to understand) is popular in classes of English as a foreign language (EFL) in schools and universities in Thailand. As an experienced EFL teacher in the Thai context, this researcher believes that the reason behind the popularity of this type of instructional approach is that it is felt to be easier to teach than alternative approaches, especially in classrooms where reading and grammar instruction are predominant and where teachers lack confidence in how to teach the spoken language. Typically, with this question-oriented response approach, the learners are to listen to a spoken text, e.g. sentences, paragraphs, dialogues, talks, etc., and then answer a series of factual questions about the text. The actual listening is often prefaced with pre-listening exercises where information about what the learners are going to hear or descriptions of language items

unfamiliar to the learners, etc. are presented. The listening lesson is then concluded with follow-up activities, where the grammar/vocabulary which learners find difficult is taught.

1.2 Context of the study

1.2.1 Fundamental English Course I (EL070)

Language Institute Thammasat University (LITU) offers three fundamental English courses for first year students: EL070 English Course I (a non-credit-bearing course), EL171 English Course II (a credit-bearing intermediate course of 3 hours per week), and EL172 English Course III (a credit-bearing advanced course of 3 hours per week). Students' English scores from the University entrance examination are used to determine the students' level of English proficiency in order to place them in the appropriate English course. Students who receive a score between 0 and 40 are required to take EL070, those who score between 41 and 66 are required to take EL171, those who score between 67 and 86 are required to take EL172, and those who score between 87 and 100 are exempt from taking fundamental English courses.

According to the Institute's course outlines (Term 1/2005), EL070 English Course I is "a remedial course specially designed as an English review and to prepare first year students to be able to study advanced courses". It is a non-credit remedial course and students are to attend no less than 80% of classes. Students who pass the course will receive 'S' for satisfactory and those who fail will receive 'U' for unsatisfactory and are required to retake the course. In order to pass the course, students must score at least 60% of the grand total score of 330 which is calculated on the basis of three components, as follows: (1) 30% of the score is based on the midterm examination which consists of items on vocabulary, reading, and writing; (2) 50% on the final examination which consists of items on vocabulary, reading, writing, and outside reading; and (3) 20% on a speaking test, class attendance, and assignments. As EL070 is a non-credit-bearing course, students are not required to take a listening test as part of their final examination whereas

this is a requirement for students taking EL171 and 172 (see section 1.3.1 regarding the lack of listening test on the EL070 course). EL070 is a sixteen-week course including one week (week eight) for the midterm examination and one week (week sixteen) for the final examination. The classes meet twice a week, each class being one and a half hours long. The total duration of the course is twenty-eight lessons or forty-two hours over fourteen weeks (excluding the two weeks for midterm and final examinations). Normally, it takes about three lessons (4½ hours) to cover each unit with 2-4 lessons (depending on the number of public holidays there are during the term) remaining for some revision before the examinations. Within the three lessons, one lesson (1 ½ hours) each is allocated to reading skills, writing skills and grammar, and listening and speaking skills. Four units of the textbook are to be covered for each of the examinations: units 1-4 for the midterm examination and units 5-8 for the final examination. As EL171 and EL172 are both credit-bearing courses, there is a listening test scheduled for students on these courses to take at the end of term.

A textbook produced in-house, *EL070 English Course I textbook*, written by Assistant Professor Nopporn Sarobol and Ajarn Panna Chaturongakul, is the only obligatory material which features on the course. However, teachers are free to produce supplementary exercises for the students to practise on the course if they feel that there is a need to do so. The textbook is divided into eight units and each unit consists of six parts: Warm Up, Listening, Reading, Vocabulary Review, Grammar and Writing, and Speaking. According to the textbook writers, Sarobol and Chaturongakul (2005), in the Warm Up part, there are questions to introduce students to the general context for listening or reading and connect them personally to the topic. In the Listening section, there are exercises guiding students to listen with understanding with the aim to help them understand the topic they will study deeper. The Reading part provides many interesting topics for the reading selections, including festivals, hobbies, advice, family, famous people, accommodation, food and travel plans. Selected words and vocabulary are also

introduced to the students to help them with comprehension. The Vocabulary Review part is designed to review vocabulary usage. In the Grammar and Writing part, students get to practise related grammar points from each topic and they are led from controlled to freer practice of the writing skill. For the Speaking part, there are activities such as role plays, information gap, games, and communicative activities for the students to apply and practise the content, language, and grammar they have encountered in the unit.

All of the students who enrol in EL070 are required to attend the Self-Access Learning Centre (SALC) regularly throughout the term as it is an integral part of the fundamental courses. Students are required to practise their English skills through various media and materials, write reports to record and reflect on their learning experience, and compile these reports in the form of a portfolio to submit to their teachers at the end of the term for assessment.

According to the Language Institute, the objectives of the SALC are to: (1) facilitate students' independent learning of English, (2) support students' learning in accordance with their own abilities, (3) enable students to learn English through a variety of media such as books, periodicals, cassettes, video and multimedia computers, (4) provide students with opportunities to practise their English skills—namely listening, speaking, reading and writing—according to their needs, and (5) to help students learn how to use their time wisely in improving their English language proficiency. There are four SALC rooms: a Reading and Edutainment Room (SALC 1); a Computer Room (SALC 2); an Audio-Visual Room (SALC 3); and a Sound Lab (SALC 4). In SALC 1 students can: (1) practise writing in the Writing Corner, (2) practise reading in the Reading Corner, (3) practise graded reading from Self Reading Access (SRA) materials, (4) practise exercises from Test Preparation, (5) practise listening from Listening Practice 1-22, the only listening material provided in SALC 1 for the disabled students who are not able to visit SALC 4 on the second floor of the building, and (6) relax with magazines, newspapers and a selection of leisure books. In SALC 2 students can: (1) access language web sites, and (2) select

and access language explanations, activities and exercises in the form of CD-ROMs. In SALC 3 students can: (1) watch a selection of movies, and (2) play games, e.g. Crossword Puzzle. In SALC 4 students can: (1) practise pronunciation, conversation, and listening comprehension, (2) practise listening from songs, (3) practise listening for English courses, (4) practise listening from commercial materials provided, and (4) watch satellite television (UBC) live daily including: movies, series, sports, entertainment, documentary, news, music and fashion. The centre is open from 09.00 a.m. to 4.00 p.m. on week-days during term time and vacation to all students enrolled in any English courses of the Language Institute. The centre is run by the institute's staff and technicians.

1.3 Statement of the problem

Having nearly five years' experience in teaching all three fundamental English courses, EL070, 171, and 172, the researcher is familiar with the courses and the current situation. Teachers are given the flexibility to manage their own classes and are free to provide their students with supplementary exercises. However, it is their responsibility to cover all the content to be included in the examinations within the fourteen weeks. Within the three-lesson class time available for the teachers to cover one unit, EL070 teachers have enough time to deliver listening lessons and cover all of the listening sections in the textbook. However, EL171 and 172 teachers do not have enough time to cover the listening sections. As a result, listening lessons are normally left out of the two latter courses and the students are to practise listening and prepare for the listening test on their own. The researcher believes that this is due to the fact that the content that needs to be covered within one unit of EL171/172 is far greater than the content that needs to be covered within one unit of EL070. Therefore listening, which is seen to be the least important skill, receives no attention and is not taught in the EL171/172 classroom in spite of the listening test at the end of term. Moreover the teachers teaching EL070 do not take listening

seriously enough. Listening is taught as a passive skill with a focus on the product rather than the process, and seen as worthy of only minimal classroom attention. Consequently the students do not learn as effectively as they might.

It is evident that listening is considered to be the Cinderella skill (cf. Vandergrift, 1997), the skill being neglected on the three fundamental English courses: (1) listening is taught in EL070 without an achievement test at the end of term; and (2) listening is not taught in EL171 and EL172 but students are required to take an achievement test at the end of term. As mentioned at the beginning of the chapter, listening is an important skill that deserves to be taught efficiently in the classroom. Rost (1994, p.141) points out that “listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin”. Similarly, Richards (2005, p. 85) commented that “the development of good listening skills is seen as something that supports the growth of other aspects of language use, such as speaking and reading”. The importance of listening cannot be underestimated; it is imperative that listening should not be treated trivially in second or foreign language curricula. In order to restore SL/FL teachers’ confidence in teaching listening and help them to deliver effective listening lessons, information on how the teachers actually teach listening is needed, so that we have a better picture of where exactly these shortcomings are located, and why these shortcomings exist. Therefore, this study intends to provide this information by investigating the teaching and learning of listening in a Thai university fundamental English course. Moreover, this study will consider how listening is taught both in the classroom and in the SALC. It will take into account what happens in the classroom and the SALC and it will examine the attitudes towards the teaching and learning of listening of all the relevant stakeholders. It is therefore hoped that invaluable implications for the teaching of listening will emerge from the findings of this investigation.

1.4 Rationale for conducting the study

There is a shortage of studies of teaching listening in the Thai context. To the best of my knowledge, eight quantitatively oriented Master's Degree studies have been conducted on various aspects of listening: (1) listening problems (Pengsritong, 2000); (2) factors affecting the listening skill (Junwanna, 2006); (3) the use of authentic materials to enhance the listening skill (Maneekul, 2002); (4) attitudes towards the benefits of studying and applying phonetics to teach listening and speaking (Wannadit, 2003); (5) abilities in listening to different English genres (Paesupatana, 1998); (6) the relationship between listening strategies and listening ability (Payaprom, 2000); and (7) the comparison of two instructional methods used to teach listening: (a) Total Physical Response and (b) the Natural Approach (Kusolsong, 2000; Malai, 2006). Relevant aspects of these theses will be reviewed together with other related literature in the next chapter. Apart from these few locally produced dissertations, which lack depth and detail, there is no research, qualitative or quantitative, on the teaching of listening and attitudes towards the teaching of listening in a Thai university context. As a result, this study aims to fill this gap by investigating the teaching and learning of listening in a Thai university fundamental English course.

1.5 Purposes of the study

Based on the acknowledgement of the problems described above in this Thai university context—teachers teaching Fundamental English Course I, EL070, do not take listening seriously enough and listening is taught as a passive skill with a focus on the product rather than the process worthy of only minimal classroom attention—this researcher set out in this study to investigate: (1) how listening is taught and assessed on the course; (2) the attitudes of the teachers, students and administrators towards the teaching of listening, and their beliefs about how effectively listening is taught; and (3) how students use the resources in the SALC for

listening purposes, what the attitudes of all the parties are towards the students' use of the SALC, and towards how students' use of the SALC resources is assessed.

1.6 Organisation of the thesis

This thesis consists of five chapters. This chapter focused on the context and background of the study, the statement of the problem, the rationale guiding the study, and the research aims. Chapter Two will review literature on the theoretical and empirical arguments related to the research questions of this study. Chapter Three will present the research methodology and procedures, including information about the informants, the course, instruments, data collection procedure, and data analysis. Chapter Four will report the findings and discussion of the data gathered from semi-structured interviews, semi-structured observations, informal SALC observation forms, self-access learning reports/portfolios, and the documents about the course. Chapter Five will present the conclusion, discuss the limitations of the present study, and will put forward the pedagogical and theoretical implications of its findings.

1.7 Summary

This introductory chapter discusses the general background of listening and how it is viewed as a passive skill. It also provides an overview of EL070. The statement of problems based on the researcher's teaching experience and the rationale underpinning the study based on the lack of qualitative research on listening in the Thai context are discussed.

Chapter 2: Literature Review

The literature relevant to the present study is presented in twelve major categories: the importance of listening, the neglect of the listening skill in language instruction, the nature of spoken English, models of the listening process, pedagogical approaches to listening instruction, the use of L1 in English classroom, empirical studies on listening in Thailand, empirical studies on listening instruction, independent learning in the Self-Access Learning Centre, the relationship between attitudes and teaching behaviour, and the research questions. The chapter ends with a summary of what has been discussed.

2.1 The importance of listening

It is evident that listening is the first language skill developed; it comes before speaking, reading, and writing (Wolvin & Coakley, 1988). Children “listen before they speak, speak before they read, and read before they write” (Lundsteen, 1979, as cited in Coakley & Wolvin, 1997, p.180). It is the most frequently used language skill in human communication (Morley, 1990). Morley (1999) explains further that “we listen twice as much as we speak, four times as much as we read, and five times as much as we write” (p.1). Nunan (1998 as cited in Sadighi & Zare, 2006, p.111) believes that “listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively. In fact over 50% of the time that students spend functioning in a foreign language will be devoted to listening”. Brown, one of the pioneers of listening research, has noted that “of foremost importance is the role of listening in language acquisition, [itself] the basis of all subsequent communication, the foundation of all life-long reading, writing, speaking and listening activities” (1987, p.5). A study conducted by Barker,

Edward, Gaines, Gladney and Holley (1980) confirmed the primacy of listening and showed the portion of verbal communication time spent by college students was 52.5% in listening, 17.3% in reading, 16.3% in speaking, and 13.9% in writing. Moreover, Gilbert (1988) noted that students from kindergarten through high school were expected to listen 65-90% of the time. Listening is the most frequently used language skill in the classroom (Ferris, 1998; Murphy, 1991). Efficient listening skills are more important than reading skills as a factor contributing to academic success (Brown, 1987; Coakley & Wolvin, 1997). Wolvin and Coakley (ibid.) concluded that both in and out of the classroom, listening consumes more daily communication time than any other forms of verbal communication.

In a language classroom, listening ability plays a significant role in the development of other language arts skills. When students first learn a language, they generally have to listen to the words several times before they are able to recognise and pronounce those words. Listening can also help students build vocabulary, develop language proficiency, and improve language usage (Barker, 1971). Dunkel (1986) also asserts that developing proficiency in listening comprehension is the key to achieving proficiency in speaking. Not only are listening skills the basis for the development of all other skills, they are also the main channel through which students make initial contact with the target language and its culture (Curtain & Pesola, 1988).

Despite the importance of listening practice in language instruction, English language classes in many countries still emphasise only the skills of reading and writing. This is especially the case in English as a foreign language (EFL) situations in which the English language is taught as a subject and used only inside, but not outside the classroom. There is perceived to be little benefit to emphasizing listening skills given that in the EFL environments, students are less likely to need to speak and listen to English outside the classroom, as opposed to the more urgent need to do so in ESL situations. EFL learners are studying English in their home countries where English is not the

dominant native language. Learners who are from environments where English is not the language of the country have very few opportunities to hear the real language; these learners therefore are not accustomed to hearing the language as it is produced by native speakers for native speakers. Consequently, learners from the countries in which English is taught as a foreign language frequently have great difficulty understanding English spoken to them when they come into contact with native speakers of the language. Furthermore, EFL learners are rarely taught how to listen effectively (Morley, 1999).

2.2 The neglect of the listening skill in language instruction

In the past, listening comprehension was characterised as a passive activity (Bacon, 1989; Joiner, 1991; Morley, 1990; Murphy, 1991). However, many theorists realised that listening is not a passive but an active process of constructing meaning from a stream of sounds (Berne, 1998; Joiner, 1991; Murphy, 1991; Vandergrift, 1998; Weissenrieder, 1987). Listeners do not passively absorb the words, but actively attempt to grasp the facts and feelings in what they hear by attending to what the speaker says, to how the speaker says it, and to the context in which the message is delivered (Purdy, 1997). An awareness of the importance of listening comprehension in second language teaching theory and pedagogy emerged during the late 1960s (Morley, 1990). As time has passed, teachers and scholars have increasingly recognised the importance of teaching listening comprehension in the second language classroom; the attention has resulted in an increased number of listening activities in student textbooks (Rubin, 1994). Nevertheless, listening comprehension still receives little time and attention in the language classroom (Vandergrift, 2004); hence the argument that listening is taken for granted, the least understood, and most overlooked skill in the language classroom (Morley, 1991; Nation & Newton, 2009), as it was thought that competence in listening will happen naturally or automatically with the development of learners' knowledge of

vocabulary, grammar and reading. In second language courses, the emphasis in teaching is was primarily on reading and writing skills (Brown, 1987; Ferris, 1998). However, scholars make clear that listening is of prime importance: it is used as “the vehicle for language acquisition and serves as a springboard for integrating other skills and content” (Shrum & Glisan, 1999, p. 133). The importance of listening then should not be underestimated; neither should it be treated trivially in second and foreign language instruction (Morley, 1991). Mendelsohn (1994, 1995) claims that there are three main reasons why the teaching of listening remains somewhat neglected and poorly taught in many SL/FL programmes: (1) the traditional SL/FL listening materials are often not suitable for listening in the real world (featuring unnaturally enunciated language and inappropriate, boring and irrelevant content); (2) it is believed that students will pick up listening comprehension “along the way” through what Mendelsohn (1984, as cited in Mendelsohn, 1995, p.133) called the “osmosis” approach; and (3) SL/FL teachers, having no confidence in their ability to teach listening, avoid doing so. Ideally, a listening teaching method should include some forms of ‘help’. When there is a failure to understand, teachers should diagnose the cause of failure and take remedial actions by considering “very carefully the nature of the discourse in order to try to ascertain what difficulties it presents, and what sort of information or training the learner might need in order to understand similar discourse types in the future” (Sheerin, 1987, p. 129). This accords with Field’s view of the listening lesson as ‘a diagnostic activity’ where “teachers need to follow up incorrect responses in order to determine where understanding broke down and to put things right” (Field, 1998, p. 111). There is a consensus in the literature that teaching students how to tackle their listening by means of strategies is a crucial component of listening instruction (e.g., Anderson & Lynch, 1988; Brown, 1991; Flowerdew, 1994; Mendelsohn, 1994, 1995; Morley, 1995; Rixon, 1981; Rubin, 1995) and that a teaching approach to listening, rather than a testing one, produces better results in EFL classrooms.

As mentioned in the introductory chapter, the listening skill on the three fundamental English courses of Thammasat University is considered to be the Cinderella skill. It is the neglected and least important skill which receives no attention from the EFL teachers. Therefore, this research intends to provide this information by investigating how EFL teachers in a Thai university teach listening in EL070 and in the SALC and by investigating the place of listening on the course. Moreover, this research will also examine the attitudes towards the teaching and learning of listening of all the relevant stakeholders.

2.3 Nature of spoken English

Spoken and written texts are very different and need to be taught in different ways. In real life we do most of our listening in conversational settings. Conversations have very special features that are often neglected in L2 classrooms. Spoken text can be in many forms: one classification is *transactional* (to communicate information) and *interactional* (dialogue as social interaction) (Brown & Yule, 1983; Buck, 2001; Nunan, 1999; Rost, 1994). According to Buck (2001, p. 196), lectures and school lessons are examples of transactional language or “listening in order to learn”. On the other hand, dialogues or discussions are identified as interactional language or “listening-and-speaking”.

There are also other ways in which spoken text can be classified. One common division is between *monologues* such as lectures, speeches, and news broadcasts, and *dialogues* or *conversations*.

Another way of characterising listening is in terms of whether the listener is also required to take part in the interaction, known as *reciprocal* listening, as opposed to *nonreciprocal* listening, where the listener listens to a monologue and has no opportunity to answer back, to clarify

understanding, or check whether he or she has understood correctly. In the real world, it is rare for the listener to be in the role of nonreciprocal listener in a conversation. However, it is often the normal role for a student in the listening classroom.

Researchers have outlined the differences between the spoken language and the written language. The following differences also offer insights into the nature of spoken and written tasks.

1. Written language usually appears in a sentence while spoken discourse is generally delivered as a clause at a time (Buck, 2001; Richards, 1983).

2. Written language usually tends to be planned and organised while spoken discourse is generally not planned and not well-organised (Buck, 2001; Richards, 1983).

3. Sentences in written discourse flow in logical sequence whereas spoken discourse contains ungrammatical, incomplete forms. Ordinary speech also has false starts, pauses, hesitations, repetitions, and self-corrections making up between 30 to 50 percent of what is said (Buck, 2001; Omaggio Hadley, 1993; Richards, 1983; Ur, 1984).

4. Written material can be reread if not understood immediately; readers can even check the meaning of a word in a dictionary. On the other hand, spoken language must be comprehended instantly, especially when the message cannot be repeated; listeners do not have time to consult a dictionary or review the previous message (Bacon, 1989; Buck, 2001; Edwards & McDonald, 1993; Wipf, 1984).

Therefore, to be able to understand natural speech or real spoken language which is not the kind of language that they would find in their textbooks (Buck, 2001) is another challenge for L2 learners of English. In the next section, the characteristics of speech that are very important in listening comprehension are reviewed.

2.3.1 Phonological variation

The sounds of a language can vary in natural speech. In natural speech/real spoken language, learners are likely to encounter assimilations and elisions. Assimilations occur when sounds influence the pronunciation of adjacent sounds. For example, ‘*Would you?*’ is pronounced as /wʊdʒu:/. Elisions occur when sounds are dropped or reduced. For example, in the utterance ‘*He leaves next week*’ speakers would generally leave out the /t/ in *next* saying /neks wi:k/ (Buck, 2001; Field, 2003; Nation & Newton, 2009; Rost, 2002). Therefore, this might be a problem for non-native speakers who have been taught to recognise individual words and short sentences in their full form and not to recognise connected speech. Rost (1994) pointed out that L2 learners of English should bear in mind that there is not a definitive way of pronouncing an item: “We all speak somewhat differently. These differences are based on our physiological differences and on our dialect and also on how carefully we are trying to enunciate” (p.17). However, Buck (2001) indicated that the set of rules that causes the sounds in English to vary in natural speech must be learned because “any lack of such knowledge is likely to be reflected in reduced comprehension” (p.33). A research study by Henricksen (1984, as cited in Buck, 2001) found that phonological modification significantly reduces comprehension for L2 listeners.

2.3.2 Accent

Accent is one of the interlocutor characteristics which are believed to affect listening comprehension (Rubin, 1994). According to Buck (2001, p.35), “accent is potentially a very important variable in listening comprehension. When listeners hear an unfamiliar accent ... this can cause problems and may disrupt the whole comprehension process. An unfamiliar accent can make comprehension almost impossible for the listener”. Buck (ibid.) stressed that it is L2 listeners who

are less familiar with the range of common accents and it takes longer for them than the native speakers to adjust to a new accent. Research examining the effect of accent on listening comprehension provides strong and largely consistent evidence that comprehension accuracy will decrease with the unfamiliarity of the speaker's accent (e.g., Floccia et al., 2009; Gass & Varonis, 1984; Major et al., 2005; Wilcox, 1978). This effect has been demonstrated consistently with native and non-native speakers. Results indicate that the impact of accent is more extreme on non-native listeners than on native listeners.

2.3.3 Prosodic features

It is important to know the prosodic features, stress and intonation of a language in order to understand its sound system. *Stress* is very important. In English, there are two important types of stress, word stress and sentence stress. Every word with more than one syllable will have one syllable that carries the primary stress of the word. At word level, in some cases stress is the only feature that distinguishes between two words. For example, stress distinguishes between 'record (noun) and re'cord (verb); and between 'present (noun/adjective) and pre'sent (verb). At sentence level, when words are combined together, content words are usually stressed and the grammatical or function words are usually unstressed. Clearly, then, stress is important for comprehension. Some languages around the world are stress-timed, where the unstressed words are spoken more quickly to maintain overall rhythm, such as English, Russian, German and Arabic, while others are syllable-timed languages, in which every syllable is spoken with the same duration, such as Spanish, French, Hungarian, Japanese, Chinese, and Thai. Therefore, learning English is a challenge for learners whose L1 is not stress-timed (Buck, 2001; Flowerdew & Miller, 2005). *Intonation*, the variation in pitch, is also important in comprehension. It can make a great difference to the meaning of an utterance. Flowerdew and Miller (ibid.) explained that “L2 learners who are not sensitive to such

patterns and who rely overmuch on grammar may misunderstand utterances that depend on intonation for their meaning” (p. 33). Mendelsohn (1994) provides the following example of how varying intonations could signal very different messages:

DID SHE SAY WE COULD BORROW THE CAR? YES

The YES can be said in a number of different ways: with a fall from a high pitch—suggests enthusiasm or delight; with a fall from a midheight—suggests “matter-of-factness”; with a fall-rise (the pitch falls and then rises, all on the YES)—suggests something like “Yes, but ...” or “She said we could borrow it but ...” (Mendelsohn, 1994, p. 73).

2.3.4 Speech rate

Speech rate is a significant speaker variable in listening comprehension. Learners can easily adjust, or normalise, to a speaker’s speech rate when listening to a speaker in their L1. However, for L2 learners listening in a second language speech rate becomes one of the key factors affecting comprehension (Buck, 2001; Carrier, 1999; Derwing & Munro, 1997; Griffiths, 1990, 1991, 1992; Jensen & Vinther, 2003; Tauroza & Allison, 1990; Zhao, 1997). The process of normalizing the speakers’ speech rate is not done as rapidly as in the first language. When nonnative listeners experience difficulties in understanding a message, they usually complain that the language is spoken too fast (Buck, 2001; White, 1987). Field (2008) attributes this to the L2 learner’s need for a much higher level of attention and a longer length of time to get used to a voice that employs unfamiliar sounds, rhythm patterns and intonation. Tauroza and Allison (1990) analysed speech produced by British speakers in four different types of situation (conversations, academic lectures to nonnative speakers (NNS), interviews, and radio monologues). The study found that the average speech rate was about 170 wpm, or about 4 syllables per second (sps). The speech rates for conversations and interviews were faster at 210 wpm and 190 wpm respectively. Radio monologues

and lectures to NNS were a little slower at 160 wpm and 140 wpm respectively. The speech rate of lectures to NNS was the slowest, suggesting that the lecturers were probably slowing down their speech to aid comprehension. However, Blau (1990) and Griffiths (1990) claimed that reducing the rate of speech does not significantly aid comprehension except for low proficiency learners.

2.3.5 Hesitation

Another important characteristic of spoken texts is hesitations. There are four types of hesitations: (1) *unfilled pauses*, which are periods of silence; (2) *filled pauses*, where the speakers use fillers such as ‘*well*’, ‘*you know*’, ‘*I mean*’ or sounds such as ‘*er*’, ‘*erm*’ to give themselves a little more time to think; (3) *repetitions*, where the speakers say the word or phrase twice or three times; and (4) *false starts*, when the speakers start a sentence, then stop and start again with another choice of word or phrase to correct their mistakes (Buck, 1995, 2001; Field, 2008). Buck (2001, p.42) confirmed that “the ability to comprehend spoken English must include the facility to deal with these hesitation phenomena”.

2.3.6 Authenticity

In the literature on L2 acquisition and learning, the term “authentic materials” means different things to different people. The most common definition in the field of L2 research is unaltered texts that are generated by native speakers and for native speakers (Bacon, 1992; Joiner, 1991; Joiner et al., 1989; Rings, 1986; Rogers & Medley, 1988). Rogers and Medley (ibid., p.468) used the term “authentic” to refer to “language samples—both oral and written—that reflect a naturalness of form, and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers”. Morrow’s (1977, p.13) definition of an authentic text is “a stretch of real language, produced by a real speaker or writer for a real audience and

designed to convey a real message of some sort ... it is not a made-up text ... designed to practise specific language points”. Referring to various descriptions of authenticity, Rings (1986, p.205) concluded that “[f]or a particular type of text, the speaker must be ‘authentic,’ the situation must be authentic, and only then will the language content and structure be authentic for that text type”.

The problem with authentic materials is that they have long been perceived as being too difficult for students to understand (Lund, 1990; Rogers & Medley, 1988; Ur, 1984). Beginning language learners may experience extreme frustration when confronted by an authentic text. The fact that authentic texts are often delivered at rapid speed can be intimidating to some students (Joiner et al., 1989). However, Cook (1996) asserts that difficulty depends upon the task that is used with the material.

There are ways in which teachers can introduce authentic recordings to students and at the same time ensure that authentic recordings would not demand too much of the students: (1) simplifying the task to counterbalance the increased linguistic difficulty of the text; (2) grading the texts to make them more accessible to a lower-level student; and (3) staging the listening to allow students to accumulate understanding of the listening bit by bit (Anderson & Lynch, 1988; Field, 1998, 2008; Fish, 1981).

The need for and usefulness of authentic materials have been increasingly acknowledged. Empirical studies have confirmed positive results obtained by listeners who are given opportunities to interact with authentic oral texts (Porter & Roberts, 1981; Shrum & Glisan, 1999). Herron and Seay (1991), in their study conducted with intermediate-level students, found that students who listened to authentic radio tapes as a substitute for regular classroom activities demonstrated significantly greater listening comprehension than those students for whom the authentic radio program had not been a part of the semester’s curriculum. Their research indicates that listening-comprehension skill improves with increased exposure to authentic speech. According to Rogers

and Medley (1988), if students are to develop a functional proficiency in the language and to use the language communicatively in the real world, they must begin to encounter the language of that world in the classroom. That is, they need ample opportunities to see and hear the language used as the primary medium of communication among native speakers. Also, they need opportunities to practise using the language to cope with everyday situations they might encounter outside the classroom. In addition, authentic materials possess the features of natural speech such as hesitations, false starts, filled and empty pauses, etc. It is therefore recommended that the teacher should introduce authentic materials to the classroom at an early stage and make them consistently accessible to the students to help them to become familiar with the real language (Field, 1998; Lund, 1990; Rogers & Medley, 1988; Schmidt-Rinehart, 1994).

This section has centred on the differences between spoken and written texts and the characteristics of spoken texts affecting the comprehension of second/foreign language learners. It can be concluded that spoken and written texts should be taught differently. Teachers should give more attention to the differences between the nature of the spoken and written language and introduce the important characteristics of spoken texts which are believed to affect listening comprehension into the classroom. The next section reviews several models that have been developed to account for the listening processes including empirical studies on listening instruction within the broad framework of bottom-up, top-down, and integrated approaches.

2.4 Models of the listening process

The focus of this research is not listening theory, and therefore important first and second/foreign language listening comprehension theories are not systematically reviewed. However, some widely known model/theories explaining how the listening process functions in adults: the bottom-up model, the top-down model, and the interactive model are briefly introduced.

2.4.1 Bottom-up processing model

The bottom-up processing model was the first model of listening that was developed in the 1940s and 1950s. According to this model, listening is a linear process of decoding sounds. Listeners build understanding by starting with the process of decoding and linking phonemes (the smallest meaningful units) to form words, combining words together to form phrases, clauses, and sentences, and combining sentences to create ideas and concepts. Therefore, the different types of knowledge used in the listening process based on this model are applied hierarchically.

2.4.2 Top-down processing model

The emphasis of this model is on the use of previous knowledge in processing a text. Listeners use their prior knowledge to process a text instead of relying upon the individual sounds and words. Listeners use schema or knowledge already stored in memory to interpret or make sense of what they hear. An important theory that underpins top-down processing is Bartlett's schema theory.

2.4.2.1 Bartlett's schema theory (1932)

According to psychologist Bartlett (1932), a schema refers to:

an active organisation of past reactions, or of past experiences, which must always be supposed to be operating in any well-adapted organic response. That is, whenever there is any order or regularity of behaviour, a particular response is possible only because it is related to other similar responses which have been serially organised, yet which operate, not simply as individual members coming one after another, but as a unitary mass (p. 201).

Bartlett explained that people build up hundreds of mental schemata (stereotypical mental scripts or scenarios of situations and events) from their past experiences of similar situations or events, and use these mental schemata already stored in their heads to help them make sense of the many new

situations or events they are experiencing. Long (1989) pointed out that the schema theory which is essential to first language reading and listening may play an important role in successful second language listening comprehension. Long (ibid.) reviews three empirical studies that focus indirectly on the relationship between background knowledge and L2 listening comprehension (Mueller, 1980; Voss, 1984; Weissenreider, 1987), concluding the results indicated that more proficient language learners need less visual contextual cues to activate appropriate schemata, whereas less proficient learners, who lack the abilities to rely on linguistic cues, have greater need of visual contextual cues. Successful second language listening comprehension involves both “top-down” processing, in which listeners activate their own prior knowledge to direct the decoding process; and “bottom-up” processing, in which listeners focus on “lower acoustic level segments and identify sequentially segments of increasing size” (Long, 1989, p. 37). Hence the two types of processing can occur simultaneously, as proposed by the ‘interactive’ model of listening (see 2.4.3 for a discussion of this interactive model). According to Goh (2000), the bottom-up processing of advanced listeners is largely automatised, that is, they do not need to spend time to match the sequences of the incoming sounds with the written words in their mental lexicon.

2.4.3 Interactive model

A well known and convincing model that has been developed to explain listening processes is the interactive model by Rumelhart (1975, 1980).¹ It is the model which synthesises bottom-up and top-down processing. It is generally believed that both bottom-up and top-down processing occur at the same time in what is known as *parallel processing* (Eysenck, 1993). Within an interactive model, the listeners might begin by activating their schemata as a result of knowing the

¹ Rumelhart’s interactive model was originally developed within the context of reading and argues that lower-level and higher-level processes work together interactively as parts of the reading process.

topic of the text, or of understanding a few words of the text, and at the same time they perceive and parse the incoming speech using their linguistic knowledge to create an interpretation of the actual listening text.

From the information introduced above, it is apparent that processing strategies underlying effective listening involve both top-down and bottom-up processing rather than either one of them alone. On the one hand, listeners need knowledge-based processing—to use their pre-existing knowledge to interpret the text and to create plausible expectations of what they are about to hear. On the other hand, they need text-based processing—to decode the linguistic input rapidly and accurately, and to map the input against these expectations to confirm consistencies and to refute implausible interpretations. As a result, the teaching and learning of listening should involve the practices of both knowledge-based and text-based processing types of exercises.

2.5 Pedagogical approaches to listening instruction

The image of L2 listening instruction, and the attention paid to listening instruction, has changed considerably. According to Brown (1987), listening instruction first gained attention in the 1960s. It began with the emergence of the idea of “teaching the four skills” during the late 1950s and the 1960s. During that time, listening comprehension did receive a little attention but it was still “the runt of the litter” (Brown, *ibid.*, p.11). It was assumed that aural recognition was the main problem in listening to a foreign language. The teaching methodology was developed from the behaviourist tradition. Listening exercises/activities produced at this time consisted mainly of drills for discriminating sounds at word-and-sentence-levels. During this period, the *Audio-Lingual approach* or the listening and repeat method was being developed by American linguists. In this approach, the emphasis was on listening for pronunciation, imitating and/or repeating phrases/sentences many times through drills and dialogues with the aim of ensuring the students

understood the grammar and remembered it. Below is an example of the use of drills and pattern practice in this method (Brooks, 1964 as cited in Richards & Rodgers, 2001):

Repetition

The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order.

Examples

This is the seventh month. – This is the seventh month.

I used to know him. – I used to know him.

I used to know him *years ago*. – I used to know him *years ago when we were in school*. ...

After a student has repeated an utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words.

The 1970s and part of the 1980s represented a significant period of change within language teaching, both theoretically and practically. During this period, a *Communicative Language Teaching* (CLT) *approach* (emphasising the need to teach listening for effective oral communication) was introduced and grew enormously in importance. The CLT approach emphasised the importance of oral language in language acquisition, and the use of realistic and authentic social language (Rost, 1994). In other words, real-life listening is the basis of this approach. It looks at “what people do with language and how they respond to what they hear” (Flowerdew & Miller, 2005, p. 12). The learning goals related to the teaching of listening using this approach are: (1) to process spoken discourse for functional purposes; and (2) to listen and interact with the speaker and/or complete a task. The principles of the communicative approach as outlined by Morrow (1981) required that a communicative activity be

communicatively useful for students; that it operate about the sentence level; that there be real-life aspects to the communication (e.g., information gaps, choice of what to say, and feedback to what has been said); that the activity

involve actions (e.g., filling in a form, answering a telephone); and that mistakes be tolerated as long as they do not interfere with the communication.

In a communicative approach listening exercise, learners may be asked to listen to a series of announcements at the train station and to record important details of trains (Littlewood, 1981):

Destination	Time of Departure	Platform	Calling at
Bristol		8	
	13.17		

One of the announcements could be:

The train now standing at platform 5 is the 12.35 to Bristol, calling at Cheltenham and Gloucester. Passengers for Cardiff should change at Gloucester.

In the 1990s, a *Strategy-based* approach was introduced. The learning goals related to the teaching of listening using this strategy-based approach are: (1) to develop an awareness of skills related to listening; and (2) to use a variety of listening skills effectively in achieving an objective. This approach focuses on the idea of learner autonomy and/or learner independence. The emphases of this approach are on the learners making decisions about the learning tasks based upon their own preferences; and discovering the listening strategies that are effective for them to use in different situations (Flowerdew & Miller, 2005). Mendelsohn (1994) suggested some of the characteristics of the strategy-based activities that they should activate the learner's schemata; be authentic and require learners to respond as they might in the real world; provide a large variety of exercises so that the learners have the opportunity to explore using their listening strategies in different contexts and for a variety of reasons; and enable learners to interact with the task and not simply listen and respond. Below is an example of learner-strategy listening exercise (Flowerdew & Miller, 2005, p.17):

Activity: Listening for specific information

For each of the following situations, listen carefully to the cassette and write down the important information.

- a. You are inviting some friends for a BBQ meal tonight, but you are not sure if the weather will be good enough to eat outside. Listen to the weather forecast and decide if you can go ahead with your plans.
- b. You want to go shopping. The shops are quite far away, but you can walk there. Listen to the weather forecast and decide if you should take the bus or walk.

How did you manage to get the information you needed? Talk with your group about how you listened for the details. Did you use any special strategies?

Listening comprehension strategies are the mental mechanisms used to process and manage new information in order to understand, learn or retain the new information. Based on earlier work in cognitive psychology, there are three categories of listening strategies: cognitive, metacognitive, and social–affective (Chamot, 1995; Chamot and Küpper, 1989; O’Malley and Chamot, 1990; O’Malley, Chamot, & Küpper, 1989; O’Malley, Chamot, Stewner-Manzanares, Küpper & Russo, 1985; Oxford, 1990; Rost and Ross, 1991; Rubin, 1987; Vandergrift, 1996, 1997, 2008; Wenden, 1987). *Cognitive strategies* are the steps, operations or actions taken by listeners during the execution of a task to facilitate comprehension or production such as making inferences while listening, elaborating or using prior knowledge, grouping or classifying items to be learned, and taking notes of the main concepts of the aural texts. *Metacognitive strategies* are the executive steps taken by learners to plan for their listening activities, to monitor their own comprehension, or to evaluate their own listening performance or strategy use. O’Malley and Chamot (1990, p. 8) commented “students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions.” The third category is *socio-affective strategies* which are actions taken by listeners involving interaction with peers, teachers, or speakers in order to assist comprehension,

or the use of affective control. Vandergrift (1997) has developed a classification of listening comprehension strategies based on the inventories of O'Malley and Chamot (1990), Oxford (1990), and Vandergrift (1992). O'Malley and Chamot's (1990) classification was modified so that it accommodates the strategic behaviour of L2 learners during listening: (1) categories irrelevant to listening (e.g. production, written language comprehension) were removed; (2) some strategies (e.g. strategy evaluation for strategy monitoring, comprehension monitoring for plan monitoring) were renamed so that they can more clearly reveal the purposes they serve; (3) features specific to listening (e.g. voice/paralinguistic inferencing, kinesics monitoring, extralinguistic inferencing) were added; and (4) affective strategies (e.g. self-encouragement, etc.) were adopted. Vandergrift's classification covers both interactional and transactional listening.

During the *Strategy-based* approach period, researchers have become particularly interested in the use of metacognitive and cognitive strategies of successful L2 listeners (e.g., Rost & Ross, 1991; Vandergrift, 1999, 2003b, 2004). As a result of the findings of these researchers, L2 listening experts have supported the teaching of metacognitive and cognitive strategies. Strategies are different from skills in as much as “strategies are under learners’ conscious control, and listeners can be taught to compensate for incomplete understanding, missed linguistic or schematic input, or misidentified clues” (Hinkel, 2006, p.119). Therefore, current L2 listening pedagogy includes the teaching of metacognitive and cognitive strategies together with the teaching of L2 listening (Hinkel, *ibid.*).

According to Goh (2008), the evolution of second language listening instruction has occurred in three phases. Goh noted that in reality ideas in the three phases are not distinct from one another as techniques used in phase one, in the 1960s, were still in practice when new ideas/techniques in phase two, in the 1980s, emerged and gained popularity. However, Goh's diagram nevertheless offers a useful and accessible overview of the development of the field (see

Table 2.1). Goh's survey highlights that comprehension-based techniques that emerged in the 1960s (for example, answering comprehension questions) are still in use today. Goh explained the one possible reason why these approaches continue despite developments in language teaching methodologies is due to the way listening is assessed in examinations, which has remained more or less the same over the years. However, Goh shows that the development of pre-listening phases/activities was one of the key innovations in the CLT period. Teachers were advised to use these pre-listening activities in lessons so the learners would be able to use their prior knowledge to interpret and understand the meaning of the listening texts.

Table 2.1 Approaches to listening instruction (Goh, 2008, p.190)

	Input	Instructional focus	Main listening activities	Dominant theoretical paradigms of learning and comprehension
50s - 60s	Written texts read aloud slowly and clearly	Perception and decoding of sounds: phonemes, word stress and sentence-level intonation. Details contained in written passages read aloud.	Drills for discriminating sounds at word-and-sentence-levels Dictation of written passages Answering comprehension questions based on listening passages	Behaviourist Bottom-up/linear processing of information
70s – 80s	Spontaneous spoken language and scripted texts with a degree of authenticity Face-to-face learner talk Expert speaker-learner interaction Authentic recordings	Information appropriate to the purposes (transactional or interactional) of the spoken texts	Practising core listening skills Responding to spoken texts in socially and contextually appropriate ways (e.g. inferring attitude, taking notes, identifying details, etc.)	Interactionist/ sociolinguistic Top-down and context-driven interpretation
90s – present	Spontaneous spoken language and scripted texts with a degree of authenticity Face-to-face learner talk Expert speaker-learner interaction Authentic recordings	The use of listening strategies for enhancing comprehension and coping with problems	Practising core listening skills Responding to spoken texts in socially and contextually appropriate ways Applying cognitive, metacognitive and social-affecting strategies during listening Developing metacognitive awareness about L2 listening	Developing metacognitive awareness about L2 listening Interactionist/ sociolinguistic Social-cognitive models of comprehension

The practising of core listening skills, for example, listening for details, listening for gist, predicting, listening selectively, and making inferences are all emphasized in CLT methodology.

During the CLT era, changes have been made to the stages of the late 1960s and early 1970s model of listening comprehension lesson. A listening lesson in practice today includes some or all of the following stages (Field, 2008, p. 17):

Pre-listening

- Establish context
- Create motivation for listening
- Pre-teach only critical vocabulary

Extensive listening

- General questions on context and attitude of speakers

Intensive listening

- Pre-set questions
- Intensive listening
- Checking answers to questions

Post listening (optional)

- Functional language in listening passage
- Learners infer the meaning of unknown words from the sentences in which they appear
- Final play; learners look at transcript

The changes reflect that listening is viewed differently: (i) listening skills take priority over language content; (ii) real life listening materials are used in a language classroom; and (iii) the importance of providing motivation and a focus for listening is acknowledged. Listeners need to be given a purpose for listening or the right “mental set” of what the listening passage is going to be about and check their expectations against what is actually said. With the use of pre-set questions and tasks, listeners no longer have to heavily rely on their memory (Field, *ibid*). However, the focus of the listening lessons has been solely on the product of listening. Every activity was used as a test to measure learners’ listening ability. This approach to listening has been widely criticised amongst second/foreign (SL/FL) language professionals (e.g., Anderson & Lynch, 1988; Brown, 1986;

Brown & Yule, 1983; Byrnes, 1984; Field, 1998, 2008; Holden, 2002; Lynch & Mendelsohn, 2002; Mendelsohn, 1994, 1995; Morley, 1991; Richards, 1983; Sheerin, 1987; White, 2006). For example, Holden (2002) pointed out that listening exercises in many commercial listening texts do not promote listening comprehension skills as claim but are actually testing learners' listening abilities. Moreover, Mendelsohn (1994) mentioned that listening comprehension courses do not teach students how to listen but are in fact only providing opportunities for them to listen to an audio passage followed with a set of comprehension questions. Similarly, Lynch and Mendelsohn (2002) explained that in a language classroom where learners are merely asked to listen to audio tapes and answer a set of comprehension questions, they are not taught how to listen and understand the text. White (2006, p.118) claimed that the emphasis of the traditional model for teaching listening is on "the product of listening (getting the right answers) rather than on the listening process, which would examine the far more interesting questions of what students are getting wrong and why they are doing so". Last but not least, Field (1998; 2008) criticized the comprehension approach that listening ability is measured by the number of correct answers given in response to questions or tasks. Teachers fail to focus upon the listening and teach the skill.

Despite the above researchers' criticism of this approach, the use of listening activities as a form of test remains common in language classrooms to the present day. During the last 15 years, the instructional focus has been on the use of listening strategies for enhancing comprehension and coping with problems, with teachers being currently advised to use teacher-modelling techniques through thinking-aloud about planning, monitoring, and evaluating strategies (Chamot, 1995). However, Lynch (2010, p. 86) has argued that the "strategic approach has been taken too far and that a better balance should be struck between skill teaching and strategy teaching" with support from various studies that it is the ability to cope with linguistic processing that differentiates skilled and unskilled listeners and not the ability to use appropriate strategies (see Tsui & Fullilove, 1998; Wu,

1998). Field (1998; 2008) has reached a similar conclusion and proposed a ‘diagnostic’ approach. In this approach, various types of micro-listening exercise are used as part of a listening training or to put things right when understanding breaks down.

In summary, the main methods of the teaching of L2 listening in the literature has evolved from repetition exercises to question-answer comprehension to real-time listening, involving tasks that reflect real-life communication. During the 1970s, listening pedagogy emphasised bottom-up linguistic processing – identifying words, sentence boundaries, contractions, individual sounds, and sound combinations. In the 1980s, listening pedagogy shifted from its focus on the linguistic aspects of comprehension to the activation of learners’ top-down knowledge – activating schemata. Then in the 1990s, researchers became particularly interested in the use of metacognitive and cognitive strategies by successful L2 listeners. Therefore, current L2 listening pedagogy includes the teaching of metacognitive and cognitive strategies. However, in this study the researcher is interested in investigating the extent to which what is recommended in the literature about teaching listening aligns with the practices of teaching listening in the Thai context.

In the next section, two different process approaches to second language listening are examined: (1) Vandergrift’s model, which focuses on developing learners’ metacognitive awareness of the processes underlying L2 listening comprehension and helping learners acquire the skills needed to control and direct their ability to listen and comprehend; and (2) Field’s diagnostic approach, which involves revising the conventional format of the listening lesson to include various types of micro-listening exercises.

2.5.1 Vandergrift’s pedagogical model of listening (2004, 2007, 2008)

Vandergrift’s pedagogical cycle develops both top-down and bottom-up dimensions of listening as well as the metacognitive strategies underlying each step in the cycle. Vandergrift

argues that a top-down approach will help listeners develop real-life listening skills and a more remedial bottom-up skills approach will help listeners develop word recognition skills. Also the metacognitive strategies underlying this approach will help listeners become more aware of how they can use what they already know to fill gaps in their understanding. This cycle was developed based on Vandergrift's earlier investigations (Vandergrift, 2002, 2003a) on the effect of a strategies-based approach on student awareness of the process of listening (see Table 2.2 below). Students in both studies found it motivating to learn to understand authentic texts and were highly in favour of this approach. They commented on the power of predictions for successful listening, the importance of collaboration with a partner for monitoring, and the confidence-building role of this approach for enhancing their ability to comprehend oral texts.

Table 2.2 Vandergrift's stages of listening instruction and related metacognitive processes

(Vandergrift, 2004, 2007, 2008)

Stage of Listening Instruction	Related Metacognitive Strategies
Planning/predicting stage 1. Once students know the topic and text type, they predict types of information and possible words they may hear.	1. Planning and directed attention
First verification stage 2. Students listen to verify initial hypotheses, correct as required and note additional information understood. 3. Students compare what they have written with peers, modify as required, establish what needs resolution and decide on the important details that still need special attention.	2. Monitoring 3. Monitoring, planning and selective attention
Second verification stage 4. Students selectively attend to points of disagreement, make corrections and write down additional details understood. 5. Class discussion in which all class members contribute to the reconstruction of the text's main points and most pertinent details, interspersed with reflections on how students arrived at the meaning of certain words or parts of the text.	4. Monitoring and problem-solving 5. Monitoring and evaluation
Final verification stage 6. Students listen for the information revealed in the class discussion which they were not able to decipher earlier and/or compare all or selected sections of the aural form of the text with a transcription of the text.	6. Selective attention and monitoring
Reflection stage 7. Based on the earlier discussion of the strategies used to compensate for what was not understood, students write goals for the next listening activity. A discussion of discrepancies between the aural and written form of the text could also take place at this stage.	7. Evaluation

Vandergrift claims that this learning sequence can “develop an awareness of the process of (one-way) listening and help listeners acquire the metacognitive knowledge critical to success in listening comprehension” (Vandergrift, 2008, p. 94). Vandergrift argued that the planning/predicting stage is

a critical phase of the listening process where listeners are to prepare themselves for what they will hear and what they are expected to do. Pre-listening activities can help learners make decisions about what to listen for. Strategies associated with this phase are the planning strategies: advance organisation, directed attention, and selective attention. In planning for listening, learners are encouraged to:

- bring to consciousness their knowledge of the topic and any relevant cultural information;
- familiarise themselves with pertinent cultural content;
- analyse the type of text to which they will listen and recall how information is organized in such a text;
- anticipate possible words that they can identify;
- determine where to pay attention and how much detail to find (based on an authentic purpose for listening) in order to direct listening efforts;
- use all the available information to predict and anticipate what they will hear.

(Vandergrift, 2008, p. 95)

In monitoring comprehension and making decisions on strategy use during a listening task, learners need to:

- evaluate continually what they are comprehending through self-questioning activities;
- check for consistency with their predictions, and for internal consistency; that is, the ongoing interpretation of the oral text (co-text);
- verify predictions and accept the fact that they are not going to understand every word;
- check for comprehension of desired information and necessary details.

(Vandergrift, 2008, p. 95)

Strategies associated with this phase are the monitoring strategies: comprehension monitoring, and double-check monitoring.

After a listening task, learners are to evaluate the effectiveness of the approach, decisions made during the listening process, and outcomes of the listening task. Strategies associated with this

phase are the evaluation strategies: performance evaluation, strategy evaluation, and problem solving. They can do this by being asked to:

- reflect on what was easy and difficult (and why);
- reflect on what went wrong and why;
- confirm comprehension with a transcription of parts or all of the aural text;
- share individual routes leading to success (with other learners on-line): for example, how they guessed (inference) the meaning of a certain word or how they modified a particular strategy;
- set goals for future listening activities; or
- use the MALQ² (or other listening questionnaire) for reflection purposes and compare responses to earlier uses of this questionnaire.

(Vandergrift, 2008, p. 95)

In addition, learners verify comprehension and reflect on the outcomes of their listening efforts; that is, they perform problem-solving actions during both the monitoring and evaluating phases. During the last stage in Vandergrift's pedagogical cycle—the reflection stage—learners are engaged in the matching process of all or parts of aural and written forms of the listening text which helps promote listeners' awareness of form-meaning relationships and enhances their word recognition skills. However, the matching process should be done at the very last stage to prevent the learners employing an inefficient online translation approach to listening (Eastman, 1991, as cited in Vandergrift, 2008).

Vandergrift's pedagogical cycle has empirical support. Three empirical studies (Liu & Goh, 2006; Mareschal, 2007; Vandergrift, 2007) have been conducted using this cycle or a modified version of this cycle and the results have shown that metacognitive instruction can have a positive impact on learners' knowledge and affect. However, despite the fact that Vandergrift's metacognitive cycle: (1) helps raise learners' awareness about strategy use, (2) offers scaffolding

² Metacognitive Awareness Listening Questionnaire (Vandergrift et al., 2006)

learners need while they are working on the listening texts, and (3) helps learners who have successfully used the strategies increase their motivation, Goh (2008) argued that there is a limitation to this current metacognitive approach. It tends to “focus almost exclusively on using strategies for comprehending listening texts in class and does not go far enough in helping learners with other forms of learning to listen, both within and beyond the classroom” (p.192). Goh therefore claims that the current metacognitive approach needs to be expanded in order to engage learners in a wider range of metacognitive activities. The metacognitive learning activities should aim at “deepening learners’ understanding of themselves as L2 listeners and the demands and process of L2 listening, as well as teaching learners how to manage their comprehension and learning” (Goh, *ibid*, p. 192). As a result, Goh has proposed two types of metacognitive learning activities and materials that can help learners become more aware about themselves and understand the cognitive, linguistic, and social demands of L2 listening: (1) *Integrated Experiential Listening Tasks*; and (2) *Guided Reflections on Listening*:

A. *Integrated Experiential Listening Tasks*

Learning Activity:

- *Metacognitive Listening Sequence* (based on the original idea by Vandergrift 2003, 2004)
A lesson sequence in which learners are guided at specific stages to orchestrate listening strategies for facilitating successful comprehension and participation in oral interaction, followed by personal evaluation of learning.
- *Self-directed Listening*
A set of prompts to guide learners in making pre-listening preparations, evaluating their performance and planning for future listening tasks.
- *Listening Buddies*
Learners work in pairs or small groups at regular intervals to select resources and identify strategies for their extensive listening practice.
- *Peer-designed Listening Programmes*
Learners work in a small group to design a listening task for the rest of the class and in the process co-construct metacognitive knowledge about L2 listening.

- *Post-listening Perception Activities*
Language-focused activities conducted after a listening task to raise learners' awareness of phonological features of the text.

B. *Guided Reflections on Listening*

Learning Activity:

- *Listening Diaries*
Using guiding questions to reflect on a specific listening experience, learners record their responses to issues related to the three dimensions of metacognitive knowledge.
- *Anxiety and Motivation Charts*
Learners draw diagrams to show the changes in their anxiety and motivation levels for various listening tasks they do in and outside class.
- *Process-based Discussions*
Small group of whole-class discussions that centre on the theme of learning to listen and related matters, such as useful social strategies in spoken interactions, ways of using internet resources and language-related problems in listening.
- *Self-report Checklist*
Learners evaluate their own knowledge and performance by referring to a list of pre-selected items of metacognitive knowledge about L2 listening.

(Goh, 2008, p.201)

Goh (ibid.) explained that the first type of activity “enable[s] learners to experience social-cognitive processes of listening comprehension as they are working on specific listening activities” (p.199). The activities can be used with their course books or materials prepared by their teachers. The focus is on the extracting of information and constructing meaning. The purpose is to help learners to become aware of the various L2 listening processes and to be able to apply this knowledge beyond the classroom. For the second type of activity, Goh stated that the aim is “to draw out learners’ implicit knowledge about L2 listening and ... encourage them to construct new knowledge as they make sense of their own listening experiences” (p. 200). With these activities, learners are to think back to events that have taken place and plan ahead to manage their own learning.

It can be concluded that Vandergrift’s model attempts to place an emphasis on the process of listening comprehension through the development of an awareness of the process of one-way

listening in order to help students acquire the metacognitive knowledge that is of critical importance to success in listening comprehension. Students can be encouraged to take responsibility for planning, monitoring, and evaluating their own learning, leading to greater motivation and success in second language listening. Vandergrift's model is the current L2 listening pedagogy which includes the teaching of metacognitive strategies. In conducting this study, the researcher will find out whether or not the teachers deliver listening lessons by employing Vandergrift's pedagogical model.

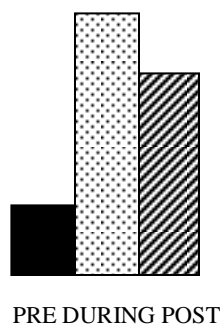
In the next section, a different process approach to second language listening is reviewed, Field's diagnostic approach, which examines learners' erroneous answers to determine where and why understanding broke down.

2.5.2 Field's diagnostic approach (1998, 2008)

Field has proposed a diagnostic approach to L2 listening where teachers need to ask students to justify their choice of answer, whether it is correct or incorrect. In asking students to give their justifications for choosing correct answers, teachers will find out what techniques and strategies successful L2 students employ including their listening styles. On the other hand, students' justifications for choosing incorrect answers will allow teachers to pinpoint the students' listening difficulties and exactly where and when they occur. Finding out how students have come up with the answers gives teachers insight into the students' strengths and weaknesses. Their weaknesses can then be addressed with remedial exercises that aim to prevent the re-occurring of errors. Instead of simply providing opportunities for more practice, teachers focus their attention on improving the students' quality of listening both in the classrooms and in the real world. Figure 2.1 represents Field's diagnostic format of a listening lesson. In this format, the time available for the 'pre-

listening' phase is reduced. The balance of a lesson is shifted towards the 'listening' and 'post-listening' phases.

Figure 2.1 A diagnostic format (Field, 2008, p.84)



The long post-listening phase allows teachers to note the problems that may have arisen during the lesson manifested by the students and tackle them accordingly. Alternatively, the post-listening phase can be shorter to allow teachers to prepare remedial materials and deal with the problems in a subsequent lesson.

Field further explained that 'decoding' and 'meaning building' are the two different types of problems students encounter. Problems of decoding are caused by the students' weakness in the listening skills, lack of vocabulary or grammar knowledge, and unfamiliarity of the spoken language. Problems of meaning building are caused by the students' failure to bring external information or knowledge of the world to bear on the new information extracted from the text. In handling decoding problems, teachers may need to observe and keep field notes of frequent breakdowns of understanding, group the problems according to the level of language and according to whether they are related to the recognition of sounds, syllables, words, grammatical patterns or features of intonation, before providing students with remedial practice. Moreover, teachers need to be aware that even if the level of breakdown is correctly identified, there may be more than one reason for it. Once a problem has been identified, it is then the teacher's job to expose students to

spoken material that contains multiple examples of the feature they have difficulty with. It may be in the form of a micro-listening task which enables the teacher to focus upon a specific listening problem over a short period of only five or ten minutes during the post-listening phase.

Problems associated with meaning building are specific to a particular text and are best dealt with by the traditional replay and explanation. Micro-listening remedial activities can be designed which require students to: sum up what they have heard and what they expected to hear next; use their world knowledge to build a context or to expand upon what is said; use the opening sentences of the listening to identify the situation; listen out for certain pronouns and say what they relate to; paraphrase an ambiguous or unclear piece of text; identify the main point, speaker's attitude or role; etc.

It can be concluded that in a diagnostic approach, students' answers to questions are treated as a valuable source of information about students' behaviour rather than a piece of data used to judge performance. The researcher believes that Field's diagnostic approach can be put into practice in listening lessons in the Thai context. In conducting this study, the researcher will find out whether or not the teachers employ the diagnostic approach and to what extent.

2.6 The use of L1 in English classroom

In reviewing the current theories of second language acquisition and the recent literature on classroom language use, the researcher has found that the issue of the use of the students' first language in second language teaching is still being debated. The literature includes arguments by those advocating the use of L1 in L2 instruction, a *Bilingual Approach*, and arguments promoting an English-only policy, a *Monolingual Approach*.

The belief that for students to be able to acquire a second language they need to be provided with an intense amount of L2 input is supported by a number of researchers (e.g., Duff & Polio,

1990; Ellis, 2005; Hendrickson, 1991; Krashen & Terrell, 1983; Turnbull, 2001). The maximum exposure to the target language is supported by Krashen (1985). Krashen (ibid.) stated that lessons in L2 education should be wholly or as much as possible in the L2 as there was a definite relationship between comprehensible input in the L2 and proficiency. According to Gatenby (1965), one of the founding fathers of ELT, the language being studied should be the mode of communication in the classroom, and so the teaching of English as a foreign or second language should be entirely through the medium of English: “What is essential is that the language being studied should be as far as possible the sole medium of communication in any given environment” (Gatenby, ibid., p. 14). In foreign language learning contexts, the exposure to the L2, English, outside the classroom is very limited. The classroom is the students’ only exposure to English and the L2 input students can freely access is from their teachers (Burden, 2000; Duff & Polio, 1990). According to Ellis (2005), in order for the students to get adequate L2 input in the classroom, “the L2 needs to become the medium as well as the object of instruction” (p. 8). The students must continuously hear the L2, see the L2, write in the L2, and speak in the L2 (Jespersen, 1961). The advantages of the L2-rich approach to L2 education are also discussed in the literature, for example, the more L2 exposure students receive, the more they will learn (Ellis, 2005; Turnbull, 2001); and the students learn and acquire the L2 “quickly and successfully” when the L2 input is meaningful (Ruiz-Funes, 2002, p. 19).

However, there has been an attempt to discredit the monolingual approach. The support of the monolingual approach is often associated with the idea that native teachers are the best teachers, a stance which was criticised by Phillipson (1992), since being a native speaker does not necessarily mean that the teacher is more qualified or better at teaching. On the contrary, non-native teachers “may in fact be better qualified than native speakers, if they have gone through the laborious process of acquiring English as a second language and if they have insight into the linguistic and cultural

needs of their learners” (p. 195). Moreover, the teacher with “near-native-speaker proficiency in the foreign language, and [who] comes from the same linguistic and cultural background as the learners” is the ideal teacher (p. 195). The belief behind of the monolingual approach that exposure to language leads to learning has also been criticised. The quantity of exposure to the L2 is important, however there is no evidence that teaching in the L2 leads to better learning of the L2 (Pachler & Field, 2001). In addition, it can be argued that the amount of exposure to the L2 is not as important as well written materials, trained teachers, and appropriate methods of teaching (Phillipson, *ibid.*). Monolingual teaching can create tension and frustration on the part of the students (Burden, 2000). Also, learning cannot be guaranteed among the students when teaching is done in the L2 alone (Pachler & Field, *ibid.*). As a result, there has been a decline in the support for the English-only policy.

Therefore nowadays it is common to see EFL teachers use L1 in the classroom. Teachers are encouraged to incorporate the students’ mother tongue into the lessons (Schweers, 1999). The findings of several studies concerning the use of the L1 (D’Annunzio, 1991; Hemmindinger, 1987; Shamash, 1990; Strohmeier & McGrail, 1988, as cited in Auerbach, 1993, p. 20) revealed that

its use reduces anxiety and enhances the affective environment for learning, takes into account sociocultural factors, facilitates incorporation of learners’ life experiences, and allows for learner-centered curriculum development. Most importantly, it allows for language to be used as a meaning-making tool and for language learning to become a means of communicating ideas rather than an end in itself (Auerbach, *ibid.*, p.20).

Also, several empirical studies have been conducted to investigate the attitudes of students and teachers towards the use of the L1 in the L2 classroom (e.g., Burden, 2001; Levine, 2003; Schweers, 1999; Tang, 2002). The findings of these studies revealed that both the students and the teachers believed that the L1 facilitates learning and can assist in the teaching and learning processes. In

addition, researchers have suggested the specific situations in which the L1 should be used. For example, the findings from Mitchell's (1988) survey suggested that the use of L1 in situations such as explaining grammar, disciplining students, explaining instructions for activities, and giving background information was considered acceptable by the teachers. Atkinson (1987) has suggested the following profitable uses of the L1 in the L2 classroom, particularly in the case of low-level students: (1) eliciting languages (e.g., "How do you say X in English?" (p. 243)); (2) checking comprehension of a concept, a listening text, or a reading text (e.g., "How do you say 'I've been waiting for ten minutes' in Spanish?" (p. 243)); (3) giving instructions and asking for their repetition in the students' mother tongue to ensure that they understand what they are required to do; (4) co-operating in pairs or groups to compare answers to exercises or tasks; (5) discussing and expressing views on the classroom methodology; (6) using translation to highlight a recently taught language item; (7) doing a mental translation of a piece of writing the students have produced in the L2 into their native language to check students have used the target language correctly; (8) testing the knowledge of two languages through translation; and (9) developing useful learning strategies (the skills of circumlocution, paraphrase, explanation, and simplification)—when students do not know how to say something in the L2, have them try to say the same thing in the L1, which may be easier to translate. Moreover, experts have claimed that using L1 to decode and interpret L2 is considered an effective strategy (Auerbach, 1993); and translating into L1 can assist students in the comprehension and memorisation of L2 vocabulary (Swain & Lapkin, 2000). In relation to the teaching of listening, we have seen in Atkinson's suggestions (*ibid.*) that using the L1 to check comprehension of a listening text is considered as an acceptable approach. However, using the L1 as a time saving device to check listening or reading skills is not recommended by Harbord (1992). Harbord sees the use of L1 to check listening or reading skills in order to save time as missed opportunity for genuine communication.

2.7 Empirical studies on listening in Thailand

To the best of my knowledge, eight quantitatively oriented Master's Degree studies have been conducted on various aspects of listening in the Thai context: (1) listening problems (Pongsritong, 2000); (2) factors affecting the listening skill (Junwanna, 2006); (3) the use of authentic materials to enhance the listening skill (Maneeikul, 2002); (4) attitudes towards the benefits of studying and applying phonetics to teach listening and speaking (Wannadit, 2003); (5) abilities in listening to different English genres (Paesupatana, 1998); (6) the relationship between listening strategies and listening ability (Payaprom, 2000); and (7) the comparison of two instructional methods used to teach listening: (a) Total Physical Response and (b) the Natural Approach (Kusolsong, 2000; Malai, 2006). Table 2.3 below presents a brief summary of the studies in terms of aims, participants and methods used.

Table 2.3 Summary of empirical studies on listening in Thailand

Source	Aims	Participants	Methods
Pengsritong (2000)	<ul style="list-style-type: none"> • Problems of listening 	<ul style="list-style-type: none"> • 250 university students 	<ul style="list-style-type: none"> • Questionnaires, listening exercises, examination papers
Junwanna (2006)	<ul style="list-style-type: none"> • Factors affecting the listening skill 	<ul style="list-style-type: none"> • 168 high school students 	<ul style="list-style-type: none"> • Questionnaires, listening comprehension test
Maneekul (2002)	<ul style="list-style-type: none"> • The use of authentic materials and tasks to enhance the listening skill 	<ul style="list-style-type: none"> • 5 English major secondary school students 	<ul style="list-style-type: none"> • Native speakers' video programme, questionnaires
Wannadit (2003)	<ul style="list-style-type: none"> • Attitudes towards the benefits of studying and applying phonetic to teach listening and speaking 	<ul style="list-style-type: none"> • 20 secondary school teachers 	<ul style="list-style-type: none"> • Questionnaires
Paesupatana (1998)	<ul style="list-style-type: none"> • Abilities in listening to different English genres 	<ul style="list-style-type: none"> • 877 vocational level college students 	<ul style="list-style-type: none"> • Listening ability tests
Payaprom (2000)	<ul style="list-style-type: none"> • The relationship between listening strategies and listening ability 	<ul style="list-style-type: none"> • 60 university students 	<ul style="list-style-type: none"> • Questionnaire, listening comprehension test
Kusolsong (2000)	<ul style="list-style-type: none"> • A comparison of students' listening and speaking performance and attitude through instruction based on the Natural Approach 	<ul style="list-style-type: none"> • 40 secondary school students 	<ul style="list-style-type: none"> • Experiments (using pre-test and post-test)
Malai (2006)	<ul style="list-style-type: none"> • A comparison of students' listening and speaking performance and self-confidence in English through the instructional method based on Total Physical Response 	<ul style="list-style-type: none"> • 40 secondary school students 	<ul style="list-style-type: none"> • Experiments (using pre-test and post-test)

It can be concluded from the summary table above that there is a lack of qualitative research on the teaching of listening and attitudes towards the teaching of listening in a Thai university context. As a result, this study aims to fill this gap by investigating the teaching and learning of listening in a Thai university fundamental English course.

2.8 Empirical studies on listening instruction

This section reviews recent empirical research in teaching second language listening within the broad framework of the bottom-up, top-down, and integrated approaches.

2.8.1 Empirical studies investigating the effects of a bottom-up approach to teaching L2 listening

A number of studies have investigated the effects of a bottom-up approach to teaching L2 listening. The studies reviewed in this section were conducted to investigate: (1) the effects of frequent dictation on listening comprehension ability of elementary EFL learners (Kiany & Shiramiry, 2002); (2) the effects of exact repetition and reduced speech rate on comprehension, acquisition of decoding strategies and linguistic features (Jensen & Vinther, 2003); (3) the relationship between lexical and grammatical knowledge to reading and listening comprehension (Mecartty, 2000); and (4) whether Japanese EFL learners tend to rely on bottom-up or top-down processing (Osada, 2001). Each of the studies is now discussed in more detail.

Kiany and Shiramiry (2002) investigated the effects of frequent dictation on the listening comprehension ability of elementary English as a foreign language (EFL) learners. Two homogeneous groups of elementary EFL learners at the Kish Language Institute in Tehran, Iran were chosen. Each group consisted of 30 male elementary EFL students, 20 to 35 years of age. All 60 participants had had the same amount of exposure to the same amount of English and listening practice before the experiment, and all had studied English for three terms (each term consisting of 20 sessions of 100 minutes each) at the Kish Language Institute. One of the groups was chosen as the experimental group, and the other as the control group. To assure the homogeneity of the two groups in terms of their general proficiency and listening ability in English, students were pre-tested using the Nelson Test 100A (Fowler & Coe, 1976) and the NCTE Elementary Listening Test

(National Council of Teachers of English, 1972). T-test analysis indicated no significant difference prior to treatment in general English proficiency and no significant difference in listening comprehension ability. For one term, consisting of 20 sessions, the students in the control group were given the listening exercises in their textbook, *Headway Elementary* (Soars & Soars, 1993). The experimental group, in addition to the listening exercises in the textbook, were given dictation 11 times during the term. The passages and conversations used for dictation were short, consisting of about 100 words each, and each dictation took around 10-15 minutes. The materials for giving dictation were the native-recorded passages and conversations in the course textbook. The procedure of giving the dictation was as follows. First, students were made aware of the topic of the passage or conversation to activate their background knowledge; they then listened to the whole passage or conversation without any pauses. Second, the tape was replayed and stopped after each meaningful chunk, and students wrote down what they heard. In the third stage they listened again to the whole passage or conversation to check what they had written. After the dictation they checked their writing against the tapescript. Sometimes after checking their dictation, participants listened to the tape again while looking at their dictation and paying special attention to their mistakes. At the end of the term the listening comprehension ability of both groups was post-tested by the same battery of 40-item NCTE Elementary Listening Tests used as the listening pre-test. The results showed that dictation had a significant effect on the listening comprehension ability of the participants in the experimental group. The mean gain scores of the experimental group were significantly higher than those of the control group. Kiany and Shiramiry concluded the probable reasons for the significant effect of dictation on the listening comprehension ability of the experimental group were as follows:

- The participants in the experimental group were forced to listen more attentively to decode the foreign speech.
- During each dictation participants had to keep one chunk of meaningful speech in their mind until they could write it on paper. This may have helped strengthen their memory.
- Dictation with recording[s] of native speakers of English makes learners aware of the difficulties of understanding English spoken by native speakers in comparison with the English spoken by Iranian EFL teachers. Native speakers' English is quite different from Iranian EFL teachers' English in terms of pronunciation, including pronunciation of some sounds, rhythm, sentence stress, weak forms, intonation, and linkage [...].
- When EFL learners are given dictation, they notice their weaknesses in perceiving and understanding English spoken by native speakers and try harder to improve their listening comprehension ability (p.61).

As this study found that dictation can have a positive effect on the listening comprehension ability of elementary EFL learners, its pedagogical implications are that EFL teachers can use this technique in their classes with more confidence. In some countries where students do not have access to native English speakers, EFL teachers can make use of this technique to familiarise their students with the English spoken by native speakers. If EFL students are exposed only to English spoken by non-native EFL teachers, even after learning considerable grammar and vocabulary they may continue to experience difficulties in understanding native English speakers easily. Dictation makes EFL learners aware of many aspects of the pronunciation of English spoken by native speakers. It may also affect their listening comprehension ability and their pronunciation.

For their part, Jensen and Vinther (2003) investigated the effects of exact repetition and reduced speech rate on comprehension, acquisition of decoding strategies and linguistic features. Eighty-four Danish second-year university students in their 4th or 5th year of learning Spanish participated in the study. They were from three different institutions and had signed up for an oral course in Spanish at the university's 2nd-year level. The students were divided into four groups: three treatment groups, and one control group. Two of the students, assigned to the same group, were excluded from the study due to a technical error in the recording of their post-tests, so the three treatment groups ended up consisting of 21, 22, and 21 members, respectively, and a control group

of 20 students. The study was a pre-test, a treatment, and a post-test design. All groups took both the pre-test and post-test, with an interval of 2 weeks between the administration of the two tests. Each of the tests lasted for approximately 40 minutes. Over the 2 weeks, the students in the three treatment groups came individually for about half an hour on eight different occasions and listened to input at a video workstation. The input consisted of video recordings of quasi-spontaneous dialogues between native speakers, in both the tests and the treatment. Each of the three groups listened to each utterance of the dialogue three times, in different speed combinations: fast-slow-fast, fast-slow-slow, and fast-fast-fast, respectively. The fourth group (the control group) received no treatment. The results showed that all three experimental groups outperformed the control group in more detailed comprehension of the text and in acquisition of phonological decoding strategies. However, reduced speed did not account for better performance since the fast-fast-fast group outperformed the other two experimental groups. The fact that a treatment of no more than eight sessions of approximately half an hour was able to produce a measurable advance seems to suggest that at least some language teaching might benefit from giving more attention to bottom-up listening, with respect to both comprehension and acquisition. The researchers recommended that listening instruction should not be a stand-alone activity but should instead be seen as a supplementary phase of individual contact with the spoken language during which the student should be allowed to engage in hypothesis work on linguistic features.

Efficient and effective use of bottom-up skills in comprehension appears to be related to the degree to which word recognition skills are automatised. Mecarty (2000) examined the relationship between lexical and grammatical knowledge to reading and listening comprehension to find answers to the following research questions: (1) What is the relationship between lexical and grammatical knowledge and foreign language comprehension? (2) Do lexical and grammatical knowledge play the same or different roles for reading versus listening? One hundred and fifty-four participants

from a large American Midwestern university in their final semester of a four-semester basic Spanish language sequence took part in the study. Ten classes' sections were randomly selected from the population. Of these ten sections, five classes (77 participants) were assigned to Group 1, the reading comprehension group, the other five classes (77 participants) to Group 2, the listening comprehension group. All the participants in both groups performed the tests of lexical knowledge (LK) and grammatical knowledge (GK). Data on the participants' LK and GK was collected during the mid-part of the semester, and all data on the reading comprehension or listening comprehension portion towards the end. The test of LK consisted of a word-association task (the selection of the meaning of the target word in Spanish with its equivalent meaning in English) and a word-antonym task (the selection of the target word in Spanish with its opposite meaning in English). The test of GK consisted of a sentence completion multiple-choice task and a grammaticality judgment task. In the sentence completion task, participants' ability to pick the correct item to complete the sentences depended on knowledge of the grammatical function word in terms of its meaning in the sentence. In the grammaticality judgment task, participants had to indicate whether a series of sentence was grammatically correct or not. If the sentence was incorrect, they were asked to circle the error(s) that contributed to the ungrammaticality of the sentence, and to re-write the sentence to make it grammatical. In the assessment of reading comprehension, participants in Group 1 were instructed to read two expository passages at their own pace but could not refer to the passages to answer multiple-choice questions on the test. For the listening comprehension task, the passages were played twice to ensure a more thorough understanding. Participants (Group 2) were permitted to take notes if they wanted to but were not permitted to ask questions. They had to complete multiple-choice questions after the second listening. The results showed that both lexical and grammatical knowledge significantly correlated to both listening and reading comprehension (although only lexical knowledge could explain the variance). The variance for listening, however, is less than for

reading. The researcher concluded that although comprehension processes in listening and reading share similar characteristics, lexical knowledge appears to be more crucial to reading than it is in listening. A pedagogical implication that has emerged from this study is that lexical knowledge is essential to language learning and teaching because to understand aural or written language, learners need to know the basic vocabulary. Therefore, developing learners' lexical knowledge is one of the activities that should be carried out in the language classroom. However, the researcher admitted that the findings of this study are insufficient to explain the complexity of comprehension and it would be counterproductive to believe that by solely developing lexical knowledge learners can better comprehend discourse. Thus, to obtain a more precise picture of language comprehension many factors other than those examined in this study need to be accounted for and explained. Nonetheless, based on the findings of this study, at this point it is safe to say that the teaching of unfamiliar words and/or basic vocabulary is still essential in listening lessons.

A study by Osada (2001) indicated that a lack of success in listening can be caused by an overemphasis on bottom-up skills. Osada investigated the listening process by less proficient Japanese EFL learners to investigate whether they tend to rely on bottom-up or on top-down processing. Four short listening passages were prepared and two different measures were taken: an idea unit analysis by a free written recall task and an analysis by local and global question type. The local questions reflected the local coherence strategy (bottom-up processing skills) and the global questions reflected the global coherence strategy (top-down processing skills). A total of 91 students at the university level participated in this study. They were lower level proficiency EFL students enrolled in an obligatory listening comprehension course at an institute of technology in Tokyo. The participants were divided into three ability groups according to their general listening proficiency, Upper-third ($n = 30$), Middle ($n = 31$), and Lower-third ($n = 31$), on the basis of several listening proficiency tests—class quizzes, a term examination, and a Test of English for

International Communication (TOEIC) type of listening comprehension test. The study was conducted during the regular class session. The participants were assigned one task in each class, so it took four weeks to complete all the tasks. In the free written recall task, the participants were to listen to the passage twice, try to understand it, and recall the passage in Japanese by writing down what they could remember. Since the study was investigating what level of detail and original sentence structure participants were able to reproduce, students were instructed to write as much as they could remember, retaining as much detail and similar wording as possible. The recall protocols were scored using the idea unit analysis, the rationale being that if the low-level idea units were dominant in the recall protocols, it would indicate that bottom-up processing overwhelms top-down processing during comprehension. In the local and global question task, the participants were given an answer sheet with questions in Japanese which they read prior to listening to the tape. There were eight open-ended questions per passage: four local and four global. After listening to the passage twice, the participants answered the questions on the answer sheet in Japanese (a few of them answered the questions in English). The results of this study showed that as the level of proficiency decreases: (1) the number of idea units recalled decreases; (2) the low-level idea units were recalled more than the high-level idea units (in one of the passages); and (3) the difference in the percentage of correct answers between local and global questions was greater. The study clearly indicated that the less proficient the listeners, the more they tend to rely on bottom-up processing. Osada explained that the listening strategy the participants employed may be affected by the long-standing emphasis on the Grammar Translation Method in the teaching of reading comprehension—the typical kind of instruction Japanese students had received. Also the participants seemed to prefer verbatim translation into Japanese from the start rather than grasping the main point globally. This study provides ways forward for the teaching of listening comprehension as follows: (1) as less proficient EFL learners need to get used to utilising top-down skills, texts that encourage learners to

employ top-down processing (guessing, inferring, synthesising information, etc.) should be chosen for them; and (2) teachers should pay attention to what kind of task to assign: exercises should not be limited to only one kind, with comprehension tasks needing to include both local and global types of questions.

2.8.2 Empirical studies investigating the effects of a top-down approach to teaching L2 listening

2.8.2.1 Developing metacognitive knowledge

A number of empirical studies on raising L2 listeners' awareness of the listening process have been conducted through the use of reflection activities such as questionnaires, listening diaries and discussions. The results of these studies have shown that metacognitive instruction can increase learners' awareness of their listening and learning processes and develop learners' ability to use appropriate strategies. Five empirical studies are reviewed in this section: (1) Goh (2000), identifying and examining learners' real-time listening difficulties; (2) Zhang and Goh (2006), investigating students' metacognitive knowledge about strategies for learning to listen and speak ESL; (3) Vandergrift (2002), examining student responses to learning instruments used to raise their awareness of the processes involved in successful L2 listening comprehension; (4) Vandergrift (2003a), examining the effect of two tasks designed to teach students how to listen; and (5) Goh and Taib (2006), exploring the benefits of metacognitive training in listening. Each of the studies is now discussed in more detail.

Goh (2000) conducted a study to identify and examine real-time listening difficulties learners faced during listening. A group of 40 tertiary-level Chinese students participated in the study. They were learning English in preparation for undergraduate studies. The data was elicited from the learners' self-reports through procedures of learner diaries, small group interviews and

immediate retrospective verbalisations. The weekly learner diaries were kept by all 40 students as part of their listening course. In these diaries, the students wrote about actual listening events and described how they tried to understand what they heard and the problems they experienced. In addition, 17 of the 40 students participated in small group semi-structured interviews aimed at finding out what the students knew about the task of learning to listen to English. Twenty-three students also participated in an immediate retrospective verbalisation. The diaries were written in English with only some Chinese words. The data revealed 10 real-time comprehension problems related to the three cognitive processing phases—perception, parsing and utilisation. Five were perceptual processing problems arising from failure in word recognition and ineffective attention. Three were problems with parsing and two with utilisation. The 10 problems revealed could have been the result of a number of related factors: sound-script and word-referent processes were not automatized, poor sound representations of familiar words, failure to use appropriate comprehension tactics, a lack of appropriate schematic knowledge, insufficient prior knowledge, preoccupation with knowing the meaning of certain content words, limited processing capacity in short-term memory and shallow processing. A comparison of high and low ability listeners showed that they shared some similar problems, but the low ability listeners appeared to have more low-level perception problems. Based on the findings of this study, Goh suggested two teaching strategies that can help learners improve their listening. The first is a direct strategy which makes use of listening exercises for improving perception and activities for learners to use specific comprehension tactics. Teachers can help learners improve their listening comprehension directly by providing them with practice in perception of selected sounds, content words, and pronunciation of new words and intonation features, such as prominence tones. Also it is important that learners learn to adopt listening strategies that can assist or enhance their comprehension, and Goh claims that all three groups of strategy types (cognitive, metacognitive, and social-affective) will be beneficial. Each of these

comprises distinct tactics or mental techniques. Cognitive tactics act directly on the input to make sense of it; metacognitive tactics manage cognitive processes and difficulties during listening; social tactics involve other people in achieving understanding; affective tactics manage unproductive emotions during comprehension. Goh has listed types of practice in perception and listening tactics that teachers can provide learners to help them improve their comprehension by dealing with problems similar to those found in this study, as shown in Table 2.4.

Table 2.4 Types of practice for improving listening comprehension (Goh, 2000, p. 72)

	Perception	Parsing	Utilisation
I. Perception practice			
a. Listen to how new vocabulary items are pronounced	•		
b. Follow along with transcript of recording	•		
c. Write down content words from short passages	•		
d. Identify the most prominent word in short utterances	•	•	
e. Identify meaning groups in sentences of varying lengths	•	•	
f. Identify tones and their communication value	•	•	
g. Identify common discourse markers and their functions	•	•	
h. Identify common phrasal verbs and their meaning	•	•	
II. Listening strategy practice			
<i>Cognitive tactics</i>			
a. Infer missing or unfamiliar words using contexts, co-text and prior knowledge	•		•
b. Predict general contents before listening using contexts and prior knowledge	•		•
c. Predict unfinished utterances using contexts, co-text and prior knowledge	•		•
d. Use prior knowledge to elaborate and complete interpretation			•
e. Take short notes of important content words		•	•
f. Relate limited interpretation to a wider social/linguistic context			•
g. Relate one part of the text to another			•
h. Visualise scenes, objects, events etc. being described		•	•
i. Reconstruct meaning using words heard		•	•
<i>Metacognitive tactics</i>			
a. Preview contents in different forms	•		
b. Rehearse the pronunciation of potential content words	•		
c. Establish purpose for listening	•		•
d. Listen selectively according to purpose	•	•	•
e. Pay attention to discourse markers		•	•
f. Pay attention to visuals and body language	•		•
g. Pay attention to tones and pauses	•	•	
h. Monitor comprehension using contexts and prior knowledge			•
i. Evaluate comprehension using contexts, prior knowledge, and external resources			•
j. Continue to listen for clarification in spite of difficulty	•		
k. Assess the importance of problematic parts and decide whether to ignore them or actively seek clarification	•		
l. Determine the potential value of subsequent parts and vary intensity of attention accordingly	•		
<i>Social-affective tactics</i>			
a. Ask speaker for clarification and repetition	•		•
b. Paraphrase what speakers say to check understanding			•
c. Learn to relax before and during listening	•		
d. Encourage oneself to continue listening	•		

The symbol (•) indicates the comprehension phase which can be facilitated by such practice.

The second teaching strategy aims to indirectly improve learners' listening ability in all three phases of comprehension by raising their metacognitive awareness about L2 listening. Goh hoped that this increased metacognitive awareness about their learning processes could cause learners to take a

more active part in overcoming some of their listening difficulties, rather than accept all their problems as unavoidable and insurmountable. She suggested that teachers can raise learners' awareness about learning to listen in four ways: (1) set aside lesson time for discussion and reports about listening problems and useful strategies; (2) encourage students to 'think aloud' about their listening problems soon after they have completed a listening task; (3) provide opportunities for individual reflection through listening diaries; and (4) extend the scope of pre-listening and post-listening tasks to include metacognitive tasks.

Zhang and Goh (2006) conducted a questionnaire study to investigate students' metacognitive knowledge about strategies for learning to listen and speak ESL, in terms of their views on the usefulness of the strategies, their perceived use of the strategies, and the relationship between such knowledge and perceived strategy use. 278 Singaporean students from a neighbourhood secondary school participated in the study. The students had learned English as the school language for at least eight years. A 40-strategy-item questionnaire, *Metacognitive Awareness Inventory in Listening and Speaking Strategies* (MAILSS), was constructed consisting of four groups: use-focused learning strategies, form-focused learning strategies, comprehension strategies, and communication strategies. *Use-focused learning strategies* focus on learner initiatives to learn to use English for communication, such as seeking opportunities to speak with good language users and participating actively in classroom communicative activities. *Form-focused learning strategies* emphasise learner initiatives for developing the form-related aspects of oral communication skills, such as reading aloud for pronunciation/fluency and working on grammar. *Comprehension strategies* involve how learners attempt to make sense of the spoken text. *Communication strategies* concern what learners do when they miss or fail to understand what has been said and how learners communicate their meaning when they lack specific words. The students rated the usefulness of each strategy on a scale from 'Least Useful' (1) to 'Most useful' (5), and estimated their use of them

from 'Never (1) to 'Very Often' (5). The results showed that the students tended to believe in the usefulness of all four groups of strategies but seemed more often to use use-focused ones. Of the 40 strategies, 32 were perceived as useful by half the students, while only 13 were reported as used frequently. This difference showed that the students were not yet conscious and confident strategy users even though they were aware of the usefulness of the strategies for becoming better listeners and speakers of English. However, correlations were found between perceptions of the usefulness and perceived use of the strategies. The researchers explained that one possible factor that could account for the under-use of strategies is that the students have never received instruction about strategies and are yet to internalise the benefits of using them. They also stress that there is a need to raise the students' awareness and ability to use a range of strategies as research has repeatedly shown that good and poor learners are differentiated in terms of the number and level of strategies used. For example, in Goh's previous study (1998), good listeners tend to use more varied and higher-level strategies. Awareness-raising activities aimed at drawing students' attention to strategies, along with strategy instruction to broaden their strategy repertoires and increase their confidence and ability in strategy use, should become the order of the day in language classrooms.

Listening tasks which guide students through the process of listening by engaging them in the use of prediction, monitoring, evaluating and problem solving can also help learners develop metacognitive knowledge that is critical for the development of self-regulated listening. For example, Vandergrift (2002) examined student responses to learning instruments used in core French (CF) in Grades 4-6 across Canada to raise their awareness of the processes involved in successful L2 listening comprehension. A total of 420 beginning-level core French primary school students completed listening comprehension tasks and reflective exercises, using instruments that engaged the students in prediction, evaluation, and other processes involved in listening. Following each task and accompanying exercises, students completed a questionnaire on the formative

qualities of the activities and instruments. Results suggested that the reflection on the process of listening by these students raised their awareness of the listening process and helped them understand the strategies involved in successful completion of these L2 listening tasks (strategic knowledge). This provided them with knowledge to better guide their understanding of oral texts in French (task knowledge) and, to lesser extent, awareness of themselves as learners/listeners (person knowledge). An emphasis on the processes of listening, as well as comprehension, can potentially help students to become more autonomous language learners, gain advantage out of the language input they receive, and achieve greater success in language learning.

Also Vandergrift (2003a) examined the effect of two tasks designed to teach students how to listen in attempting to bridge the apparent gap between L2 listening theory and practice. This small-scale study involved two groups of Canadian university students (N = 41) registered in the second semester of a beginning level French as a Second Language course. The main purpose of the study was to experiment with tasks that could teach students how to listen and then to determine the effectiveness of these tasks (a) in facilitating listening comprehension and, (b) in raising student awareness of the process of L2 listening. It was based on the premise that integrating a process approach into regular listening exercises will raise student consciousness of the process of successful listening and help students gain greater control over their listening efforts. The ultimate goal was to develop self-regulated listeners who can take charge of their language learning outside the classroom. Students completed two tasks (Task A & Task B) and then reflected on their usefulness in facilitating comprehension and their effectiveness in raising their awareness of the listening process. In Task A, students were introduced to a table called *Activités de compréhension orale*. It was used weekly as a framework for listening practice activities where a primarily top-down approach would be most effective. Each week students listened to a different authentic text related to the topic of the unit or to the life experience of university students and followed the same

pedagogical steps each week (see Table 2.5). Task B was created to help students understand an oral text that would have been too difficult without some written support because of the unfamiliar vocabulary and rapid delivery of the text. The task was constructed for the students to focus on understanding the sequence of events in the story. In addition, it could further sensitise students to the process of listening where a primarily bottom-up approach would be most effective (i.e., paying attention to specific details in order to establish the sequence of events). Vandergrift has summarised the pedagogical sequence for each task along with the corresponding metacognitive process(es) fostered by each step of this approach, as shown in Table 2.5.

Table 2.5 Summary of pedagogical steps and underlying metacognitive processes

(Vandergrift, 2003a, p. 433)

	Task A	Task B	Metacognitive processes
1	Students brainstorm and write under “Anticipation,” information and words to look for (done individually or after discussion)	Students individually decide on their anticipated sequence of events and either these under “Mon choix”	Prediction/planning
2	Students listen and verify predicted words and information that they actually heard and insert other information understood under “Première écoute”		Selective attention; individual monitoring
3	Students compare and discuss predictions and information understood so far with a peer	Students compare their anticipated sequence of events with a peer	Monitoring with a peer
4	Students identify with a peer what needs resolution and what to listen for	Students decide on a similar or alternate anticipated sequence, entered under “Notre choix”	Prediction/planning; problem solving
5	Students listen again to resolve points of confusion and insert newly comprehended information under “Deuxième écoute”	Students listen and verify which anticipated sequence is correct and/or note discrepancies under “Après l’écoute”	Selective attention; monitoring; problem solving
6		Students listen a second time to verify the actual sequence of events under “Après l’écoute”	Selective attention; monitoring
7	Class discussion to verify main points and pertinent details, and to identify techniques used to guess what was not understood	Class discussion to verify the actual sequence and to identify what students used to overcome difficulties	Monitoring; evaluating; problem solving
8	Students listen a third time to verify comprehension based on information learned during the class discussion	Students listen a third time to verify comprehension based on information learned during the class discussion	Selective attention; monitoring; evaluation
9	After reflection on the class discussion and their own performance, students write goals for the next listening activity under “Pour améliorer”	After reflection on the class discussion and their own performance, students complete the “retour réflexif”	Evaluating

The results of this study showed that students reacted positively to both listening tasks and provided suggestions for improving the second task. Students' responses highlighted the benefit of predictions, the usefulness of discussion with a partner, and the motivational effect of focusing attention on the process as well as the product of listening. Vandergrift concluded that systematic consciousness-raising did lead these students to become more sensitive to the process of listening and to develop metacognitive knowledge about L2 learning. The results of this study confirm the benefits in focusing on both the teaching of the language content and the learning processes.

Goh and Taib (2006) conducted a small-scale study with ten primary school pupils in Singapore who were preparing for a year-end listening examination to explore the benefits of metacognitive training in listening. The study involved a series of process-based listening lessons with two objectives: to elicit and identify the primary school pupils' metacognitive knowledge about listening in English; and to investigate how useful process-based activities were for teaching listening to the pupils. The ten pupils were all between 11 and 12 years old (5 boys and 5 girls). Based on their school mid-year listening examination and their teacher's assessment, five of them were considered as having average or poor listening ability, and these students participated in eight specially designed listening lessons that included traditional listening exercises (listen and answer), individual post-listening reflections on their listening experience, and teacher-facilitated discussions that focused on specific aspects of metacognitive knowledge about listening. The eight listening lessons were conducted a few months before the pupils' primary school leaving examination. Each lesson was an hour long and provided practice for the listening component of the public examination as well as opportunities for developing their understanding of the listening process. The lessons followed a three-stage sequence: listen, answer-reflect-report, and discuss. During the eight lessons, the pupils demonstrated some knowledge about factors that influenced their listening and strategy use, reporting 21 features that influenced their ability to listen well and answer comprehension

questions. Goh and Taib (2006) categorised these features under four broad factors: text, task, environment, and listener and speaker. There were substantially fewer reports about strategy use compared with factors that influenced listening performance. The four most commonly reported strategies were: planning, directed attention, selective attention, and inferencing. The most frequently reported strategy was inferencing, a cognitive strategy for processing information directly by using contextual clues, such as key words, which was reported three times more than the other strategies. Planning by way of previewing comprehension questions was also frequently used. Although three of the four strategies were metacognitive, strategies for monitoring and evaluating comprehension were not reported in the eight sessions. Affective strategies for motivating learners to listen and deal with negative emotions were barely mentioned. As a result, it was concluded that these primary school pupils had limited knowledge of comprehension strategies. Two methods were then used to find out about the usefulness of the process-based lessons conducted. Firstly, an additional lesson was conducted the week after the last listening lesson. In this lesson, each pupil wrote a short reflection based on the prompt ‘What I think about my listening ability at the end of the eight sessions’. The teacher asked the pupils to tell one another what they had learnt about listening in English before they wrote their reflections. This was to give them an opportunity to consolidate their metacognitive knowledge about the listening process. The second method was through a comparison between their listening test scores before and after the intervention. The researchers concluded that all the pupils reported an increase in their confidence in completing listening tasks and metacognitive knowledge, and better strategic knowledge for coping with comprehension difficulties. It was demonstrated that the pupils now had a wider range of strategies for facilitating listening, including those to direct attention, notice repetitions, visualise, make inferences, maintain interest, and engage in positive self-talk. Also there was a strong indication that metacognitive instruction had contributed to the pupils’ improvement in their two sets of

listening test scores obtained from: (1) listening tests before and after the eight process-based lessons; and (2) school mid-year and year-end examinations, suggesting that metacognitive instruction also had a direct impact on listening performance. Those pupils who scored low marks in the first round of testing showed the biggest improvements, suggesting that the weaker pupils had benefited the most from such a process-based approach to listening instruction. Nevertheless, the researchers admitted that variables such as practice effects from normal class listen-and-answer exercises could not be eliminated from the study; therefore the role of metacognitive instruction in the learners' improvement was inconclusive. In conclusion, the researchers pointed out that teachers can encourage greater metacognitive awareness by asking learners to report and discuss the thought processes that they engage in during listening tasks. Besides helping learners explore new ways of learning, metacognitive instruction should also reduce language anxiety and build confidence when approaching listening tasks.

2.8.2.2 Using prior knowledge

Listeners can use advance organizers such as pictures, video clips, key vocabulary presentation, class discussion, cultural information, and question previews to activate their prior knowledge and develop a conceptual framework for inferencing (top-down processing). The studies reviewed in this section were conducted to evaluate: (1) the effect of pre-listening activities and repeated listening exposure on students' listening comprehension scores (Elkhafaifi, 2005); (2) the effects of two advance organizers on students' listening comprehension (Chung, 2002); and (3) the effect of pictorial support and written annotations on comprehension of aural texts in multimedia environments (Jones and Plass, 2002). Each of the studies is now discussed in more detail.

Elkhafaifi (2005) conducted a study to evaluate the effect of pre-listening activities and repeated listening exposure on listening comprehension scores of students learning Arabic. 111 Arabic-as-a-foreign-language (AFL) students in intermediate Arabic classes at several American universities participated in the study. Each participant completed a pre-listening activity, consisting of either a vocabulary preview, question preview, or a distracter activity (Arabic verb conjugation), listened to an Arabic listening passage (video text), and took a comprehension test. Participants then watched the videotext again and repeated the test. 37 (33%) students received vocabulary assistance, 36 (32%) received questions, and 38 (34%) received no help (distracter). Students who received the vocabulary preview studied the Arabic words and their corresponding definitions in English. Those who received the question preview activity studied the multiple-choice test questions and the possible answers in English. Students who received the verb conjugation exercise were instructed to conjugate the Arabic verb (to write) in the past tense for selected pronouns. The verb conjugation activity was regularly practised in homework assignments, in-class drills, and tests. Results showed that students who completed either pre-listening activity (vocabulary preview or question preview) outperformed the students who completed the distracter activity and the question preview group outperformed the vocabulary preview group. Moreover, all participants' scores improved after the second exposure to the listening passage. The results of this study revealed that pre-listening activities significantly affected students' performance on the listening comprehension test and the multiple exposure to the listening passage significantly improved students' overall scores. The findings of this study supported the findings of previous research (Buck, 1994; Chiang & Dunkel, 1992; Kelly, 1991; Long, 1989; Mecartty, 2000; Underwood, 1989, as cited in Elkhafaifi, 2005) that vocabulary knowledge plays a significant role in listening comprehension. In this study, the students who were provided with the comprehension questions prior to the listening test achieved significantly better listening scores which also supported previous studies (Berne, 1995;

Long, 1989; Sherman, 1997, as cited in Elkhafaifi, 2005) that showed that when listeners preview the comprehension questions before they listen to the passage, they can focus more closely on the passage and retain more information. Multiple exposure to the listening passage was the best predictor of listening proficiency as the students' scores improved after they listened to the lecture a second time regardless of the presence or the absence of the pre-listening activity. In sum, Elkhafaifi concluded that some pre-listening activities do enhance AFL learner listening comprehension, although the vocabulary preview activity was not as useful as the question preview activity. In fact, the most important factor in improving listening comprehension is repeated exposure to the listening passage. As a result, teachers should ensure they teach students listening strategies, integrate appropriate pre-listening activities, provide multiple exposure to the listening passage, allow for negotiation of meaning, and check comprehension after listening exercises in class to increase the learners' listening comprehension. Elkhafaifi emphasised that the teaching of listening in traditional classrooms where students are to listen and repeat, listen and answer, and listen and translate can be intimidating and counterproductive as doing these activities does not enhance learners' listening comprehension, and should be abandoned; teachers should instead develop a more natural listening environment with pre-listening preparation, repetition, and post-listening assessment.

Another study by Chung (2002) investigated the effects of two advance organizers – question previewing and vocabulary pre-teaching – on Taiwanese college students' listening comprehension of English-language videotapes. 188 students, randomly placed into one of the four treatment groups (vocabulary pre-teaching, question previewing, combined vocabulary and question previewing, and control), viewed two video segments twice, and completed comprehension test questions (multiple choice and open-ended questions). The results showed that the group exposed to a combined treatment of vocabulary pre-teaching and question previewing between two video

viewings outperformed the groups who received either the vocabulary pre-teaching alone or no treatment on both the multiple-choice and open-ended tests. Chung concluded that teachers can help students maximize their listening comprehension of videotexts by incorporating advance organizers such as vocabulary pre-teaching and question previewing into their lesson plans. However, no one teaching method fits every classroom situation. Methods should be adapted for particular circumstances. The decision of whether to use both treatments at the same time depends on the purposes of the listening activities and the achievement level of the students. In EFL learning situations, vocabulary pre-teaching can increase students' word power and help them understand texts more easily. Vocabulary pre-teaching can be an effective way of facilitating extensive listening in a foreign language and represents an option for teachers. Chung emphasised that it is very important that teachers know their students and consider teaching aims, classroom situations, and listening materials when preparing classroom activities for their students in order to help them maximize their listening comprehension ability.

Jones and Plass (2002) conducted a study investigating how the choice of written and pictorial annotations in a listening comprehension activity affects students' comprehension and acquisition of new vocabulary from an aurally-presented, authentic historic text. The participants consisted of 171 students (59 males, 112 females) enrolled in a second-semester beginning French class at a university in the south central United States. All of the students were nonnative speakers of French and were fluent in English. Each student completed a pretreatment vocabulary test to determine his or her knowledge of the vocabulary in the study. All the students were found to have low prior knowledge of the vocabulary. A pre-test/post-test control group design was employed in order to observe the effects of two factors, the absence or presence of pictorial annotations, on the students' acquisition of vocabulary and on their comprehension of the aural passage. The participants were randomly assigned to one of the four treatments of the listening text: (1) with no

annotations available, (2) with only written annotations available, (3) with only pictorial annotations available, and (4) with both pictorial and written annotations available. For the no annotations group, students could listen to the pronunciation of a word. For the written annotations group, students could view a written translation of a keyword. For the pictorial annotations group, students could view a pictorial representation of a keyword. For the pictorial and written annotations group, students could view either a pictorial or a written annotation or both representations of a keyword. The participants in these four groups did not differ in their performance on the vocabulary pre-test. The effects of the four treatments on the students' vocabulary acquisition and comprehension of the aural passage were measured through a written multiple choice vocabulary post-test and a written recall protocol post-test, which were both administered immediately after the treatment and again after 3 weeks. The vocabulary post-test, identical to the pre-treatment vocabulary test, was made up of 25 of the 27 keywords present in the aural passage. The recall protocol comprehension test instructed the students to summarise, in English, the passage they listened to during their treatment activity. The result showed that students acquired more vocabulary and recalled the passage better with the help of both pictorial and written annotations while listening rather than pictures only or written annotations only. In addition, the delayed post-test revealed that the pictorial annotations had a stronger and longer-lasting effect than written annotations, both for vocabulary retention and for listening comprehension.

2.8.3 Empirical studies investigating the effects of an integrated approach to teaching L2 listening

To the best of my knowledge, three empirical studies have been conducted using Vandergrift's (2003a, 2004, 2007, 2008) pedagogical cycle that integrated both top-down and bottom-up dimensions of listening as well as metacognitive awareness of the cognitive processes

underlying successful L2 listening (see section 2.5.1): (1) Liu and Goh (2006); (2) Mareschal (2007); and (3) Vandergrift (2007). The results of these empirical studies supported this pedagogical cycle.

Liu and Goh's (2006) study partially replicated Vandergrift's pedagogical cycle. The purpose of this two-phase study was to raise learners' metacognitive awareness about the listening process. 19 tertiary Chinese students (6 males and 13 females) enrolled in an intensive English language programme of the National Institute of Education in Singapore. Having had 6 years of language learning before coming to Singapore, the students had intermediate-level English proficiency and poor listening comprehension abilities at the time of enrollment. Before Liu and Goh carried out the research, they collected some baseline data to help them ascertain the students' listening comprehension needs. The first phase of this study investigated listening strategies that were available to the students through the use of a questionnaire as well as delayed reports about the survey interviews (conducted as part of another course requirement). The survey interviews were part of the students' oral communication project aiming to find out what the students did to understand conversations outside the classroom. Two short open-ended questionnaires were used to find out what students did during listening and their reflections on their experiences. The first one was used after the students completed classroom listening tasks and the second one was administered after the students conducted an oral survey. After the students' strategies had been categorised, a sharing session was held. The session provided an opportunity for students to: (1) share their listening strategies, and (2) learn what their classmates did to tackle listening tasks. After the sharing session, Liu and Goh taught the students additional listening strategies based on the inventory in Goh (2002), as shown in Table 2.6. The students were introduced to three or four new strategies a week.

Table 2.6 Listening strategies and tactics (Goh, 2002, pp. 52-53)

COGNITIVE STRATEGIES	METACOGNITIVE STRATEGIES
<ol style="list-style-type: none"> 1. Inferencing (Filling in missing information) Use contextual clues Use information from familiar content words Draw on knowledge of the world Apply knowledge about the target language Use visual clues 2. Elaboration (Embellishing an initial interpretation) Draw on knowledge of the world Draw on knowledge about the target language 3. Prediction (Anticipating the contents of a text) Anticipate general contents (global) Anticipate details while listening (local) 4. Contextualisation (Relating new information to a wider context) Place input in a meaningful context (e.g. social, linguistic) Find related information on hearing a key word Relate one part of text to another 5. Visualisation (Forming a mental picture of what is heard) Imagine scenes, events, objects etc. being described Mentally display the shape (spelling) of key words 6. Reconstruction (Using words heard to create meaning) Reconstruct meaning from words heard Reconstruct meaning from notes taken 	<ol style="list-style-type: none"> 1. Pre-listening Preparation (Preparing mentally for a listening task) Preview contents Rehearse sounds of potential content words 2. Selective Attention (Noticing specific aspects of input) Listen to words in groups Listen for gist Listen for familiar content words Notice how information is structured (e.g. discourse markers) Pay attention to repetition Notice intonation features (e.g. fall and rise tones) Listen to specific parts of the input Pay attention to visuals and body language 3. Directed Attention (Avoiding distractions) Concentrate hard Continue to listen in spite of difficulty 4. Comprehension Monitoring (Checking/confirming understanding while listening) Confirm that comprehension has taken place Identify words or ideas that are not understood Check current interpretation with context of the message Check current interpretation with prior knowledge 5. Real-time Assessment of Input (Determining the value of specific parts of the input) Assess the importance of problematic parts that are heard Determine the potential value of subsequent parts of input 6. Comprehension Evaluation (Checking interpretation for accuracy, completeness and acceptability after listening) Check interpretation against some external sources Check interpretation by drawing on prior knowledge Match interpretation with the context of the message.
SOCIAL-AFFECTIVE STRATEGIES	
<ol style="list-style-type: none"> 1. Cooperation (Asking the speaker for help) Ask for repetition Ask for explanation/clarification Use paraphrase to verify interpretation 2. Confidence Building (Encouraging oneself) Tell oneself to relax Use positive self-talk 	

Results from the first phase of the study showed that different tasks resulted in the use of different strategies. Table 2.7 shows the type of listening strategies used and problems identified in the two situations in Phase I.

Table 2.7 Strategies used and problems identified in Phase I (Liu & Goh, 2006, pp. 102-103)

Type of Strategy	Strategy Use in the Interviews	Strategy Use in the Classroom
Social-Affective	<p>Cooperation</p> <ul style="list-style-type: none"> • Ask for information in a polite way • Ask for examples and repetition • Ask for explanation • Tell people to write down unfamiliar words • Ask people to slow down • Use paraphrase to verify interpretation <p>Confidence building</p> <ul style="list-style-type: none"> • Tell oneself not to be shy • Tell oneself not to be afraid • Try to relax 	<p>Cooperation</p> <ul style="list-style-type: none"> • Ask the teacher to play recordings again to check comprehension <p>Confidence building</p> <ul style="list-style-type: none"> • Try to relax
Metacognitive	<p>Pre-listening preparation</p> <ul style="list-style-type: none"> • Preview questions • Predict what people will say <p>Directed attention</p> <ul style="list-style-type: none"> • Concentrate hard <p>Selective attention</p> <ul style="list-style-type: none"> • Pay attention to key words • Be aware of body language, eye contact, and gestures <p>Comprehension monitoring</p> <ul style="list-style-type: none"> • Listen to recorded interviews • Check comprehension by repeating 	<p>Pre-listening preparation</p> <ul style="list-style-type: none"> • Read questions before listening to get main ideas • Try to remember questions • Use questions to predict the contents <p>Directed attention</p> <ul style="list-style-type: none"> • Try to concentrate • Follow the contents • Skip difficult information and continue listening <p>Selective attention</p> <ul style="list-style-type: none"> • Focus on key words • Listen carefully for main ideas • Follow information relevant to questions about the contents • Pay attention to structure • Focus on the beginning part of a text <p>Comprehension monitoring</p> <ul style="list-style-type: none"> • Check answers by recalling what is heard • Draw on prior experience to check understanding
Cognitive		<p>Prediction</p> <ul style="list-style-type: none"> • Predict the contents of a text <p>Elaboration</p> <ul style="list-style-type: none"> • Use background knowledge to interpret new information <p>Visualization</p> <ul style="list-style-type: none"> • Try to imagine a picture of the speaker or words heard <p>Contextualization</p> <ul style="list-style-type: none"> • Place information in a meaningful context
Perceived Problems	<ul style="list-style-type: none"> • Feeling shy and nervous • Lack of fluency • Lack of confidence • Afraid to ask for repetition • Have problem with abbreviations • Cannot understand Singapore English • Fast speed • Limited vocabulary 	<ul style="list-style-type: none"> • Miss upcoming information when thinking about word meaning • Limited vocabulary • Cannot get details when the speed is too fast • Cannot segment streams of speech • Unable to understand structure • Cannot concentrate all the time • Forget what is heard • Cannot recognize words known

It is seen that students reported using: (1) more cooperation strategies (social-affective) in the interviews than they did in the classroom. Students also used (2) more metacognitive strategies in coping with classroom listening tasks than they reported in the interviews, and (3) four types of cognitive strategies were used in the classroom listening while none were reported in the interviews. Liu and Goh believed that the students did not report the use of cognitive strategies in the interviews because they were concentrating on getting the conversation going. Students encountered many problems in both contexts. Some of the problems reported in the interviews were associated with the socio-affective domain while problems in the classroom seemed to be at the lexical and semantic level.

In phase 2 of the study, Liu and Goh conducted two process-oriented lessons to sensitise students to the process of L2 listening and to teach them how to listen strategically. Data was obtained through two research instruments: a process-based listening guide (Vandergrift, 2003a) and a self-directing listening guide (Goh, 2002). The first involved guided-listening lessons using a framework based on Vandergrift's (2003a) listening practice activity table as a framework for carrying out the listening tasks. This framework includes prediction, first listen, second listen, third listen, and personal reflection. Vandergrift's (2003a) procedure was simplified. In the last and personal reflection stage, the focus was on the students' perceptions of the activities and strategies they used to understand the texts instead of asking them to write the strategies they would like to use the next time. Table 2.8 shows Liu and Goh's five steps for guiding students through the L2 listening process.

Table 2.8 Steps for guided-listening tasks (Liu & Goh, 2006, p. 96)

Step	Activity
Step 1	Pre-listening activity—Before listening to the text, students worked in pairs and predicted possible words and phrases they were most likely to hear. They then wrote the information in the Prediction column.
Step 2	First listen—As students listened to the text, they underlined what they had anticipated in the Prediction column and entered new information in the First Listen column. They also compared predictions and what they understood. Difficult points were identified for the second listen.
Step 3	Second listen—Students worked in pairs to solve problem areas and entered information they comprehended in the Second Listen column. The teacher-facilitated discussion that followed subsequently served to check comprehension and share strategies.
Step 4	Third listen—Students listened to the text for the third time in order to check if they had missed any important information.
Step 5	Personal reflection—At this point students reflected on the effectiveness of the lesson. They entered in the last column their feelings and views about the guided-listening process and some strategies they had used to understand the text.

The students had to listen to two texts taken from their course materials and were guided through the two lessons in two weeks. Before the lessons, they were given a briefing on how to proceed with each step. The second research instrument was self-directing listening activities. Goh's guide for self-directing listening (2002) is shown in Figure 2.2.

Figure 2.2 A guide for self-directing listening (Liu & Goh, 2006, pp. 101-102)

<p>Name: Passage title: Date:</p> <p>BEFORE LISTENING</p> <p>Goal Definition What is my purpose for listening to this recording?</p> <p>Action Plan What is the best way to achieve my goal? What do I already know about this topic? What information can I expect to hear? What words can I expect to hear? What difficulties can I expect? What can I do to cope with these difficulties?</p> <p>AFTER LISTENING</p> <p>Evaluation How much have I understood? What were the difficulties? Were they what I had expected? Were my strategies effective? Is there anything else I should do the next time I listen?</p>
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The guiding questions were printed in a self-study sheet for the students to refer to at any time during listening. Two texts from BBC World Service's Learning English magazine radio programme (BBC, n.d.) were selected for two classrooms, one listening text for each classroom. Students chose the topic they were interested in and participated in the listening activity in the designated classroom. They were free to listen to their texts as many times as they wanted and were in total control of the session. As they listened on their own, students answered prompt questions before and after the texts as pre-listening preparation and to plan their strategies for future listening. They also evaluated their own performance in terms of strategy use as well as comprehension. They

compared actual strategies they use with those they planned to use and tried to find out if those strategies were effective. Transcripts of the recordings were given to the students so they could evaluate their comprehension by identifying areas they had not understood. The students' oral reports were also elicited at the end of the sessions to indicate any improvements in their strategy use and metacognitive awareness.

Results from the students' responses to the guided-listening lessons showed that the students were in favour of using guided-listening tasks (see Table 2.9).

Table 2.9 Student comments on guided-listening tasks (Liu & Goh, 2006, p. 99)

Reflection after first guided-listening lesson	
<p>Positive comments</p> <ul style="list-style-type: none"> a. It was a more efficient way of listening. b. Pre-listening activities helped me to understand better. c. I hope to have this method of listening often. d. Discussions helped us to check main ideas and details. e. I could get a good comprehension of the text and a clearer structure of the text. f. It enabled me to have a focus: first on main ideas, second on details. 	<p>Negative comments</p> <ul style="list-style-type: none"> a. I got only a general idea. b. I cannot get much content. c. My prediction was not mentioned.
Reflection after second guided-listening lesson	
<p>Positive comments</p> <ul style="list-style-type: none"> a. The method makes listening easier, and we become more confident. b. It makes us more familiar with listening strategies. c. We can improve listening comprehension step by step. d. Background knowledge is so important. This method activates that. e. Prediction is very important because we can have a good preparation. f. The teacher helped us to pick up main points and helped us understand bit by bit. g. We can understand more through discussions. h. I can concentrate on listening. i. I can learn how my partners listen to English. j. I hope I can have more such listening activities. k. Second listen made me improve a lot. l. I can learn how to take notes/improve note-taking skills. 	<p>Negative comments</p> <ul style="list-style-type: none"> a. Prediction was useful only for tests. b. It was a waste of time.

Students reported that pre-listening activities contributed to better comprehension and that the listening tasks activated students' background knowledge. They became familiar with listening strategies through this systematic approach and group discussion seemed to be an effective way of achieving good comprehension. Many of them expressed the desire to have more such listening lessons in the future. Moreover, it was found that students responded more positively to the second guided-listening activity than to the first one with twice as many positive comments on the second task as those on the first task. This increase strongly suggests that when the students became more familiar with the new way of doing listening activities, they also became more convinced of its benefits.

Results from the self-directing listening activities showed that the students' repertoire of strategies expanded, which appears to support Liu and Goh's preliminary hypothesis that process-based discussions and lessons would heighten students' metacognitive awareness and could lead to an increased use of strategies. The key findings include: (1) there was an increase in the students' use of cognitive strategies; (2) students used more cooperation and confidence-building strategies in the social-affective category. They cooperated with each other in their own listening by discussing difficult areas with classmates, asking for help, and sharing information; (3) students developed greater person knowledge by consciously using more confidence-building strategies such as overcoming nervousness, thinking positively, and encouraging themselves; and (4) the use of three subcategories of metacognitive strategies (selective attention, directed attention, and comprehension monitoring) was expanded considerably.

Liu and Goh concluded that this two-phase study demonstrates that metacognitive instruction can enhance learners' metacognitive consciousness about listening comprehension and diversify the use of listening strategies. Teachers can effectively help L2 listeners improve their listening comprehension by acknowledging the role metacognitive knowledge plays in facilitating

comprehension and involving students in more process-based listening in order to sensitise them to it.

In Mareschal's study (2007, as cited in Vandergrift, 2007; Goh, 2010), two small groups of adult French learners (a low-proficiency and a high-proficiency group) were exposed to Vandergrift's pedagogical cycle during an eight-week course. Mareschal adapted the cycle by offering visual support for the learners—a specially designed listening notebook. Learners used it to record the listening processes they engaged in during listening and they were able to further reflect on and review the strategies they had used. Results showed that both groups were better able to regulate their listening processes. They were positive about the instructional approach and experienced an increase in their metacognitive awareness, strategy use, confidence and interest in listening. Mareschal was able to document how the listening training beneficially influenced the listeners' self-regulatory ability, strategy use, metacognitive knowledge and listening success (particularly for the low-proficiency group) through the analysis of a completed listening questionnaire (MALQ), stimulated recalls, think-aloud protocols, listening diaries and a final summative report. Also the aural-written verification stage was proved to be particularly valuable to the low-proficiency group for developing auditory discrimination skills and to the high-proficiency group for more refined word recognition skills.

Moreover, the results of a carefully controlled study by Vandergrift (2007, as cited in Vandergrift, 2007; Goh, 2010) which was conducted over a period of one semester showed that the intermediate-level university learners of French who were guided through this process approach to listening outperformed learners in the control classes. There was a significant pre- to post-test gain for the experimental group. The mitigating effects of the teacher variable were controlled—both groups were taught by the same teacher and the texts used in both groups were identical. However,

the hypothesis that the weaker listeners in the experimental group would make greater gains than the weaker listeners in the control group was not confirmed.

The findings of the studies on developing metacognitive knowledge/awareness and metacognitive instruction reviewed above indicate that there are advantages in metacognitive instruction. Firstly, it improves learners' affect in listening, increases learners' confidence, motivation, and decreases learners' anxiety. Secondly, it has a positive effect on listening performance. Most importantly, the low proficiency learners benefit the most from such instruction.

The next section presents a summary of the empirical studies in teaching second language listening within the bottom-up, top-down, and integrated approaches.

2.8.4 Summary of the empirical studies on listening instruction

This section summarises fifteen empirical studies on listening instruction reviewed above which were conducted from 2000 to 2007. The studies are briefly summarized in terms of aims, participants and methods used, as shown in Table 2.10 below.

Table 2.10 Summary of empirical studies on listening instruction

Source	Aims	Participants	Methods
<i>Bottom-up approach</i>			
Kiany & Shiramiry (2002)	<ul style="list-style-type: none"> Effects of frequent dictation on listening comprehension ability 	<ul style="list-style-type: none"> 60 elementary-level adult EFL learners 	<ul style="list-style-type: none"> Experiment (using pre-test and post-test)
Jensen & Vinther (2003)	<ul style="list-style-type: none"> Effects of exact repetition and reduced speech rate on comprehension, acquisition of decoding strategies and linguistic features 	<ul style="list-style-type: none"> 84 Danish university students learning Spanish 	<ul style="list-style-type: none"> Experiment (using pre-test and post-test)

Mecartty (2000)	<ul style="list-style-type: none"> The relationship between lexical and grammatical knowledge to reading and listening comprehension 	<ul style="list-style-type: none"> 154 university students learning Spanish 	<ul style="list-style-type: none"> Experiment (using tests of lexical knowledge and grammatical knowledge)
Osada (2001)	<ul style="list-style-type: none"> The listening process of less proficient EFL learners 	<ul style="list-style-type: none"> 91 less proficient Japanese EFL learners 	<ul style="list-style-type: none"> Experiment (using free written recall task)
<i>Top-down approach</i>			
<i>- Developing metacognitive knowledge</i>			
Goh (2000)	<ul style="list-style-type: none"> Real-time listening difficulties learners faced during listening 	<ul style="list-style-type: none"> 40 university-level Chinese students 	<ul style="list-style-type: none"> Self-reports (learner diaries, small group interviews, immediate retrospective verbalizations)
Zhang & Goh (2006)	<ul style="list-style-type: none"> Students' metacognitive knowledge about strategies for learning to listen and speak ESL 	<ul style="list-style-type: none"> 278 Singaporean secondary school students 	<ul style="list-style-type: none"> Questionnaire
Vandergrift (2002)	<ul style="list-style-type: none"> Student responses to learning instruments used to raise their awareness of the processes involved in successful L2 listening comprehension 	<ul style="list-style-type: none"> 420 beginning-level core French primary school students 	<ul style="list-style-type: none"> Listening comprehension tasks Reflective exercises Questionnaire
Vandergrift (2003)	<ul style="list-style-type: none"> Effects of two tasks designed to teach students how to listen in attempting to bridge the gap between L2 listening theory and practice 	<ul style="list-style-type: none"> 41 Canadian beginning-level university students learning French as SL 	<ul style="list-style-type: none"> Experiment (using two listening tasks)
Goh & Taib (2006)	<ul style="list-style-type: none"> Primary school pupils' metacognitive knowledge about listening in English How useful process-based activities were for teaching listening 	<ul style="list-style-type: none"> 10 Singaporean primary school pupils 	<ul style="list-style-type: none"> A series of process-based listening lessons

Top-down approach
- *Using prior knowledge*

Elkhafaifi (2005)	<ul style="list-style-type: none"> • Effect of pre-listening activities and repeated listening exposure 	<ul style="list-style-type: none"> • 111 Arabic-as-a-foreign-language intermediate-level university students 	<ul style="list-style-type: none"> • Experiment (using pre-listening activities and a listening comprehension test)
Chung (2002)	<ul style="list-style-type: none"> • Effects of two advance organizers-question previewing and vocabulary pre-teaching 	<ul style="list-style-type: none"> • 188 Taiwanese college students 	<ul style="list-style-type: none"> • Experiment (using two advance organizers and a listening comprehension test)
Jones & Plass (2002)	<ul style="list-style-type: none"> • Effects of pictorial support and written annotations on comprehension of aural texts in multi-media environments 	<ul style="list-style-type: none"> • 171 English-speaking students studying a French course at a university in the south central United States 	<ul style="list-style-type: none"> • Experiment (using pictorial and written annotations)

Integrated-approach

Liu & Goh (2006)	<ul style="list-style-type: none"> • Raise learners' metacognitive awareness about the listening process • Partially replicated Vandergrift's pedagogical cycle 	<ul style="list-style-type: none"> • 19 Chinese university students studying an intensive English programme in Singapore 	<ul style="list-style-type: none"> • Questionnaire • Survey interviews • Process-oriented lessons • Self-directing listening activities
Mareschal (2007)	<ul style="list-style-type: none"> • Replicated Vandergrift's pedagogical cycle 	<ul style="list-style-type: none"> • Adult French learners 	<ul style="list-style-type: none"> • Experiment (using Vandergrift's pedagogical cycle)
Vandergrift (2007)	<ul style="list-style-type: none"> • Replicated Vandergrift's pedagogical cycle 	<ul style="list-style-type: none"> • Intermediate-level university learners of French 	<ul style="list-style-type: none"> • Experiment (using Vandergrift's pedagogical cycle)

It can be concluded from the summary table that the fifteen studies reviewed above aim to:

(1) investigate the effects of techniques such as dictation, exact repetition, and reduced speech rate on listening comprehension ability; (2) examine the relationship between lexical and grammatical knowledge to reading and listening comprehension; (3) raise L2 listeners' awareness of the listening process through metacognitive instruction; (4) investigate the effects of advance organizers on

listening comprehension ability; and (5) raise learners' metacognitive awareness about the listening process using Vandergrift's pedagogical cycle. In addition, the studies used four different methods: (1) experiments; (2) self-reports; (3) questionnaires; and (4) process-based listening lessons.

Nevertheless, there is a lack of research aiming to investigate how listening is taught in the classroom and assessed on specific English language courses. Moreover, the methods used in the fifteen studies are not suitable for investigating the teaching and learning of listening in the actual classroom, in naturalistic conditions.

As a result, this study aims to investigate the teaching and learning of listening in a Thai university fundamental English course. It will consider how listening is taught in the classroom through the use of interviews and classroom observations which will be elaborated in greater detail in the research methodology chapter.

2.9 Independent learning in the Self-Access Learning Centre

As mentioned in section 1.2.1 of the introductory chapter, EL070 students are required to attend the SALC regularly as it is an integral part of the course and they are required to practise their English skills through various media and materials. It is therefore necessary to review the literature relating to the SALC focusing on the meaning of self-access learning and the self-access learning centre, the acceptance and practice of learner autonomy in Thailand, the teacher's role in the centre, the evaluation of self-access materials, and assessment in self-access learning.

2.9.1 What is self-access learning?

Self-access learning usually refers to direct access to learning resources within a school system, without the supervision of the teacher (Dickinson, 1987). According to Sheerin (1991) self-access is "a way of describing learning materials that are designed and organised in such a way that

students can select and work on tasks on their own ... and obtain feedback on their performance” (p.143) and “a means of promoting learner autonomy” (p.144). Gardner and Miller (1999) see self-access as “a way of encouraging learners to move from teacher dependence towards autonomy” (p.8). In other words, self-access language learning is an approach to learning language which requires learners to be responsible, diligent, and motivated. They have to be able to make effective decisions on what and how to learn from a wide choice of materials available to them, and which skill to improve using their preferred method or the method which is most useful.

2.9.2 What is a self-access learning centre (SALC)?

At the core of the idea of self-access language learning is the self-access learning centre. SALCs for language learning have gained popularity in recent years. According to Littlejohn (1985) SALC usually refers to:

a room where learning materials are provided for learners to use without direct teacher supervision. The materials are usually arranged in such a way that the students can find what they want easily and quickly. They may then work on these materials at their own pace and, through the use of answer keys, evaluate their own work (p.257).

Aston (1993, p.219) has defined a self-access learning centre as a place where “the individual is free to choose the activities to carry out and the time to dedicate to them, learning is self-directed and autonomy is encouraged.” And according to Benson (2001), a SALC can be broadly defined as “any purpose-designed facility in which learning resources are made directly available to learners” (p.114). SALCs are usually set up to enable free and direct access to learning resources such as ESL software, audio material, as well as the Internet, and learners may use these resources to work towards individual objectives. Centres with a variety of machines, materials, and

advice from staff and technicians can provide greater opportunities for learners to use the language than in most regular classrooms. The primary aim of self-access study facilities is:

to enable learning to take place independently of teaching. Students are able to choose and use self-access material on their own and the material gives them the ability to correct or assess their own performance. By using such a self-access facility, students are able to direct their own learning (Sheerin, 1989, p.3).

2.9.3 The acceptance and practice of learner autonomy in Thailand

In Thailand, learner autonomy was introduced in the Thai National Education Act in 1999 and has become a topic of interest in the country's educational sphere. The desired learner is characterised as one who can take charge of their own learning, who does not rely heavily on teachers and who plays an active role in their learning process. Many educational institutions have tried their best to produce graduates with these desirable characteristics and a large financial investment has been made to provide facilities to create autonomy in learners. As a result, self-access learning centres (SALC) have been established in many schools and universities to facilitate learner independence. SALCs are also being incorporated in English teaching and learning in universities across the country.

Studies have been carried out to investigate how autonomy has been perceived, valued and practised in universities in Thailand even though it is still under-researched. For example, Rungwaraphong (2012a) conducted a study investigating the extent to which students at a university in Thailand were ready to exercise autonomy in their learning. The research examined three aspects related to learner autonomy; learner's perceptions of teacher's role and of themselves, locus of control and strategies employed by learners in their learning process. A questionnaire was administered to 91 students enrolled in a writing course of a university in Thailand. The findings suggest that the majority of students were not yet ready for learner autonomy; however, this does not

mean that it is impossible to develop learner autonomy. Some participants displayed the potential for being assisted to become more autonomous given that the way they perceive roles of teachers and themselves has been changed. As a result, the idea that the teacher is a knowledge transmitter and that the teacher plays a crucial role in the learning process must be changed. Moreover, the students must be given opportunity to learn how and where to learn, especially beyond the classroom. Similar findings have been confirmed by a study by Rukthong (2008). Rukthong conducted a study to examine English major university students' beliefs about language learning and their use of learning strategies to understand their readiness for autonomous English language learning. Three types of research instruments: two sets of questionnaires, a self-report, and an individual interview were employed to collect data from 174 English major students in a Thai university context. Results revealed that the participants had positive beliefs about autonomous learning, but were not fully ready to learn autonomously. They believed that it was the role of teachers to take control of their learning. In addition, they believed that they were low and moderate English language learners who had neither adequate knowledge of English to improve their own learning nor knowledge of self-directed learning to manage their own learning outside class.

In believing that learner autonomy will not be promoted if the teacher does not believe in learner autonomy and incorporate it into their actual classroom practices, Rungwaraphong (2012b) conducted another study investigating Thai teachers' perspectives and practices of learner autonomy. A survey questionnaire designed to measure beliefs, confidence and practices of teachers was distributed to 297 university teachers in Thailand. The findings indicate that learner autonomy in Thailand is not highly promoted even though Thai lecturers strongly recognise and believe in the importance of learner autonomy. Furthermore, most of lecturers are not confident in their students' ability to take charge of their own learning. This suggests that intentions and beliefs alone cannot determine the actual practices of a teacher.

Nevertheless, a few studies have been conducted within Thammasat University (the researcher's context) and revealed positive findings towards learner autonomy and self-access learning. For example, Sripayak and Boonsuwan (1998) conducted a study investigating the attitudes of students studying Fundamental English Courses I - III towards self-access learning. A survey questionnaire designed to measure students' readiness to take up autonomous learning and the appropriateness of the SALC for self-access learning was distributed to 314 Thammasat University students. They found that students were moderately ready to take up autonomous learning and the SALC was moderately appropriate for self-access learning. Also, Suriyatham (2004) conducted a study to investigate the Fundamental English Course II students' development of English through the use of the SALC. The investigation was undertaken by (1) determining if there was a significant difference between the English language score of the students before and after the use of the SALC and (2) finding a relationship between the number of visits the students made to the SALC and their English language post-test scores. The study also asked the students' opinion about the SALC and self-directed learning in various aspects to improve the facilities to better facilitate student use of the centre. 119 first-year Thammasat University students studying English Fundamental Course II participated in the study. Three research instruments were used: (1) the English proficiency test designed by the English Language Institute, University of Michigan; (2) the report of attendance; and (3) a questionnaire of opinions about self-instructed learning in SALC. She found that the SALC is likely to enable students to develop their English language competence and students tend to practise English outside the classroom in a relaxing way. Findings also demonstrated that students who attended the SALC less than eight times did not increase their English competence, whereas the students who attended the SALC at least once a week showed a certain degree of development. Based on the findings, it seems that the frequency of attendance is likely to result in language development; in other words, the more learners practise and are exposed

to English, the better language competence they gain. In addition, the findings indicated that students were highly motivated to become successful language learners. According to the recommendations of the study, English teachers are suggested to encourage learners to realise the value of self-access learning, to have a correct understanding of its objectives as well as how SALC materials can contribute to their language practice and learning.

Due to the rapid technological advances in the 1980s, computers have been labeled as potential learning tools. Many studies have been conducted in the Thai context investigating the effectiveness of the use of computer assisted language learning (CALL) courseware to develop and enhance students' English skills: reading (e.g., Banditvilai, 2000; Phongnapharuk, 2007; Thongtua, 2008), speaking (e.g., Kaewphaitoon, 2003; Yangklang, 2006), writing and grammar (e.g., Intratat, 2003, 2007, 2009; Tongpoon, 2001), and listening (e.g., Shen et al, 2007). Findings of these studies indicated that the tasks or activities can enhance students' attitudes towards English language learning.

Nonetheless, as can be seen from the above, there is a lack of research investigating different parties' attitudes towards SALC listening resources and the assessment of listening together with studies of students' listening study habits in the centre.

2.9.4 The teacher's role in the SALC

According to Gardner and Miller (1999), the role of the teacher is required to change after the introduction of self-access learning. Teachers need to (1) relinquish some of their control; (2) allow learners to make mistakes; and (3) learn new skills to take on new roles. For over five decades, many different terms: *counsellor*, *helper*, *facilitator*, *knower*, *mentor*, *adviser*, and *consultant* have been proposed to describe "a person working with learners but whose role, behaviour and objectives differ from those of the traditional teacher ... this person aims at helping

learners to take those decisions themselves” (Riley, 1997, p. 115). A counsellor, according to Voller (1999, p.103) is “a person whose job is to give advice to people who need it”. Riley (ibid.) pointed out that in any type of counselling, it is wise to identify the roles in counselling as:

1. Eliciting information about aims, needs and wishes
 2. Why, what for, how, how long: giving information, clarifying
 3. Suggesting materials, suggesting other resources
 4. Suggesting organization procedures
 5. Suggesting methodology
 6. Listening, responding
 7. Interpreting information
 8. Suggesting record-keeping and planning procedures
 9. Presenting materials
 10. Analysing techniques
 11. Offering alternative procedures
 12. Suggesting self-assessment tools and techniques
 13. Giving feedback on self-assessment
 14. Being positive
 15. Supporting
- (Riley, 1997, p.122)

The extent to which teachers participating in this study perform as counselors in the SALC can be determined against Riley’s list of roles.

2.9.5 Assessment in self-access learning

According to Gardner and Miller (1999, p.206), the primary purpose of assessment should be “to provide information about the achievements of learners both in terms of absolute ability at any given time and in terms of improvement over a period of study”. They specify five kinds of assessment: teacher-prepared assessments, generic assessments, collaborative assessments, learner-prepared assessments and portfolio assessments. However, the only available kind of assessment in the SALC is the portfolio assessment. As a result, Gardner and Miller’s portfolio assessment will be used as a framework to evaluate the current SALC portfolio assessment. It is discussed in greater detail below:

Portfolio assessment

Keeping a portfolio of work for assessment is a kind of assessment suitable for use in a self-access context. According to Gardner and Miller, “decisions about what goes into the portfolio and which parts of the portfolio to present for assessment should lie with the learner” (1999, p. 213). However, providing learners with a worksheet to help them construct a portfolio might be very useful. Figure 2.3 below shows an example of a worksheet to help learners start constructing a portfolio.

Figure 2.3 Example of a worksheet to help learners start constructing a portfolio

(Gardner & Miller, 1999, p. 214)

Making a self-access portfolio

The purpose of a self-access portfolio is for you to demonstrate what you have been doing in self-access learning and the progress you have made. You should collect together things which help you do this. You could include:

- Copies of your study plans.
- Results of tests you have taken (marked by yourself or by a teacher).
- Short paragraphs recording your thoughts about what you learned and how you learned it.
- Your plans for future learning.

In preparing your portfolio think about the following questions. If you do not know the answers find out.

- Why do you need a portfolio?
- How long have you got to produce your portfolio?
- Who will see it?
- What should you put in it?
- What should you leave out of it?
- Do you need to explain what you have put in? How much?
- How will the portfolio be assessed?
- Who will do the assessing?
- What does the assessment count for?

Once you have considered these questions but before you start making your portfolio it would be a good idea to meet with the self-access counsellor to talk about your portfolio.

The next section discusses the relationship between attitudes and teaching (or learning) behaviour.

2.10 The relationship between attitudes and teaching (or learning) behaviour

Attitudes have been defined in a number of ways. Likert (1932 as cited in Gardner, 1980, p. 267) defines the term attitude as “an inference which is made on the basis of a complex of beliefs about the attitude object”. Gardner (1980, p. 267) elaborates on Likert’s definition by defining attitude as “the sum total of a man’s instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic”. According to Ajzen (1988, p. 4), an attitude is a “disposition to respond favourably or unfavourably to an object, person, institution, or event”. Allport (1935, p. 34) defines it as “a mental or neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related”. Baker (1992, p. 10) defines it as “a hypothetical construct used to explain the direction and persistence of human behaviour. He further explains that attitudes are “a convenient and efficient way of explaining consistent patterns in behaviour” (p. 11). In addition, Wenden (1991) states that attitudes include three components: cognitive, affective, and behavioural. *Cognitive* is made up of the beliefs and ideas or opinions about the object of the attitudes. *Affective* refers to the feelings and emotions one has towards an object, ‘like’ or ‘dislikes’, ‘with’ or ‘against’. *Behavioural* refers to one’s actions or behavioural intentions towards the object.

According to Fishbein and Ajzen’s (1975) conceptual framework of attitudes, attitudes are a function of beliefs. In other words, beliefs have causal effects on attitudes. Typically, a person learns a number of beliefs about an object by direct observation or information from outside sources. People hold a set of beliefs about the object, and these beliefs serve as the basis that determines their attitudes. Attitudes are viewed to have influence on behaviour. A person’s attitude towards an object affects the person’s intentions to perform behaviours relating to that object. However, the relationship between attitude and behaviour depends on particular conditions. That is, when the person thinks he/she has more resources and fewer obstacles, he/she is more likely to perform the

behaviour according to his/her intentions. They concluded that behaviour can be determined by intentions; intentions are the results of overall attitude, and attitudes are a function of salient beliefs. However, these causal effects not only work in one direction. Performance can provide new information that changes beliefs, attitudes and intentions. In addition, learning a language is closely related to the attitudes towards the language. Karahan (2007, p. 84) confirms that “positive language attitudes let learner have positive orientation towards learning English”. As such, attitudes may play a very crucial role in language learning as they would appear to influence students’ success or failure in their learning.

Research on teachers’ beliefs (e.g., Borg, 2001; Burns, 1992) has demonstrated that beliefs have an important impact on teachers’ practices. As teachers are “pivotal in the enterprise of teaching and learning” (Freeman & Richards, 1996, p.1), their practices and perceptions have a direct impact on the teaching and learning process (Griffiths, 2007).

As seen in the above discussion, then, there is a relationship between attitudes and the teaching and learning behaviours, and therefore this study will examine the attitudes of the relevant stakeholders towards the teaching and learning of listening including the students’ use of the SALC and its resources.

2.11 Research Questions

According to the literature, listening is a skill that needs to be taught efficiently in the classroom. Teachers need to put emphasis on the listening process rather than on the product of listening as in the traditional model for teaching listening. Therefore, the purpose of this educational research is to explore: (1) how listening is taught and assessed on the course; (2) the attitudes of the teachers, students and administrators towards the teaching of listening, and their beliefs about how

effectively listening is taught; and (3) how students use the resources in the SALC for listening purposes, what the attitudes of all the parties are towards the students' use of the SALC, and towards how students' use of the SALC resources is assessed. This study will endeavour to answer the following research questions:

- RQ 1a: What are the teachers' pedagogical approaches towards the teaching and learning of listening on EL070, and how do they compare with the attitudes of the teachers, students, board of directors and textbook writers towards the teaching and learning of listening?
- RQ 1b: What are the attitudes of the teachers, students, board of directors and textbook writers towards the materials and methods of assessment used on EL070 for the teaching and learning of listening?
- RQ 2a: What are the attitudes of the teachers, students, board of directors and the SALC manager towards the listening resources in the SALC?
- RQ 2b: What are the students' study habits concerning listening in the SALC, and their attitudes towards the assessment within the SALC, and how do these compare with the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits and assessment within the SALC?

2.12 Summary

This chapter has reviewed the literature relevant to the research interests of the present study. It began with a discussion of the importance of listening, then discussed the neglect of the listening skill in more traditional forms of language instruction, the nature of spoken English, models of the listening process, pedagogical approaches to listening instruction, and the empirical studies on

listening instruction. Moreover, the chapter has reviewed the literature relating to the SALC, focusing on the meaning of self-access learning, the acceptance and practice of learner autonomy in Thailand, the teacher's role in the SALC, the evaluation of self-access materials, and assessment in self-access learning. The chapter ends with a discussion of the relationship between attitudes and teaching (or learning) behaviour. There has been a growing interest in and concern with the teaching of listening in the last 40 years or so. We can see how the emphases on teaching listening and the focus of listening instruction have changed over the years. In the light of the above literature, the researcher decided to conduct an empirical study to see how present-day teachers teach listening in her context, Thailand, or more specifically, in the Fundamental English Course I (EL070) of the Language Institute, Thammasat University.

Chapter 3: Research Methodology

This chapter describes the research methodology of the study used to answer the research questions posed in Chapter Two. The research design of the study is reported in terms of the approach, participants, methods, data collection procedure, and data analysis. The chapter ends with the summary of the important points of the chapter.

3.1 Approach to the study

In this study, a predominantly qualitative approach is adopted to allow the researcher to investigate the attitudes of the board of directors, teachers, students, textbook writers, and the SALC manager towards: (1) the teaching and learning of listening; and (2) the listening resources, the use of listening resources, and assessment within the SALC in connection with the teaching and learning of listening. According to Holliday (2002), the participants' different attitudes are better recognized by permitting them to emerge from rich data collected and analysed using a qualitative approach. This approach typically involves the researcher gathering (1) multiple sources of data such as interviews, observations, and documents to capture complexity in a natural setting; and (2) data from different individuals or groups of people with different roles in the setting of the study (Creswell, 2007). Hammersley (2008, p.24) explains that the less-structured methods of qualitative research give informants freedom to express themselves "in ways that can reveal the distinctiveness and complexity of their perspectives." Moreover, according to Creswell (*ibid.*, p.37), using a qualitative approach, the researcher can collect data by "actually talking directly to people and seeing them behave and act within their context". The investigation of students' study habits and behaviour in the SALC including their use of the listening resources involves counting; therefore a quantitative approach is also used, although this played a less prominent role than the qualitative analysis. With the use of a

quantitative approach, the researcher looked for general commonalities that exist in the data collected from a sufficiently large sample size (Dörnyei, 2007).

3.2 Participants

During the first term of the academic year 2005 (June – August 2005), 26 participants from five different parties: (1) board of directors, (2) EL070 teachers, (3) EL070 students, (4) textbook writers, and (5) SALC manager participated in this study.

(1) Board of directors

The board of directors of the Language Institute is comprised of one director and four deputy directors: the Deputy Director for Administrative Affairs, the Deputy Director for Academic Affairs, the Deputy Director for Planning, and the Deputy Director for General Affairs. Due to her unfamiliarity with EL070 and the SALC, the Deputy Director for Academic Affairs refused to take part as a participant of the study. In addition, the Deputy Director for General Affairs was left out as she was one of the participants in the process of pre-testing the interview schedule. This is to avoid contamination where the pilot participant has already been exposed to an interview schedule and, therefore, may respond differently from those who have not previously experienced it. Unfortunately, only three members of the board of directors participated in the interviews: the Director of the Language Institute, the Deputy Director for Administrative Affairs, and the Deputy Director for Planning.

(2) EL070 teachers

In the first term of the academic year 2005, six teachers of the Language Institute were assigned to teach the thirteen classes of EL070. Each teacher was responsible to teach from one up to four EL070 classes. From the total of six teachers, five participated in the study. To avoid

contamination, a teacher who was the participant in the process of pre-testing the observation method was left out of the main study. One of the teachers is also the EL070 textbook writer. The personal details and qualifications of the teachers are summarised in Table 3.1:

Table 3.1 Personal details and qualifications of the teachers

Teacher	Sex	Age	Education	Teaching Experience	Training Experience
1	F	40	- B.A. in English - M.A. in Linguistics	9 years	- Language Development and Teaching Skills, International House of London, London, U.K.
2	F	40	- B.A. in English - M.Ed. in English	18 years	- Workshop on English Test Construction, Language Institute, Thammasat University, Thailand - Workshop on Implementing Teaching English through English, Language Institute, Thammasat University, Thailand - Workshop on Teaching for Thinking in Higher Education, Language Institute, Thammasat University, Thailand - Workshop on Thinking through Creativity: Why we are wiser than Einstein and poorer than Bill Gates, Language Institute, Thammasat University, Thailand
3	F	33	- B.A. in English - M.A. in Language and Communication - Certificate in Teacher Update Courses	7 years	- Certificate in Overseas Teacher Update Courses, St. Mary's College, University of Surrey, U.K.
4	F	35	- B.A. in English - M.A. in Language and Communication - Certificate in Teacher Update Courses	7 years	- Certificate in Overseas Teacher Update Courses, St. Mary's College, University of Surrey, U.K.
5	F	46	- B.Ed. in TEFL - M.A. in Teaching English - Certificate in TEFL	27 years	- Workshop on Computer Based Instruction, SEAMEO, Thailand - Certificate Course in Teaching English as a Foreign Language, Chulalongkorn University, Thailand - Workshop on English Language Fellowship, Georgetown University, Washington DC, U.S.A.

(3) EL070 students

In the first term of the academic year 2005, 438 first-year students (10.36%) from the total of 4,228 students from 15 faculties enrolled in EL070. The EL070 students' level of English proficiency as determined from the students' English entrance examination scores (40 percent or less) is considered low. A total of fifteen students from five EL070 classes participated in the study. Three students from each of the five classes taught by Teacher 1-5 were selected as participants based on their willingness to participate in the study and work with

the researcher. They were from different faculties: Political Science (3), Social Administration (2), Sociology and Anthropology (1), Science and Technology (6), and Engineering (3). The participants were four males and eleven females, aged between 17-18 years old.

(4) Textbook writers

The two writers of the EL070 textbook participated in the study. One of the textbook writers also participated as the teacher participant.

(5) SALC manager

The SALC manager who is a teacher in the Language Institute participated in the study.

3.3 Methods

It was demonstrated in section 2.8 that the methods used in the fifteen empirical studies of listening reviewed were mainly: (1) experiments; (2) self-reports; (3) questionnaires; and (4) process-based listening lessons. The researcher was aware of the limitations of the methods and decided to use interviews and observations as the key methods in investigating how listening is taught in the actual classroom and the attitudes of all the parties towards the teaching and learning of listening (see 3.3.1 and 3.3.2). Therefore, the methods that were employed in this study were interviews, classroom observations, informal SALC observation forms, self-access learning reports/portfolios, and the course documents describing EL070. The methods complement each other in that they help get the views and perspectives of all the different parties. Dörnyei (2007, p.37) explains that qualitative research “works with a wide range of data including recorded interviews, various types of text (for example, field notes, journal and diary entries, documents) and images (photos or videos...[T]he data should capture rich and complex details”. Data collected from these methods gave the researcher insights into the situation on the

ground; as Miles and Huberman (1994, p.10) state, qualitative studies ‘focus on *naturally occurring, ordinary events in natural settings*, so that we have a strong handle on what “real life” is like.’ Dörnyei (ibid., p.41) confirms that “qualitative accounts that use the words and categories of the participants make it much easier to produce a vivid and convincing case for a wide range of audiences”. Moreover, multiple methods of data collection were used with the purpose to achieve a triangulation of data in order to enhance the validity and reliability of the study (Cohen, Manion, & Morrison, 2007). Triangular techniques try to “map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint” (Campbell & Fiske, 1959 as cited in Cohen et al., 2007, p.141). Each of these materials is now described in more detail.

3.3.1 Interviews

Qualitative, semi-structured interviewing was chosen as one of the methods in this study because (1) this study aims to determine the attitudes of the participants towards listening instruction, as per the research questions; and (2) the researcher wishes to achieve depth and roundedness of understanding rather than a surface understanding in the area. In addition, this method was chosen in accordance with Mason’s (2002, p.63) reasons for using qualitative interviewing:

If you choose qualitative interviewing it may be because...people’s knowledge, views, understandings, interpretations, experiences, and interactions are meaningful properties of the social reality which your research questions are designed to explore. Perhaps most importantly, you will be interested in their perceptions.

Using interviews “makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs)” (Tuckman, 1972, p. 173). Qualitative interviewing was chosen over

questionnaires or the other structured approaches because of its many advantages: (1) the direct interaction of the interviews allow for greater depth than the other methods of data collection; (2) it gives the interviewees more freedom to change and control the direction of the interview situation; (3) interviews can be conducted at an appropriate speed; and (4) interviews have a higher response rate because the interviewees become more involved and motivated (Cohen et al., 2000). Mason (*ibid.*) suggests that qualitative interviewing is “more likely to generate a fairer and fuller representation of the interviewees’ perspectives” (p. 66). Moreover, qualitative interviewing method allows the researcher to be more responsive—being able to clarify topics or questions the interviewees may have including any misunderstandings the interviewees may experience, and ask interviewees to extend, elaborate, or provide more details for their responses than the structured format allows (Cohen et al., 2000; Mason, *ibid.*).

A number of considerations were taken into account in the design of the interview questions. A complete and sequenced script of questions was not pre-designed for this study to allow the interviews to have “a fluid and flexible structure” and to allow the emergence of unexpected themes (Mason, 2002, p.62). With the research questions in mind, a number of themes were set. The different parties: (1) board of directors, (2) EL070 teachers, (3) EL070 students, (4) EL070 textbook writers, and (5) SALC manager were interviewed to find out their attitudes towards (1) the teaching and learning of listening (pedagogical approach, materials and assessment) within EL070; and (2) the listening resources, the use of these resources and assessment within the SALC in connection with the teaching and learning of listening. Five sets of interview questions were designed for the different parties. Each set consisted of a very large number of open-ended format guide questions (see Appendix I for the sets of guide questions). According to Cohen et al. (2000), open-ended questions have a number of advantages, more advantages than fixed alternative questions and scale questions, as follows:

1. flexible;
2. allow the interviewer to probe so that she may go into more depth if she chooses, or to clear up any misunderstandings;
3. enable the interviewer to test the limits of the respondent's knowledge;
4. encourage co-operation and help establish rapport;
5. allow the interviewer to make a truer assessment of what the respondent really believes;
6. [o]pen-ended situations can also result in unexpected or unanticipated answers which may suggest hitherto unthought-of relationships or hypotheses (p. 275).

Nevertheless, the disadvantage open-end questions possess is that “there are no other restrictions on either the content or the manner of the interviewee's reply” (Cohen et al., *ibid.*, p. 275) which makes it more difficult to measure and quantify than the other types of questions.

There were three parts to the guide questions (see Appendix I for the sets of the guide questions). Part one focused on the attitudes towards the pedagogical approaches on the course. The questions were entirely based on the findings from the observations (see 2.10 for the relationship between attitudes and teaching behaviour). Part two focused on the teaching materials and assessment. Part three asked about the participants' attitudes towards the listening resources, the use of these resources and assessment within the SALC in connection with the teaching and learning of listening, and the students' study habits and behaviour in the centre.

Findings from part one of the guide questions were used to answer the attitude aspects of RQ 1a: What are the teachers' pedagogical approaches towards the teaching and learning of listening on EL070, and how do they compare with the attitudes of the teachers, students, board of directors and textbook writers towards the teaching and learning of listening? Below are examples of the guide questions focused on the teachers' attitudes towards the pedagogical approaches on the course:

Part One: The pedagogical approach on the course (based on observations)

- As you know, I observed your class yesterday. Would you say that was a typical class?

- In your class yesterday I noticed that you pre-taught several pieces of vocabulary which appeared in the listening text. Could you talk about why you did that?
- How do you think the students feel about this activity? Why?

Findings from part two of the guide questions were used to answer RQ 1b: What are the attitudes of the teachers, students, board of directors and textbook writers towards the materials and methods of assessment used on EL070 for the teaching and learning of listening? Below are examples of the guide questions focused on the teachers' attitudes towards teaching materials and methods of assessment used on the teaching and learning of listening on the course:

Part Two: The teaching materials and assessment

Teaching materials

- What kinds of materials do you use on the English I course? Why?
- What kind of rationale/methodology does the textbook you use follow?
- Could you comment on the extent you think this is successful?
- To what extent do you think the English I textbook helps the course meets its objectives?

Listening assessment

- Could you say something about our lack of listening test?
- How do you think the students will benefit from the listening test?
- How do you think the students feel about how they are assessed? Why?

Findings from part three of the guide questions were used to answer RQ 2a: What are the attitudes of the teachers, students, board of directors and the SALC manager towards the listening resources in the SALC? and RQ 2b: What are the students' study habits concerning listening in the SALC, and their attitudes towards the assessment of listening within the SALC, and how do these compare with the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits and assessment within the SALC? Below are examples of the guide questions focused on the teachers' attitudes towards the listening resources in the SALC and the students' study habits and assessment within the centre:

Part Three: The SALC

SALC in general

- Can you say something about how the SALC operates?
- Can you say something about the resources in the SALC?
- In your view, what are the aims/objectives of the SALC?
- Do you think the SALC is meeting these objectives? How/Why (not)?
- What kinds of activities would you like to do more of in the SALC? Why?
- What kinds of activities would you like to do less of? Why?
- Are there any other changes you'd like to make to the SALC? If so, what? Why?

Listening resources

- Can you say something about the listening materials in SALC 4 (the sound lab)?
- What kinds of listening materials/listening exercises would you like to see more of in the SALC? Why?
- What kinds of listening materials/listening exercises would you like to see less of in the SALC? Why?
- This is one of the listening exercises in SALC 4. Can you say something about it?
- To what extent do you feel the students' listening skills could be improved through the use of the SALC? Why?

Portfolio assignment

- Could you say something about the portfolio assignment? What do you expect them to write and learn?
- How do you think the students feel about the assignment?

Students' study habits and behaviour in the SALC

- To what extent do you feel the students benefit from the SALC? Why?
- Is there any difference between the way you'd LIKE students to use the SALC and the way you SUSPECT they use the SALC? If so, why do you feel this way?
- To what extent do you feel the students are satisfied with the SALC? Why?
- From the student reports, I've found out that there are some students who didn't visit the SALC to practice their listening skills. What do you think were the reasons?

The rationale for conducting qualitative interviews with such a large number of guide questions was due to the desire to draw comparisons between and among the members of each party and explore the wide range of issues thoroughly. The different parties were interviewed

with a different set of questions which was designed around the same themes but to elicit participants' views from a different perspective. Below are examples of the guide questions focused on the pedagogical approach on the course addressed to different parties:

EL070 Teachers

- As you know, I observed your class yesterday. Would you say that was a typical class?
- In your class yesterday I noticed that you pre-taught several pieces of vocabulary which appeared in the listening text. Could you talk about why you did that?
- How do you think the students feel about this activity? Why?

EL070 Students

- You did two listening activities in class yesterday. Can you tell me how you feel about this listening activity (activity #1)? Why?
- In class yesterday, the teacher pre-taught several pieces of vocabulary before you listened to the dialogue. Why do you think the teacher pre-taught 'seat pocket'? How did you feel about that? Why?

Director and Deputy Directors

- I've observed several EL070 classes this term. I'd like to take this particular class as an example. In unit 3 of the textbook, there are 2 listening exercises. Please look at this first listening exercise and this is how the teachers taught the exercise in class.... Can you say something about it?
- Why do you think the teachers did that?
- How do you feel about the way teachers taught this exercise? Why?
- How do you think the students feel about this first listening exercise? Why?

In exploring participants' attitudes towards the listening resources in the centre, interviewees were presented with five examples of listening activities selected from the commercial listening materials provided in SALC 1 and SALC 4 (see Appendices II - VI). Examples One – Four were taken from three of the current sixteen sets of commercial listening materials provided in SALC 4 by using the following process of elimination. The commercial listening materials designed to develop students': (1) pronunciation skills; (2) speaking skills; (3) presentation skills; (4) grammar knowledge; and (5) preparation for tests (IELTS, TOEIC), none of which were relevant to this research, were eliminated. As a result, the four examples were

taken from the following three different sources of listening materials representing the three very different types available in the SALC: (1) *Progressive Listening*, (Pidcock, 1990), which is designed to improve students' listening skills through different listening exercises of varying levels of difficulty. Each unit centres on a particular theme or area of language which can be taken in any order; (2) *Noteworthy*, (Lim & Smalzer, 1996), which aims to improve listening comprehension, develop academic note taking skills, and increase students' productive skills; and (3) *On the Air: Listening to Radio Talk*, (Sadow & Sather, 1998), which is designed to give students experience in listening and responding to unedited, natural English speech. In selecting the four examples, the researcher carefully examined every unit of the three sets of the listening materials. As all the units in the three sets of listening materials appeared similar in terms of broad aims and format, they can be covered in any order. Therefore, the four examples were taken from the exercises in the first unit of each set of material.

Example Five is the Listening Practice 1-22, the only listening material provided in SALC 1 for the disabled students who were not able to visit SALC 4, which is located on the second floor of the building. It is a set of 22 listening exercises compiled by teachers of the institution from an unidentified course book. The material is designed to improve the students' listening skills through different types of listening tasks which require the students to complete tasks such as answering questions, writing down information based on what they hear on the tape, matching the drawings with the corresponding conversations, and re-ordering the given choices according to the information they hear on the tape. This example was included because it was the only resource available to disabled students. Below are examples of the guide questions addressed to different parties in exploring their attitudes towards the selected five examples:

EL070 Teachers

- This is one of the listening exercises in SALC 4. Can you say something about it?

EL070 Students

- I can see from your report (Self-Access Learning Experience Report) that you visited SALC 4 (the sound lab) several times and you have used several listening materials. Can you say something about the listening materials you have used?
- Here is one of the listening exercises you have done. How do you feel about this exercise? Why? Why did you choose to do this exercise?
- This is one of the listening exercises in SALC 4. Can you say something about it?

Director and Deputy Directors

- This is one of the listening exercises in SALC 4. Can you say something about it?

SALC Manager

- This is one of the listening exercises in SALC 4. Can you say something about it?

As can be seen from the example interview questions above, these questions focused on (1) the teaching materials and assessment; and (2) the participants' attitudes towards the listening resources, the use of these resources and assessment within the SALC in connection with the teaching and learning of listening, and the students' study habits and behaviour in the centre.

Regarding the timing of the interviews, an optimum time for an interview as claimed by Burgess (1984a as cited in Richards, 2003) is about an hour and a half but Richards (*ibid.*) argued that signs of tiredness may start to show after an hour or so. Since the duration of the pilot interviews was between an hour to an hour and a half, the researcher decided to conduct two shorter interviews with the student participants instead of one to avoid fatiguing them. Moreover, another important reason for the researcher to conduct two interviews with the students was to give them more time to explore the SALC as they were in their first year at the university and new to the approach of language learning and the self-access study facilities. Thus, the students were given eight weeks to explore the SALC before participating in the interview on the listening resources, the portfolio assignment, and the students' study habits/behaviour including their listening practice/behaviour in the centre. The first interview

concentrated on the classroom observations and the teaching methods for listening and the second interview focused on the EL070 course in general and the SALC. However, due to both the researcher's and the participants' time constraints, interviews with the other parties were conducted in one meeting. The pre-testing of the interview schedules and the observation is discussed in greater detail below.

Pre-testing of the interview schedules and observations

The interview schedules were pre-tested twice with a small sample of participants before being used in the study to give the researcher the opportunity to find out if the interview questions were yielding the kind of data required and to eliminate any questions which may be ambiguous or confusing to the participant. The interview schedules were first pre-tested in April 2005 in the United Kingdom with the purposes of: (1) checking the interviewees' comprehension of the interview questions; (2) checking the timing of the interviews; and (3) giving the researcher practice in qualitative interviewing. Four different parties, the Deputy Director for General Affairs, the textbook writer of the previous EL070 textbook (the previous and the current textbook are similar), an EL070 teacher, and two second year students who had taken EL171 and EL172 (EL171 and EL172 are similar to EL070) were interviewed in Thai during their stay at a summer school in London and Cambridge. Then, the interview schedule which was drafted after observing the listening class was pre-tested with the aim of: (1) testing the questions; and (2) checking the timing of the interviews. The class teacher and two of the students were interviewed in Thai to find out their attitudes towards the teaching of listening in the classroom on the next day after the observation.

The interview schedules successfully helped the researcher elicit the kind of information required. However, four questions of part three asking participants' attitudes towards the SALC in general needed to be reordered to allow the participants to start off with a fairly general

question then move on to the more specific ones. Below are the piloted interview questions and how they were reordered in the main study:

Pilot interview questions

Part Three: The SALC

SALC in general

- In your view, what are the aims/objectives of the SALC?
- Do you think the SALC is meeting these objectives? How/Why (not)?
- Can you say something about how the SALC operates?
- Can you say something about the resources in the SALC?

The main study interview questions

Part Three: The SALC

SALC in general

- Can you say something about how the SALC operates?
- Can you say something about the resources in the SALC?
- In your view, what are the aims/objectives of the SALC?
- Do you think the SALC is meeting these objectives? How/Why (not)?

In addition, two questions on the EL070 textbook and two questions on the SALC needed to be added in the main study to allow the researcher to elicit as much information on the topics mentioned as possible:

Part Two: The teaching materials and assessment

Teaching materials

- To what extent do you think the English I textbook helps the course meet its objectives?

(A question added to the interview schedules of all the participants)

- To what extent do you feel you are satisfied with the English I textbook?

(A question added to the students' interview schedule)

Part Three: The SALC

Students' study habits and behaviour in the SALC

- Is there any difference between the way you'd LIKE students to use the SALC and the way you SUSPECT they use the SALC? If so, why do you feel this way?

(A question added to the interview schedules of the teachers, the director and deputy directors, and the SALC manager)

- How many times have you visited the SALC this term?

(A question added to the students' interview schedule)

The observation method was pre-tested in June 2005 at the Language Institute, Thammasat University, Bangkok, Thailand. A typical EL070 class was chosen at random for the researcher to practise doing classroom observation, writing field notes, and to see how listening is taught in the classroom (see 3.3.2 below for details of the classroom observation instrument). The volunteer participants had read and signed the Consent Form before participating in the study (see Appendix VII).

According to Richards (2003, p.53), "interviewing is one of the methods of data collection where it is possible to develop specific skills that will improve your performance and where practice adds polish, provided it is followed by proper reflection." The researcher had a great opportunity to practise interviewing, as well as observing and taking field notes during the pre-testing phase and thereby gained confidence in conducting these methods of data collection.

3.3.2 Classroom observations

Observations are powerful tools which give researchers the opportunity to gather "live" data from "live" situations and thus allow researchers to examine real situations rather than relying on "second-hand accounts" (Cohen, Manion, & Morrison, 2007, p.396). The ability to collect observational data is attractive as it enables researchers to enter and gain insights into the situation that is being described (Patton, 1990 as cited in Cohen et al., 2007). Moreover, researchers can "look afresh at everyday behaviour that otherwise might be taken for granted,

expected or go unnoticed (Cooper and Schindler, 2001 as cited in Cohen et al., *ibid.*). As “what people do may differ from what they say they do”, a reality check can be done through observations (Robson, 2002 as cited in Cohen et al., *ibid.*). Hence, classroom observation was chosen as one of the methods in this study to gain insights into how listening is taught.

According to Cohen, Manion, and Morrison (2007, p.397), there are three types of observation which lie on a continuum from structured to unstructured: (1) the highly structured observation, where the researcher knows in advance what they are looking for, and will have the observation categories planned beforehand; (2) the semi-structured observation, where the researcher “will have an agenda of issues but will gather data to illuminate these issues in a far less predetermined or systematic manner”; and (3) the unstructured observation, where the researcher “will go into a situation and observe what is taking place before deciding on its significance for the research. Cohen et al. (2007, p.397) explain in a very clear way that:

a structured observation will already have its hypotheses decided and will use the observational data to conform or refute these hypotheses. On the other hand, a semi-structured and...an unstructured observation...will be hypothesis-generating rather than hypothesis-testing. The semi-structured and unstructured observations will review observational data before suggesting an explanation for the phenomena being observed.

Due to the obvious weaknesses of the structured observation as described by Cohen et al. (2007) that:

- the method is behaviourist, excluding any mention of the intentions or motivations of the people being observed;
- the individual’s subjectivity is lost to an aggregated score;
- there is an assumption that the observed behaviour provides evidence of underlying feelings, i.e. that concepts...can be crudely measured in observed occurrences (p. 403),

the researcher decided to use a semi-structured observation, having a focus (the teachers’ pedagogical approach to teaching listening), but to allow the elements of the situation to speak for themselves. The observation took place in the natural setting of a classroom and the

researcher took on the role of a “non-participant observer” (Lankshear & Knobel, 2004). The role of the researcher was overt—the researcher was visible to both the students and teachers and they all knew the reason for her presence in the classroom. According to Lankshear and Knobel (ibid.), “when teacher researchers are non-participant observers they remove themselves as much as possible from the context they are observing” (p.224). Therefore, the researcher acted as “a fly on the wall” (McDonough & Shaw, 2003, p.229) and did not intervene in the lesson in any way during the observations. The observations were recorded in field notes (see Appendix VIII for an example). Good field notes are “mainly written in the heat of the moment as events unfold before the researcher’s eyes and tend to be the primary data collection tool during observation” (Lankshear & Knobel, 2004). The researcher positioned herself in the classroom where she could see the students but was slightly separate from them so that they would not be distracted. An audiotape recording device was used instead of a videotape to record how the teachers taught listening so that the students and the teachers would not be inhibited by the presence of a video camera. The tape-recorder was placed next to the researcher so that it would be convenient to operate. The researcher attempted to be non-judgemental when writing field notes and focused on describing behaviour without “attributing meaning to it” (Hoggart et al., 2002 as cited in Lankshear & Knobel, 2004). Only factual and descriptive information from the lessons was recorded. Everything that occurred in the listening lessons was written down step by step. The purpose was to describe the teachers’ pedagogical approaches to listening. A complete set of observation categories was not planned in advance. However, a list of observation topics likely to occur was drawn up as a guide to focus the researcher’s attention on the relevant features of the very complex phenomena. The list of observation topics was drawn up based on Field’s (2008) present-day listening comprehension lesson format:

Pre-listening stage

- Explain objectives of the units and/or lessons
- Do Warm-up activities
- Give instructions of the listening exercises
- Pre-teach vocabulary

Listening stage

- Extensive listening: listen to the recording generally to respond to general questions on the context
- Intensive listening: listen for detail and to respond to more focused questions
- Check answers to questions

Post-listening stage

- Functional language in listening passage
- Learners infer the meaning of unknown words from the sentences in which they appear
- Final play: listen to the recording with a transcript of the listening passage

Findings from the classroom observations were used to answer the pedagogical approach aspects of RQ 1a: What are the teachers' pedagogical approaches towards the teaching and learning of listening on EL070, and how do they compare with the attitudes of the teachers, students, board of directors and textbook writers towards the teaching and learning of listening? In addition, they were used as a basis for comparison with the attitudes of the participants towards the teaching and learning of listening.

3.3.3 Informal SALC observation forms

It is extremely difficult for the researcher to explore the EL070 students' study habits and behaviour in the SALC in an unobtrusive way. As a result, the researcher decided to approach the students during their independent study at the centre with informal SALC observation forms. As there was no ready-made form available, the researcher decided to develop a simple form for the students to easily complete about their study habits and behaviour in the centre. The form was employed to find out the duration and the number of times students visited the SALC, the kinds of activities they usually did, the activity they were working on at the time they filled in

the form, the reasons for choosing such activities, the things they hoped to learn from the activities, and the problems or difficulties in doing the activities (see Appendix IX). The forms were given to the students to complete during the researcher's informal SALC observations. Collecting data using the informal SALC observation forms enabled the researcher to explain the students' study habits and behaviour in the centre more fully.

Findings from the informal SALC observation forms were used to answer the students' study habits aspects of RQ 2b: What are the students' study habits concerning listening in the SALC, and their attitudes towards the assessment of listening within the SALC, and how do these compare with the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits and assessment within the SALC? In addition, they were used to compare with the attitudes of the participants towards the students' study habits within the SALC.

3.3.4 Self-access learning reports/portfolios

As SALC was introduced as an integral part of the Fundamental English Courses, the EL070 students were required to attend the centre regularly to practise their English skills through various media and materials, write reports (forms are provided by the Language Institute) to record and reflect on their learning experience, and compile these reports to form a portfolio which is submitted for assessment (see Appendix X for a completed portfolio sample). According to Gardner and Miller (1999), portfolio assessment is one of the five available kinds of assessment in the SALC (see 2.9.5). They emphasised that the aim of a self-access portfolio is for the students to show what they have been working on in the centre and what they have learned. This portfolio is accompanied by completed worksheets of exercises to be found in the SALC which serve as proof of SALC attendance. These worksheets comprise a wide range of activities, such as writing a film review, a magazine article, using the Internet, reading a

newspaper, and so on. In addition, students are required to attend one of the self-access learning activities. Examples of self-access learning activities include a karaoke singing contest, an exhibition, a speech contest, a mastermind quiz game, spelling bee, etc. Students are also required to fill in a report form to record their experience when attending the activity. To obtain the maximum of 10 points for this assignment, students have to choose four self-access learning reports which best represent their self-access learning for inclusion in their portfolio, combined with a report of the activity they have attended and submit it to their teachers at the end of the term.

The purpose of collecting the English Course I students' self-access learning portfolios was to find out more about the students' study habits and behaviour in the SALC by looking at the different types of activities students completed in the centre during the term and the number of reports students submitted for each of the different types of activities.

Findings from the self-access learning reports/portfolios were used to answer RQ 2b: What are the students' study habits concerning listening in the SALC, and their attitudes towards the assessment of listening within the SALC, and how do these compare with the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits and assessment within the SALC? In addition, they were used as a basis of comparison with the attitudes of the participants towards the students' study habits and assessment within the SALC.

3.3.5 EL070 documents

The researcher decided to search for and analyse available documents on the course to try to develop her knowledge of the place of listening on the course. However, only two documents about the EL070 course: (1) a booklet about the institute, the courses offered and the course descriptions (see Appendix XII); and (2) the course outline were found (see Appendix XIII).

Findings from the EL070 documents were used to answer the attitudes aspects of RQ 1a: What are the teachers' pedagogical approaches towards the teaching and learning of listening on EL070, and how do they compare with the attitudes of the teachers, students, board of directors and textbook writers towards the teaching and learning of listening? They were used to help to determine the place of listening on the course.

3.4 Data collection procedure

The procedure of the study was divided into six main stages: (1) asking for permission to conduct research, introductions and participant selection; (2) classroom observations; (3) interviews; (4) informal SALC observations; (5) document search; and (6) collecting students' self-access learning reports/portfolios.

Stage One: Asking for permission to conduct research, introductions and participant selection

Prior to the starting date of the first term of the academic year 2005, the researcher asked permission from both the head of the Fundamental English Courses to conduct research on EL070 and all the teachers teaching the course to observe their classes. The researcher was granted permission to conduct the research on the course. The 438 students enrolled in EL070 were grouped into a total of thirteen classes according to their field of study. As the students were not grouped into classes based on their level of English proficiency, there were students with different levels of English in every EL070 class. However, there was a clash in the timetable (see Table 3.2 for the timetable of the thirteen EL070 classes taught by six teachers). Hence, only a maximum of five EL070 classes could be observed; the alternative would have been to observe all classes, but to have observed fewer of the classes where there were clashes. In believing that one needs to observe a class repeatedly to better get a sense of how listening is

typically taught, the researcher chose not to observe all the classes, but to focus on fewer classes which would permit a greater number of observations of each of these classes. As a result, five classes were randomly selected: (1) Class 3 (Teacher 1, 39 students); (2) Class 4 (Teacher 2, 36 students); (3) Class 5 (Teacher 3, 36 students); (4) Class 8 (Teacher 4, 32 students); and (5) Class 11 (Teacher 5, 35 students). The five EL070 teachers teaching those classes allowed the researcher to observe their classes and agreed to take part in the interview. The researcher was allowed to meet the students of the five classes on the first day of the course to explain about the purposes of the research, the classroom observations and to ask for volunteers to take part in the interviews. A total of 72 students volunteered to take part in the interviews. They were asked to give the researcher their contact number and details of their availability to participate in the interviews. Fifteen students (three from each class) whose availability matched the researcher's were selected to participate in the interviews.

Table 3.2 Timetable of EL070 (Term 1/2005)

	09:30-11:00	11:00-12:30	13:30-15:00	15:00-16:30
Tuesday/Thursday			Class 1 Teacher 5	Class 2 Teacher 5
			Class 3 Teacher 1 (39 students)	Class 4 Teacher 2 (36 students)
Wednesday/Friday	Class 5 Teacher 3 (36 students)		Class 6 Teacher 2	Class 7 Teacher 1
			Class 8 Teacher 4 (32 students)	Class 9 Teacher 4
			Class 10 Teacher 5	Class 11 Teacher 5 (35 students)
			Class 12 Teacher 6	Class 13 Teacher 2

In addition, the researcher contacted and asked the other participants, i.e. (1) the board of directors, (2) the EL070 textbook writers, and (3) the SALC manager, to take part in interviews later in the term. All the different parties had read and signed the consent form before participating in the study (see Appendix VII).

Stage Two: Classroom observations

The classroom observations were employed to gain insights into how listening on the course was taught in the classroom. The five EL070 classes were observed twice. The first observation took place on the first week of July 2005 (week five of the term). The focus of the observation was on the listening part of Unit III. The second observation took place on the second week of July 2005 (week six of the term) with the focus on the listening part of Unit IV (see Appendix XI for Units III and IV teaching materials, tapescripts, and CD). Each observation was about 30-45 minutes long.

Stage Three: Interviews

Interviews with the five different parties: (1) the board of directors, (2) the EL070 teachers, (3) the EL070 students, (4) the textbook writers, and (5) the SALC manager were conducted from July to August 2005. A total of 41 interviews were conducted (the students were interviewed twice). The parties were interviewed individually in Thai (the participants' first language) in the researcher's office. With the participants' permission, the interviews were recorded using a SONY TCM150 cassette-corder with built-in microphone. The participants were informed of the purpose, scope, nature and conduct of the interview. To put the participants at ease, they were informed that there are no right and wrong answers and that the interview questions were not designed to be a test. An appropriate atmosphere was established for the participants to feel secure to talk freely without attempting to tailor their answers to what

they thought the researcher wanted to hear. It was explained that the interviews would be transcribed and the data from them would be used only in the researcher's PhD study. All of the participants received either 300 baht (about £6) or a gift for taking part in the interviews.

The teachers and students were interviewed soon after the observations (two - four days). The teacher interviews were approximately an hour to an hour and a half long. The student interviews (first session) were approximately fifteen to twenty minutes long. The students' second interviews took place on the first and second week of August 2005 (week 9 and week 10 of the term). This allowed the students eight weeks to explore and familiarise themselves with the SALC. The second interviews were approximately an hour long.

In addition, the board of directors, the EL070 textbook writers, and the SALC manager were interviewed in August 2005. The interviews with the board of directors were approximately an hour to two hours long. Unfortunately, one member of the board of directors, the Deputy Director for Planning, was not interviewed on questions about the SALC because of her unfamiliarity with the centre. The interviews with the textbook writers and the SALC manager were approximately forty minutes to an hour long.

Stage Four: Informal SALC observations

During the visit to the Language Institute, Thammasat University, Bangkok, Thailand to conduct the study from June to August 2005, the researcher paid twelve visits to the centre to informally observe the students. Each visit was approximately thirty to forty-five minutes long. On each visit, at least five students were asked to spend about ten minutes to complete the informal SALC observation form which was designed by the researcher. From a total of 60 informal SALC observation forms given out to the students, 33 forms were returned to the researcher: one was completed by an EL070 student and the rest, 32 forms, were completed by students from EL171 (21 forms) and EL172 (11 forms).

Stage Five: Document search

During the visit, the researcher also searched for documents related to EL070. Unfortunately, there were no written documents on the syllabus. The only two documents on the course found were: (1) a booklet about the institute, the courses offered and the course descriptions (see Appendix XII), and (2) the EL070 Course Outline (see Appendix XIII).

Stage Six: Collecting students' self-access learning reports/portfolios

The five teachers teaching the five EL070 classes were asked to hand over their students' self-access learning reports/portfolios to the researcher at the end of the term (September 2005). A total of 170 reports/portfolios consisting of 862 reports of the self-access learning activities completed in the centre were collected.

3.5 Data analysis

In this section, the process of analysis of the data from: (1) the interviews, (2) the classroom observations, (3) the informal SALC observations, (4) the students' self-access learning reports/portfolios, and (5) the EL070 documents is reported.

3.5.1 Analysis of the interviews

The 41 sets of audio-recordings from the interviews were transcribed verbatim and analysed by the researcher from January to June 2006. The tapes were transcribed in the language used, i.e. mostly Thai but including some English words, and then translated by the researcher into English. For an example of the original Thai transcription and the English translation, see Appendix XIV. The Thai transcriptions, English translations, and audio interviews were checked for accuracy by a native speaker of Thai. The interview transcripts were typed and saved as text files. After reading through the interview transcripts, the

participants' views were summarised, grouped, and described precisely under appropriate headings which emerged from the data. The data in their entirety were re-examined and coded. During the coding procedure, the researcher: (1) revised and refined the headings to reflect the data more accurately; and (2) renamed the categories to reflect the nature of the participants' views more precisely. The researcher kept in mind that it is very important to clearly define the meaning of the codes (cf. Miles & Huberman, 1994). Hence, the definitions of the codes were changed several times throughout the course of the research. See Appendix XV for the categories of codes and definitions. Coding was only the beginning rather than the end of the analysis as qualitative analysis is re-analysis—in other words, recursive (cf. Mason, 2002; Miles & Huberman, 1994; Wolcott, 2001): the data was again analysed during the process of writing up the findings. Each of the participant's views were summarised, compared and contrasted including quotes from the data which were typical and representative of the participants' views. Below is an example from the coding of data around a single code of how each of the participant's views were compared and contrasted and blended into a single account:

I. The English I Course: Listening

This group consists of categories concerning the general aspects of listening and the teaching of listening on the course.

LISMETGOALS(NOT)

Listening on the course is meeting its goals or not

S1 says listening on the course is 'meeting its goals because most of the students understand what's on the tape and can do the exercises'. Similarly, S2 thinks that listening is meeting its goals because she 'can do the exercises after the teacher taught the lesson'. S3 agrees because 'the vocabulary and the sentences aren't difficult' and she 'understands the listening'. S6 thinks that it is meeting its goals and says 'my listening is better than before'. And S7 says students 'understand the listening, the vocabulary and know how to pronounce the words. S8 and S9 both say that it is meeting its goals because students can 'identify the keywords'. S8 adds that students 'caught the main ideas'. And S9 adds that 'it prepares us to be able to study English II'. S10 says 'the goals are 90% met because I think the students' listening skills have improve' and 'they are able to understand the listening and able to apply it to their daily life'. Similarly, S15 thinks that it is meeting its goals and says 'my

listening skills have improved and my listening is better than before'. S13 agrees because students are 'able to catch the main ideas'. Also S12 says she thinks listening is meeting its goals although she says 'at first I felt it was too fast on the tape and I had to listen to it many times before I could understand'.

However, S4 says listening on the course is meeting its goals 'moderately' because he 'sometimes did not understand the listening'. Although S11 says he 'feels more confident' about his English and S14 says 'students can apply the knowledge learned to the real situation', they both say listening on the course is meeting its goals 'moderately'.

On the contrary, S5 says 'no', listening on the course is not meeting its goals because it is 'only listening for pronunciation but in reality students need to be able to communicate'.

In the final process, the researcher once more went through the analysis, reorganised and clarified the written accounts. Regarding check-coding, my supervisor independently categorised and coded 15% of the data as a check on the objectivity of the process. Our disagreements were discussed and resolved—the categories were revised, reorganised, expanded, and amended accordingly. As Miles and Huberman argue, "Check-coding not only aids definitional clarity but also is a good reliability check" (Miles & Huberman, 1994, p.64). Using Miles and Huberman's (1994) formula to calculate intercoder reliability, the intercoder reliability of the analysis of the interviews was 80%.

3.5.2 Analysis of the classroom observations

The audio-recordings from the classroom observations were transcribed verbatim and analysed by the researcher from September to December 2005. The tapes were transcribed in the language which the teachers and students used and responded to each other. It was mostly in Thai with some English words (see Appendix XVI). The classroom observation transcripts were typed and saved as text files. The documents were divided into two columns. The transcripts were typed on the left and the codes were typed on the right of the page (see Appendix XVII for the categories of codes and definitions). The researcher analysed the transcripts to find out how

the teachers teach listening in the classroom in four different phases: pre-listening, while-listening, post-listening, and how listening is taught throughout the lesson based on the present-day approaches to the teaching of listening (cf. Ur, 1984; Underwood, 1989; Field, 2008). Below is an example of data classified as belonging to a category concerning the teachers' pedagogical approach in the pre-listening phase:

CODE:	OBJ Explaining objectives of the units and/or the lesson
DEFINITION:	The teachers explain objectives of the units and/or the lesson
EXAMPLE: (T2):	First we look at the objectives of this unit, page 56. The first one is the reading skill; we will read a story about a family. And number 2, we will learn about how to use adjectives and adverbs. And number 3, we will practise writing a letter to describe a person. Number 4 which we will be doing today is practise listening and speaking about people's descriptions.

The categories derived from the observation data. The researchers' notes taken during the observation were used as an instrument to check what the teachers actually did in the classrooms when the information obtained from the audio recordings was unclear. The process of analysing the data from the classroom observations was done in the same way as the process in analysing the data from the interviews (see earlier section). Check-coding was similarly performed by my supervisor. He independently categorised and coded 20% of the data as a check on the objectivity of the process. The intercoder reliability of the analysis of the classroom observations was 78% (calculated using Miles and Huberman's 1994 formula).

3.5.3 Analysis of the informal SALC observation forms

All of the informal SALC observation forms collected during the researcher's informal SALC observation were read and summarised by the researcher. The data regarding the

students' study habits and behaviour were noted, counted, compared and contrasted between the three Fundamental English Courses. From the data collected, a simple table was developed (see Table 3.3). The table was used in categorising, comparing and contrasting the students' study habits and behaviour in the SALC:

Table 3.3 Students' study habits and behaviour in the SALC obtained from the informal SALC observation forms

	Activities	Numbers of EL070 students	Numbers of EL171 students	Numbers of EL172 students
1	Films			
2	Listening Practice (SALC 1)			
3	Listening to songs (SALC 4)			
4	Vocabulary Practice			
5	Vocabulary Supplementary Exercises			
6	Reading			
7	Speaking Practice			
8	Grammar Supplementary Exercises			
9	Board games			
10	Internet			

3.5.4 Analysis of the self-access learning reports/portfolios

The 170 reports/portfolios consisting of 862 reports of the self-access learning activities collected were organised into groups according to the different types of activities and counted to

find the degree of popularity of the different types of activities among the students. From the data collected, a simple table was developed (see Table 3.4).

Table 3.4 EL070 students' study habits and behaviour in the SALC obtained from the students' self-access learning reports/portfolios

	Activities	Numbers of students	Numbers of reports submitted
1	Films		
2	UBC		
3	Listening Practice (SALC 1)		
4	Listening to songs (SALC 4)		
5	Vocabulary Practice		
6	Vocabulary Supplementary Exercises		
7	Reading		
8	Reading Supplementary Exercises		
9	Speaking Practice		
10	Grammar Supplementary Exercises		
11	Board games		
12	Internet		
13	CD-ROMs		
14	Karaoke singing		

The data obtained from the self-access learning reports/portfolios was also used to find out the students' study habits and behaviour in the centre.

3.5.5 Analysis of the documents on EL070

The two documents about the EL070 course: (1) a booklet about the institute, the courses offered and the course descriptions; and (2) the course outline were analysed to determine the place of listening on the course.

3.6 Summary

This chapter focuses on describing the research methodology of the study used to find answers to the research questions posed in Chapter Two. Table 3.5 summarises the different data sets used to answer the research questions of the study:

Table 3.5 Data sets used to answer the research questions

Research questions	Data sets
RQ 1a: What are the teachers' pedagogical approaches towards the teaching and learning of listening on EL070, and how do they compare with the attitudes of the teachers, students, board of directors and textbook writers towards the teaching and learning of listening?	<ul style="list-style-type: none"> • Classroom observations • Interviews • EL070 documents
RQ 1b: What are the attitudes of the teachers, students, board of directors and textbook writers towards the materials and methods of assessment used on EL070 for the teaching and learning of listening?	<ul style="list-style-type: none"> • Interviews
RQ 2a: What are the attitudes of the teachers, students, board of directors and the SALC manager towards the listening resources in the SALC?	<ul style="list-style-type: none"> • Interviews
RQ 2b: What are the students' study habits concerning listening in the SALC, and their attitudes towards the assessment of listening within the SALC, and how do these compare with the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits and assessment within the SALC?	<ul style="list-style-type: none"> • Interviews • Informal SALC observation forms • Self-access learning reports/portfolios

The research design of the study is reported regarding: (1) the approach; (2) the participants; (3) the methods; (4) the data collection procedure; and (5) the data analysis. The findings of the data will be presented and discussed in the next chapter.

Chapter 4: Findings and Discussion

This chapter reports on and discusses the data gathered from: (1) the semi-structured interviews with the five different parties; (2) the semi-structured observations of five EL070 teachers' classes; (3) the informal SALC observation forms completed by the students using the SALC; (4) the self-access learning reports/portfolios completed by students of the five EL070 classes observed; and (5) two documents about the course: (i) a booklet about the institute, the courses offered and the course descriptions, and (ii) the EL070 outline. The findings and discussion are presented according to the research questions posed in Chapter Two. The first section reports and discusses the findings in relation to RQ 1a regarding the teachers' pedagogical approaches towards the teaching and learning of listening on EL070, and how they compare with the attitudes of the teachers, students, board of directors and textbook writers towards the teaching and learning of listening. The second section presents and discusses the findings in relation to RQ 1b regarding the attitudes of the teachers, students, board of directors and textbook writers towards the materials and methods of assessment used on EL070 for the teaching and learning of listening. The third section reports and discusses the findings in relation to RQ 2a regarding the attitudes of the teachers, students, board of directors and the SALC manager towards the listening resources in the SALC. The fourth section presents and discusses the findings in relation to RQ 2b regarding the students' study habits concerning listening in the SALC, and their attitudes towards the assessment within the SALC, and how these compare with the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits and assessment within the SALC. Finally, the last section presents a summary of the findings.

4.1 Findings and discussion in relation to RQ 1a

This section presents the findings and discussion in relation to RQ 1a: *What are the teachers' pedagogical approaches towards the teaching and learning of listening on EL070, and how do they compare with the attitudes of the teachers, students, board of directors and textbook writers towards the teaching and learning of listening?*

The findings regarding the teachers' pedagogical approaches towards the teaching and learning of listening on EL070 obtained from the classroom observations are presented and compared with the interview data concerning the rationale behind the teachers' pedagogical approaches to the teaching of listening and the attitudes of the students, board of directors and textbook writers towards the teaching and learning of listening.

After the researcher was granted permission to conduct research on EL070, she carefully examined every unit of the course textbook before deciding which listening lesson to observe. As all the units in the textbook appeared similar in terms of broad aims and format, she decided any listening lesson could be observed. Therefore, two listening lessons (Unit III and Unit IV) of five EL070 classes of five teachers were observed to gain insights into how listening on the course is taught in the classroom. According to the observation data, a typical EL070 listening comprehension lesson scene can be described as:

A teacher explains the objectives of the unit and/or the objectives of the lesson. She asks the students to do the Warm Up activities. She reads out the instructions of the listening exercises. Next, she checks the students' knowledge of the vocabulary and supplies the meaning of unfamiliar words. Then, the teacher plays the recording twice and the students listen attentively. The students complete the listening exercises. After this, the teacher elicits answers for the listening exercises from the class and tells the class what the correct answers are. After that, the teacher gives a final play of the recording again and the students listen to where they have gone wrong.

As seen from the typical scene of a listening lesson described above, no pedagogical approach was employed during the listening stage. During that stage, the teachers simply played the audio recordings twice for each listening activity, allowed the students to listen attentively and tried to complete the listening exercises. As a result the pedagogical approaches employed by the teachers are discussed in only two stages based on the present-day listening comprehension lesson format (Field, 2008): pre-listening, and post-listening. The during-listening stage is not included in the table. In addition, the teachers' use of L1 and echoes throughout the lesson are also discussed. The teachers' pedagogical approaches to the teaching of listening are summarized in Table 4.1:

Table 4.1 (continued)

Pedagogical approaches	T1		T2		T3		T4		T5	
	U3	U4	U3	U4	U3	U4	U3	U4	U3	U4
Post-listening										
(1) Peer consultation	×	×	✓	×	×	×	×	×	✓	×
(2) Whole class checking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(3) Supplying techniques to memorise vocabulary	×	×	×	×	×	×	✓	×	×	×
(4) Advising students to practise listening repeatedly	×	×	×	×	×	×	×	×	✓	✓
(5) Checking and/or supplying spelling of vocabulary related with listening exercises	×	×	×	×	×	✓	×	✓	×	✓
Throughout the lesson										
(1) Using L1										
<ul style="list-style-type: none"> • Repeating and/or explaining instructions/questions in L1 	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A
<ul style="list-style-type: none"> • Checking comprehension <ul style="list-style-type: none"> ○ Accepting answers to vocabulary comprehension checks in L1 ○ Explicitly asking students for L1 equivalent of the target vocabulary ○ Explicitly allowing students to provide answers in L1 	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A
<ul style="list-style-type: none"> • Providing students with L1 equivalent of the vocabulary 	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A
(2) Echoing students' answers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

P = partially used this approach

N/A = not applicable as L1 was the medium of instruction

Table 4.1 summarises the teachers' pedagogical approaches to the teaching of listening. All of the teachers, except T3 and T4, rigidly adhered to the entire Warm Up activities of the two units as their pre-listening approaches (see Appendix XI). As T3 and T4 partially used the Warm Up activities, the columns representing their use of the activities are labeled with the letter 'P'. In addition, English was not used as the medium of instruction except in T2's lessons. Therefore, observing teachers' use of L1 (during a lesson delivered in English) did not apply in the case of most participants, explaining the widespread use of the 'N/A' category here.

We can see from the table that in the pre-listening stage all of the teachers (1) did textbook warm up activities; (2) read out instructions from the textbook; and (3) checked and/or supplied vocabulary. Whole class checking was also employed by all of the teachers in the post-listening stage. In addition, they echoed the students' answers throughout the lesson. On the other hand, only one or two of the teachers (1) paraphrased and/or explained instructions to the students; (2) asked the students to read aloud and/or silently; (3) showed an authentic example of an instruction card to the students; (4) asked the students to predict answers; (5) gave the students advice on how to complete the listening exercises; and (6) departed from the textbook by adding comprehension questions, checking and/or supplying related vocabulary, or doing pre-listening games in the pre-listening stage. Moreover, only one or two of the teachers (1) did peer consultation; (2) supplied the students with a technique to memorise vocabulary; and (3) advised the students to practise listening repeatedly during the post-listening stage. Several pedagogical approaches used in the pre-listening stage—explaining objectives of the units and/or the lessons, personalising, and checking and/or supplying spelling including the checking and/or supplying spelling of vocabulary related with listening exercises which was the approach used in the post-listening stage were employed by three to four of the teachers.

The teachers' pedagogical approaches in the different stages, pre-listening and post-listening, and a discussion of how the L1 and echoes are employed throughout the lesson are discussed and compared with the teachers' rationale behind their approaches and the relevant parties' attitudes towards the teaching and learning of listening in the next section.

4.1.1 Pre-listening stage

On the basis of the transcripts of the observed classes and the informants' interviews, twelve different pedagogical approaches from the two listening lessons were identified (extracts from the interview data are in italics). Each of these is discussed below.

(1) Explaining objectives of the units and/or lessons

Three teachers started their lessons by explaining the objectives of the units and/or the objective of the lessons, as they are stated in the textbook (see Figure 4.1). For example, below are observation transcripts of the teachers' explanations of objectives (the transcription systems used are: (1) three dots indicate that part of the transcript has been omitted; (2) square brackets indicate that additional information has been added by the researcher; (3) curly brackets are placed around the English translation for the preceding Thai; (4) underlining indicates that the word(s) are emphasised by the participants; (5) double brackets describe the participants' paralinguistic actions, gestures, note-taking, etc.; and (6) three colons inserted within a word to indicate that it was slowly and clearly pronounced by the speaker):

- (1) T2: Unit III, right? Unit III on page 40, first we will look at the objectives. There are four objectives in this unit. The first one we will read a passage about safety instructions. ... In the instructions will tell you how to do something. ... and number 2, it is the grammar point in this unit. The grammar point in this unit, you will study, imperative that is: stand-up, sit down, come here, go there, etc. ... modal verbs or helping verbs or auxiliary ... This is the grammar points in this unit. Number 3, practice writing an instruction ... number 4, practise listening

and speaking about giving instructions and advice. So this is the lesson for today, we will listen to the tape about giving instructions and advice and at the same time, we will speak about how to give instructions and advice.

(2) T2: First we look at the objectives of this unit, page 56. The first one is the reading skill; we will read a story about a family. And number 2, we will learn about how to use adjectives and adverbs. And number 3, we will practise writing a letter to describe a person. Number 4 which we will be doing today is practise listening and speaking about people's descriptions.

(3) T4: บทที่ 4 นะคะ ดูรูปหน้า 56 {Unit IV, please look at the pictures on page 56.} คิดว่าเป็นรูปภาพเกี่ยวกับอะไรคะ {what are these pictures about?}

Ss: Family.

T4: Family, ไร้มั้คะ {right?} เรื่องพ่อแม่ลูกคะนั่นบทนี้นั้นเน้นเรื่องการบรรยายคนว่ามีลักษณะอย่างไร {It's about Dad, Mum, and the kids, so the focus of this unit is about describing people}, ดูศัพท์ก่อนนะคะ {let's look at the vocabulary}...

Figure 4.1 Objectives of Unit III and Unit IV

<p>Unit III</p> <p>In this unit the student will:</p> <ol style="list-style-type: none"> 1. be exposed to a reading selection about safety instructions 2. learn how to use imperative and modal verbs 3. practice writing an instruction 4. practice listening and speaking about giving instructions and advice
<p>Unit IV</p> <p>In this unit the student will:</p> <ol style="list-style-type: none"> 1. be exposed to a reading selection about a family 2. learn how to use adjectives and adverbs 3. practice writing a letter to describe a person 4. practice listening and speaking about describing people

The teachers said that it is important to briefly explain the objectives of the units and/or the lessons to the students at the beginning to let the students know what they are going to be doing in that particular lesson.


(2) Doing Warm Up activities

All of the teachers did the warm up activities in the textbook (see Figure 4.2 below). Three teachers, T1, T2, and T5, followed exactly what is in the textbook but the rest skipped one or more activity. They asked the students to look at the pictures, read out the questions directly from the book, and elicited answers from the class. For example:

- (4) T2: First, we will start with the warm-up activities. Look at the pictures. How many pictures can you see? ... So, number 1, I'd like to know how many people there are in your family, one by one. ... Number 2, tick the boxes of the people who live with you. ... Tick the people who live with you, father, yes or no? ... Now, Number 3, choose a person in your family and underline the adjectives that you think describes him or her, suppose you want to describe your father. Is he fat, thin, charming? ... Okay, number 4, can you think of any other words that might describe him or her?

Figure 4.2 Unit IV Warm Up

Warm up



- How many people are there in your family?

- Tick the boxes of the people who live with you.

<input type="checkbox"/> father	<input type="checkbox"/> brother	<input type="checkbox"/> uncle	<input type="checkbox"/> grandfather
<input type="checkbox"/> mother	<input type="checkbox"/> sister	<input type="checkbox"/> aunt	<input type="checkbox"/> grandmother
<input type="checkbox"/> someone else _____			
- Choose a person in your family and underline the adjectives that you think describes him or her:

fat	tall	young	healthy
thin	short	beautiful	middle-aged
charming	friendly	handsome	nice
polite	boring	intelligent	good-looking
smart	talkative	untidy	cheerful
- Can you think of any other words that might describe him or her?

The three teachers explained that they always use the textbook warm up activities as their pre-listening activities. They believed that it is important for teachers to “prepare” and “familiarise” the students before they do the listening activities. They also believed that by doing the warm up activities, it will “stimulate” the students to be interested in and excited about the listening activities that they are about to do in class. On the other hand, T3 and T4 skipped one or more activity because they felt that some warm up activities are too difficult for the students and it would take too much time to complete such activities. For instance, both T3 and T4 skipped Unit III Warm Up number 3 (see Figure 4.3 below) because they felt that most students lack air travelling experiences and would not be able to answer the question.

Figure 4.3 Unit III Warm Up (number 3)

<p>3. Think of two more things that you can or can't do on the plane.</p> <hr/> <hr/>

The students of T3 and T4, however, said they did not want their teachers to skip any of the warm up activities but to follow the textbook and cover every activity because they wanted to learn everything in it.

(3) Personalising

Most of the teachers personalised the listening for students in Unit III by eliciting previous air travelling experiences (see Figure 4.4) because they believed that it is important for teachers to help students retrieve the relevant background knowledge to help them understand the listenings. In addition, due to the fact that the topic of the listening, travelling by plane, is unfamiliar to most of the students, they felt that getting those students who had flown before to share their experiences would help the others understand the listening better. For example:

- (5) T2: And number 2, what are some things you can do on a plane? Have you ever travelled by plane? Have you ever? Please show me ah your hands. Raise your hand. Has anyone here ah ever travelled by plane? [To S1] Have you ever travelled by plane?
- S1: [No]
- S2: [Yes]
- T2: [To S2] Where? Where have you been?
- S2: Ah, Hong Kong.
- T2: Hong Kong, okay anywhere else, besides Hong Kong?
- S2: No
- T2: No. Has anyone here ever travelled to any places by plane? Is there only one student here? Have you rugby players, have you ever been to another country by plane or maybe within Thailand, to Chiang Mai, to Phuket by Plane? [To S3] Have you ever travelled by plane, yes or no?
- S3: No

- T2: No, no idea.
- (6) T5: ... So, today we are going to learn something about on the plane, the aeroplane.
 ใครเคยขึ้นเครื่องบินบ้าง {Who has been on a plane?} Have you been abroad?
 ใครเคยไปต่างประเทศบ้าง ไปประเทศไหนคะ {Who has been abroad? Where did you go?}
 Where did you go?
 S1: กาตาร์ {Qatar}
- T5: [...] anybody else? Have you ever been abroad? มีใครอีกมั้ยมีใคร เคยขึ้นเครื่องบิน
 ในประเทศหะละคะ ถ้าไม่เคยไปต่างประเทศแล้วในประเทศหะละเคยมั้ยคะ ไปไหนคะ {Is there anybody else?
 Who has been on a plane? If not abroad, how about domestic, have you travelled
 within the country by plane?}
- S2: กรุงเทพฯ - อุบลฯ ครับ {Bangkok to Ubon Ratchathani}
- T5: อ้อ กรุงเทพฯ - อุบลฯ {I see, Bangkok to Ubon Ratchathani} ...

Figure 4.4 Unit III Warm Up (number 2)

2. What are some things you can do on a plane? Put a tick in front of these things.	
<input type="checkbox"/> Sleep	<input type="checkbox"/> Watch a video
<input type="checkbox"/> Smoke	<input type="checkbox"/> Use a computer
<input type="checkbox"/> Read a newspaper	<input type="checkbox"/> Play a CD
<input type="checkbox"/> Use a cellular phone	<input type="checkbox"/> Listen to the radio

It is evident that the students were happy with the teachers' approach in personalising the listening for them. They felt that hearing other people's air travelling experiences helped them comprehend the listening better. For example:

- (7) S6: *I've never been on a plane before so I don't know what it's like but it's good that there are other students in this class who have flown so they were able to share their experiences with us which gave me a better picture of such experience.*
- (8) S7: *It's good because I have no idea about what it's like to be on a plane. And what are the things we can do or can't do when we're on the plane.*

(4) **Reading out instructions**

All of the teachers read out the listening exercise instructions directly from the textbook (see Figures 4.5 and 4.6). For example:






(9) T3: ... listen to the tape. Tick only the words or phrases you hear. ...

Figure 4.5 Unit III Listening Exercise I

<p>I <u>Listen to the tape. Tick only the words and phrases you hear.</u></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> instruction card <input type="checkbox"/> safety card <input type="checkbox"/> seat pocket <input type="checkbox"/> seat belt <input type="checkbox"/> sleep <input type="checkbox"/> smoke <input type="checkbox"/> electric appliances <input type="checkbox"/> electronic equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> paper and pen <input type="checkbox"/> newspaper <input type="checkbox"/> headphones <input type="checkbox"/> cellular phone <input type="checkbox"/> international flights <input type="checkbox"/> domestic flights <input type="checkbox"/> meal and drink <input type="checkbox"/> food and beverages

(10) T2: ... Okay now listening on page 57. You have to do two exercises; the first one, listen to the tape and match the description with the pictures. ...

Figure 4.6 Unit IV Listening Exercise I

<p>Listening -----</p>	
<p>I. <u>Listen to the tape and match the description with the pictures.</u></p>	
<ul style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 	<p>A. </p> <p>B. </p> <p>C. </p> <p>D. </p> <p>E. </p>

The teachers believed that most students would not pay sufficient attention to the instructions if they were asked to read them themselves. For example:

- (11) T5: *I've seen that most of the students do not at all care to read any of the instructions themselves. I've always had to read them out myself and emphasised the importance of doing so.*

(5) Paraphrasing, explaining, and/or exemplifying instructions

T2 was the only teacher who paraphrased, explained, and exemplified the listening activity instructions to the students to make sure that every student “understood what they had to do”. She paraphrased and explained the instructions in Unit IV Listening Exercises I and II (see Figure 4.7):

- (12) T2: ... the first one, listen to the tape and match the description with the pictures. You have to listen to the tape and listen to number 1, who is the speaker talking about? And then write the letter a, b, c, d in the space provided. And number 2, listen again, what kind of information you know about each conversation? For example, number 1, brother, so which picture do you think is the brother?
- Class: D
- T2: D, right? Okay. You can see that the description of brother is 'tall', 'wears glasses', do you understand 'wear glasses'?
- Ss: ใส่แว่นตา {wears glasses}
- T2: ใส่แว่นตา {wears glasses} and black hair?
- Ss: ผมดำ {black hair}
- T2: Okay. Now, listen to the tape twice and write the letter of the person the speaker talks about and then fill in the information in the table, okay?

Figure 4.7 Unit IV Listening Exercise I and II

Listening _____

I. Listen to the tape and match the description with the pictures.


1. _____


2. _____

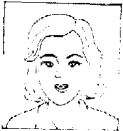
3. _____


4. _____


5. _____

A. 

B. 

C. 

D. 

E. 

II. Listen again. What kind of information do you know about each conversation.

Relationship	Description
1.brother.....tall, wears glasses, black hair.....
2.
3.
4.
5.

(6) Asking students to read aloud and/or silently

In Unit III, two teachers asked the students to read aloud and/or silently to prepare the students for the listening activities that they are about to do (see Figure 4.8):

(13) T5: *In teaching listening, I believe that teachers have to prepare the students by giving them time to look at or study the listening tasks that they are going to do in advance so they would then be ready to listen and do the tasks.*

For instance, T2 asked the class to read the words/phrases and the choices aloud together as in extract (14). Similarly, in extract (15), T5 asked the students to read silently the words/phrases and the choices before listening:

(14) T2: ... So, exercise 1, listen to the tape. Tick only the words or phrases you hear.
First, read the phrases together.

Class: 'Instruction card' ...
[Continue reading the words/phrases aloud together]

(15) T5: ... ให้เวลานึงนาทีดูคำตอบของแต่ละข้อ เริ่มข้อที่หนึ่งลองอ่านดูซิว่าเขามีคำตอบให้เราเลือกอะไรบ้าง มีห้าข้อเท่านั้นค่ะ เวลาจะฟังต้องอ่านคำตอบก่อนทุกครั้งนะคะ ... {I'll give you one minute to have a look at the choices for each item. Start with number 1, read and see what are the choices given, there're only five items. Every time before listening you have to read all the choices given, OK?}






Figure 4.8 Unit III Listening Exercises I and II

L i s t e n i n g -----

I Listen to the tape. Tick only the words and phrases you hear.

<input type="checkbox"/> instruction card	<input type="checkbox"/> paper and pen
<input type="checkbox"/> safety card	<input type="checkbox"/> newspaper
<input type="checkbox"/> seat pocket	<input type="checkbox"/> headphones
<input type="checkbox"/> seat belt	<input type="checkbox"/> cellular phone
<input type="checkbox"/> sleep	<input type="checkbox"/> international flights
<input type="checkbox"/> smoke	<input type="checkbox"/> domestic flights
<input type="checkbox"/> electric appliances	<input type="checkbox"/> meal and drink
<input type="checkbox"/> electronic equipment	<input type="checkbox"/> food and beverages

II Listen again and circle the right answer.

1.		a. fasten your seat belt while seated b. fasten your seat belt at all times
2.		a. smoke b. do not smoke
3.		a. use a cellular phone b. do not use a cellular phone
4.		a. listen to music b. listen to the news
5.		a. all drinks are free b. only champagne is charged

(7) Checking and/or supplying vocabulary

All of the teachers checked the students' comprehension of the vocabulary given in the listening exercises and supplied the students with the correct meanings and examples of the vocabulary. For instance, in Unit III Listening Exercise I and II (see Figure 4.8), T2 checked the

students' comprehension of the word 'seat pocket' and supplied the students with the correct meaning and explanation. Similarly, she checked the students' comprehension of the words: 'international flights', 'domestic flights', 'meal and drink', and 'food and beverages' and supplied the students with the meanings and examples as in extract (16). And again when the students were reading the choices given in Listening Exercise II aloud together, she checked the students' comprehension of the sentence, 'only champagne is charged' and supplied the correct meaning:

- (16) T2: โทรศัพท์มือถือ {cellular phone} then 'international flights' for example, your friend have been to Hong Kong, so she went there by an international flight. อะไรคะ {What is it?}
- Ss: เที่ยวบิน {flight}
- T2: เที่ยวบิน {flight} and international?
- Ss: ระหว่างประเทศ {international}
- T2: Okay ระหว่างประเทศ {international} and domestic flights, for example, from Bangkok to Chiang Mai, Bangkok to Phuket, so within the country, right?
- T2: เที่ยวบิน ... {flight ...}
- Ss: ภายในประเทศ {domestic}
- T2: ภายในประเทศ {domestic} and then? 'Meal and drink', 'meal' for example, breakfast, lunch and dinner, so 'meal'?
- Ss: [Inaudible]
- T2: มีอาหาร {meal} okay and drink and then 'food and beverages', 'meal' means 'food', right? And 'beverages' mean 'drink'.

Similarly, in checking the students' comprehension of the words/phrases given in Unit III Listening Exercise I (see Figure 4.8), T5 asked the students to give her some examples of electric appliances and electronic equipment, and to tell her the differences between the two:

- (17) T5: ... 'electric appliances' ต่างกับ 'electronic equipment' อย่างไรคะ {How is 'electric appliances' different from 'electronic equipment'} Can you give me some examples of electric appliances? ยกตัวอย่างได้มั้ยคะ {Can you give examples, for example ...?} 'electric' แปลว่าอะไร {What does, 'electric' mean?}, 'electric' กับ 'electronic' เหมือนกันมั้ย {Are 'electric' and 'electronic' the same?}
- Ss: ไม่เหมือน {Not the same}
- T5: ไม่เหมือน {not the same}, electric or electricity คือไฟฟ้า {is electricity} แล้ว {and} appliance คือเครื่องใช้ {is appliance} โหนลองยกตัวอย่างเครื่องใช้ไฟฟ้าสิคะ เครื่องใช้ไฟฟ้าคือที่ต้องทำอะไรคะ {Let's give me some examples of electric appliances, electric appliances are appliances that need to be ... what?}

- Ss: เสียบปลั๊ก {plugged in}
 T5: เสียบปลั๊ก แล้วที่ใช้อไฟฟาเช่นอะไรบ้างคะ {plugged in and what are the examples..?}
 Ss: Television
 T5: Television
 Ss: Computer
 T5: Computer
 ...
 T5: OK, these are the ones that need to be plugged in. What about, ‘electronic equipment’?
 Ss: ไม่ต้องเสียบปลั๊ก {don’t need to be plugged in}
 T5: ไม่ต้องเสียบปลั๊กมีอะไรบ้างคะ {don’t need to be plugged in, what are the examples?} Give me some examples?
 Ss: [Inaudible]
 T5: Motorcycle ((laughs)) motorcycle เป็น electronic equipment หรือ {Is motorcycle an electronic equipment?}
 Ss: โทรศัพท์ {telephones}
 T5: โทรศัพท์ {telephones} ...

Also in Unit III Warm Up number 3 (see Figure 4.9), T1 checked the students’ comprehension of all the adjectives given and supplied the students with the meanings:

- (18) T1: OK, number 3, choose a person in your family and underline the adjectives that you think describes him or her. อันนี้ก็คือลักษณะของแต่ละคนในบ้านเราลองดูซิว่าใครมีลักษณะใดบ้าง ‘fat’ เป็นอย่างไรคะ {These are the descriptions of the people in our families, let’s see who has which descriptions, ‘fat’ what is it?}
 Ss: อ้วน {fat}
 T1: อ้วน {fat}, ‘thin?’
 Ss: คอม {thin}
 T1: Thin, OK, ‘charming’, do you know, ‘charming’?
 Ss: [Inaudible]
 T1: มีเสน่ห์ค่ะ {charming}, ‘polite’, ‘polite’? ...

Figure 4.9 Unit IV Warm Up (number 3)

3. Choose a person in your family and underline the adjectives that you think describes him or her:			
fat	tall	young	healthy
thin	short	beautiful	middle-aged
charming	friendly	handsome	nice
polite	boring	intelligent	good-looking
smart	talkative	untidy	cheerful

The teachers believed that it is very important for the students to know the meaning of the vocabulary in order to (i) understand the listenings; and (ii) be able to reuse the vocabulary in other activities in the textbook. For example:

(19) T1: *I've looked at the script and it talks about them [the vocabulary]. The students might not understand the listening if they don't know these words. That's why I thought it was necessary to check whether they knew the words or not and supplied them with the correct meaning of the words. I only did this with the words that I felt they should know in order to understand the listening.*

(20) T2: *Actually, it's listening for recognition and it's not necessary for the students to know the meaning of the words. But I felt that they should learn these words because they will find some of these words again in the reading passages and the reading exercises later in the unit.*

It is noticeable that the checking and/or supplying vocabulary pedagogical approach is overwhelmingly done via the L1. Section (1) of 4.1.3 will look in more detail at the teachers' use of the L1 throughout their teaching of listening, during the various stages of the lessons.

It is evident that checking and/or supplying vocabulary was a favoured pedagogical approach for every student informant. They felt that the approach was essential to enhance their comprehension and their vocabulary knowledge, judging themselves to be of a low level of proficiency. Nevertheless, two students' preferred versions of this approach were at odds with the teachers' practices and preferences. S1 felt that it would help her remember vocabulary better if the teachers let the students look up the words in the dictionary before class rather than checking and/or supplying the vocabulary in class. S10 did not want the teachers to overdo the supplying of vocabulary because he believed that the class would then not try hard enough to understand the vocabulary themselves.

(8) Checking and/or supplying spelling

Three teachers checked the students' spelling of the vocabulary they supplied in response to the pre-listening exercises and/or supplied the students with the spelling of this vocabulary because they believed that even though the students were able to recognize the vocabulary some items were “too difficult” for them to spell correctly themselves. For instance, in Unit IV Warm Up, number four (see Figure 4.10 below), T2 checked the students' spelling of the word ‘ugly’, as in extract (21) and supplied the students with the spelling of the word ‘brave’, as in extract (22):

- (21) T2: Okay, number 4, can you think of any other words that might describe him or her? มีคำอื่นมั้ยเมื่อที่มีใครพูดถึงคำว่าอะไรนะ {Are there any other words? A moment ago, someone said something, what was it?} 'pretty' ใช้กับผู้ชายได้มั้ย {Can we use 'pretty' with men?}
- Ss: ไม่ได้ {No.}
- T2: มีอะไรอีกะที่ไม่มีในนี้ {What else, what other words that are not in here?}
- S1: 'Ugly'
- T2: 'Ugly', ใคร {who?} who? Who in your family in ugly, you?
- Ss: ((Laugh))
- T2: 'Ugly', what else? How do you spell 'ugly'?
- Ss: U-G-L-Y
- T2: Okay, U-G-L-Y. What else?
- (22) T2: ..., what else?
- S4: 'Brave'
- T2: 'Brave', B-R-A-V-E. [To S4] Who is brave in your family?
- S4: Father.
- T2: Your father, okay. What else?

Figure 4.10 Unit IV Warm Up (number 4)

<p>4. Can you think of any other words that might describe him or her?</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
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Similarly, in Unit IV, T1 elicited the students' related vocabulary knowledge from the pictures given in Listening Exercise I (see Figure 4.11), and in extract (23) checked the students' spelling of the word 'beard':

- (23) T1: Beard สะกดอย่างไร {How do you spell, 'beard'?} B-E-A-R-D
 Class: E-A-R-D
 T1: หนวด ตระ {beard}

Figure 4.11 Unit IV Listening Exercise I

Listening _____

i. Listen to the tape and match the description with the pictures.


1. _____


2. _____

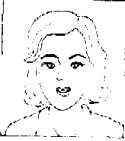
3. _____


4. _____


5. _____

A. 

B. 

C. 

D. 

E. 

(9) Showing authentic examples

In checking comprehension of the word 'instruction card' in Unit III Listening Exercise I (see Figure 4.12 below), T5 showed the students an authentic example of an instruction card from Finn air. She believed that it is the teachers' job to supply students with relevant authentic examples to help them understand certain vocabulary items:

- (24) T5: ... When we pre-teach the word 'instruction card' and show an example of the actual instruction card, students would be able to use their imagination, be able to understand the meaning of it and know what it is, which hopefully more or less help promote their understanding of the listening.

Figure 4.12 Unit III Listening Exercise I

I	<u>Listen to the tape. Tick only the words and phrases you hear.</u>	
	<input type="checkbox"/> instruction card	<input type="checkbox"/> paper and pen
	<input type="checkbox"/> safety card	<input type="checkbox"/> newspaper
	<input type="checkbox"/> seat pocket	<input type="checkbox"/> headphones
	<input type="checkbox"/> seat belt	<input type="checkbox"/> cellular phone
	<input type="checkbox"/> sleep	<input type="checkbox"/> international flights
	<input type="checkbox"/> smoke	<input type="checkbox"/> domestic flights
	<input type="checkbox"/> electric appliances	<input type="checkbox"/> meal and drink
	<input type="checkbox"/> electronic equipment	<input type="checkbox"/> food and beverages

It is evident that T5's students reacted positively to their teacher's supplying/showing an authentic example of an instruction card from Finn air. For example:

- (25) S6: *I like it when she showed us the instruction card from Finn air. It felt like I was in the real situation and I wouldn't know what it was without seeing this real instruction card she brought into class. From seeing it, I really wanted to know what she was going to teach us next.*

(10) Asking students to predict answers

Prior to Unit IV Listening Exercise I (see Figure 4.13 below), T1 asked the students to look at the pictures given in the exercise and predict the answers before the tape is played with the purpose of "stimulating the students to think about the things they might hear on the tape". T1 believed that doing so would help the students have "a better understanding of the listening":


- (26) T1: ตอนนี้เราจะฟัง listening นะคะ {now we are going to do some listening}, look at the pictures on page 57. ดูรูปกันหน่อยนะคะ {Let's look at the pictures} Look at picture A. All of these pictures are all in one family. Can you guess? Who are they? Look at picture A, who is he? เตอะเตอะ {Make a guess}
- Ss: Father
- T1: Father นะคะ {yes}, father หล่อมี๊ยะแบบนี้ {Is he handsome?} ... Look at picture B, can you guess? Who is she? ใครคะนี่ครอบครัวเดียวกัน
- Ss: Grandmother
- T1: Grandmother เหม่อแก่ขนาดเลยเหม่อ {Is she really that old?}...

Figure 4.13 Unit IV Listening Exercise I


Listening

1. Listen to the tape and match the description with the pictures.

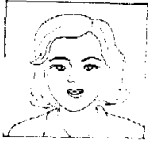
A.




B.




C.



D.



E.



1. _____

2. _____

3. _____

4. _____

5. _____

T1's students believed that their teacher employed this approach to stimulate them to think, and they felt that the approach helped them focus and comprehend the listening better. For example:

- (27) S10: *I think she let us guess because she wanted us to use our heads and thoughts as much as possible before we get to listen to the tapes and she also wanted to check how much we already knew about the listening. Well, I think what she did was good and led to a better outcome.*

(11) Giving advice on how to complete the listening exercises

To help the students focus when completing listening exercises such as Listening Exercise I in Unit III (see Figure 4.14 below), T4 gave the students advice on how to complete it by telling

them to look at the words in pairs, focusing only on the pairs and ignoring the others so they would not be distracted:

- (28) T4: คำแนะนำก่อนฟังก็คือให้ดูทีละคู่ละคู่ คู่แรกระหว่าง ‘instruction card’ กับ ‘safety card’ ได้ยินคำไหน คู่ที่สองได้ยิน ‘seat pocket’ หรือ ‘seat belt’ ดูเป็นคู่ๆไป บางทีอาจจะได้ยินแต่คำใดคำหนึ่งบางคู่ก็อาจจะได้ยินทั้งสองคำนั้นเลยนะคะ พร้อมมีขี้ตังใจฟังนะเปิดหูด้วยนะ {My advice before listening is to look and listen to the words in pairs, the first pair is, ‘instruction card’ and ‘safety card’, which one can you hear? The second pair is, ‘seat pocket’ and ‘seat belt’. Look at the words in pairs, sometimes you might hear only one of the words and for some of the pairs, you might hear both of the words, OK? Ready? Listen carefully and open your ears.}

Figure 4.14 Unit III Listening Exercise I

I <u>Listen to the tape. Tick only the words and phrases you hear.</u>	
<input type="checkbox"/> instruction card	<input type="checkbox"/> paper and pen
<input type="checkbox"/> safety card	<input type="checkbox"/> newspaper
<input type="checkbox"/> seat pocket	<input type="checkbox"/> headphones
<input type="checkbox"/> seat belt	<input type="checkbox"/> cellular phone
<input type="checkbox"/> sleep	<input type="checkbox"/> international flights
<input type="checkbox"/> smoke	<input type="checkbox"/> domestic flights
<input type="checkbox"/> electric appliances	<input type="checkbox"/> meal and drink
<input type="checkbox"/> electronic equipment	<input type="checkbox"/> food and beverages

T4’s students said they liked the advice and felt it was very useful to them. They followed the advice and were “not confused” and “distracted” by the other words in the exercise.

(12) Departing from the textbook

On the basis of the observation data and the informants’ accounts, three different ways informants departed from the textbook at the pre-listening stage were identified. Each of these is discussed below.

(i) Adding comprehension questions

T2 departed from the textbook once by adding three comprehension questions to Unit IV

Listening Exercise II (see Figure 4.15):

- (29) T2: And I ask you three more questions: 1. How tall is the brother? You can see that brother is tall, how tall is he?; 2. How old is her younger sister?; and 3. What does Aunt Martha do? Understand? What does Aunt Martha do?
- Ss: អ្នកខ្លះ {What does she do?}
- T2: អ្នកខ្លះ {What does she do?}, okay and then we will check the answers together.

Figure 4.15 Unit IV Listening Exercise II

ii. Listen again. What kind of information do you know about each conversation.

Relationship	Description
1.brother.....tall, wears glasses, black hair.....
2.
3.
4.
5.

T2 believed that the students needed more questions to guide them on what to listen for and what to write down as answers because the description part requires answers that were “too broad”:

- (30) T2: *I think the students needed some guiding questions. Sometimes I don't think they know what to listen for and what to write in the 'description' part. The 'description' part is too broad. They can write anything down, for example, eyes, hair, etc. I don't think they could do it. After the first listening I didn't walk around and check whether they could do it or not. I think the students needed time and some guiding questions. Also in number 1, the description of the brother is already written down as an example for the students. Therefore, the students didn't have to listen for the description of the brother at all. I added the question 'How tall is the brother?' because I wanted them to listen to the first conversation and find the answer.*

T2's students felt that their teacher's approach was "good" because it made the exercise easier for them to complete by helping them focus only on the important information. As S2 explained:

- (31) S2: *I felt that this exercise [Listening Exercise II, Unit IV] was quite difficult because we have to fill in all the answers ourselves and I didn't know what to write. But when I did what she asked us to do [to listen for the answers to her comprehension questions], I felt that it was easier for me to do this exercise. However, I think she should have added more than three questions to help us and it would be a whole lot easier.*

(ii) Checking and/or supplying related vocabulary

Two teachers departed from the textbook by checking and/or supplying related vocabulary. For instance, when T1 dealt with Listening Exercises I and II in Unit III (see Figure 4.16), she departed from the textbook by checking and/or supplying related vocabulary not in the textbook such as steward, stewardess, and air hostess as in extract (32) and again T1 departed from the textbook in Unit IV Listening Exercise I (see Figure 4.17) by supplying additional vocabulary not in the textbook for describing people, such as beard and sideburns as in extract (33):

- (32) T1: ... ลูกเรือบนเครื่องบินทราบหรือไม่คะว่าใช้ศัพท์ว่าอะไร {Do you know the English word for 'crew'?}
 S1: สจ๊วต {steward}
 T1: สจ๊วต ผู้หญิงหรือผู้ชาย {Is a steward female or male?}
 Ss: ผู้ชาย {male}
 T1: ผู้ชาย แล้วถ้าผู้หญิงล่ะ {Male and what about a female?}
 Ss: Air
 T1: Air อะไร {Air what?}
 Ss: Air hostess
 ...
 T1: เอมมีคำศัพท์อีกคำนอกจาก 'steward', 'stewardess' หรือ 'air hostess' นะคะ ก็คือคำว่า 'crew' [T1 writes 'crew' on the board] {OK, there is another word apart from 'steward', 'stewardess' or 'air hostess' which is the word, 'crew'}

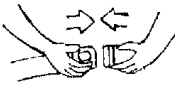




Figure 4.16 Unit III Listening Exercise I and II

L i s t e n i n g -----

I **Listen to the tape. Tick only the words and phrases you hear.**

<input type="checkbox"/> instruction card	<input type="checkbox"/> paper and pen
<input type="checkbox"/> safety card	<input type="checkbox"/> newspaper
<input type="checkbox"/> seat pocket	<input type="checkbox"/> headphones
<input type="checkbox"/> seat belt	<input type="checkbox"/> cellular phone
<input type="checkbox"/> sleep	<input type="checkbox"/> international flights
<input type="checkbox"/> smoke	<input type="checkbox"/> domestic flights
<input type="checkbox"/> electric appliances	<input type="checkbox"/> meal and drink
<input type="checkbox"/> electronic equipment	<input type="checkbox"/> food and beverages

II **Listen again and circle the right answer.**

<p>1. </p> <p>2. </p> <p>3. </p> <p>4. </p> <p>5. </p>	<p>a. fasten your seat belt while seated</p> <p>b. fasten your seat belt at all times</p> <p>a. smoke</p> <p>b. do not smoke</p> <p>a. use a cellular phone</p> <p>b. do not use a cellular phone</p> <p>a. listen to music</p> <p>b. listen to the news</p> <p>a. all drinks are free</p> <p>b. only champagne is charged</p>
--	--

(33) T1: ... หมวดภาษาอังกฤษคืออะไรคะ {What is 'moustache' in English?} รู้จักหนวดมัส {Do you know the word for 'moustache'}? [T1 writes 'moustache' on the board] ... และ
 เคราะห์เครา {and what about, beard?}

S1: Beard

T1: Beard สะกดอย่างไร {How do you spell, 'beard'}? B-E-A-R-D

Class: E-A-R-D

T1: หมวด เครา {beard}

S2: [Inaudible]

T1: อะไรนะ จอนหรือ จอนภาษาอังกฤษก็มีนะจอนภาษาอังกฤษเรียกว่า sideburns {What, sideburns? There is an English word for 'sideburns'. 'Sideburns' in English we call them, 'sideburns'} [T1 writes 'sideburns' on the board] เดิม's' มีสองข้าง {add 's' because there are two sides}

Figure 4.17 Unit IV Listening Exercise I

Listening-----

I. Listen to the tape and match the description with the pictures.

1. _____


2. _____

3. _____


4. _____

5. _____


A.




B.




C.



D.



E.



Similarly, T3 departed from the textbook in Unit IV Warm Up number 2 (see Figure 4.18). She checked and/or supplied related vocabulary not in the textbook such as great-grandfather, great-grandmother, son-in-law, daughter-in-law, stepchild, stepchildren, stepson, and stepdaughter as in extract (34):

- (34) T3: ... ‘grandfather’ and ‘grandmother’ แล้วก็อายุเยอะกว่าปู่ย่าห่าละเรียกว่าอะไรคะ {What do you call those who are older than ‘grandfather’ and ‘grandmother’?}
- S: Old grandfather, old grandmother ((laughs))
- T3: เขาเรียกว่า ‘great grandfather’ หรือ ‘great grandmother’ นะคะ คือคุณทวด {We call them ‘great grandfather’ or ‘great grandmother’, OK? They are ‘great grandfather/great grandmother’} เขยกับสะใภ้ จะมีคำว่า in-law ต่อท้าย นะคะ คือตามกฎหมาย {For ‘son-in-law’ and ‘daughter-in-law’ will have the word, ‘in-law’ at the end which means by marriage} ‘son-in-law’ and ‘daughter-in-law’, ลูกชายตามกฎหมายก็คือลูกเขย ลูกสาวตามกฎหมายก็คือ ลูกสะใภ้ {a son by marriage is a son-in-law and a daughter by marriage is a daughter in-law} แม่เลี้ยง {‘stepmother’} ‘stepmother’, ลูกเลี้ยงก็ {a stepchild is} ‘stepchild’, ‘stepchildren’, ‘stepson’, ‘stepdaughter’ ก็ได้ นะคะนี่คือคนในครอบครัวนะคะ {either one is okay, and these are the people in our families} ...

Figure 4.18 Unit IV Warm Up (number 2)

2. Tick the boxes of the people who live with you.			
<input type="checkbox"/> father	<input type="checkbox"/> brother	<input type="checkbox"/> uncle	<input type="checkbox"/> grandfather
<input type="checkbox"/> mother	<input type="checkbox"/> sister	<input type="checkbox"/> aunt	<input type="checkbox"/> grandmother
<input type="checkbox"/> someone else _____			

The teachers felt that it is also important for the students to learn related vocabulary that is not in the textbook to widen their vocabulary knowledge (T1) and for their future usage (T3). For example:

- (35) T3: *The topic of this unit is about people's descriptions and there are so many other related words that are not in the textbook. Most importantly, I don't think the students know them and would not care enough to search for the words themselves. So it's my job to introduce those words for their benefits because they might need to use some of the words in the future.*

The students believed that their teachers checked and/or supplied related vocabulary to increase their vocabulary knowledge for a better understanding of the listening and their future usage. They were greatly in favour of the approach. For instance, S7 said “knowing lots of vocabulary helps us learn English better”.

(iii) Doing pre-listening games

T5 departed from the textbook by doing pre-listening games. For instance, in Unit III, she did a Word Search game with the words/phrases given in Listening Exercise I (see Figure 4.19):

- (36) T5: ...จับคู่และปิดหนังสือและจะให้เวลาคุณครึ่งนาทีว่ามีคำอะไรบ้าง หอึบกระดาษไปคู่ละหนึ่งแผ่นนะ ช่วยกันดูว่ามีคำอะไรบ้างในกระดาษตรงไหนบ้าง ได้ครบทุกคู่แล้วนะ ฟังคำสั่งนะ ทุกคนมีดินสอหรือปากกานมมือไข่ม้อยให้ตกลงกันว่าแต่ละคนจะใช้สัญลักษณ์อะไร เช่นคนนึงใช้กากบาทอีกคนใช้วงกลม แล้วครูจะอ่านคำทีละคำ ใครเห็นคำไหนก่อนก็กาก่อน กากโดยใช้สัญลักษณ์ของตนเอง เข้าใจคำสั่งมั๊ยคะ {... get in pairs and close the textbook. I'll give you half a minute to look at the words. Come and take one of these, take one for each pair, take a look at the words and where they're written on the sheet. Every

pair got the sheet, right? Listen to the instruction. Everyone has either a pencil or a pen in their hands, right? I want you to decide between yourselves on the symbols you'll be using. For example, one can use a cross and the other can use a circle. I'll read out the words, one by one and when you see the words, mark the words with your symbols. Do you understand the instruction?}

Ss: เข้าใจครับ {Yes}

T5: ต้องใช้สัญลักษณ์ที่ไม่เหมือนกันเพราะพอคุณครูพูดจบแล้วจะให้เห็นว่าใครทำได้มากกว่ากันจะเป็น the winner ค่ะ Okay มั้ย {You and your partner have to use different symbols because when I read out all the words, we'll count the symbols marked and see who gets the most in class. That person will be the winner, okay?}

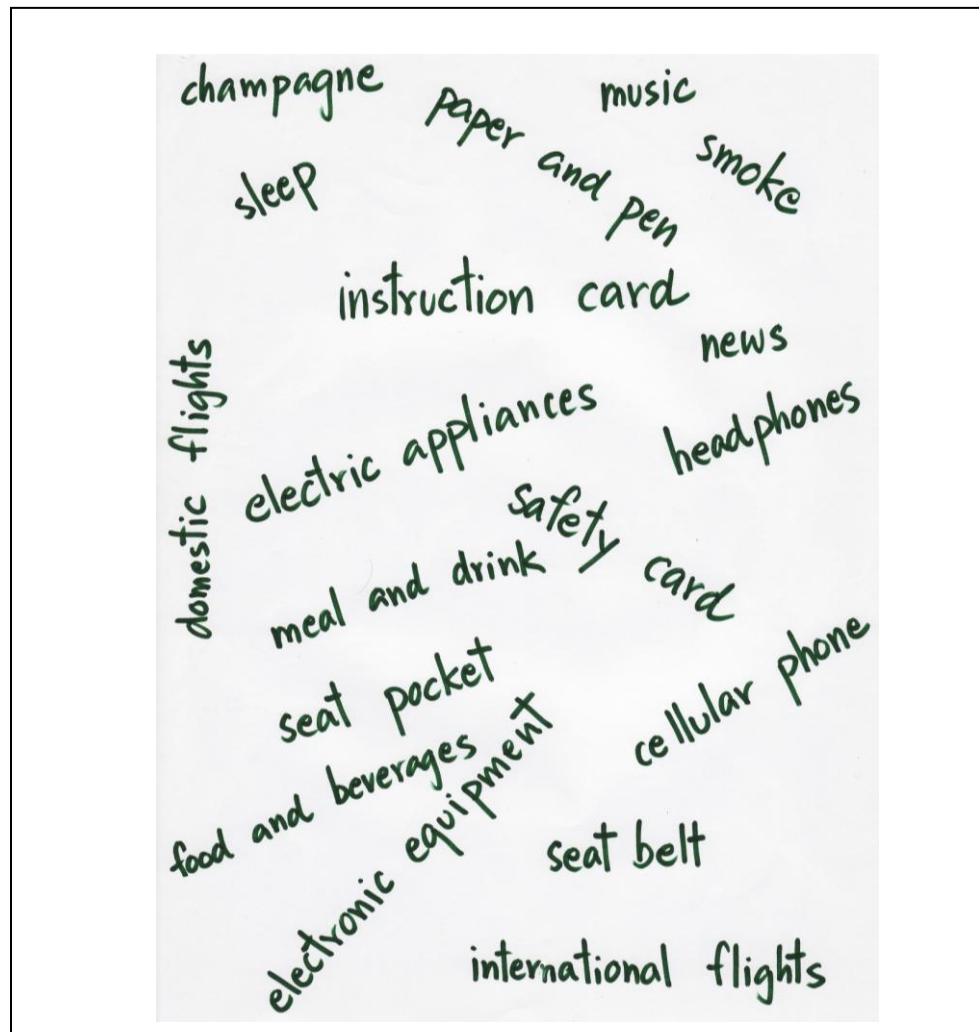
Ss: ครับ {Yes}

T5: Ready?

Ss: Ready

T5: คำที่หนึ่งค่ะ {the first one is} seat pocket ใครเห็นกาเดียนะ {when you see it, mark it} cellular phone, international flights, smoke, paper and pen, meal and drink, electronic equipment, seat belt, instruction card, newspaper ...

Figure 4.19 Word Search Game



T5 said she used a Word Search to familiarise the students with the pronunciation of the words before they listened to the native speakers' pronunciation of the words from the tape:

- (37) T5: *... before listening to the native speakers, they had a chance to listen to my pronunciation. I pronounced the words for them, like this one 'instruction card' [T5 pronounces the word] because when they see the words I don't think they know how to pronounce them correctly. Therefore, seeing only the letters, would they be able to tick the correct answers? Some of the words or phrases are similar, for example, 'seat pocket' and 'seat belt' because they both begin with 'seat'. Moreover, words like, 'appliances' and 'equipment', students might not be able to distinguish the sounds. If teachers begin by pronouncing the words for the students before they have to listen to the natives, I think it would help the students.*

Two of T5's students felt that the Word Search game was entertaining and they claimed to benefit from doing the game. They learned and remembered the vocabulary and its pronunciation without having to try very hard to memorise it. In addition, they had to be very active when competing with their partners on the game. Nevertheless, one student, S4, felt it was sometimes “a waste of time”:

- (38) S4: *It's unusual and different from my other English classes in the past. We get to practise listening, scanning for words and see whether we know the words or not but sometimes it's like a waste of time because it's just only a game for fun.*

In Unit IV, T5 also departed from the textbook by doing a fill in the missing words pre-listening game (see Figure 4.20):

- (39) T5: *...วันนี้เราจะทำกิจกรรมเกี่ยวกับคนในครอบครัวนะคะ เป็น pair work อีกเช่นกัน หากจับคู่กับคนที่นั่งใกล้ๆกัน ก็ได้ค่ะ แล้วมาเอา worksheet ไป คนนึงได้ worksheet A อีกคนได้ worksheet B ไปคนละแผ่น {...today we will do a pre-listening game about people in the family. It's pair work so find a partner, it can be the person sitting next to you. Come and get a worksheet, one person gets worksheet A and the other gets worksheet B, one work sheet for each person.}*

Class: [Walk to the front of the class to get the worksheets]

- T5: *ให้คนนึงอ่านจดหมายฉบับนี้แล้วอีกฝ่ายเติมคำให้เต็ม แล้วอีกคนอ่านเพื่อให้อีกคนเติม ห้ามแอบดูกันนะคะ แล้วก็ไม่ต้องคุยกันนะคะ มีใครไม่มีคู่มั้ย คำสั่งคือ ไม่ {one of you has to read this letter to your partner and let them fill in all the missing words, and vice versa. Do not peek and talk. Is there anyone with no partner? The instruction is do not} talk to your partner and fill in the missing words ค่ะ ให้เติมคำที่หายไปโดยไม่ดู sheet ของเพื่อนนะคะ {Fill in the missing words without looking at your partner's sheet}*

Figure 4.20 Pre-listening Game (Worksheet A and Worksheet B)

EL 070: Unit 4: Reading Worksheet A

Talk to your partner and fill in the missing words

Dear Susan,

Thanks for your lovely letter and the nice picture of your _____. In this letter you can see a _____ of my family. There are five members in my family and I want to tell you about them.

My father, who is the head of the family, is a doctor. He works very _____ to pay the expenses for the house. Sometimes he goes to the _____ in the middle of the night to look after the patients. In this way he's not much different from _____. She looked after me when I was young and when I was sick. She's a patient housewife and she doesn't _____ about anything. She's very funny and has a lovely _____. Like father, she likes to travel.

My sister and brother are similar to _____. When I'm sad, they can make me happy again. We play and enjoy being together. _____ looks like her mother. She has long curly black hair with _____. She's kind of sociable and helpful. She's also talkative. On the other hand, my brother is rather _____. He doesn't like to meet people very much. He's quite _____ and wears glasses. My sister can sing songs very beautifully while my brother can paint and _____ very well. He's a really _____ person.

By the way, I have one pet. He's a _____. He is white and quite pretty. When I come home after school, he runs to greet me. He's intelligent and _____. I like to play with him.

My home is always happy. I love everybody in my family. Although my parents' _____ and opinions are very _____ in any discussion we take, we can talk about things together.

If you have time, please come and see me in Thailand.

With every best wish to you and your _____.

Your friend
Lek

EL070: Unit 4: Reading Worksheet B

Talk to your partner and fill in the missing words

Dear Susan,

Thanks for your lovely letter and the nice _____ of your family. In this letter you can see a photograph of my family. There are five _____ in my family and I want to tell you about them.

My father, who is the head of the family, is a _____. He works very hard to pay the expenses for the house. Sometimes he goes to the hospital in the middle of the night to look after the _____. In this way he's not much different from my mother. She looked after me when I was young and when I was sick. She's a patient _____ and she doesn't worry about anything. She's very _____ and has a lovely smile. Like father, she likes to _____.

My sister and brother are similar to my friends. When I'm sad, they can make me _____ again. We play and enjoy being together. My sister looks like her _____. She has long curly _____ with big blue eyes. She's kind of sociable and helpful. She's also _____. On the other hand, my brother is rather shy. He doesn't like to meet _____ very much. He's quite tall and wears _____. My sister can sing songs very beautifully while my brother can _____ and draw very well. He's a really artistic person.

By the way, I have one _____. He's a poodle. He is white and quite pretty. When I come home after school, he runs to greet me. He's _____ and alert. I like to play with him.

My home is always happy. I love everybody in my family. Although my parents' advice and _____ are very important in any discussions we take, we can _____ about things together.

If you have time, please come and see me in _____.

With every best wish to you and your family.

Your friend
Lek

T5 said the purpose of the game is to give students listening, reading, and writing practice and create interaction between the students:

- (40) T5: *... This pre-listening game covers listening, reading, and writing—the students get to read, talk to their partners, and write down the words. Everyone gets to do the work. The design of this activity is for everyone to have interactions with other people. If we let them read on their own, they might be inattentive and might not understand the things they read, but working in pairs, they can share information and check their understanding with each other. When one student doesn't understand, he or she might ask their partners for help, for example, asking for the spelling of the word 'hospital' and its meaning.*

T5's students had differing opinions on the fill in the missing words pre-listening game their teacher employed in class. For instance, S5 and S6 liked the game and said they get to practise reading, listening, pronouncing and writing the vocabulary. However, S4 again said the game was “a waste of time”:

- (41) S4: *The game didn't help at all because some students just copied the answers straight from the textbook. My friend and I didn't even read, we just gave each other the correct answers from the textbook.*

T5 also did dictation with the adjectives in Unit IV Warm Up number three (see Figure 4.21):

- (42) T5: Okay, now close your book please. ปิดหนังสือค่ะ {close your book}
Everybody close your book. Dictation หีบกระดาษมาด้วยค่ะ เร็วกระดาษอะไรก็ได้ไม่ต้องส่งค่ะ {find a piece of paper, quick. It can be any kind of paper, you don't need to hand this in} ready?
- Ss: Yes.
- T5: คำที่หนึ่งคือ {the first word is} fat, fat คำแปลไม่ต้องตัวสะกดอย่างเดียวนะ {don't have to write the definitions, write down only the words} thin, thin, charming, polite, smart, smart, tall, tall, short, short, friendly, friendly, boring, boring, talkative, talkative young, young, beautiful, beautiful, handsome, handsome, intelligent, intelligent, untidy, untidy, healthy, healthy, nice, nice, good-looking, good-looking, and the last one cheerful, cheerful เอาเปิดหนังสือได้แล้ว check จากหน้า 56 ค่ะ ใครเขียนถูกก็คำใครเขียนได้มากที่สุด check เร็ว ให้คะแนนตัวเองดูตัวสะกดใคร ได้เกิน 16 คำคะ {Now, open your textbook and check the words on page 56. How many words did you get it right? Who got the most? Quick, check the spelling and give yourselves points, check the spelling. Who got more than 16 words?} เท่าไหร่คะ {How many words? [To S1]
- S1: 17
- T5: ทางนี้เท่าไหร่ {and this side, how many?} [To S2]
- S2: 17

- T5: มีใครได้มากกว่า 17 มั้ย {Anyone got more than 17?}
 S3: 18
 T5: มีใครได้มากกว่า 18 มั้ย มีมั้ยใคร ใครได้มากกว่า 18 ... {Anyone got more than 18? Anyone got more than 18?...} ไม่มีนะค่ะ เดียร์เป็น the winner ค่ะ {No one? No, so Deer [S3's nickname] is the winner!} [Everyone applauds]

Figure 4.21 Unit IV Warm Up (number 3)

3. Choose a person in your family and underline the adjectives that you think describes him or her:			
fat	tall	young	healthy
thin	short	beautiful	middle-aged
charming	friendly	handsome	nice
polite	boring	intelligent	good-looking
smart	talkative	untidy	cheerful

T5 said the purpose of the game was to give students spelling practice:

- (43) T5: *The tasks of the listening exercises in this unit require the students to write down the answers. It's true that the students hear the words and know the answers but they might not be able to write them down. Therefore, they need to know roughly the spelling of these words. When they hear the words, they would then be able to write them down.*

T5's students felt that the dictation game was fun and they got to test their spelling skills and see how good they were at spelling. For example:

- (44) S6: *It's fun and it's like testing our vocabulary knowledge. We get to know whether we know how to write these words or not.*

The board of directors expressed their views about the way they think listening on the course should be taught. In the case of dictations, D1 agreed that dictations are “good pre-listening activities” and the students can brush up on their vocabulary and spelling knowledge. However, he was a little concerned about the teachers’ pronunciation being different from native speakers’:

- (45) D1: *... When teachers dictate with their normal pronunciation, students would then understand every word because it's not authentic. Therefore, it's very important for teachers to pronounce the words with the correct stress. Word stress is more important than accent so it has to be very accurate.*

Moreover, in the pre-listening stage, all members of the board of directors felt that it is important for teachers to talk about the purposes of the listening, give general ideas and/or information about the listening to familiarise the students with the listening and help them retrieve the relevant background knowledge. D2 mentioned that she would not only use what is already there in the textbook because it is “too dry,” she would also use other pre-listening materials related to the listening such as videos, pictures, flash cards, and games. She believed that it is important for teachers to do so and she would definitely use pre-listening activities, especially when the topic of the listening is unfamiliar to the students or when she thought the students would lack relevant background knowledge. For instance, as the topic of the listening in Unit III is about safety instructions on a plane, which D2 believed would be an unfamiliar topic for the EL070 students, she would use a pre-listening video:

- (46) D2: *I would borrow a video from EL201 English for Airlines and use it with EL070. As most of the students are from out of Bangkok, I believe that they've never been on a plane before, so first, I would let them watch the video and then I would lead a discussion on the topic to pull out the students' schema. I believe that it is important to give them something, so the students can then build their schema upon it.*

Before doing the textbook listening comprehension exercises, D2 said she would also check the students' comprehension of the topic with her own pre-listening comprehension questions to see whether the students are ready for the textbook:

- (47) D2: *... I would start off with my own comprehension questions on the things I bring to class such as videos before doing the actual listening comprehension exercises in the textbook. I would make up my own questions with 'a' and 'b' choices and see how well the students do on my pre-listening questions. If there are signs telling me that the students are still unclear, I would add another example for them to practise before I move on to this second listening exercise in the textbook [points to Unit III Listening Exercise II on page 41].*

In addition, D2 mentioned that it is important to pre-teach students the difficult vocabulary by eliciting answers/information instead of providing them with the L1 equivalent of the target vocabulary. For instance, in Unit IV, she would bring some pictures that show people's different appearances to class, elicit the vocabulary from the students, and write the words on the board as she believed that the students would then get the correct picture or image in their heads:

(48) D2: *... in teaching the word 'braid', I'd say, "Notice her hair, what's so special about her hair in Thai", these students may not be able to produce anything in English. I would not tell the students everything but I would elicit the answers from them instead.*

4.1.2 Post-listening

On the basis of the transcripts of the observed classes and the informants' interviews, five different pedagogical approaches from the two listening lessons were identified. Each of these is discussed below.

(1) Peer consultation

In Unit III, T2 and T5 asked the students to check and compare their answers with people sitting next to them after listening and completing the exercises:

(49) T2: Which one did you choose, (a) or (b)? So, let's compare your answers with your friend's sitting next to you, same or different answer. ดูซิเพื่อนเราข้างๆ ตอบเหมือนกันมั๊ย {See if your friends sitting next to you have the same answers or not.} The first one, practice 1, exercise 1 เพื่อนได้ยินอะไรได้ยินเหมือนกันมั๊ย {What did your friends hear? Are your answers the same?} same or different answers? ลองดูซิใครมีไม่มึ {Let's see who has the same or different answers?}

They believed that doing peer consultation would allow the students to learn and see the differences in their listening abilities:

(50) T5: *... so they can see the differences in their listening abilities and compare amongst themselves. Moreover, they would not be shy of checking and comparing their answers with their friends which they might be when checking with their teachers.*

(2) **Whole class checking**

All of the teachers did whole class checking of their answers to the listening exercises item by item:

- (51) T1: ... Which words did you hear, 'instruction card', yes or no?
 Class: Yes
 T1: Yes, okay and 'safety card'?
 Class: No
 T1: Yes or no?
 Class: No
 T1: Yes or no?
 Class: No
 T1: ได้ยินมีคอะ safety card ได้ยินมีอ เอออย่างนี้อันไหนที่ได้ยินบอกมาเลยแล้วกัน อันไหนที่ได้ยินอีกอะ {Did you hear the word, 'safety card' yes or no? Now this time, just call out the words you hear}
 Class: Seat belt
 T1: Seat belt, what else?
 Class: Smoke
 T1: Smoke

The whole class checking was the teachers' preferred method because they anticipated that Thai students would not wish to be called on one by one to give answers because they are shy and afraid of making mistakes:

- (52) T3: *Thai students have no confidence in themselves and they are very shy to volunteer to give out answers, even a short one. So when we allowed them to give answers together as a class, they were more confident and less shy.*

All of the students were very happy that their teachers did whole class checking instead of calling students individually to give out answers because they were too shy to volunteer answers and were afraid of making mistakes in front of their classmates:

- (53) S15: *No one wants to be called and neither do I because I got most of the answers wrong ((laughs)). It's better like this; I think it's OK to do it as a class.*

(3) Supplying techniques to memorise vocabulary

T4 supplied students with a technique to memorise vocabulary involving making a link between the sound/meaning of a word in the L2 and the L1, or vice versa. In Unit III, she suggested that this technique would help students memorise the word ‘prohibit’. She drew students’ attention to the similarity in sound and meaning of ‘bit’, the last syllable of ‘prohibit’, and the sound and meaning of an L1 word, ปิด /pit/ (close, not permitted, not allowed, forbid):

- (54) T4: ... มีคำว่า {there’s this word,} 'prohibited' [T4 writes the word, ‘prohibited’ on the board] แปลว่าอะไรใครทราบบ้าง แปลว่าห้าม คำนี้เวลาจำคือ prohibit, bit กับปิด มันคล้ายๆกันใช่ไหม ปิดก็คือไม่ให้แล้วห้ามแล้ว ... {Does anyone know the meaning of this word? It means to forbid/not permitted/not allowed. To memorise this word, ‘prohibit’, the sound of ‘bit’ and ‘ปิด’ /pit/ (close) are similar, right? And close means not permitted/not allowed} เขาใช้คำว่า prohibited {They use the word, prohibited.}

T4 said the word ‘prohibit’ was an important word in the listening and believed that most students did not know the meaning of it:

- (55) T4: ... *it’s just a simple technique I like to use it myself. It’s the technique of memorising words by its sound. I think this technique can help the students who don’t like to memorise words.*

T4’s students were greatly in favour of the technique to memorise vocabulary. They said the technique was “good” and helped them “remember the vocabulary a lot easier”.

(4) Advising students to practise listening repeatedly

At the end of both listening lessons, T5 advised the students to practise listening repeatedly as she believed that it is the only way for them to become proficient. For example, at the end of Unit III, she advised the students to “repeat, repeat and repeat” listening to the CDs given in order to “soak up” listening as listening twice in the classroom was not enough.

(5) Checking and/or supplying spelling of vocabulary related with listening exercises

T3, T4, and T5 checked and/or supplied the correct spelling of vocabulary associated with the listening activities after listening. For instance, in Unit IV, T3 supplied the spelling of the words: thin, moustache, and curly for the students in extract (56) because she believed that the students “have a very low proficiency level and were not able to spell the words themselves”. T5 checked the spelling of the easy words: mother, sister, father, and aunt in extract (57) to “build the students’ confidence and make them proud that they were able to spell such words”:

(56) T3: ... He has a moustache. Moustache คือหนวด เห็นรูปมีขี้คะ {is ‘moustache’, see the picture?} Moustache สะกด {spells} M-O-U-S-T-A-C-H-E ...

...

Tape: <Is she fat? No, she is rather thin.>

Ss: thin.

T3: อีกอันก็คือ {another one is} thin, T-H-I-N, thin ผอม {thin} ...

...

Tape: [Replays conversation 5]

T3: She has...?

Ss: Curly hair.

T3: She has curly hair, C-U-R-L-Y, curly hair

(57) T5: Mother ใหนลองสะกดคำว่า mother ขี้คะ {let’s spell the word, ‘mother’}

Ss: M-O-T-H-E-R

T5: เขียนไปข้างล่างตรง relationship เลขคะ ข้อ 3 คะ {write the words below the ‘relationship’ column, and number 3?}

Ss: E, sister

T5: How do you spell, sister?

Ss: S-I-S-T-E-R

T5: And number 4?

Ss: A, father.

T5: How do you spell, father?

Ss: F-A-T-H-E-R

T5: And the last one, number 5?

Ss: B

T5: B, who is she?

Ss: Aunt

T5: How do you spell, aunt?

Ss: A-U-N-T

T5: ถูกมีขี้คะ ถูกนะคะ {correct, right? Correct, OK} perfect, excellent เก่งมากคะ ฟังอีกรอบ {Well done, let’s listen again}

4.1.3 Throughout the lesson

On the basis of the observation data and the informants' accounts, two different pedagogical approaches from the two listening lessons were identified. Each of these is discussed below.

(1) Using L1

The reader will have noticed the prevalence of L1 use in the observation extracts reproduced in the analysis thus far. This was due to the fact that four of the teachers used L1 as the predominant medium of instruction. They believed that L1 was the appropriate medium of instruction to be used in the remedial course because of the students' low proficiency level of English. Contrary to the other teachers' belief, T2 believed that it is the teacher's job to give students opportunities to meet and use the L2, English, therefore, it is very important to maximise the use of L2 in the classroom. Nevertheless, T2 still made use of the L1 in class. On the basis of the observation data, five different ways T2 used the L1 were identified. Each of these is discussed below.

(a) Repeating and/or explaining instructions/questions in L1

T2 used L1 to repeat and/or explain instructions/questions to make sure that all of the students "clearly understood the instructions/questions and what they had to do" so they "can be prepared". For instance, in Unit III Warm Up number three (see Figure 4.22 below), T2 repeated her instructions in L1 after she read out the instructions directly from the textbook:

- (58) T2: Number 3, think of two more things that you can do or can't do on the plane. ลองคิด
 อีกสองอย่างที่ ทำไม่ได้ นอกจากที่กล่าวมาแล้ว {Try to think of two more things that you can't
 do on the plane, other than what we have discussed.}

Figure 4.22 Unit III Warm Up (number 3)

<p>3. Think of two more things that you can or can't do on the plane.</p> <hr/> <hr/>

(b) Checking comprehension

Due to the fact that EL070 students have a low proficiency level and the greatest difficulties in expressing themselves in English, T2 felt that the L1 was needed in order to check the students' comprehension. As a result, L1 was used to check the students' comprehension in three different ways: (1) accepting answers to vocabulary comprehension checks in L1; (2) explicitly asking students for L1 equivalent of the target vocabulary; and (3) explicitly allowing students to provide answers in L1. Each of these different uses of L1 is discussed below.

(i) Accepting answers to vocabulary comprehension checks in L1

T2 accepted students' answers to comprehension checks of vocabulary associated with the listenings in L1. For instance, in explaining the four objectives of Unit III, T2 wanted to check the students' comprehension of a word and accepted responses in L1, as in extract (59). Similarly, when the students were reading the words or phrases to identify in Listening Exercise I aloud, she checked their comprehension by accepting L1 responses in extract (60). And again when she was eliciting the answer for the second item of Listening Exercise II, T2 accepted an answer in L1 as evidence of comprehension, in extract (61):

- (59) T2: Unit III, right? Unit III on p.40, first we will look at the objectives. There are four objectives in this unit. The first one we will read a passage about safety instructions. What is ‘safety’, ‘safety’?
 Ss: ความปลอดภัย {safety}
 T2: ความปลอดภัย {safety}
- (60) Class: ‘Headphones’
 T2: Do you know ‘headphones’?
 Class: หูฟัง {headphones}
 T2: Okay, and then?
- (61) T2: ‘Banned’, what does it mean?
 S1: ห้าม {banned}
 T2: ห้าม {banned}

Similarly in the supplementary comprehension questions set by the teacher in Unit IV, T2 checked the students’ comprehension of one of the questions by accepting an L1 equivalent as evidence that the class understood the question as in extract (62):

- (62) T2: And I ask you three more questions: (1) How tall is the brother? You can see that brother is tall, how tall is he? (2) How old is her younger sister? (3) What does Aunt Martha do? Understand? What does Aunt Martha do?
 Ss: ทำอะไร {What does she do?}
 T2: ทำอะไร {What does she do?}, okay and then we will check the answers together.

(ii) Explicitly asking students for L1 equivalent of the target vocabulary

In vocabulary comprehension checks, T2 explicitly asked the students for L1 equivalents of the target vocabulary in the lessons. For instance, in the pre- and post-listening of Unit III Listening Exercises I and II, T2 checked the students’ comprehension of the vocabulary by explicitly asking them for the L1 equivalent of the target vocabulary as in extracts (63) and (64). Also in Unit IV Warm Up number four, T2 asked a comprehension question in English and then explicitly asked the students to provide her with an L1 equivalent of the target word as in extract (65):

- (63) T2: 'Seat pocket' and then 'seat' 'seat belt', you can see the picture in number 1, right? 'Seat belt', what is it in Thai?
 Ss: [Inaudible]
 T2: เข็มขัดนิรภัย {Seat belt} Okay and then?
- (64) T2: 'You are not allowed', what does it mean in Thai? 'You are not allowed' ...ไม่..
 อนุญาต..ให้สูบบุหรี่ {you are not allowed to smoke}, right?
- (65) T2: Column 2, 'tall' or 'short', 'friendly', what is it in Thai, 'friendly'?
 Ss: เป็นมิตร {friendly}
 T2: Okay. 'boring'?
 Ss: น่าเบื่อ {boring}

(iii) Explicitly allowing students to provide answers to comprehension questions in L1

Despite the fact that T2 mainly used English as the medium of instruction, she allowed the students to provide answers to her comprehension questions in L1 by explicitly telling the students they could answer in Thai. For example, in eliciting answers from the students item by item for Unit III Warm Up number two, she explicitly allowed the students to provide answers in L1 and continued the conversation with the students in L1:

- (66) T2: Play a CD, what do you think?
 Ss: Yes
 T2: Yes and listen to the radio?
 Ss: No
 T2: No, why not? มีคนบอกว่าไม่เพราะอะไร {Someone said 'no', why?}
 S1: Um...
 T2: เพราะอะไร {why?}
 S1: Um...
 T2: ตอบเป็นภาษาไทยก็ได้ {you can answer in Thai.}
 S1: วิทยุกับโทรศัพท์เหมือนกันหรือเปล่าแต่เขาบอกว่าห้ามโทรศัพท์เพราะว่าวิทยุอาจทำให้เครื่องบินตกได้ {It will interfere with the signals. I don't know whether cellular phones and radios are similar or not but it is said that cellular phones can't be used on the plane because planes might crash.}
 S2: บนเครื่องบินมีเพลงให้ฟัง {on the plane you can listen to music.}
 T2: [To S2] หนูเคยไปหรือเปล่า {Have you been on a plane?}
 S2: ไม่เคย {No}
 T2: ไม่เคย แต่คิดว่า อ้อก็มีสองเสียงนะ ทางนี้บอกว่าจะต้องใช้สัญญาณ บนเครื่องบินมีเพลงให้ฟังแต่ไม่ต้องใช้สัญญาณอะไร เป็นพวกซีดีอะไรทำนองนี้ไม่ต้องใช้สัญญาณ {No, but that's what you think. Okay. There are two answers; one said radio signal is needed. On the plane we can listen to music, for example, from the CDs because radio signals are not needed.}

- S1: ครับเป็นซิติ ไม่มีสัญญาณข้างบนคงไม่มีสัญญาณ {Yes, radio signals are not required for CDs. I don't think there are any radio signals that high in the air.}
- T2: [To S1] ไม่มีซิมี่ แต่เราก็เปิดเพลงฟังได้ซิมี่ โอเค {No, right? But we still can listen to music, right? Okay.}

(c) Providing students with the L1 equivalent of the vocabulary

T2 checked the students' comprehension of the vocabulary and immediately provided the L1 equivalent of the vocabulary featuring in the listening and the listening tasks, as she said that some vocabulary was “too difficult for the students to understand in the target language” and “their comprehension of the vocabulary in L1 is necessary”. For instance, when the students were reading the vocabulary in Unit III Listening Exercise I aloud, T2 checked the students' comprehension of ‘instruction card’ and immediately provided the L1 equivalent herself as in extract (67). In addition, in Unit IV Warm Up number three, T2 checked the students' comprehension of the adjectives given and immediately provided the L1 equivalent of the adjectives herself as in extract (68):

- (67) T2: ‘Instruction card’ คืออะไรคะ {what is it?} card คือใบ หรือแผ่นที่พูดถึงคำแนะนำ {It's a card with printed information that tells you what to do.} ‘Safety card’ ก็คล้ายๆ กัน แต่ได้ยินคำไหน จะเป็นคู่เลย ต่อไปอะไรคะ {Safety card and instruction card are similar but which one will you hear. They are in pairs. What's the next word?}
- (68) T2: Column 3, ‘young’, ‘beautiful’, and ‘handsome’, ‘intelligent’, ‘untidy’. What does it mean, ‘untidy’? ‘un’ means ‘not’, ‘un’ means ‘not’ ไม่เรียบร้อย {untidy}.

It is evident that all of T2's students were very happy that their teacher used the L1 in the many different ways discussed earlier. They felt that it is essential for the L1 to be used in class to help them understand the vocabulary and to comprehend the listenings. Nevertheless, one of the students said she did not want the teacher to over-translate the vocabulary into L1; this would discourage the students from attempting to deduce or work together to try to understand the difficult vocabulary. Similarly, D1 and D2 disagreed with the approach in asking and/or providing students

with the L1 equivalent of the target vocabulary. They said employing such an approach was too easy and guided students too much. For instance, D1 said teachers should promote students' thinking process:

(69) D1: *... Learning the language is not just learning the skills but we [teachers] should promote thinking as well. Learners should be able to think, use the psycholinguistic guessing game, have the right background knowledge, and have the competence and the knowledge of the vocabulary.*

And D2 believed that providing students with an L1 equivalent for every word would not promote students' listening comprehension:

(70) D2: *... Students would not be able to understand on their own when their teachers are not there to translate the words for them. We have to teach them how to depend on themselves as much as possible. We can allow them to ask only when it's really beyond their abilities, however, not through translating. For example, the word, 'seat belt', I would not straight away give the students the L1 equivalent but I would ask them simple questions with easy vocabulary, 'What do you wear when you are seated in the car for your safety? What is it in Thai?' and when I get the answer, I would write the word, seat belt, on the board and have the students repeat the words after me. This is the way I would teach these low level students instead of translating every word. I would also let them guess the meaning of the words or if they can't guess, I would let them tolerate ambiguity instead of providing them with the L1 because it would be too easy and not creative. Teachers are facilitators. This is not just an ideal but it's the fact and how I really teach listening. Grammar translation is not my style, it's old, I don't like it and I would not recommend anyone to use it because it's listening comprehension.*

(2) Echoing students' answers

It is evident that all of the teachers echoed the students' answers throughout their lessons as they believed that doing so would help the students to (i) memorise the vocabulary; (ii) produce the correct pronunciation of the vocabulary; (iii) hear the answers twice and have a better chance of keeping up with their classmates, i.e. deliberately slowing the pace of the lesson down; (iv) hear the answers given by their classmates properly as the classes were quite large and students always speak

in a very soft voice; and (v) enable students to write down the correct answers which they would not otherwise hear. For example:

- (71) T3: ได้คำไหนบ้างคะ {which words?}
 Ss: Instruction card
 T3: Instruction card มีคำไหนอีกคะ {what else?}
 Ss: Seat belt
 T3: Seat belt
 Ss: Smoke
 T3: Smoke
 Ss: Electronic equipment
 T3: คำไหนคะ {sorry?}
 Ss: Electronic equipment
 T3: Okay, electronic equipment แล้วยัง {and?}
 Ss: Newspaper
 T3: Newspaper แล้วยัง {and?}
 Ss: Headphones
 T3: Headphones แล้วยัง {and?}
 Ss: International flights
 T3: International flights มีอะไรอีกคะ {what else?}
 Ss: Domestic flights
 T3: Domestic flights มีอะไรอีกมั้ย {anything else?}
 Ss: Meal and drink
 T3: Meal and drink นะคะ โอโฮเก่งจังเลย {very good}
- (72) T4: คู่แรก tick คำไหนคะ {which words did you tick for the first pair?}
 Ss: 'Instruction card'
 T4: 'Instruction card' นะคะ คู่ที่ 2 {okay, and the second pair?}
 Ss: 'Seat belt'
 T4: 'Seat belt'
 Ss: 'Electronic equipment'
 T4: 'Electronic equipment' okay.
 Ss: 'Newspaper'
 T4: 'Newspaper'
 Ss: 'Headphones'
 T4: 'Headphones' คู่ต่อมา {and the next pair?}

The students felt that teachers' echoing of students' answers helped them learn the correct pronunciation of difficult vocabulary, hear the answers given by their classmates properly and write them down correctly. For example:

- (73) S15: *It's so hard to hear what people say when they don't speak up. And sometimes I wasn't sure whether my friends were giving the correct answers or not so I always waited for our teacher to repeat and confirm it.*

4.1.4 Discussion

This section presents the discussion of the teachers' pedagogical approaches compared with their rationale for using these approaches and the relevant parties' attitudes towards the teaching and learning of listening. The section begins with a discussion of the pedagogical approaches employed by the teachers in the pre-listening and the post-listening stages of the lessons. It ends with a discussion in relation to the use of L1 and the echoing of the students' responses in EL070 listening lessons.

In the pre-listening stage, all members of the board of directors emphasised the importance of providing students with the purposes of and the general information about the listening activities in order to familiarise and prepare them for the activities. In line with the board of directors' opinion, T1, T2, and T5 felt that it is important for teachers to prepare and familiarise the students before doing any listening activities. All of the teachers used the textbook warm up activities as pre-listening activities. They rigidly followed all or some of the pre-listening activities presented in the textbook. It is noted that some students preferred that their teachers follow the textbook and cover all of the warm up activities as presented (see (2) of section 4.1.1). According to Field (2002), discussing the topic of the listening text is one of the pre-listening activities commonly used. However, an extended period of time devoted for pre-listening activities is discouraged as it will shorten the actual listening period. Also an extended discussion of the topic can lessen the students' need to listening to the recording for the answers. In a short period of time, 5 minutes, two simple aims set for the pre-listening period can be achieved—"to provide sufficient context to match what would be available in real life and to create motivation (perhaps by asking learners to speculate on what they will hear)" (Field, *ibid.*, p. 243).

Not only did T5 used the textbook warm up activities in the pre-listening period, she used games such as a word search and a filling in the missing words task as well (see (iii) of section (12)).

However, one of T5's students reacted negatively to these activities. She argued that T5's pre-listening games were counterproductive and not worth the time (see extracts (38) and (41)). Dictation was another pre-listening activity T5 used in her listening lesson with the purpose of providing students with spelling practice. T5's students and one member of the board of directors are seen to favour dictations. Many scholars have recommended dictation as one of the techniques for improving listening comprehension (Byrne, 1976; Celce-Murcia, 1996; Davis, 1995; Rost, 1991; Ur, 1984). Dictation is also one of the three main kinds of reproduction exercises used in the classroom (Ur, 1984). It can be used to "check accurate perception and comprehension as well as spelling" (p. 129). According to Field's (1998, 2008) diagnostic approach to L2 listening (see 2.5.2 for the review of the approach), dictation can be used as a remedial exercise to provide practice for the students once a process problem of decoding, relating to a gap in the student's listening competence, has been identified. This can all be done during the post-listening stage where teachers can tackle problems that may have arisen during the listening stage. The use of frequent dictation has been empirically proven by Kiany and Shiramiry (2002) to have a significant effect on the learners' listening comprehension ability (see 2.8.1 for the review of the study). The findings of Kiany and Shiramiry's study have assured teachers of the advantages in the use of dictation in listening lessons. However, T5 has not tried the kind of dictation used in Kiany and Shiramiry's study. In line with D1's concern about the downside of giving students dictation through the Thai teachers' pronunciation as in extract (45), the use of recordings of native speakers of English in dictation is recommended by Kenworthy (1987).

Personalising was one of the three listening comprehension strategies employed by the teachers. It was the method used by four teachers to facilitate the students' comprehension of the listening through the retrieval of their relevant background knowledge (see (3) of section 4.1.1). Personalising or *personal elaboration* is one of the cognitive strategies in Vandergrift's (1997)

taxonomy of listening comprehension strategies. Personal elaboration is defined as “referring to prior experience personally” (p. 393). According to O’Malley and Chamot’s (1990) classification of listening comprehension strategies, personal elaboration is defined as “making judgments about or reacting personally to the material presented” (p. 138). It is one of the cognitive strategies used by learners at all levels described as “cognitively active strategies” (p. 127). Students make use of real world knowledge or facts, experiences, and impressions concerning a topic to elaborate on new information and give it a greater meaning that will assist in comprehension. This personalising method taken by the teachers is in line with Flowerdew and Miller’s (2005) illustration of how to implement listening comprehension strategies into the classroom. Before a listening task, teachers can “as[k] learners to talk about any experiences they have had that relate to the topic” (p. 76).

Pedagogical approaches teachers employed concerning the listening exercise instructions are (1) reading out instructions; and (2) paraphrasing, explaining, and/or exemplifying instructions. In the belief that students do not see the importance of reading the instructions, teachers performed the students’ role and took the responsibility for the reading of instructions as in extracts (9) and (10). Moreover, one of the teachers extended her approach beyond the reading out of instructions to ensure that every student fully understood what they were required to do by paraphrasing, explaining, and/or exemplifying the instructions of the listening tasks (see extract (12)).

Two teachers, T2 and T5, prepared their students for the listening exercises by asking them to read or study the words, phrases, or choices in the exercises prior listening to the recordings (see (6) of section 4.1.1). In this approach, the students were directed to use one of the metacognitive strategies, *advanced organization strategy*, which is “clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it” (Vandergrift, 1997, p. 392).

As every teacher had the same belief that knowing the meaning of the vocabulary will promote (1) listening comprehension; and (2) the ability to reuse the vocabulary in other parts of the

textbook, a pedagogical approach that they employed was the checking and/or supplying of vocabulary (see (7) of section 4.1.1). This pedagogical approach received favourable comments from almost every student except from two students, S1 and S10. S1 preferred to look up difficult words in the dictionary and S10 preferred to try to figure out the meanings himself rather than being supplied with the meaning of all the unknown vocabulary. However, the belief that knowing the pronunciation of the vocabulary will promote listening comprehension was not mentioned by the participants. According to Field (2002, 2008), the pre-teaching of vocabulary during the pre-listening stage is not an approach currently favoured. Learners are expected to learn how to cope with the unknown words and to work out the meaning of the words themselves as they would do in real life. However, no more than five of the *critical words* are allowed to be taught before listening to the recordings. Critical words are those “indispensable key words without which any understanding of the text would be impossible” (Field, 2002, p. 243). From the classroom observation data, it is evident that all of the teachers pre-taught far more than five unknown words. Therefore, EL070 teachers should not supply students with the meaning of all the unknown words but allow the students to learn to tolerate listening to recordings featuring some unknown words. The students may learn to guess the meaning of the unknown words with the help of the known words in the utterance—using the *linguistic inferencing strategy* (cf. Vandergrift, 1997).

Asking students to predict answers for the listening tasks was another method used in class (see (10) of section 4.1.1). In order to stimulate the students to think, T1 asked her students to make predictions about the possible answers for a listening exercise. T1 received positive feedback for her method of instruction from her students as in extract (27). Support for the use of this prediction strategy can also be found in the literature: as Sheerin (1987, p. 127) argues, “[t]he ability to predict and to interpret by analogy are important comprehension skills and ones which the foreign learner

needs to be able to employ". According to Sheerin (1987), learners should be encouraged to make predictions and activate relevant mental schemata before listening for two important reasons:

First, if the listening material comes in the form of a video-tape or—even more difficult—an audio-tape, the listener's task is so much more complex than it would be in a face-to-face interaction that we need to supply as many contextual clues as we can in order to compensate for this artificially difficult listening situation. Second, there may well be some culture-specific features of the context, or of the speaker's assumptions, which could mean that a lack of cultural knowledge in the learner could provide a barrier to comprehension (p. 127).

Some comprehension questions were added by one of the teachers, T2, to direct her students' attention in one of the listening exercises (see (i) of section (12)). In this approach, T2 was encouraging her students to use one of the metacognitive strategies—*selective attention*—to pay attention to details in the listening task (cf. Vandergrift, 1997). T2's students were in favour of the approach and gave positive comments as shown in extract (31).

In the post-listening stage, checking answers was the method used by all of the teachers (see (1) and (2) of sections 4.1.2). In checking answers, peer consultation and whole class checking were used. T2 and T5 believed that asking the students to check and compare their answers with their friends would help them overcome their shyness and allow them to learn from each other's mistakes before sharing their answers with the class (see extract (50)). In addition, all of the teachers allowed the students to supply answers to the listening exercises together as a class due to their belief that the students were reluctant to answer individually (see extract (51)). As anticipated, the students did not wish to be called individually and were satisfied with the teachers' whole class checking method as shown in extract (53). The teachers' approach is in line with Field's suggestions (2008) about a way to overcome learners' reluctance in giving out answers due to their lack of confidence—to allow learners to compare answers in pairs before delivering them to the class. However, it is clearly seen

that the approaches the teachers employed in this stage focuses the attention upon the *product* of the listening in the form of answers to questions or responses in a task, and fails to provide insights into the *process* by which the product is derived.

In (3) of section 4.1.2, one of the teachers, T4, supplied her students with a vocabulary learning strategy to help the students memorise and retain lexical items—the use of the keyword method. The keyword method, a well-known memory strategy, was initially developed by Atkinson (1975). According to Nation (2001), “[t]he keyword technique is primarily a way of making a strong link between the form of an unknown word and its meaning” (p. 311). Several studies have been conducted using the keyword method to examine its effectiveness on learners’ L2 word retention (e.g., Atkinson & Raugh, 1975; Avila & Sadoski, 1996; Brown & Perry, 1991; Kaminska, 2000; Kasper, 1993; Pressley, Levin, & Delaney, 1982; Pressley, Levin, Hall, Miller, & Berry, 1980; Pressley, Levin, & Miller, 1981; Rodríguez & Sadoski, 2000). The findings from these studies revealed that the keyword method has a positive effect on learners’ word retention and recall. However, the keyword method used by T4 in helping her students memorise the word ‘prohibit’ as in extract (54) was slightly different from the keyword method used in the studies listed above. The keyword method as defined by Kasper (1993) is:

... a two-stage process which uses an interactive imagery mnemonic to facilitate the learning of the foreign language-native language paired associates. In the first stage, the student associates the spoken foreign word with the keyword. The keyword is an English word that sounds like some part of the foreign word, so this stage establishes an acoustic link between the two words. In the second stage, the student forms a mental image of the keyword interacting with the English translation referent, thereby establishing an imagery link between the two words. So, for the Spanish-English pair, “pato-duck”, the acoustic keyword link is “pot” and the imagery link is “a duck sitting in a pot” (pp. 244-245).

The second stage of the process where students form a mental image of the keyword or create an imagery link was absent from T4's keyword technique used in class. Nevertheless, T4's students were in favour of the technique and reported benefiting from it in terms of facilitation in L2 word retention and recall.

At the end of the listening lessons, T5 advised her students to repeatedly practise listening in order to become proficient listener (see (4) of section 4.1.2). According to Field (1998, 2000), the issue of process in listening is very important for second language listeners and must be taken into account. However, teachers should be aware that giving learners who have difficulties in identifying words in connected speech more listening practice without diagnosing the incorrect answers and determining where understanding broke down is simply multiplying the learners' feeling of failure (Field, 2000).

In conclusion, the lesson format used by the EL070 teachers is similar to the lesson format used in the early days of the 1950s in that the focus was on the pre-listening stage. However, current researchers recommend that the original format of a listening lesson be modified; that a good listening lesson has a briefer pre-listening stage and an extended post-listening stage.

The findings in relation to the use of L1 in EL070 listening lessons revealed that the teachers possessed two contrasting perspectives on the appropriate medium of instruction for the course. The L2, English, was not the main medium of instruction in the course for four of the five teacher informants. The neglect of English was due to the teachers' lack of faith in the students' ability to understand the lessons they had been taught in the L2. Therefore, four of the teachers chose the students' L1, Thai, as the language used for the teaching of listening. T2 was the only teacher who believed differently and used English as the medium of instruction. Nevertheless, not even T2 depended exclusively on English: L1 was also used in T2's classes with the purpose to facilitate learning. T2 used L1 in her listening lessons in five different ways: (1) repeating and/or explaining

instructions/questions in L1; (2) accepting answers to vocabulary comprehension checks in L1; (3) explicitly asking students for L1 equivalent of the target vocabulary; (4) explicitly allowing students to provide answers in L1; and (5) providing students with L1 equivalent of the vocabulary (see (11) of section 4.1.3).

There have been many theoretical arguments both for and against the use of L1 in the L2 classroom (see section 2.6). A proponent of the monolingual approach, Krashen (1985) has argued that people learning foreign languages follow basically the same route as they take to acquire their mother tongue, hence the use of the L1 in the learning process should be minimized. However, in recent years, focus has been shifting towards inclusion of the L1 in the language classroom. The occasional use of the L1 by both students and teachers increases both comprehension and learning of the L2 (Tang, 2002). Nonetheless, no literature recommending the use of the L1 as the medium of instruction in L2 education has been found. Therefore, the fact that four out of five of the EL070 teachers observed used the L1 as the predominant medium of instruction in their listening lessons is out of step with the current consensus on the use of L1 and L2.

From the above-mentioned use of L1 in T2's listening lessons, it can be concluded that the L1 was utilised mainly in three aspects of instruction: (1) to explain instructions/questions; (2) to explain complex concepts; and (3) to translate vocabulary. According to the literature on the use of the L1 in L2 education reviewed in section 2.6 of the literature review chapter, T2's pedagogical approach was considered acceptable, being in line with the researchers' suggestions reviewed. Despite the fact that Atkinson (1987, p. 247) tried to argue that "although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present consistently undervalued", he and the other researchers (e.g., Burden, 2000; Polio, 1994; Turnbull, 2001) have warned against the over-use of the L1. The excessive use of the L1 may result in all or some of the following problems:

1. The teacher and/or the students begin to feel that they have not ‘really’ understood any item of language until it has been translated.
2. The teacher and/or the students fail to observe distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.
4. Students fail to realize that during many activities in the classroom it is crucial that they use only English (Atkinson, 1987, p. 246).

The EL070 students valued the teachers’ use of the L1 because it helped them understand the vocabulary and comprehend the listening texts. Nevertheless, one of the students felt that the teachers’ over-translating into the L1 discouraged students from being self-reliant in trying to understand difficult vocabulary. Similarly, the teachers’ translating into the L1 was disapproved of by two members of the board of directors. They felt that such scaffolding should be provided to the students only when no other method was successful (see extracts 69 and 70).

Echoes are “the teacher utterances which echo students’ responses but produce no response themselves” (Wajnryb, 1992, p. 52). They have traditionally been viewed less favourably in the literature, being seen as “dead ends” (ibid., p. 52) and being criticised as “not a natural response” (ibid., p. 54), a response that one will unlikely find outside of the classroom. Despite the fact that the echoing of the students’ responses for the benefit of the whole class is regarded as non-communicative as it rarely happens in social intercourse, the teachers’ decision to echo may be fully justified. Echoing may be “the quickest and most effective way” to ensure that every student hears what has been said and is following the class (Cullen, 1998, p. 182). Teacher echoing was a common pedagogy found in EL070 listening lessons. Holding similar beliefs that their echoing would benefit the students, all of the teachers echoed the students’ answers throughout the lessons (see (2) of section 4.1.3). The students were in favour of the echoing and gave positive feedback.

Teacher echoing was needed in class as it was seen as a confirmation of correctness for the students (see extract 73). The teachers' beliefs regarding the benefit of echoing were in line with the points in favour of echoing made by Lindstromberg (1988, p. 19):

1. It provides learners with more of the sort of repetition needed for "reinforcement of language".
2. It is a means of amplifying the contributions of learners who have spoken too quietly.
3. It can furnish the class as a whole with intelligible versions or poorly pronounced contributions.
4. It can be used to provide models of correctness in cases of errors of various kinds.

4.2 Findings and discussion in relation to RQ 1b

This section presents the findings and discussion in relation to RQ 1b: *What are the attitudes of the teachers, students, board of directors and textbook writers towards the materials and methods of assessment used on EL070 for the teaching and learning of listening?*

The first part of this section reports and discusses the findings regarding the attitudes of the teachers, students, board of directors and textbook writers towards the materials used on EL070 for the teaching and learning of listening. The second part presents and discusses the findings regarding the attitudes of the teachers, students, board of directors and textbook writers towards the methods of assessment used on EL070 for the teaching and learning of listening.

4.2.1 EL070 listening materials

This section presents and discusses the findings regarding the attitudes of the teachers, students, board of directors and textbook writers towards the EL070 listening materials. The findings are discussed in terms of the goal(s) of listening on the course and the evaluation of the textbook listening activities. Each of these is discussed below.

4.2.1.1 Goal(s) of listening on the course

Four different parties, the board of directors, teachers, students, and textbook writers, were interviewed to find out their views of the goal(s) of listening on the course and whether listening is meeting its goal(s). The three different views of the goal(s) of listening on the course are reported below:

(1) Comprehension

D3 felt “comprehension” at the “basic” level was the main goal of listening on the course. He said listening on the course was meeting its goal as the listening exercises were very “controlled” and indeed aimed at improving students’ listening comprehension.

And T5 felt “comprehension” was the main goal of listening on the course and this goal was being fulfilled as there were lots of comprehension types of exercises for the students to practise.

Also ten students, S2, S3, S4, S6, S8, S11, S12, S13, S14, and S15, said the goal of listening on the course was comprehension. They felt listening on the course was meeting its goal because they were able to comprehend the listening and complete the exercises and their listening skills have improved. For example:

(74) S2: ... to see whether we understand the questions, and know what to answer or not. Also it’s for the students to understand the details and be able to answer comprehension questions with those details.

(75) S3: ... to be able to understand words, phrases, sentences and the content of the listening

In addition, two textbook writers were asked to talk about the goal(s) of listening on the course. Both writers said comprehension was the main goal. One of the informants added that it was listening comprehension for “beginners”:

- (76) TW2: It's the first level of listening comprehension. [...] The students are required to do simple tasks such as tick, match, circle, or choose the correct answers. It's at the beginners' level but not down to minimal pairs or to the level of distinguishing sounds. It's at word level, beginning from words, moving to phrases, and to sentences towards the end. For example, students are required to listen and re-arrange sentences into the correct order.... Students will eventually have the ability to answer multiple choice questions and listen to long sentences towards the end. The difficulty of the listening tasks increases towards the end of the textbook.

(2) Recognition

In contrast to the comprehension category presented above, this category consists of informants' views of recognition as the main goal of listening on the course. Informants believed that listening for sounds, words, and specific details were the goals of listening. For example, D1 and D2 said the main goal of listening on the course was to "understand" simple keywords and have the ability to "identify" them. With the modest proficiency level of the students in mind, they argued that listening on the course should not present an undue challenge, and that listening should be closely tied to textbook content. For instance:

- (77) D1: The EL070 students are the low proficiency ones so they would not have to understand everything and every sentence. They should understand easy keywords and be able to identify the important keywords. If they have to listen to long phrases or long sentences, they would not understand. It's the primary level of listening so it should be at the very easiest level with the focus on listening to keywords. The content of the listening should relate to the content of the units. The topic of listening should lead into the units with the purpose to stimulate students' schemas. ... It's listening for keywords and the students would only understand things that are explicitly stated in the listening.

Both informants felt listening was meeting its goal as the listening exercises focus on enhancing the students' abilities to understand and identify important keywords.

And T1, T2, and T4 mentioned that the goal of listening on the course was "not quite comprehension". They identified instead the goals of listening for sounds, key words, specific details, and word recognition. For example:

(78) T1: Goals? I think it's not quite comprehension. It's only listening for specific information and details. Students only listen for some key words without having to understand the whole thing.

T1 supported her opinions by referring to Unit III Listening Exercise I on page 41 of the English Course I textbook shown in Figure 4.23 below, commenting:

(79) T1: This exercise tells you to tick the words you hear. It's not quite comprehension. It's just sounds, listening for sounds. Students just listen for sounds and they don't need to understand anything else for most of the exercises.

Figure 4.23 Unit III Listening Exercise I

I <u>Listen to the tape. Tick only the words and phrases you hear.</u>	
<input type="checkbox"/> instruction card	<input type="checkbox"/> paper and pen
<input type="checkbox"/> safety card	<input type="checkbox"/> newspaper
<input type="checkbox"/> seat pocket	<input type="checkbox"/> headphones
<input type="checkbox"/> seat belt	<input type="checkbox"/> cellular phone
<input type="checkbox"/> sleep	<input type="checkbox"/> international flights
<input type="checkbox"/> smoke	<input type="checkbox"/> domestic flights
<input type="checkbox"/> electric appliances	<input type="checkbox"/> meal and drink
<input type="checkbox"/> electronic equipment	<input type="checkbox"/> food and beverages

However, T1 then made it clear she was dissatisfied with the present listening goal(s). She said the goal(s) of listening on the course should be “comprehension” and the students should have the ability to understand the content of the listening:

(80) T1: Frankly speaking, [the goal of EL070 listening] needs to be listening for comprehension. Students don't have to understand every word but they need to understand the content of the listening in general. [...] Listening as it is at the moment is useless.

For her part, T2 said she did not know whether listening on the course was meeting its goal(s) because the students' listening abilities have never been tested. She argued that testing of listening was required to "see how much they've achieved":

- (81) T2: I don't know because I've never checked on how well the students did. We never look at the students' listening abilities. We never test their listening abilities and see how well they listen. We didn't do anything to evaluate the students' performance and how well they do on listening. ... If we want to know whether listening on the course is meeting these goals or not, we need to test the students and see how much they've achieved.

On the other hand, T4 said listening was meeting its goal(s) as she felt the listening exercises enhanced the students' specific abilities such as listening for specific information or details.

Also four students, S1, S7, S9, and S10, said the goal of listening was to "recognize words" and it was being fulfilled because they were able to recognize the words and complete the exercises. They also believed that their listening skills have improved. For example:

- (82) S1: I think the goals are to listen, understand words, and see whether we can recognize those words. It's not a full comprehension. We don't have to understand everything, every sentence on the tape.
- (83) S9: It's to listen to short words and learn how to write them, we didn't really have to understand everything, just to check whether we recognize the words or not.

(3) Introduction to textbook reading

In addition, T3, T4, and T5 said listening on the course was used as an "introduction" to the reading part. It was a "starter of the units" with the aim to "prepare" the students to study the reading passages which follow in the textbook. For example:

- (84) T5: In EL070, listening always comes before reading because it's an introduction to the reading part. We want to familiarize the students with the topics before they go on to the reading passages.

They felt listening was meeting its goals as the listening exercises raise awareness and focus attention on learning aims:

(85) T3: ...it helps attract the students' attention on the things going to be learned in the next section.

4.2.1.2 Evaluation of the textbook listening activities

The board of directors, teachers, and students evaluated the textbook listening activities. The different parties' evaluations of and attitudes towards the listening activities in the EL070 textbook are discussed in connection to the methodology the textbook writers adopted when writing the listening activities.

Three categories relating to the parties' evaluations of and attitudes towards the textbook listening activities emerged from the interview data. Each of these is discussed below.

(1) (In)appropriate level of difficulty

A number of informants commented on the (in)appropriate level of difficulty of the textbook listening activities. For instance, all three members of the board of directors felt the textbook listening activities were "suitable" for beginners at university level. D1 felt the textbook listening tasks were at the "right level" and were "not too difficult" for EL070. And D3 felt the activities were suitable for EL070 students because they were "very basic" and "very controlled". Also D2 said the textbook had "a variety of exercises, not too difficult" for the students to practise through "simple tasks such as circle, tick, or match the correct answers". She felt the textbook writers did a good job in writing the listening tasks:

- (86) D2: The writers, in my opinion, did quite a good job on the listening tasks because they are quite easy and the themes are also familiar to the students so the students will be able to cope with the tasks, learn new things that are not beyond their abilities to comprehend. The writers did a good job in eliciting the students' listening comprehension through a variety of activities.

However, D2 felt the textbook listening tasks were “not suitable” for some of the less able students whose proficiency levels are “way below EL070”:

- (87) D2: I would say that the listening tasks in this textbook are suitable for our EL070 students who got accepted through the entrance examination system but not for the students who got accepted through the quota system [explained in section 1.2].

Three teacher informants, T3, T4, and T5, also felt the textbook listening activities were “suitable” for EL070 students. For instance, T4 said the activities were suitable because there were no comprehension questions of the kind which she believed to be “too difficult” for the students:

- (88) T4: The writers appropriately design the tasks and there are no who, what, when, where, why and how questions because they're too difficult. The listening tasks in this textbook only require students to tick 'yes' or 'no', tick the words they hear, and to choose from only a few choices. There's only one listening in each unit for the students to listen to twice and complete two different tasks. I think they're suitable.

T4 explained further that the textbook listening activities are suitable for the EL070 students who are at a basic level because of their attractive, accessible presentation:

- (89) T4: I think the exercises are okay for this basic level like EL070. They are also interesting because there are lots of pictures. Students wouldn't like it if there were just letters.

Also eight student informants, S1, S2, S3, S5, S7, S9, S10, and S12, said the exercises were “appropriately designed” for less proficient students, and are “not difficult”. Students “didn’t have to know or understand every word” in order to complete the exercises.

Both textbook writers said the textbook listening activities were “simple” listening comprehension activities for beginners which initially expose learners to words before moving on to phrases and sentences:

(90) TW2: It’s the first level of listening comprehension. It’s for beginners. ... The students are required to do simple tasks such as tick, match, circle, or choose the correct answers. It’s at the beginners’ level but not down to minimal pairs or to the level of distinguishing sounds. It’s at word level, beginning from words, moving to phrases, and to sentences towards the end. ...

They added that the two main objectives were to make the EL070 textbook “fun” and “entertaining” as it was the textbook for a non-credit remedial course. These objectives are also manifest in the design of the listening activities.

Moreover, two members of the board of directors commented on the difficulty level of the textbook listening tasks, judging it to be appropriate. And while they noted that the difficulty level increased as the students progressed through the book, this increase was felt to be gradual and pitched at the right level. For instance, D1 mentioned that the textbook listening tasks comprised of (i) “basic level” tasks that required students to only “tick/recognize” the keywords they hear without having to understand the listenings, such as Unit IV Listening Exercise I, shown in Figure 4.24 below; and (ii) “high level” tasks that required both “recall” and “retention” which were “a bit difficult” but also ensured the students would be “very active” completing the tasks, such as Unit IV Listening Exercise II, shown in Figure 4.25.

Figure 4.24 Unit IV Listening Exercise I

Listening-----

I. Listen to the tape and match the description with the pictures.


1. _____


2. _____

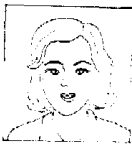
3. _____


4. _____

5. _____

A. 

B. 

C. 

D. 


E. 

Figure 4.25 Unit IV Listening Exercise II

II. Listen again. What kind of information do you know about each conversation.

Relationship	Description
1.brother.....	...tall, wears glasses, black hair....
2.
3.
4.
5.

In line with D1, three student informants felt the second listening exercises in each unit were more difficult than the first ones. For instance, S6 said she “really had to listen very carefully” to do

the second exercises while she could “just tick the words” for the first ones. Similarly, S7 and S9 felt the second listening exercises that required students to fill in the blanks with words or phrases, for example, Unit IV Listening Exercise II, shown in Figure 4.25, were “more difficult”.

D2 also scanned through all the listening tasks of the eight units and said the difficulty level of the tasks “increases slightly towards the end”. She explained that both tasks in Unit I, shown in Figures 4.26 and 4.27, required the students to “distinguish sounds/words, and then circle or match the correct answers” and the tasks were slightly more difficult towards the end of the textbook, as in the tasks of the last unit (Unit 8), where students were required to fill in the blanks after listening to a travel plan, shown in Figure 4.28.

Figure 4.26 Unit I Listening Exercise I

I Listen to the passage about American national holidays. Then match the names of the holidays on the left with their dates on the right.

<u>Holiday</u>		<u>Date</u>
New Year’s Day	⊗	⊗ July 4
Martin Luther King’s Birthday	⊗	⊗ The third Monday in January
Memorial Day	⊗	⊗ November 11
Presidents’ Day	⊗	⊗ January 1
Independence Day	⊗	⊗ The first Monday in September
Veterans’ Day	⊗	⊗ December 25
Columbus Day	⊗	⊗ The third Monday in February
Labor Day	⊗	⊗ The fourth Thursday in November
Thanksgiving	⊗	⊗ The last Monday in May
Christmas	⊗	⊗ The second Monday in October

Figure 4.27 Unit I Listening Exercise II

II. Listen to the passage about Christmas. Then circle the words you hear.

National Holiday Hanukkah December

Jesus Christ Festival Religion Gifts

Santa Claus Parade Evergreen Trees

Christmas Songs Eight Days Christmas Cards

Figure 4.28 Unit VIII Listening Exercise II

II Listen again and complete the table below with the places and activities that you hear.

Places	Activities
Cape: _____	1. windsurfing
Beach: 1. _____	2. _____
2. Nai Han	3. _____
3. _____	4. _____
Bay: 1. Kata	5. snorkeling
2. Karon	
3. _____	


The textbook writer, TW2, talked about the methodology in writing the listening part of the textbook and explained that both writers agreed that there “should be at least two listening tasks in each unit” and the first tasks had to be “easier” than the second tasks. In addition, she mentioned that the difficulty level of the listening tasks “increases” towards the end of the textbook and the students “will eventually have the ability to answer multiple choice questions and listen to long sentences”.

In contrast to the informants’ views regarding the appropriate level of difficulty of the textbook listening activities presented earlier, T2 felt some listening activities in the textbook were “too easy”. She mentioned that the students were able to complete Unit II Listening Exercise I (see Figure 4.29) easily by recognising only one or two words without having to comprehend the listening:


- (91) T2: ... When they hear the word ‘football’ they can easily do the exercise. They might not understand everything on the tape or might not be able to get all the words. But when they get these words: Mickey Mouse, Manchester United, football, and television, they are able to do the task. However, the one about movie stars and work, the students couldn’t do it because they didn’t catch the word ‘reading’ and there were no other words to guide them.

Figure 4.29 Unit II Listening Exercise I


I Listen to the information about hobbies. Then number the pictures according to what you hear.



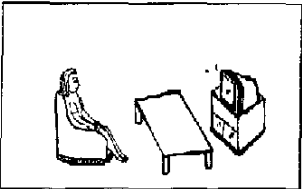
Number _____



Number _____



Number _____



Number _____

In addition, S4 felt listening tasks which require students to tick the words/phrases, for example, Unit III Listening Exercise I, shown in Figure 4.30 below, were “too easy” for EL070. She suggested changing the format to tasks which require more writing, for example, filling in the blanks, writing down words/phrases or short answers, etc. She believed that this would then “help the students to remember the vocabulary better”.

Figure 4.30 Unit III Listening Exercise I

I Listen to the tape. Tick only the words and phrases you hear.

<input type="checkbox"/> instruction card	<input type="checkbox"/> paper and pen
<input type="checkbox"/> safety card	<input type="checkbox"/> newspaper
<input type="checkbox"/> seat pocket	<input type="checkbox"/> headphones
<input type="checkbox"/> seat belt	<input type="checkbox"/> cellular phone
<input type="checkbox"/> sleep	<input type="checkbox"/> international flights
<input type="checkbox"/> smoke	<input type="checkbox"/> domestic flights
<input type="checkbox"/> electric appliances	<input type="checkbox"/> meal and drink
<input type="checkbox"/> electronic equipment	<input type="checkbox"/> food and beverages

Seven student informants, S1, S2, S5, S8, S10, S11, and S15, also felt listening exercises with pictures, such as Unit III Listening Exercise II and Unit IV Listening Exercise I, shown in Figures 4.31 and 4.32, were “easy” as they were able to complete the exercises without having to understand every single word on the tape and the pictures helped “promote” their understanding of the listenings.

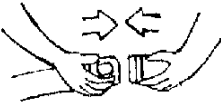
On this point, the textbook writers further explained that lots of pictures, games and activities were used in an attempt to make the textbooks as “fun” and “entertaining” as possible. Again, this is linked with the fact that the course is not assessed:


(92) TW1: ... it [EL070] is a non-credit remedial course, learners have no pressure in taking the course and whether to get a(n) ‘A’, ‘B’, ‘C’, or ‘D’. There’s only a ‘pass’ or ‘fail’ criteria, therefore the style of this textbook came out as an entertaining one. I wanted it to be a fun and entertaining textbook so as you can see, there’re lots of pictures and activities in the form of individual work, pair work, and group work. Activities can be done in EL070 more than any other courses.


In line with the other students, S14 commented that students were able to do some of the exercises, for example, Unit III Listening Exercise II, shown in Figure 4.31, “without having to listen” as there were “only two choices to choose from”. Therefore the students were able to “make the right guess using background knowledge”.


Figure 4.31 Unit III Listening Exercise II

II Listen again and circle the right answer.

1.  a. fasten your seat belt while seated
b. fasten your seat belt at all times

2.  a. smoke
b. do not smoke

3.  a. use a cellular phone
b. do not use a cellular phone

4.  a. listen to music
b. listen to the news


5.  a. all drinks are free
b. only champagne is charged

Figure 4.32 Unit IV Listening Exercise I

Listening _____

I. Listen to the tape and match the description with the pictures.


1. _____


2. _____

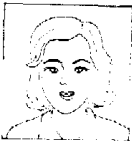
3. _____


4. _____


5. _____

A. 

B. 

C. 

D. 

E. 

The speakers' accents and speech rate were also viewed by five student informants as factors affecting the difficulty level of listening activities. For instance, even though S3 and S7 were able to do both listening exercises, they said they were "not used to" the native accents of the speakers on the tape as the accents were "different" from their teachers' accents. S6, S11, and S14 said they "could not follow" the native speakers on the tape as they were speaking "too fast".

(2) Uses authentic materials

D2 also mentioned that she was able to see that the textbook writers "tried to expose" the students to authentic materials, for example, in Unit 5 Listening Exercise I on housing, shown in Figure 4.33.

Figure 4.33 Unit V Listening Exercise I

I. **Quickly review the ads below. Listen to the tape and match each conversation with the correct ad.**

<p>Ad 1</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Quality House for Rent M. Ladawan, 126 Sqw. Nr. Bangkok Patana Int'l Schl. 3 bed, 2 bath, a/c Partly fur., 2 tel., UBC cable TV Bht. 65,000/m. (neg.) Tel: K.Siriporn 373-5799, 01-412-2127</p> </div>	<p>Ad 3</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>ANDREW PARK HOUSE IN COMPOUND EKAMAI AREA 150 sq.wah, 2 storeys, 3 brs, separate maid's quarter, pool in compound, private garden ฿ 40,000.-/mth Call 617-7400 Fax: 617-7398 www.andrewpark.com</p> </div>
<p>Ad 2</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>BRIGHT CITY TOWER SERVICED APT. DAILY/MONTHLY 25-70 Sqm., fur. kit. satellite, security, FREE laundry, cleaning, water, Fax-Unit, Microwave Start 16,000.-/mth. (Net) 21/4 Sukhumvit 11 T. (662) 6510159-60 Building also For Sale http://brightcity.net/irms.com</p> </div>	<p>Ad 4</p> <div style="border: 1px dashed black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>LUXURY CONDO - RENT Bangna-Trat KM. 5 60m². f./furnished, pool sauna, gym, a/c, tel., kitchen, 2 balconies, excellent view. ฿18,500 T. 3161260, 01-8229930</p> </div> <p>Conversation 1 = _____</p> <p>Conversation 2 = _____</p> <p>Conversation 3 = _____</p>

Despite saying that the writers of the current EL070 textbook “did try to make it authentic as much as they could”, T2 still wanted to see more authentic listening materials as she believed that they are “a lot more interesting”:

(93) T2: ... Yes, the writers did try to use authentic materials but we need more. It’s better to be authentic. I think it would be a lot more interesting if it was authentic with authentic pictures.

TW1 accepted the fact that the students were exposed to only a single authentic listening material. However, she argued that it was the “teachers’ job” to also provide authentic supplementary materials for the students and it would be “great” if they were able to do so.

TW2, on the other hand, said she did not use any authentic materials in her part (four of the eight units) of the textbook as she believes that authentic materials are normally too difficult for her students and argued that it was very difficult finding authentic listening materials suitable for them. She explained instead she wrote all her materials herself. She agreed that it is “good” for teachers to supplement their students with authentic materials “as long as they are suitable”; however she seemed uncertain whether or not teachers would do so.

(3) Listening exercises mostly limited to word recognition

T1 was unhappy with the textbook listening exercises as they are mostly word recognition exercises and they “do not practise students’ comprehension”. In extracts (94) and (95), she supported her comments by referring to two textbook listening exercises: Unit I Listening Exercise II; and Unit IV Listening Exercise I, shown in Figures 4.34 and 4.35 below:

(94) T1: Some exercises are listening for comprehension but some aren’t. Look at this exercise [points to Unit I Listening Exercise II, page 2 in the textbook], it’s listening... about Christmas and circle the words you hear. ... They are just asking whether the students hear the words or not but they don’t ask whether the students understand the listening or not ((laughs)).

Figure 4.34 Unit I Listening Exercise II

II. Listen to the passage about Christmas. Then circle the words you hear.

National Holiday Hanukkah December
Jesus Christ Festival Religion Gifts
Santa Claus Parade Evergreen Trees
Christmas Songs Eight Days Christmas Cards



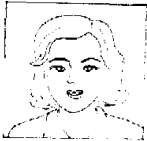


(95) T1: This exercise [points to Unit IV Listening Exercise I, page 57 in the textbook] again is similar except that there are pictures in the exercise. However, students can just listen for words and be able to match the listening with the pictures without having to understand the whole listening.

Figure 4.35 Unit IV Listening Exercise I

Listening-----

i. Listen to the tape and match the description with the pictures.

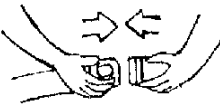




1. _____
2. _____
3. _____
4. _____
5. _____

A.  B. 
C.  D. 
E. 

T1 argues that only a single listening exercise in the textbook aims at listening for comprehension rather than word recognition, Unit III Listening Exercise II, shown in Figure 4.36.

Figure 4.36 Unit III Listening Exercise II

II **Listen again and circle the right answer.**

1.		a. fasten your seat belt while seated b. fasten your seat belt at all times
2.		d. smoke e. do not smoke
3.		a. use a cellular phone b. do not use a cellular phone
4.		a. listen to music b. listen to the news
5.		a. all drinks are free b. only champagne is charged

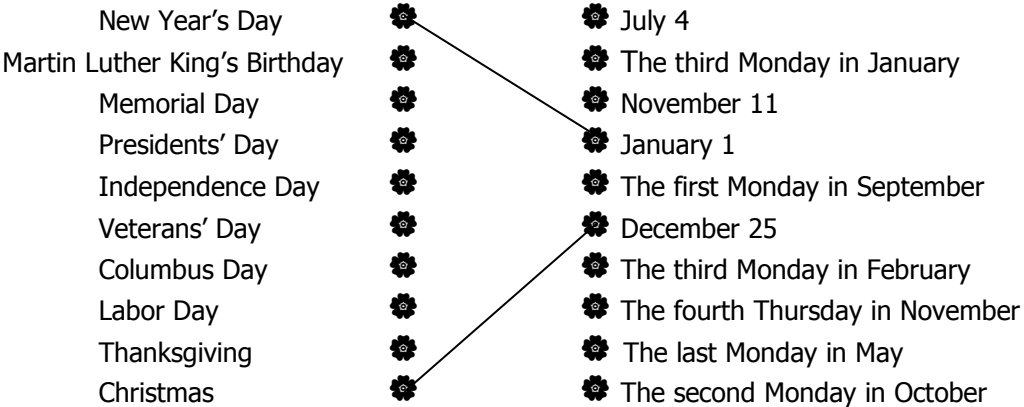
Similarly, T2 argued that comprehension questions should be added to the textbook listening activities to allow the students to listen for more information and details. For instance, in extracts (96) and (97), she describes how she adapted Unit I Listening Exercise I and Unit II Listening Exercise I by adding comprehension questions (see Figures 4.37 and 4.38):

(96) T2: In Unit I, I added questions for Columbus Day such as: What nationality is he?; When did he discover America? I either write the questions on the board or say them out loud. I added questions that I think the students should know and should listen for details. I myself also wanted to know things like the differences between Memorial Day and Veterans' Day, etc.

Figure 4.37 Unit I Listening Exercise I

I Listen to the passage about American national holidays. Then match the names of the holidays on the left with their dates on the right.


<u>Holiday</u>		<u>Date</u>
New Year's Day	☼	☼ July 4
Martin Luther King's Birthday	☼	☼ The third Monday in January
Memorial Day	☼	☼ November 11
Presidents' Day	☼	☼ January 1
Independence Day	☼	☼ The first Monday in September
Veterans' Day	☼	☼ December 25
Columbus Day	☼	☼ The third Monday in February
Labor Day	☼	☼ The fourth Thursday in November
Thanksgiving	☼	☼ The last Monday in May
Christmas	☼	☼ The second Monday in October




(97) T2: ... and Listening Exercise I in Unit II, I asked questions like: What do you see in this picture?, What is the girl doing?, What is the boy doing?, and What is he drawing? The students were able to answer the questions.

Figure 4.38 Unit II Listening Exercise I


I Listen to the information about hobbies. Then number the pictures according to what you hear.



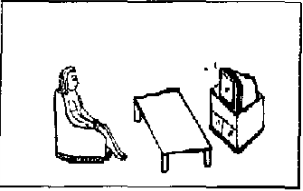
Number _____



Number _____



Number _____



Number _____

4.2.1.3 Discussion

This section presents the discussion of the attitudes of the teachers, students, and board of directors towards the textbook listening activities compared with the methodology the textbook writers adopted when writing the listening activities. The section begins with the discussion of the different parties' views of the goal(s) of listening on the course and whether listening is meeting its goal(s). It ends with the discussion of the evaluation of the textbook listening activities of the different parties.

In line with the textbook writers' view of the goal of listening on the course, twelve informants believed that comprehension was the main goal and that it was being fulfilled. However, nine informants expressed different opinions as to the main goal of the course. They explained that it was not comprehension but instead word recognition and/or sound recognition. Most importantly, T1 showed her absolute dissatisfaction with the present goals of listening: “[the goal of EL070

listening] needs to be listening for comprehension [...] Listening as it is at the moment is useless”. Also T2 expressed her concern over the lack of listening test on the course and felt that an evaluation of the students’ listening achievement is required.

It is seen that the methodologies the textbook writers reported using in writing the textbook listening activities were identified by the other informants when they were evaluating the listening activities: (i) keeping the listening activities simple; (ii) designing one listening task in every unit to be easier than the other listening task; and (iii) using visuals in listening activities.

In (1) of section, 4.2.1.2, the (in)appropriate level of difficulty of the textbook listening activities was the issue receiving a large number of comments by the informants. For instance, all members of the board of directors, three teachers, and eight students felt the listening activities were “very basic” and “very controlled” and were designed for beginners to complete “simple” listening comprehension tasks. They all agreed that the listening activities were suitable and appropriately designed for EL070 students. Two members of the board of directors noted that the difficulty level of the listening activities increased as the students progressed through the textbook and in each unit the difficulty level of one listening task was slightly higher than that of the other. Similarly, three students felt the second listening activities in each unit were pitched at a higher level of difficulty.

On the other hand, there were some contrasting views regarding the difficulty level of the textbook listening activities. Some listening activities were viewed as being “too easy” by T2 and some of the student informants, particularly those which require students to tick words/phrases, recognise one or two words, and choose from the two choices based on the pictures provided. Moreover, some students admitted that they were able to complete the activities “without having to listen” to the recordings. As a result, one of the students suggested changing the format of the tick the words/phrases activities to tasks which require more writing. In commenting that some of the listening activities were “too easy”, pictures provided in the listening activities were considered as

one of the factors affecting the difficulty level of those activities. Seven student informants claimed that the pictures in the listening activities helped “promote” their understanding of the listenings. This claim is supported by Sheerin (1987, p.127), who suggested that visual support (e.g., pictures, graphs, diagrams, maps, etc.) can:

help learners by supplying cultural information and by enabling them to predict more accurately (a picture of the speaker really is ‘worth a thousand words’). Visuals can also provide support during listening by reinforcing the aural message or, as part of a listening task, by focusing learners’ attention on the important parts of the message and training them to listen for specific information.

In Ur’s (1984) book, a large battery of different kinds of listening comprehension exercises have been provided for teachers to have at their fingertips. *Visuals-based* listening exercises are amongst the many different kinds of exercises Ur suggested. Ur (ibid.) claimed that visuals-based exercises are interesting and potentially very effective and explained that in visuals-based exercises:

each student has his own copy of the material and uses it not only to get information but also as an answer-sheet on which he is to mark his responses to tasks, such as noting inconsistencies, filling in missing items, making changes and so on (p. 30).

An example of Ur’s visuals-based exercise (with tapescript) is shown in Figure 4.39. In this exercise, students have to listen to a spoken description of a series of different pictures and identify which picture is being talked about.


Figure 4.39 A visuals-based exercise (Ur, 1984, p. 55)

Mark is about fifty years old, not a very popular person, he always seems to be cross about something. He's rather shortsighted, but is said to be quite a good doctor.

Doris is rather a serious type. She's about twenty-five, very attractive, and dresses beautifully.

Then there's Pam, she's a cheerful little thing: long hair which she wears in plaits with ribbons, and freckles on her nose.

Finally there's old Jake. He used to be a sailor, past it now. But he still wears his sailor's cap. He's about seventy and has a beard.



It is evident that the EL070 textbook writers have used listening exercises similar to the visuals-based listening exercises Ur (1984) suggested (see Figures 4.35 and 4.38). The use of visuals has been empirically proven by Jones and Plass (2002) as another aid to listening (see 2.8.2.2 for the review of the study). The result of the study showed that the pictorial annotations had a strong and long-lasting effect on vocabulary retention and for listening comprehension.

The issue of authenticity was mentioned by one of the directors when she was evaluating the textbook listening activities (see (2) of section 4.2.1.2). She noted that the textbook writers have tried incorporating a piece of authentic material in the textbook (see Figure 4.33). However, the issue of authentic materials was not been raised by the students. Listening materials that are

recognisable as being the ‘real thing’ or ‘authentic’ according to Porter and Roberts (1981, p. 37) are materials that feature “instances of spoken language which were *not* initiated for the purpose of teaching”. This means that there is “no grading on a purely structural or lexical basis” (Fish, 1981, p. 108). Moreover, Urbain (1981) has characterised authentic materials for listening comprehension as those which “truly belong to spoken language and not to oralised written language—‘spontaneous’ recordings made without a script prepared in advance” (p. 127). However, according to the definitions and characteristics of authentic materials from the work of researchers cited above, the claim made by one of the directors that the listening comprehension materials are authentic is questionable. The actual accommodation advertisements, as reproduced in Figure 4.33, are truly authentic as confirmed by one of the textbook writers in the follow-up interviews that the advertisements were taken from a local English newspaper. In this listening activity, students are to listen to a recording consisting of three conversations and match each conversation with the correct advertisement. However, the recording made for this listening activity is in fact a recording of an artificial written script which has been specially prepared by one of the textbook writers for language learners. The tapescript of the listening activity is shown in Figure 4.40. According to the characteristics of conversational speech reviewed in section 2.3, it is seen that the recorded conversation below does not possess the characteristics of real speech such as filled pauses, false starts, repetitions, and the non-standard grammatical structures.

Figure 4.40 Unit VIII Listening Exercise I Tapescript

Conversation 1

A: Hello!

B: Hello! I'm calling about the house near Bangkok Pattana School. Is it available?

A: Yes, it is.

B: It says it's partly furnished. What furniture does it have?

A: Well, it has a dinner table with six chairs, one sofa in the living room, three beds and a refrigerator.

B: Well. Can I see it this weekend?

A: Sure. How about on Sunday afternoon?

B: That's fine.

Conversation 2

A: Hello!

B: Hello! I'm calling about a house in the Ekamai area. It sounds nice.

A: It is – especially if you have children because it has a private garden and a swimming pool.

B: That's fine. And um, 40,000 B per month – does that include electricity and water?

A: Yes, it does.

B: O.k. I'd like to see it this evening.

A: O.k. Why don't you come by at 7 o'clock?

B: Thanks. I'll see you then.

Conversation 3

A: Hello!

B: Hello! I'm calling about the apartments you're advertising in the newspaper.

A: Yes, what would you like to know?

B: How big are they?

A: They're between 25 and 70 square meters with one room and a separate small kitchen

B: What does the rent include?

A: Cleaning, water and electricity. Would you like to come and see one?

B: O.k. What about this weekend?

A: Sure. See you.

Many researchers have claimed that authentic materials motivate learners because they are intrinsically more interesting or stimulating than non-authentic materials (e.g., Allwright, 1979; Bacon and Finnemann, 1990; Freeman & Holden, 1986; King, 1990; Little & Singleton, 1991; Little, Devitt, & Singleton, 1989; Swaffar, 1985, as cited in Peacock, 1997; Hutchinson & Waters, 1987, as cited in Gilmore, 2007). Some researchers, on the other hand, have argued that the difficulties associated with authentic texts in terms of the cultural knowledge or vocabulary used demotivate the learners (e.g., Freeman & Holden, 1986; Morrison, 1989; Williams, 1983, 1984, as cited in Peacock, 1997; Prodromou, 1996; Widdowson, 1996, 1998, 2003, as cited in Gilmore,

2007). According to Gilmore (2007), so far only three empirical studies (i.e. Kienbaum et al., 1986; González, 1990; and Peacock, 1997) have investigated the effects of authentic materials on motivation. He claimed that up to now the findings of Peacock's study on authenticity and motivation are the most convincing. Peacock (1997) conducted classroom research to investigate whether authentic materials increase the classroom motivation of learners over a period of 20 days. The learners who participated in this study were two beginner-level EFL classes at a South Korean university. The findings of the study indicated that (i) authentic materials significantly increased learner on-task behaviour; and (ii) overall class motivation significantly increased when the learners used authentic materials. However, one of the findings in this study was in contrast to the claims of those researchers discussed above who claimed that authentic materials are more motivating because they are intrinsically more interesting, since Peacock found that learners were more motivated by authentic materials, but not because they were more interesting. Peacock (*ibid.*, p.152) recommended that teachers:

try appropriate authentic materials in their classroom, as they may increase their learners' levels of on-task behaviour, concentration, and involvement in the target activity more than artificial materials. ... They may, however, reduce the levels of learner interest engendered by the materials used. It is important that materials selected for the classroom motivate learners, so one criterion for the selection of materials should be their effect on motivation.

This does not mean that all authentic materials are “automatically ‘good’ materials, or necessarily appropriate for learners and their specific goals” (Lynch & Mendelsohn, 2002, p.205). Selecting appropriate authentic materials for learners is definitely a very awkward task for teachers because authentic materials are “linguistically difficult. ... only more advanced learners can be expected to cope with them; if we impose them on less advanced learners we shall only cause frustration and demotivation” (Little, 1997, p. 227). Hence, in (2) of section 4.2.1.2, TW2 mentioned her belief that

authentic materials are normally too difficult for her students. Nevertheless, she was very much in favour of supplementing textbook activities with authentic materials on condition that they are suitable for the students. A solution to the problem relating to the difficulty level of authentic materials is ‘grading’. According to Anderson and Lynch (1988), Field (1998, 2008), and Fish (1981), the best way of handling authentic materials for students with lower proficiency levels is to grade the activities or tasks according to the students’ level and knowledge instead of grading the language of those authentic materials (see section 2.3.6). Here is an example of how a task is graded from Field (1998, p. 114): “the Pete Seeger song *Little Boxes* can be used with a class of beginners if it is made clear that the task is not to understand every word but simply to write down the colour words”. Listeners are denied the opportunity of hearing what the L2 really sounds like if they are limited to experience only scripted materials. Listeners are not equipped with the ability to cope with the target language in the outside world if they are limited to experience only materials that are graded to their language level (Field, 2008).

The unfamiliarity of the accents of the speakers on the audiotape was another issue mentioned by some of the student informants. The students were used to the accent of their own teachers (Thais) and became surprised and dismayed when they found they had difficulty understanding someone else, even the native speakers of English. This is in line with Ur’s (1984) claim that L2 listeners often have difficulty understanding different accents because they are accustomed to the accent of their classroom teachers. According to Buck (2001, p.35), accent is “potentially a very important variable in listening comprehension”. The comprehension process may be disrupted or even break down when listeners hear an unfamiliar accent. As L2 listeners are less familiar with the range of common accents, they generally take time to adjust to those new accents (Buck, 2001). Having taught EL070 for several years, the researcher knows that the audiotape made for the course is recorded by British and American teachers with standard English

accents, or a very close approximation to them. Therefore, the researcher believes that with more practice in listening the students would soon be familiar with the native accents of the speakers on the audiotape. So more exposure to a variety of accents would appear to be called for. According to Field (2008), teachers should give language learners practice on exercises which focus on normalisation (adjusting to the voices of L2 speakers). In addition, testers of listening should allow learners sufficient time to normalise to the recorded voices of L2 speakers by targeting comprehension questions after the first 10-15 seconds of a recording (allowing listeners to accustom their ears to the speaker(s)) and giving a double play of the recordings.

Speech rate was also an issue raised by three students. S6, S11, and S14 claimed that they were not able to follow the recordings of native speakers because the speakers were delivering too fast. Buck (2001) asserted that it is normal for L2 listeners to feel that they do not understand the listening input because it seems too fast and claim that they could have understood the input only if it had been slower. The perceptions of speech being too fast are due to the learners' lack of processing automaticity. When learners get better and are more able to automatically process the listening input, the speech rate would seem slower. Speed rate is certainly a source of difficulty, as confirmed by many researchers (Buck, 2001; Carrier, 1999; Derwing & Munro, 1997; Graham, 2006; Griffiths, 1990, 1991, 1992; Jensen & Vinther, 2003; Lynch, 2009; Rost, 2002; Tauroza & Allison, 1990; Zhao, 1997). Learners have been observed to demonstrate a listening problem mainly because of speech rate. Slow speech rate is believed to be easier for listeners to comprehend than natural speech rate as they are given enough time to process the stream of input (Hayati, 2010). According to Griffiths (1990), lower-intermediate EFL learners have difficulty understanding speech rate faster than 200 words per minute. Nevertheless, exposing learners to a slow speech rate will not help them develop strategies to cope with speech in real time (Zhao, 1997). In teaching and

learning listening comprehension, slow speech rate may be used as practice for learners in comprehending natural speech rate (Hayati, *ibid.*).

It is clearly seen in (3) of section 4.2.1.2 that T1 was disappointed with some of the word recognition listening activities in the textbook (i.e. the apparent focus on this aspect of listening in the textbook to the near-exclusion of other aspects of the listening skill). She argued that the activities are not practising listening comprehension, as in Extracts (93) and (94). However, Rost (1994) indicated that it is important for learners to practise and master all listening skills and at all levels of study to become more proficient at listening. Rost's list of an integrated 'component skills' for successful listening includes:

- discriminating between sounds
 - recognizing words
 - identifying stressed words and groupings of words
 - identifying functions (such as apologizing) in a conversation
 - connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning
 - using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning
 - recalling important words, topics and ideas
 - giving appropriate feedback to the speaker
 - reformulating what the speaker has said
- (Rost, 1994, p. 142)

From Rost's list above, it is clearly seen that recognising words is one of the skills learners need to develop. The textbook writers' decision to incorporate some word recognition listening activities in the EL070 textbook is not at all problematic. However, a range of other aspects of listening skills according to Rost (*ibid.*) as discussed earlier should also be incorporated into the listening activities of the EL070 textbook. According to Field's diagnostic approach (1998, 2008) reviewed in section 2.5.2, the word recognition listening activities presented in the textbook can be used as a micro-listening task for students to practise when a problem related to word recognition has been diagnosed. Field (2004) provided evidence that less experienced listeners rely heavily upon

processing at word level instead of using context to provide clues about what is being said and suggested that listeners be trained to recognise words accurately in the early stages of listening.

4.2.2 EL070 listening assessment

Four different parties, the board of directors, teachers, students, and textbook writers, were interviewed to find out their views on whether listening should be assessed as part of the course.

Their views are reported below:

4.2.2.1 Arguments in favour of assessment

D1 felt listening should be assessed for two reasons: (i) “to create similarities” between the assessment procedures of the Fundamental English Courses; and (ii) “to familiarise” students with listening assessment at an early stage.

Four teachers, T1, T2, T3, and T4, also felt listening should be assessed as: (i) students would practise listening more in the SALC if they knew they were going to be tested; (ii) testing listening may make students more motivated and “enthusiastic” about listening; and (iii) the decision not to test listening is pedagogically flawed:

(98) T2: ... No student really cares about listening now because there's no test.

(99) T4: ... it's strange that we teach listening but we don't test them. ... What's the point of teaching listening when there's no test!

Also five students, S1, S4, S8, S9, and S15, would have preferred a listening assessment on the course as: (i) they had been practising listening throughout the term; (ii) they believe they could “easily gain marks” from the test, thereby increasing their cumulative EL070 mark; and (iii) they believe their listening skills are better than their other skills:

- (100) S8: It's a shame that we do listening in class but there's no test. I think it would be better with a listening test because we would get to practise listening seriously and learn something from it.

4.2.2.2 Arguments against assessment

In contrast, T5, who is also one of the EL070 textbook writers, felt listening should not be assessed as she believed it would have a negative impact on the students, pressurizing them.

Instead, the students need time to build up their confidence and abilities to listen:

- (101) T5: It's not a problem because it's a remedial course, a non-credit course and it's ok not to have a listening test. If there was a test, the students would panic because they wouldn't be able to do it anyway. They need time to get used to listening and when they move on to EL171 and 172, they will be more confident and have the ability to listen by then. I think it's good not to have a listening test for EL070 as it is at the moment. We don't want to pressure or panic the students. And we don't want to make them scared of listening.

Also both writers felt listening should not be assessed as it would have a negative impact on the students. For example:

- (102) TW2: I don't really care about not having a listening test on the course. Instead, I think the assessment would be a very stressful experience for the students; they would be too worried to achieve anything. From my own experience, my students were very happy and really enjoyed themselves practising listening without having to take a test. I often took my class to the SALC sound lab and we had lots of fun together practising listening.

TW2 admitted that there is a tension between the lack of listening assessment at present and the aims/objectives of the course which are to prepare students to be able to study advanced courses that offer both practice and assessment of listening. However, she argued that without the assessment, the students would still get their opportunities to practise listening in the classroom.

It should be noted that some of the teachers who approve of the idea of including a listening test also appear to be mindful of the students' limited abilities, like T5. Both T1 and T2 stress the need for any listening test to be at the students' level:

(103) T1: ... it should not be too difficult otherwise the students would be discouraged.

In addition, T5 pointed out the “technical problems” of not having enough labs to carry out a listening test for the English Course I and how complicated and difficult it would be to provide one.

Unsurprisingly, perhaps, the majority of students also took a different view from those advocates of testing whose views are reported above, with ten informants feeling “good” and “happy” about the lack of listening assessment on the course. They said they would be “very worried” and “stressed out” if they had to take the test. Moreover, seven of them believed that they would not have the ability to do the test because of their poor listening skills. For instance:

(104) S3: It’s alright not to have a listening test. It’s good so we can just practise; I think it’s not our time to take the test yet.

4.2.2.3 Participants offering no opinion

Two members of the board of directors, D2 and D3, seemed to be neutral about whether listening should be assessed as part of the course. They said it “depends on the teachers teaching the course to decide” and confirmed that any policy set by the management (at present a non-assessment policy regarding listening) can be changed to improve the course. They felt it would be “OK” to include listening in the assessment as “listening is taught quite a lot in class”. D2 emphasized that if students were to be assessed, they should be assessed with “simple” listening tasks they are used to:

(105) D2: ...I would say that the students have to be assessed through simple tasks that do not require the students to do lots of writing, and the listening has to be similar to the ones they’ve practised in class.

4.2.2.4 Discussion

It is apparent that the majority of students are against listening assessment as they believed they lack the ability to do the test. However, students are not in the position of authority to decide

whether or not listening should be assessed as part of the course. On the other hand, one of the directors and four EL070 teachers were clearly in favour of the assessment as they believed that it would be of great benefit to their students. In addition, the other two directors were open-minded about this matter and mentioned that teachers are the people to make the decision and are allowed to change any unsuitable policies.

In contrast to the arguments in favour of the assessment, the textbook writers (one of them also being a teacher informant) felt listening should not be assessed as it would have a negative impact on the students. They felt that EL070 students need time to build their confidence in listening. Hence the informants failed to reach a consensus on this issue, and a consensus is needed on this issue among the different parties before the issue can be resolved.

The lack of listening assessment accounts for the teaching and learning of listening which was treated in a less serious way. In other words, it is the washback of language testing—or rather the lack of testing—which is in play here. According to educationalists, examinations are powerful determiners of what takes place in the classroom. For example, Pearson (1988, p.98) comments: “It is generally accepted that public examinations influence the attitudes, behaviour, and motivation of teachers, learners, and parents”. It is assumed that “teachers and learners do things they would not necessarily otherwise do because of the test” (Alderson & Wall, 1993, p.117). Washback is described as “the extent to which the introduction and the use of a test influences language and teachers to do things they would not otherwise do that promote or inhibit language learning” (Messick, 1996, p.241; see also Bailey, 1996). Claims are made for both negative and positive influences. Vernon (1956) sees examinations as a negative kind of influence. He felt that teachers tended to ignore subjects and activities which did not contribute directly to passing the exams. And tests will lead to the narrowing of content in the curriculum (Shohamy, 1992). However, Morris (1972 as cited in Alderson & Wall, 1993) sees examinations in a positive way in that they are

necessary to ensure that the curriculum is put into effect. Nonetheless, a test of listening comprehension was not included in the achievement test of EL070 administered at the end of the term. In this case, the lack of listening assessment on the course is seen as a negative kind of influence. There is a mismatch between what is taught and what is tested. If the test is to have positive washback, then EL070 students' listening abilities should be assessed because it is taught in the classroom. Teachers should see the value of testing as it may simply motivate students to work harder to have a sense of accomplishment and thus enhance learning.

4.3 Findings and discussion in relation to RQ 2a

This section presents the findings and discussion in relation to RQ 2a: *What are the attitudes of the teachers, students, board of directors and SALC manager towards the listening resources in the SALC?*

The first part of this section reports and discusses the findings regarding the attitudes of the teachers, students, board of directors and SALC manager towards the listening resources in the SALC. The second part presents and discusses the findings regarding the attitudes of the teachers, students, board of directors and SALC manager towards the examples of SALC listening materials. Due to one participant's unfamiliarity with the SALC and its resources, the major part of the findings representing the board of directors was gathered from only two of its members.

4.3.1 Attitudes towards SALC listening resources

This section presents and discusses the findings regarding the attitudes of the teachers, students, board of directors and SALC manager towards the listening resources in the SALC. The results relating to listening resources in the centre are concerned with the management, organization,

purchase of materials, and the need for student guidance. The relevant parties' attitudes towards the listening resources were investigated to find out: (1) how effectively they were managed; (2) how they could be improved; and (3) how motivated students used the materials.

The board of directors admitted that they had no opinion about the extent to which SALC listening materials support EL070 listening goal(s). And three of the teacher interviewees had no opinion about the extent to which SALC listening materials support EL070 listening goal(s) because they do not usually visit SALC 4 themselves. For instance, T1 said she had never had a look at the materials at all. And T2 admitted: (i) not knowing about all the materials; (ii) not knowing which materials the students have used; and (iii) not having done the materials herself. Also T3 had no information about the listening materials they provided. Also the manager believed that SALC 4 (Sound Lab/UBC) received the least attention because (i) it is situated on the second floor of the building; and (ii) only a few students were sufficiently interested to visit the room (this belief is discussed in detail in section 4.4.1). He explained this was due to the fact that listening was not emphasised on the course:

(106) SM: ... it's the skill [listening] that we did not seriously teach in class and we always tend to skip that part. Our aim is 'teaching to the test', therefore we emphasize reading, grammar and not listening. When listening is not taught in class, listening materials should be well provided in SALC and the students should be encouraged to visit the sound lab and independently practise the skill, but in reality it's the opposite.

Indeed, as described below, interviews with the informants resulted in the identification of seven different views of what they would like to improve.

4.3.1.1 Adding listening materials

As D1 believed that there were very few new materials in SALC 4, he would like to see "new/modern" listening materials be regularly added to the existing ones. He explained what he

meant by such materials: listening exercises of interesting incidents occurring around the world, for example, earthquakes, terrorist attacks, and inflation crises. T3 and T4 also spoke of their wish to see more “up-to-date” listening materials in SALC 4 because the existing ones were dated. They said the materials have stayed the same year after year.

The SALC manager disliked the current commercial listening materials because they are said to be too long and complicated. Due to the difficulty of locating the kind of materials students are looking for, the SALC manager believed that (i) no one including the teachers has ever used or touched them at all; and (ii) no one knew what they are and how to use them. Also, only one or two new sets of listening materials have been added. As a result, he would like to add more listening materials which focus on a wide range of activities, such as short paragraph listening, lecture listening, and listening on different topics:

(107) SM: I don't like them [the existing listening materials]; we just place them on shelves and let the students search through the materials for a suitable exercise themselves. ... What I would like to do is to add more listening materials to our sound lab. I'd like ones that are grouped into topics or in units; it can be short paragraph listening or lecture listening, something like that. Well, normally materials in SALC should be in sets, consisting of one short exercise and a cassette tape only for that listening exercise; each exercise should be only about 20-30 minutes long. Students can pick one set to work at a time without having to search for the right exercise from a commercial listening material and also without having to forward or rewind the tape to find the right spot to listen.

4.3.1.2 Adding supplementary listening exercises

T2, T3, and T5 felt that there was a lack of supplementary listening exercises that parallel and support the current EL070 textbook. However, T5 mentioned that at the time of the interview the teachers were producing new supplementary listening exercises that parallel and support the current textbook and they would soon be placed in SALC 4:

(108) T5: We have no supplementary exercises that parallel the listening tasks in this current textbook but we do have the ones that parallel the previous textbook. However, now we're working on the new supplementary exercises for listening.

These supplementary exercises will be grouped by topic. Many teachers have signed up to help produce the material.

4.3.1.3 Difficulty level

It is evident that all of the teachers believed that the listening texts of the existing commercial listening materials in SALC 4 were too difficult and time consuming for EL070 students. For example:

- (109) T4: Most of the materials in SALC 4 are the commercial ones and they are listening for comprehension. I think the listening texts are too difficult for EL070 students because they know very limited vocabulary. EL070 students should begin at word level or sound level, something like 'Pronunciation Pairs'. ... the materials are too difficult and time consuming.

4.3.1.4 Re-organising commercial listening materials

D1 also said the commercial listening materials should be re-organised according to their difficulty level to make it easy for the students to choose suitable materials to work on:

- (110) D1: ... the listening materials should be in groups according to the level of difficulty; starting from the easiest ones to the difficult ones, so students would know which one they should start with and then move on to the more difficult ones. ... The materials as they are now don't really help the students because the students would not know which ones are suitable for them to work on; we need to label them first.

And as the teachers believed that the current commercial listening materials were too difficult and time consuming for EL070 students, T2 and T4 suggested that the materials be re-organised according to topics and difficulty level to avoid low level students picking overly challenging/time consuming materials. For example:

- (111) T4: The materials should be arranged into topics or divided into topics for easy access so the students can spend less time such as 30 minutes working on one topic.

4.3.1.5 Commercial versus In-house materials

Regarding the Listening Practice 1-22 provided in SALC 1, T1 would like the institution to provide students with professionally-produced materials instead of the existing materials that are just photocopies of materials from many different books and sources as they are said to progress logically. Moreover, the existing materials are in fact a disparate collection of different commercial materials, rather than a single set which progresses consistently and logically.

- (112) T1: I would like the institution to find materials that are written by professionals for the students to practise their listening skill step by step from one level to another. I don't like the ones that are compiled by the teachers on sheets like what we have at the moment. ... I would like it to be a step-by-step exercise because it's self-access.

4.3.1.6 Buying listening materials featuring the L1

T5 has proposed in a meeting that the institution buy listening materials which includes judicious L1 usage as she believes that they would be more suitable for EL070 students than the existing difficult and time consuming commercial ones:

- (113) T5: ... I've just proposed in the meeting about buying a new listening material. It's a listening package with different topics such as finding jobs, travelling, etc. Each topic is short and complete in itself with some Thai explanations which I think is suitable for EL070.

4.3.1.7 Guidance

T1 and T5 also commented on the lack of guidance for the students using the materials in SALC 4. For instance, T1 suggested that the institution guide the students on which materials to use at their appropriate level:

- (114) T1: When you enter SALC you should be able to see where you are and at what level. There should be steps for you to follow. If you want to improve a certain skill, you have to do as follows: 1, 2, 3, and 4, etc. At the present, we don't have things like this in SALC. It's like go do whatever you want to and that's it. ... Students can do or pick any exercise they like without knowing which one should be done first.

And T5 suggested that the institution test the students' listening abilities and instruct the students to work on materials according to their abilities:

- (115) T5: We should provide a test for the students to measure their ability in listening and then have the students start with the exercises at their level. ... But now students just walk into the lab without knowing which one to start with because there are no instructions or no one to advise them.

4.3.1.8 Discussion

When the teachers were interviewed regarding their views about the listening resources in the SALC, three of the teachers revealed that they had no information about the materials provided in the centre. The SALC was in fact integrated into the EL070 syllabus as students taking the course had to visit SALC in their free time to complete their self-access learning reports/portfolios and submit for assessment (see Chapter 1 section 1.2.1). Nevertheless, it was found that the EL070 teachers lack the essential information needed in order to help their students in the exploitation of the centre. Sheerin (1997, p. 63) points out that:

It is the paradox of independent learning that almost all learners need to be prepared and supported on the path towards greater autonomy by teachers. ... Teachers, in other words, have a crucial role to play in launching learners into self-access and in lending them a regular helping hand to 'stay afloat'.

Teachers or *ideal helpers* are required to possess knowledge and skills in: the learners' mother tongues, the target language, needs analysis, setting objectives, linguistic analysis, materials, materials preparation, assessment procedures, learning strategies, management and administration, librarianship (Dickinson, 1987, p. 123). One of the aspects of knowledge required in Dickinson's list is knowledge about materials—the knowledge needed in order to be able to assist students in finding appropriate materials. It is important to make sure that the teachers: (1) are aware of the materials and equipment in the centre; (2) know their responsibilities as counsellors of the SALC;

and (3) are happy and confident in working with the centre (O'Dell, 1992). As teachers have to perform the role of helpers in helping students find appropriate materials, the institution should take on board O'Dell's (1997) suggestions for helping teachers best perform their crucial role by building their confidence which will make them effective and enthusiastic learning centre users. The suggestions include: (1) idea and experience sharing, and (2) involvement in the development of the centre. The sharing of ideas and experiences on ways in which the learning centre improved their life as teachers can encourage positive feeling among the teachers. Providing teachers with the opportunity to get involved in the development of the centre is another way of enhancing teacher confidence. This method helps increase the teachers' knowledge of the resources and encourages positive attitudes towards the resources. O'Dell asserted that teachers "who have had some share in the time available for developing resources or for taking occasional pedagogic responsibility for the self-access centre tend to be those who express greatest confidence and flexibility over its use" (p. 162). Teacher commitment is an important key to success of any self-access learning centre: "When the teachers have a sense of ownership of the SAC, they will gain confidence and expertise in their interactions with the students on SALL" (Yeung & Hyland, 1999, p. 168). It is imperative that the teachers in the institution believe in the self-access centre and promote it in order for the centre to be effective. Once the teachers in the centre believe that it enhances learning, they are likely to transmit the idea to their students (Littlejohn, 1985).

The issue of the listening materials being out-of-date was raised by one member of the board of directors, two teachers, and the SALC manager. They would like to see new listening materials be added to the existing stock. According to Gardner and Miller (1999, p. 113), it is necessary "to weed out" some of the useless and the unused materials. In addition, before building up the stock of materials either by purchasing, adapting or developing those who are responsible for providing

materials are advised to find answers to the relevant fundamental questions posed by Gardner and Miller (*ibid.*, p.115-118) in order to obtain stock of materials that are maximally relevant.

The issue that came up repeatedly in the interviews was the issue concerning the commercial listening materials in the SALC. The commercial listening materials were viewed as being too long and complicated, too difficult and time consuming, and in need of re-organisation (as in extracts 107, 109, and 110 respectively). In other words, informants would like to improve the accessibility and transparency of the system and make the existing listening materials more user-friendly. This issue is in line with Gardner and Miller's (1999, p.99) discussion of the disadvantages of published materials for self-access learning. Gardner and Miller argue that most of these materials are not made for learners who like to work alone and also they usually contain a large amount of materials from which picking the right activity may be problematic for learners. However, Gardner and Miller have suggested ways to make published or commercial materials more user-friendly: (1) using supplementary worksheets guiding learners through the materials and advising how to deal with pair work or group work activities; and (2) splitting the books into smaller units. The idea of breaking down the volume of the materials into smaller units of work is supported by several researchers, for example, Dickinson (1987), Gardner (1993, 1995), and Sheerin (1989, 1991), but it should be done under copyright legislation or with the permission of the publishers. In addition, teachers can produce in-house materials to be used in combination with the published materials as in this example from Sheerin (1989, p. 25):

a grammar exercise from a book can be preceded by an introduction and presentation of the grammar point written by one of the teachers. In this way it is possible to aim the material very sensitively at a particular group of students. In monolingual situations this can be particularly useful, and the students' mother tongue can be used for explanations, if necessary.

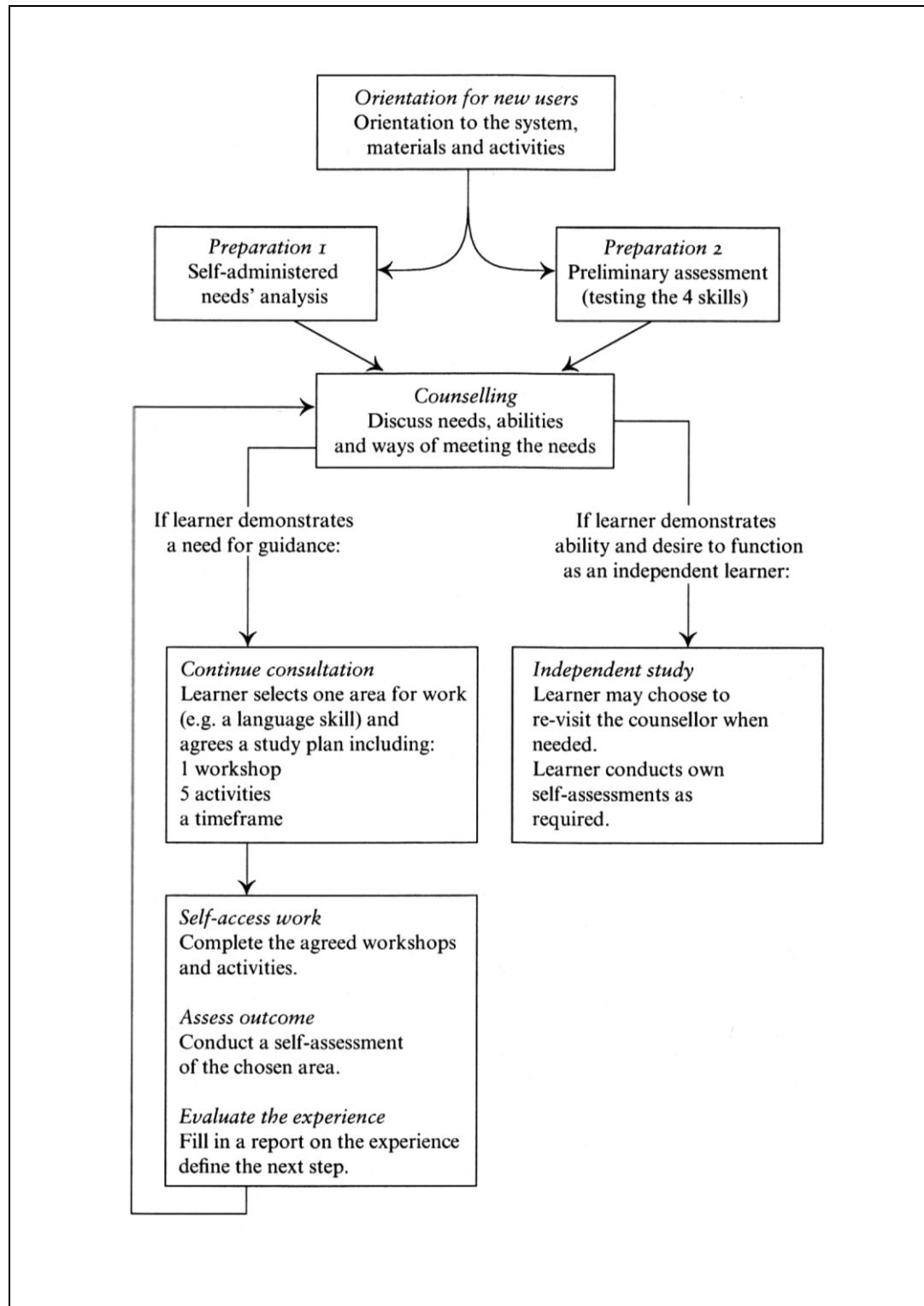
In fact Sheerin's suggestion (1989) to provide accompanying L1 explanations to the published materials can be another option for the institution. Instead of purchasing listening materials featuring the L1 as proposed by T5 in section 4.3.1.6, teachers can adapt the existing listening materials by adding some L1 explanations to make them user-friendly for EL070 students.

D1's concern over the need to re-organise the commercial listening materials (see section 4.3.1.4) was in line with Dickinson's (1987) argument that the classification, indexing, and organising of the materials have a significant effect on the success or failure of the centre. The classification of the materials should be simple, the simpler the better for the students (Sheerin, 1989). Sheerin (*ibid.*) recommended that the materials be organised and labelled or coded by: (1) level, for example, BEG for beginner, INT for intermediate, or through the use of numbers or letters; (2) main focus, for example, R for reading, W for writing; (3) sub-categories, for example, L.DI/1 indicates the first example of a dictation type of activity in listening; (4) topic, for example, Natural world/Wildlife (birds: Nuthatch) (*Natural world* is the broad category, *Wildlife* is a sub-category, and *birds: Nuthatch*) is the specific topic of the item; and (5) indexes with the use of computerised databases. Therefore, T2 and T4's suggestion that the listening materials be re-organised according to topics and difficulty level should be put into practice in accordance with Sheerin's guidelines.

As we saw in 2.9.2, the primary aim of self-access study facilities according to Sheerin (1989) is "to enable learning to take place independently of teaching". And Benson (1994, p. 7) argued that "simply by using a self-access centre on their own, students will be able to direct their own learning". However, a number of researchers (e.g., Gardner & Miller, 1999; Lai & Hamp-Lyons, 2001; Morrison, 2008; Sheerin, 1989) suggest that there is a possibility that the students may need guidance and counselling when they are using a self-access centre. Students may need guidance on how to use the centre, where to find materials, and help to analyse their needs and set targets (Sheerin, 1989). In addition, guidance/help can assist students in understanding their

learning needs, problems and preferences. If such support is withheld, “some students are vulnerable to struggle unsuccessfully in the self-access learning environment” (Lai & Hamp-Lyons, 2001, p. 77). This learner support role is expected to come from tutors, teachers and/or administrative staff. The findings from Marrison’s (2008) study advocated that there is in fact a need for a teacher within the centre. Similarly, the issue of guidance was an issue that came up repeatedly in the interviews of the present study. Hence the institution may consider imposing Gardner and Miller’s (1999) compulsory guidance programme for self-access learners. Their guidance programme is applicable in the researcher’s context. The institution may follow the guidance programme by providing an orientation session regarding the self-access system, materials and activities for the new experienced and inexperienced users of SALC. Prior to the counselling services for individual students in which the students’ needs, abilities and ways of meeting the needs are discussed, the students’ needs should be analysed and their abilities in the four skills should be assessed. A clear distinction should be made between the students who need and do not need guidance. Students who do not need guidance may study independently in the centre. However, students who need guidance may work on their desired area and follow a study plan under the help of a counselor. Gardner and Miller’s (ibid.) flowchart is shown in Figure 4.41 below:

Figure 4.41 Gardner and Miller's example of compulsory guidance for learners entering a SALC (1999, p.75)



It is apparent from the interview data that the students did not express their attitudes towards the SALC listening resource. The students' study habits and behaviour in the centre (see section 4.4.1) accounts for the absence of their voices in this section.

4.3.2 Attitudes towards examples of SALC listening materials

In exploring the attitudes of the board of directors, teachers, and students towards the listening materials in the centre, the participants were presented with five examples of listening activities selected from the commercial listening materials provided in SALC 1 and SALC 4 (see Appendices II – VI). Using the process of elimination, Examples One – Four were taken from three of the sixteen sets of commercial listening materials provided in SALC 4. In addition, the four examples were taken from the exercises in the first unit of each set of material as all the units were similar in their aims and format.

4.3.2.1 Example one (Unit 1, 1.1: In a twist, *Progressive Listening*, 1990, pp. 10-11)

Example One consists of a pre-listening task and a listening task about a series of nine Hatha Yoga exercises. The pre-listening task requires the students to read the given paragraph, fit the given twelve words into the gaps, and compare their answers. The listening task requires the students to (i) guess and note down the letter of the drawing which they think corresponds to the name of the nine yoga exercises given in the table before they get to listen to the taped dialogue; and (ii) to write the letter corresponding to each drawing against its name and identify the duration recommended for each exercise. Six categories of informants' views relating to Example One emerged from the interview data. Each of these is reported below.

(1) **Difficulty of the vocabulary**

It is evident that all of the board of directors felt Example One was too difficult for EL070 students because of its difficult vocabulary and it would reportedly be “impossible” for them to complete Example One without the teachers’ help or guidance. Similarly, T2 and T4 commented that the vocabulary in the pre-listening task (see Figure 4.42 below) of Example One was too difficult for EL070 students:

- (116) T4: It is way too difficult. I don’t even know some of the words myself. ... I don’t think the students would know these words: advantages, alternatively, rest, supple, and stiff. ... This exercise is not suitable for EL070 students.

Figure 4.42 Example One Pre-listening task

1.1 In a twist

Pre-listening task
First read the paragraph. Then fit the twelve words in the list into the twelve gaps. Work alone at first, and then compare notes with the student next to you.

exercise	spent	thing	rest
breakfast	top	alternatively	supple
time	advantages	meal	stiff

The best (1) for sessions of yoga exercises is in the morning after washing and before (2) (3), you might (4) in the evening before your (5) or last (6) before going to bed. Both times have (7); in the evening you will find your body more (8), because you have not just (9) a long time lying in bed, but in the morning, even if you do feel a bit (10), the exercises will put you in (11) form for the (12) of the day.

Also S2, S6, S7, S11 and S14 said the vocabulary in Example One was too difficult for them and it would also be too difficult to guess from the choices given.

(2) Difficulty of the topic

T2 and T4 said the topic, yoga, was too difficult for EL070 students. Three students, S2, S6 and S7, admitted that not only the vocabulary but also the topic was too difficult for them. They believed that other students would feel that same.

(3) Ability to complete

Despite the misgivings regarding the difficulty of the task by some informants reported above, nine students felt that they had the ability to complete Example One even though they might need: (i) more time than the time the book suggests; (ii) some help or guidance; and (iii) to have good vocabulary knowledge to complete the activities.

(4) Similarities/differences to the textbook materials

T1, T3, and T5 commented on the similarities and differences of the tasks and topics in Example One and the EL070 textbook. They said the tasks were similar, in that the students were required to recognise sounds and identify the actual order of the given choices according to the information they hear on the tape, whereas the topics were different. On the other hand, three students, S1, S4, and S9, felt that the tasks in Example One were different from those in the EL070 textbook. They said that there was no pre-listening task in the textbook materials and most of the tasks required the students to tick the right answers, whereas there was a pre-listening task in Example One and it required the students to fill in the blanks.

(5) Visual support

S3 and S8 also said they liked the visual support in Example One because they believed that tasks with a lot of visual support are easy (see Figure 4.43).

Figure 4.43 Example One Listening task

Listening task


Below are drawings representing a series of nine Hatha Yoga exercises (called Asanas). The names of the exercises, in the left-hand column of the table are in the same order as they are mentioned in the taped dialogue.

Before you listen:


Look at the drawings, and in the column of the table marked 'your guess', note down the letter of the drawing which you think corresponds to the name of the exercise. For example: 1 Candle = C (not true, by the way!)

While you listen:


- 1 Write the letter corresponding to each drawing against its number name in the actual order column.
- 2 Identify the duration recommended for each exercise, and write the time in the third column, (e.g. if you think exercise should be done for 1 minute, write *1 min.* in the column marked 'Time').




A




B




C




D




E




F



G



H



I

(6) Guessing tasks versus vocabulary pre-teaching

Six students, S3, S6, S8, S9, S14, and S15, liked the guessing in the listening task of Example One because the task allowed the students to think and make guesses before they actually listen to the tape (see Figure 4.43). In contrast, S7 preferred the pre-teaching of vocabulary to the guessing task as she believed that she would not learn anything from guessing.

4.3.2.2 Example Two (Unit 1, 1.3: Please Sir, *Progressive Listening*, 1990, pp. 12-13)

Example Two consists of a pre-listening task and a listening task. The pre-listening task requires the students to make brief notes to answer five given questions about their previous schools and teachers and discuss their answers with a partner. The listening task requires the students to listen to someone describing his teacher and choose the correct answers for the given eight items according to what they hear on the tape. Seven categories of informants' views relating to Example One emerged from the interview data. Each of these is reported below:

(1) Difficulty of the task

D1 and D2 commented on the difficulty of the listening task, saying that it was beyond the aims/objectives of EL070 and the students' ability as the students would have to understand the given choices and choose the correct answers for the given eight items. They believed that the task would be too challenging for the students (see Figure 4.44):

(117) D1: I would change the type of this exercise to filling in the blanks with short answers instead because it's beyond the EL070 students' abilities and it's even beyond our aims/objectives. The listening on the course is about daily activities, daily life, etc. And there are pictures to guide them and only require short answers. For this one, truly there's no writing involved but look at the choices, for example, item 8, 'the speaker... a, b, and c' and there's no clue given. The students have to read, try to understand the choices, and listen for the correct answers which I think is too much for them.

And four teachers commented on the difficulty level of the listening task in Example Two. For instance, T1 said the task was too difficult because the students were required to not only listen for the answers but also read and understand the very long alternatives from which to choose, whose meanings are similar (also see Figure 4.44):

(118) T1: ... I think this one is more difficult and the choices are so very long. Look at this, 'the speaker didn't learn to speak a word of Latin' and 'studied Latin but only spoke a little' [T1 reads out part of the choices], they are so close to each other.

This one is a lot more difficult because the exercise is playing with words and each choice is only a little bit different from each other. Students have to read and understand the meaning to do this exercise. There is no way for them to do this exercise. It's not suitable for EL070 students at all.

In order for EL070 students to be able to complete the task, their reading ability had to be “quite good” (T2) or the questions needed to be simplified and less complicated using simple sentences (T3).

Similar to T1, T4 believed that the task was beyond the students' ability. And T2 believed that excessively difficult listening activities may have a negative impact on the students; that is, they might feel nervous and might not want to do the activities at all.

Also S11 said the tasks of the listening activities in Example Two were too difficult because the students would need to have sufficient grammar knowledge to complete the task.

Figure 4.44 Example Two Listening task

Listening task

You are going to hear someone describing a teacher he remembers very well. In each of the questions, choose the correct answer, A, B or C, according to what you hear, and explain why you eliminate the other two.

- 1 The speaker studied with the teacher he describes
 - A from the age of eight to thirteen.
 - B from the age of thirteen to eighteen.
 - C for thirteen years.
- 2 The speaker
 - A didn't learn to speak a word of Latin.
 - B studied Latin but only spoke a little.
 - C could count in Latin but nothing else.
- 3 The speaker
 - A was enthusiastic about the French teacher's varied methods.
 - B wouldn't have learned any French if the teacher hadn't been so strict.
 - C felt the French teacher did very little to make his pupils like him.
- 4 At school, the speaker
 - A only spoke French when he met the music teacher's French wife.
 - B practised spoken French only during the weekly conversation class.
 - C only practised his French once a week with his French music teacher.
- 5 From the French teacher, the speaker learned
 - A to look at his own country from a different perspective.
 - B to think that France was superior to a lot of other countries.
 - C that you can't understand another country unless you know its language.
- 6 According to the speaker, the French teacher
 - A looked like some kind of foreigner.
 - B had the looks of a typical Frenchman.
 - C had a very menacing way of looking at people.
- 7 The pupils nicknamed the French teacher 'Tommy the Commie' because
 - A he had communist political views.
 - B he expressed moderately left-wing opinions.
 - C he made them read French communist literature.
- 8 The speaker
 - A last saw the French teacher when he was thirty.
 - B thinks the French teacher was thirty or so when he had taught him.
 - C last saw the French teacher when the teacher was thirty.

(2) Difficulty of the vocabulary

D2 also said the vocabulary in the listening task of Example Two such as 'enthusiastic' (item 3) and 'typical' (item 6) was too difficult for EL070 students (see Figure 4.44), who would likely lack sufficient vocabulary knowledge to complete the activity. T1 and T4 also said the vocabulary

in the listening task of Example Two was too difficult for EL070 students (also see Figure 4.44).

For example:

- (119) T1: This one is more difficult. Look at the first item, these words: ‘eight to thirteen’ and ‘thirteen to eighteen’ are very close to each other. This is not just listening to sounds. Students need to know the meaning otherwise they would be unable to answer the questions.

And T4 was certain that the students would not understand most of the words in the listening activities, for example, ‘enthusiastic’ and ‘methods’.

Also S2, S5, S10, S14, and S15 said Example Two was too difficult for EL070 students because of the many unknown items of vocabulary. They believed that they would need the ability to guess the meaning of the difficult vocabulary from the context.

(3) Difficulty of the production aspect

Regarding the production aspect of the listening activities in Example Two, S6 felt it was too difficult for EL070 students and she was also concerned whether she would be able to express herself in English (see Figure 4.45).

Figure 4.45 Example Two Pre-listening task

1.3

Please, Sir

Pre-listening task
 Make brief notes to answer the following questions, then discuss your answers with a partner.

- 1 What are or were your best subjects at school?
- 2 What are or were your worst subjects?
- 3 Which teacher(s) do you remember best and why?
- 4 What characteristics make a good teacher?
- 5 In what order of importance would you put the following features of schools?
 - (a) what you study
 - (b) the people you meet
 - (c) the interests you develop

12

(4) Difficulty of the accent/pronunciation aspect

Despite the belief in her ability to complete the task, S3 perceived difficulties in understanding the accents/pronunciation of the native speakers on the tape.

(5) Ability to complete

However, eight students felt that they had the ability to complete Example Two. For instance, S1, S12, and S13 said the vocabulary was not too difficult for them to understand. S7 and S8 said the topic of the listening activities was familiar. And S3, S4, and S9 believed that they would be able to do the activities if they took notes, listened to the tape several times, and were careful with grammar when reading and trying to understand the given choices respectively.

(6) Familiarity of the topic

D2 and D3 commented on the familiarity of the topic of the listening activities in Example Two. They liked the topic which was about teachers and students and believed that the EL070 students would also like and be familiar with such a topic as well.

And T2 said the topic, teachers and schools, of the listening activities in Example Two was familiar and interesting. Two students, S7 and S8, said the topic of the listening activities was familiar.

(7) Personalised activities

S6, S7, S8, S9, and S11 liked the pre-listening task in Example Two because the task was meaningful and they would get to think about themselves and their experiences (see Figure 4.45).

4.3.2.3 Example Three (Chapter 1: The Population, *Noteworthy*, 1996, pp. 8-9)

Example Three is from a chapter which requires the students to listen to a lecture about the U.S. population, take notes and compare notes with their partners, and then arrive at a consensus as to the content of their notes, before preparing a short oral report about their country's population, and presenting the information to the class. Five categories of informants' views relating to Example Three were identified from the interview data. The views are reported below:

(1) Difficulty of the task

It is evident that all of the directors felt that Example Three was for advanced level students. The students would have to use many skills at the same time which was far beyond their current level:

(120) D2: This one is advanced level and EL070 students wouldn't be able to do it. ... it involves many skills, listening, note taking, writing, and speaking. They also need to know their grammar very well. I think it's very difficult, they can't do it.

Like the Directors, teachers were also agreed that the difficulty of Example Three was an issue, and they all felt that Example Three was too difficult and not appropriate for EL070 students:

(121) T4: ... the task should be filling the blanks instead because these students are very poor. They can only do exercises like fill in grids, tick the right answers, and give short answers. These students wouldn't be able to take notes because they can't spell the words. When they can't take notes, they wouldn't be able to reproduce in any way. It's definitely not suitable for EL070 students. For the speaking part, I think only a few students would be able to do it. ... it should be for more advanced students, therefore, I'd like to conclude that it's too difficult.

And nine students, S3, S4, S5, S6, S7, S9, S10, S11, and S12, said Example Three was not appropriate for EL070 students because the task was too difficult and it involved many skills. The students would need to be able to do more than one thing at a time which was beyond their ability:

- (122) S5: I don't think I can do this one because I have to listen, take notes, reproduce and then present. I'm sure I can't do it. I can only listen and answer and that's it.

(2) Difficulty of the vocabulary

S7 said not only the task was too difficult but the vocabulary in Example Three was too difficult for the students as well:

- (123) S7: I don't think I can do it. It's too difficult. We have to listen and write down. I don't even know the vocabulary. I can't do it. Listening is already hard, how can I listen, take notes and reproduce. ... It's too difficult and it's not for EL070 students.

(3) Difficulty of the production aspect

S1 and S2 felt that they would be able to complete the note taking and the writing part by simply paraphrasing or copying from the examples given in the material, however, they perceived difficulties with the production aspect of the task.

(4) Ability to complete

However, four students felt that they had the ability to complete Example Three. For instance, S8 said she could complete the task by copying some of the sentences and using these as models which she could adapt. S13 believed that it would be fine to use only simple words. S14 said he would be able to do Example Three but he might need longer than the time suggested for the task. And S15 felt that Example Three was not too difficult for him and his peers to complete.

(5) Differences to the textbook materials

Ten students said Example Three was different from the textbook listening materials.

4.3.2.4 Example Four (Chapter 1: Car Talk, *On the Air: Listening to Radio Talk*, 1998, pp. 1-5)

Example Four consists of two pre-listening dictation tasks and a listening task. The First and Second Pre-Listening Dictation both require the students to fill in the blanks of the given sentences from one of the broadcasts of the radio programme *Car Talk* with the words or phrases on the tape. The Listen Again task requires the students to listen to a conversation between the hosts of *Car Talk*, Click and Clack, and a caller named Charlie, putting a check (✓) beside the given sentences when they hear each of the sentences on the tape. The informants' views relating to Example Four are reported below:

(1) Difficulty of the task

T2 and T4 were unsure about the students' ability to complete the dictation tasks in Example Four. They believed that some students would not be able to do the tasks because of their insufficient spelling knowledge.

And S10 felt that the dictation tasks in Example Four were too difficult for EL070 students because of the students' insufficient vocabulary and spelling knowledge (see Figure 4.46).

Figure 4.46 Example Four First Pre-listening Dictation

🔊 First Pre-Listening Dictation

DIRECTIONS: The following sentences are from one of the broadcasts of the radio program *Car Talk*. After you fill in the blanks with the words or phrases on the tape, or as your teacher reads the sentences to you, discuss the meaning of each sentence.

1. What's _____, _____?
2. Hangin' in _____. I got a _____. I got a _____ - _____ Honda.
3. I started experiencing some _____ knocks and some _____ in _____ gear.
4. It won't _____ it going up the _____.
5. . . . until you got to _____.
6. It didn't _____.
7. There's something wrong with the _____.
8. I _____ wholeheartedly with my _____.
9. I think your _____'s _____.
10. Get _____ to _____ dealer.
11. No, it's unlikely you did any _____ at _____.
12. I would tell them the _____ and _____ them figure _____.
13. Good _____.

NOW GO OVER THE DICTATION AND DISCUSS THE MEANING OF EACH SENTENCE.

(2) **Similarities to the textbook materials**

A large number of informants—all members of the board of directors, all of the teachers, and eleven students commented that the tasks in Example Four and the textbook were similar.

(3) **Ability to complete**

In commenting on the similarities of the tasks in Example Four and the textbook, all members of the board of directors believed that the students would be able to complete the tasks in this example. Eleven students similarly believed that they had the ability to complete the tasks and said Example Four seemed to be the easiest of all the examples shown.


4.3.2.5 Example Five (Listening Practice 1-22)

Example Five is a set of 22 listening exercises taken by teachers from an unidentified course book. For instance, Listening Practice 1 requires the students to listen to the speaker on the tape talking about her birthday party, number the pictures according to what they hear on the tape, and answer questions (see Figure 4.47 below). And Listening Practice 2 requires the students to listen to the speakers on the tape talking about their decisions to go out after work and what they have decided to do, and write down the speakers' opinions about the given topics (see Figure 4.48). Ten categories of informants' views relating to Example Five emerged from the interview data. The views are reported below:

Figure 4.47 Example Five (Listening Practice 1)

Listening Practice 1

LISTEN TO THIS Ellen is showing her friend some pictures from her 50th birthday party. Number the pictures 1-4 as she talks about each one.




Now listen and answer these questions.

1. How many children does Ellen have?
2. Does she have any grandsons? granddaughters?
3. How old is her nephew?
- How old are her nieces?
- What do they do?

Figure 4.48 Example Five (Listening Practice 2)

Listening Practice 2

LISTEN TO THIS Mary and Stan have decided to go out after work. They're talking about what to do. Write their opinions about the following topics.

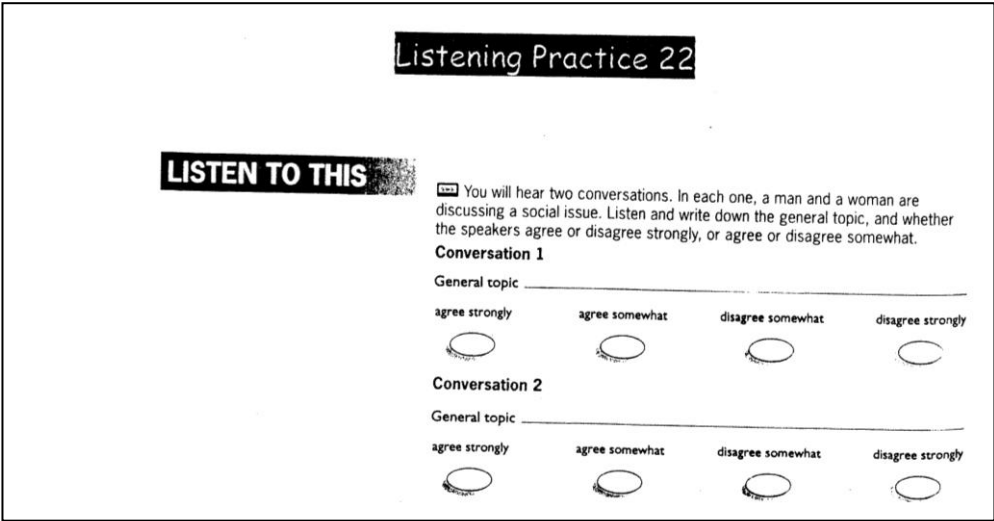


Chinese food		
hamburgers		
musicals		
documentaries		
Bowling		

(1) Difficulty of task

D2 and D3 felt that some of the tasks of the listening activities in Example Five would be too difficult and beyond EL070 students' ability. For example, with regard to the listening activity on social issues, D2 believed that students would not be able to distinguish between 'agree strongly', 'agree somewhat', 'disagree somewhat', and 'disagree strongly' (see Figure 4.49).

Figure 4.49 Example Five (Listening Practice 22)



In addition, T4 believed that some of the tasks in Example Five would be too difficult for EL070 students because they required special skills such as note taking. Two students, S9 and S10, agreed that Listening Practice 9 would be too difficult for them to complete, especially when they are required to write down a lot of information (see Figure 4.50 below):

Figure 4.50 Example Five (Listening Practice 9)

Listening Practice 9

LISTEN TO THIS

Irene Reynolds is the busy president of a large company. Listen as Jim, the assistant, gives Irene her schedule for Monday of next week. Fill in her appointment book.

MONDAY
APPOINTMENTS & EVENTS

Hours	Appointment	Hours	Appointment
8:00 am		4:00 pm	
9:00 am		5:00 pm	
10:00 am		6:00 pm	
11:00 am		7:00 pm	
12:00 pm		8:00 pm	
1:00 pm		9:00 pm	
2:00 pm		10:00 pm	
3:00 pm		11:00 pm	

(2) Difficulty of the topic

Despite saying that Example Five was similar to the textbook listening materials and that it would not take much time to complete the worksheets, T4 also believed that students would definitely need some guidance and/or help from their teachers in supplying them with unknown vocabulary as the topics of some of the listening activities were too difficult for them to complete independently such as Listening Practice 22 on social issues (see Figure 4.49). Five students commented on the difficulty of the topic. They felt that most of the topics such as shopping, eating out, things to do in the summer and things to do after work would not be difficult for them except the last exercise on social issues (see Figure 4.49).

(3) The sequencing of the topic

D2 also disliked the sequencing of the topics of the listening activities in Example Five. She felt that the order of the topics of the listening exercises should be re-arranged according to their difficulty levels: difficult topics such as the topics about opinions and business should be placed

towards the end of the set and the topic about past events which she believed would be easy for the students should be at the beginning of the set.

(4) Type of task

It is evident that all of the teachers felt that Example Five is the type of listening activity which should be put in the SALC because each of the tasks therein takes less time to complete than the earlier examples discussed above.

- (124) T3: I like this example more than the other four and I think the students feel the same way because each of the exercises is short and not time consuming. The students can finish one in about twenty minutes or less. I think it's a good example of the type of listening exercises to be put in SALC.

Similarly five students commented that Example Five is the type of listening exercises that they would be interested in doing when they are in the centre. They would choose to do these exercises because they are short.

(5) Similarities to the textbook materials

D1, all of the teachers, and eight students felt that the tasks of the listening activities in Example Five and the EL070 textbook were similar. For example:

- (125) T1: This one is good and it's similar to the kind of exercises students have to do in the textbook. ... The tasks require the students to only fill in short answers, tick the correct answers, or just rearrange the orders according to the listening. I think it's simple and suitable for SALC.

(6) Ability to complete

In commenting that the tasks of the listening activities in Example Five were similar to the tasks in the textbook, D1 believed that the students would be able to complete the listening activities in Example Five. Similarly, eight students felt that they would be able to do the exercises:

- (126) S13: These exercises are similar to the exercises in the textbook, like this first exercise is similar to the exercise in unit 4. We had to listen, get the details and write down the answers. I think I can do these exercises.

(7) The issue of independence/autonomy

S9 and S10 also commented on the issue of independence/autonomy. They felt that some of the tasks in Example Five would be too difficult for them to complete in SALC without being supervised by a teacher.

(8) The issue of L1

Having done some of the listening activities in Example Five, S10 commented that some of the activities were too difficult to understand and there was no L1 explanation to help him overcome his difficulties, either.

(9) Visual support

Eight students commented on the importance of visual support. They believed that visual support helps promote the students' comprehension of listening and that the students would be able to do the listening activities in Example Five with such support. For example:

- (127) S7: In my opinion, Example Five is OK because there are pictures and the pictures help us understand and that makes it easier for us to do the tasks. I think EL070 students can do these exercises because there are pictures and we wouldn't have to do a lot of writing.

(10) The need to listen to the tape several times

S6 and S11 believed that EL070 students have the ability to do Example Five, however they might need to listen to the tape several times because some of the listening activities towards the end require long answers and the comprehension of the main ideas.

4.3.2.6 Discussion

In commenting on the five examples of the listening activities selected from the commercial listening materials provided in SALC 1 and SALC 4, it is evident that many similar themes came up repeatedly in all the five examples: (1) the difficulty of the topic, task, vocabulary, the production aspect, and/or the accent/pronunciation aspect; (2) students' (in)ability to complete the tasks; (3) similarities and/or differences to the textbook listening materials; (4) the issue of independence/autonomy, and the need for teacher guidance in order for students to successfully complete SALC activities; (5) the issue of the L1; (6) visual support; and (7) the need for multiple listening opportunities.

Regarding the issue of difficulty, this was expressed in connection with several aspects relating to the materials, topic, task, vocabulary, production, and accent/pronunciation. The first three examples, Example One, Two, and Three, were viewed as being too difficult for the students and/or being higher than the students' proficiency level because of the many unknown items of vocabulary and/or topics. The difficulty levels of the examples were also apparently beyond the levels which the aims/objectives of the course sought to meet. In addition, Example Two and Example Three were viewed as being too difficult due to their production aspects. Despite a few comments on the difficulty of the task and/or topic, Example Four was seen as being the easiest of all the examples and Example Five was viewed as being the type of listening material that should be put in the centre. Several features of listening input and task that have been identified by the

interviewees as sources of difficulty are the components of features of listening input and task that can cause L2 learners problems, as detailed by Lynch (2009, p.98):

Input characteristics

Language

- speech rate
- lack of pauses between idea units
- unfamiliar accent
- use of less frequent vocabulary
- grammatical complexity
- embedded idea units
- complex pronoun reference

Explicitness

- implicit ideas
- lack of redundancy

Organization

- event narrated out of natural time order
- examples preceding the point they illustrate

Content

- unfamiliar topics
- number of things and people referred to
- unclear indication of the importance of protagonists in the text
- shifting relationships between protagonists
- abstract content

Context

- lack of visual or other support

Task characteristics

Tasks tend to be more difficult when they require:

- the processing of more details
- the integration of information from different parts of the text
- the recall of gist (for example, writing a summary) rather than exact content
- the separation of fact from opinion
- the recall of non-central or irrelevant details
- a delayed response rather than an immediate one

According to Field (2008) and Lynch (2009), some form of grading can be done to make a listening text that is linguistically too difficult more accessible to the students. Teachers can choose to grade the texts or grade the tasks. The listening text can be graded either by adjusting the input (by preparing a script with a limited number of unfamiliar words or editing out fast and/or complex passages) or the accompanying materials (by preparing a list of vocabulary, a summary, or a partial

transcript). The task can be made easier in terms of process (identify key points, topic of conversation, or a speaker's accent) or output (matching, ticking, or answering questions in their L1) (Lynch, 2009).

Despite the fact that the issue of difficulty levels was the issue attracting the greatest number of responses across all three different parties, some of students believed that they would be able to complete the tasks of all the examples shown. On the contrary, Example Four and Example Five were the only two examples that the board of directors believed the students would be able to complete as the tasks were similar to that of the EL070 textbook. Despite some informants' misgivings about using commercial materials in the centre, the materials may in fact suit to be used as SALC materials because of the informants' perceived similarity between the SALC materials and the EL070 textbook, i.e. learners will be familiar with the material.

The informants' perceived similarity between the SALC materials and the textbook, i.e. learners will be familiar with the materials, and therefore the materials are suitable for SALC materials, despite some participants' misgivings about using commercial materials in the SALC.

The findings in relation to the issue of independence/autonomy as reported in (7) of section 4.3.2.5 supported the researchers' assumption discussed in section 4.3.1.8 that students may need a teacher's guidance when working in the SALC (e.g., Gardner & Miller, 1999; Lai & Hamp-Lyons, 2001; Morrison, 2008; Sheerin, 1989). The issue of the need for the teacher's guidance is in line with Gardner and Miller's (1999) arguments relating to the drawbacks of published materials. Many published materials are produced with the assumption that they are used under the guidance, control, and/or monitoring of a teacher.

We have seen that the L1 was an issue that was raised in the interviews in section 4.3.1.6, T5 believed listening materials featuring the L1 are more suitable for EL070 students. This issue was once again raised by S10 expressing his views of Example Five. He felt that an explanation in the

L1 was needed in order to help him understand and complete the listening activities. However, it must also be emphasised that when curriculum designers and materials developers consider the results of this study as they look to revise the EL070 programme, the L1 issue may not need to be given priority at least with regard to SALC activity as it attracted only a few responses. In purchasing, adapting or developing materials, the institution needs to think about the policy on the use of mother tongue as the language of instruction in the materials (Gardner & Miller, 1999).

Many students commented on the importance of visual support. They said with the visual support, Example One seemed easy and they would be able to complete Example Five. This issue of visual support has already emerged in the student interviews in section 4.2.1.2. evaluating the textbook listening activities. Indeed, it was apparent that visual support was one of the features many students considered when evaluating any piece of listening material. According to Ur (1984), the use of visual materials such as pictures, sketches on the blackboard or overhead projector, flannel- or magnet-board cut-outs, is “of immense value in contextualising and bringing to life the listening situation as well as in aiding comprehension of the language” (p. 29). In addition, the results of a study by Jones and Plass (2002) have proved that the use of visual materials enhanced listening comprehension performances (see 2.8.2.2 for the review of the study).

We have also seen how some students felt they would need several listenings to complete some of the listening activities. By tradition, learners get to listen to a listening text at least twice with the first listening seeking to achieve a very general understanding of the listening text (Field, 2008). Although L2 testing specialists have argued that in real life we only hear the utterances once, studies have shown that the idea of repeated listenings can be popular with students. For example, a survey of college students in Taiwan has shown that students used repeated listening as a way to improve their comprehension (Chang et al., 1993, as cited in Chang & Read, 2007). The findings from Teng (1998, as cited in Chang & Read, 2007) revealed that in a listening test the majority of

students would prefer to hear the input at least twice, even up to three times or more. In addition, Berne's (1995), Chang and Read's (2007), and Elkhafaifi's (2005) studies confirm that L2 listeners' comprehension improved through repeated listening.

In class, teachers can easily depart from the recommended way of tackling listenings. For example, in their instructions, in the use of L1, and in multiple listenings rather than the recommended number. In the SALC, however, one possibility is teachers rewriting some of the textbook instructions when they design a SALC version of the activities, in order to make them more suitable for the SALC students.

4.4 Findings and discussion in relation to RQ2b

This section presents the findings and discussion in relation to RQ 2b: *What are the students' study habits concerning listening in the SALC, and their attitudes towards the assessment within the SALC, and how do these compare with the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits and assessment within the SALC?*

The first part of this section reports and discusses the findings regarding the students' study habits concerning listening in the SALC. The findings on the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits are also reported and discussed. The second part presents and discusses the findings regarding the attitudes of the teachers, students, board of directors and SALC manager towards the assessment within the SALC.

4.4.1 Students' study habits and behaviour in the SALC

All of the students who enrol in EL070 course are required to attend the SALC regularly throughout the term. Students are required to practise their English skills through various media and

materials, write reports (forms are provided by the Language Institute) to record and reflect on their learning experience, and compile those reports to form a portfolio which is submitted for assessment. This portfolio is accompanied by proof of attendance that the student has attended the SALC in the form of completed worksheets of exercises to be found in the SALC. These worksheets comprise a wide range of activities, such as writing a film review, a magazine article, using the Internet, reading a newspaper, and so on. In addition, students are required to attend one of the self-access learning activities. Examples of self-access learning activities include a karaoke singing contest, an exhibition, a speech contest, a mastermind quiz game, spelling bee, etc. Students are also required to fill in a report form to record their experience when attending the activity. To obtain the maximum of 10 points for this assignment, students have to choose four self-access learning reports which best represent their self-access learning for inclusion in their portfolio, combined with a report of the activity they have attended and submit it to their teachers at the end of the term.

The purpose of collecting the English Course I students' self-access learning portfolios was to find out the students' study habits and behaviour in the SALC by looking at the different types of activities students completed in the centre during the term and the number of reports students submitted for each of the different types of activities. As the students were to attend the SALC regularly throughout the term and were required to choose and submit only the four best reports from their total completed reports, the findings on the students' study habits and behaviour in the SALC presented in this section are derived only from the students' chosen reports included in their portfolios. Moreover, the data on the students' attendance of the self-access learning activities was disregarded as irrelevant to this research as the activities were not related to listening.

This section discusses the students' study habits and behaviour in the SALC obtained from (1) student interviews and students' self-access learning reports/portfolios, and (2) informal SALC observation forms. The teachers', board of directors', and the SALC manager's views on the

students' study habits and behaviour in the centre are also discussed. Each of these is discussed below.

4.4.1.1 Students' study habits and behaviour in the SALC obtained from the interviews and the students' self-access learning reports/portfolios

This section reports the findings and discussion on the study habits and behaviour of (1) the 14 interviewees in this research (one interviewee did not submit his portfolio); and (2) the 170 students from five classes of EL070 obtained from the self-access learning portfolios submitted at the end of the term.

(1) The interviewees' study habits and behaviour in the SALC

At the end of the term, 14 out of 15 interviewees submitted their portfolios consisting of 92 reports of the self-access learning activities completed in the SALC. The different types of activities the interviewees completed/submitted and the number of reports submitted for each of the activities are summarised in Table 4.2. The results show that the five most popular activities interviewees chose to do were: (i) reading (14 interviewees); (ii) Listening Practice in SALC 1 (7); (iii) watching films (7); (iv) Internet (6); and (v) Vocabulary Practice (5). In addition, the results show that none of the interviewees chose to practise their listening skills using the commercial listening materials provided in SALC 4.

Table 4.2 The interviewees' study habits and behaviour in the SALC obtained from the interviews and the students' self-access learning reports/portfolios

Activities	Student interviews	Self-access learning reports/portfolios	
		Numbers of students	Numbers of reports
Reading	6	14	24
Grammar exercises	2	-	-
Vocabulary Practice	-	5	13
Listening Practice (SALC 1)	2	7	29
Listening to songs	-	1	1
Speaking Practice	-	2	7
Internet	3	6	8
Board games	3	2	2
Films	9	7	8
Karaoke singing	2	-	-
UBC	3	-	-

(2) The EL070 students' study habits and behaviour in the SALC

170 out of 178 students from five classes of EL070 submitted their portfolios consisting of 862 reports of the self-access learning activities completed in the centre. The different types of activities the students completed/submitted and the number of reports submitted for each of the activities are summarised in Table 4.3. The results show that the students chose to complete fourteen different types of activities provided in the four rooms of the SALC. The five most popular activities students chose to do were: (i) reading (117 students); (ii) Vocabulary Practice (83); (iii) Listening Practice in SALC 1 (81); (iv) watching films (65); and (v) using the Internet (65).

Table 4.3 EL070 students' study habits and behaviour in the SALC obtained from the students' self-access learning reports/portfolios

	Activities	Numbers of students	Numbers of reports submitted
1	Films	65	82
2	UBC	1	1
3	Listening Practice (SALC 1)	81	171
4	Listening to songs (SALC 4)	9	9
5	Vocabulary Practice	83	201
6	Vocabulary Supplementary Exercises	1	1
7	Reading	117	271
8	Reading Supplementary Exercises	1	1
9	Speaking Practice	13	20
10	Grammar Supplementary Exercises	11	21
11	Board games	9	9
12	Internet	65	73
13	CD-ROMs	1	1
14	Karaoke singing	1	1

It is clearly seen that the students chose to practise their listening skills from the Listening Practice provided in SALC 1 and songs provided in SALC 4. However, none of the students chose to practise their listening skills using the commercial listening materials provided in SALC 4.

The board of directors, teachers, and the SALC manager were interviewed regarding their views on the students' study habits and behaviour in the SALC. None of the teachers believed that the students visited the SALC with the intention to improve their English but to complete and gain points for their assignments in order to fulfil the requirements of English Course I. For example:

(128) T2: In the past, the EL070 was a 5 hour per week course but now it's a 3 hour per week course and the students have to do extra independent learning at SALC. However, it's not like that, students go to SALC just to complete the reports.

In addition, T2 and T5 confirmed that the SALC was only packed with students when the assignment deadline was approaching, again seemingly reflecting purely instrumental reasons for attending:

(129) T5: I've seen that the percentage of students who really are interested in the centre and know how to use it is not very high. At the end of the term or nearer the due date of their portfolio, the centre would be full of students.

In line with the teachers' views, the SALC manager believed that the students are motivated to practise only to get good grades/marks on their examinations and not because of a wish to improve their English skills or to be more proficient in English:

(130) SM: I don't think the students are interested in practising during the term but they are interested in practising the test preparation kits nearer the time of their examinations. SALC is full with students when their examination dates are approaching. Grades or marks are always and have always been the most important thing for the students.

In expressing their views, D1 and D3 believed that the students did not want to practise their listening skills in SALC 4 (Sound Lab/UBC) which is a room where students can practice their listening skills from exercises commercially produced, from song cassettes, or from cable TV programmes and their speaking skills using commercially-produced exercises. And in line with D1's and D3's view, all of the teachers commented on the students' lack of interest in visiting SALC 4 and the manager believed that only a few students were interested in visiting the room.

Informants explained why they felt most students did not want to visit the room. In addition, the students' reasons why they had not visited the room are also discussed. From the informants' accounts, seven different views of why most students did not want to visit the room were identified and discussed:

(1) Dislike English/listening

Two of the teachers said the students were not interested in visiting SALC 4 because they do not like English (T1) or listening (T4). In line with the teachers' views, three students explained that they had not visited SALC 4 because they did not like listening (S7) and were not good at listening (S3 and S4). In addition, S3 said as she was not good at listening, she decided to do grammar activities and browse the internet instead of practising her listening skills.

(2) Unable to comprehend the listening, not knowing what to listen to and where to start

Both T1 and T4 also said the students might not understand the listening, might not know what they should be listening to and which listening practice to start with. For example:

(131) T1: I believe it's boring to listen to something without a purpose, not knowing what to listen to and not understanding the listening. The students don't even know what to listen to and why they should bother to visit the sound lab.

(3) No teacher guidance in SALC 4

D1 also said the fact that there was no teacher present in SALC 4 was the reason why students did not want to visit the room. He believed that no students would want to be in a room alone or where there is no teacher to assist and give advice. In line with D1' views, S8's reasons for not visiting SALC 4 were that the room looked confusing and she did not know where to start.

(4) Lack of listening tests

Three teachers linked students' reluctance to visit SALC 4 with the absence of a listening test. For instance, T1 and T2 said the reason why some students did not visit SALC 4 to practise

listening was because there was no listening test and “no test means no practice”. And T4 said as reading and writing were emphasized in the examinations, listening received the least attention from the students and was always neglected.

(5) Location and atmosphere

The SALC manager believed that the students were not interested in visiting SALC 4 because of its location, situated on the second floor of the building, which was not easy to access. Five students explained that the room’s location and atmosphere were their reasons for not visiting SALC 4. For instance, in line with the manager’s view, two students disliked the location and said they were too lazy to go upstairs (S1) and preferred to stay downstairs (S13). Also two students did not like the atmosphere because it was too quiet (S11), dark and dull (S15). And S2 said she once tried to visit but did not get to use the room because it was being used by an English class.

(6) Resources

As discussed in section 4.3.1.1, the manager reported that new listening resources for SALC 4 are no longer being acquired. He added that the commercial listening materials currently in SALC 4 are too long, complicated, and had never been used by anyone, all of which discourages students from visiting the SALC.

(7) Prefer films to cassettes

Six students said they did not visit SALC 4 because they preferred watching films to listening to cassettes. For instance, S2 and S5 said listening to cassettes was boring. And S1, S6, S10, and S14 preferred watching films because seeing the action was more entertaining and helped them understand the conversation more.

4.4.1.2 Students' study habits and behaviour in the SALC obtained from the informal SALC observation forms

The purpose of the informal SALC observation form was to find out more about the EL070 students' study habits and behaviour in the centre. A simple form was developed for the students to easily complete about the duration and the number of times they visited the SALC, the kinds of activities they usually did, the activity they were working on at the time they filled in the form, the reasons for choosing such activities, the things they hoped to learn from the activities, and the problems or difficulties in doing the activities.

The students in the SALC were informally observed by the researcher. A total of 12 observations were conducted. Each period of observation was approximately 30-45 minutes long and at least 5 students were asked to complete the observation form per observation. From a total of 60 forms that were given out to the students, 33 forms were returned to the researcher: one was completed by an EL070 student and the rest, 32 forms, were completed by students from EL171 (21 forms) and EL172 (11 forms).

Results obtained from the single EL070 student show that this student usually visited the SALC once or twice a month and she usually spent about three hours per visit. The kinds of activities she usually did in the SALC were: reading (especially magazines) and working on grammar exercises because she wanted to improve her reading skills and her vocabulary knowledge. In addition, she was reading a magazine to improve her reading skills at the time of this informal observation. She mentioned that she was having a problem trying to understand difficult vocabulary. However, she commented that it was fun practising English independently without being controlled or monitored. Results obtained from the 32 forms completed by EL171 and 172 students show that students usually visited the SALC once or twice a week and usually spent about

thirty minutes to two hours per visit. The kinds of activities students usually did in the SALC are summarised in Table 4.4 below:

Table 4.4 Students' study habits and behaviour in the SALC obtained from the informal SALC observation forms

	Activities	Numbers of EL070 students	Numbers of EL171 students	Numbers of EL172 students
1	Films	-	3	2
2	Listening Practice (SALC 1)	-	3	4
3	Listening to songs (SALC 4)	-	2	-
4	Vocabulary Practice	-	2	1
5	Vocabulary Supplementary Exercises	-	1	-
6	Reading	1	12	9
7	Speaking Practice	-	1	1
8	Grammar Supplementary Exercises	1	4	-
9	Board games	-	2	1
10	Internet	-	1	2

4.4.1.3 Discussion

According to the findings on the students' study habits and behaviour in the SALC from three different sources, i.e., student interviews, students' self-access learning reports/portfolios, and informal SALC observation forms, it is evident that none of the 170 students, including the interviewees, chose to practise their listening skills using the commercial listening materials provided in SALC 4. This may be due to the fact that the commercial listening materials provided in SALC 4 were viewed as being too long and complicated, too difficult and time consuming, and

needed to be re-organised (see section 4.3.1). These issues need to be resolved otherwise the commercial listening materials provided in SALC 4 will continue to be untouched. However, two of the five most popular activities students chose to do were activities to practise their listening skills—the Listening Practice in SALC 1 and watching films in SALC 3. 81 students have chosen to practise their listening skills through the use of the Listening Practice provided in SALC 1. This findings confirm what we have already learned from the teachers' views on Example Five of the SALC listening materials (Listening Practice 1-22 in SALC 1) that it is the type of listening activity that should be put in the SALC as the teachers believed that the students had the abilities to complete such activities (see (4) and (6) of section 4.3.2.5).

According to Tables 4.3 and 4.4, we can see that the kinds of activities EL171 and EL172 students usually do in the SALC are very similar to the kinds of activities EL070 students usually do in the centre. Moreover, from the findings obtained from the informal SALC observation forms, it is evident that none of the students observed usually work on the commercial listening materials provided in SALC 4. Nevertheless, listening is one of the activities they usually do in the centre but through films, Listening Practice provided in SALC 1, and listening to songs provided in SALC 4.

In section 4.4.1.2 we saw that from the 33 informal SALC observation forms returned to the researcher, only one form was completed by an EL070 student. The difference between the number of students enrolled in EL070 and the other two courses, EL171 and 172, may account for this. In the year 2005 when this research took place, only 438 students (10.36%) from the total of 4,228 students enrolled in EL070 while 2,270 students enrolled in EL171, 1,362 students enrolled in EL172, and 158 students exempted from taking the fundamental English courses. Therefore it is not surprising that the researcher encountered more EL171 and 172 students than EL070 students during the informal observation sessions.

It is evident that none of the teachers or the SALC manager believed that the students visited the SALC with the desire to improve their English but instead to complete the assignments to fulfil the requirements of the course. The SALC was used as an instrument for the students to achieve good grades/marks on the examinations. Similarly, students studying science subjects at Chulalongkorn University, Thailand were extrinsically motivated. They were directed to specific materials in the SAC and assigned to complete worksheets as a form of assessment for their English course. In doing so, the institution believes that the students will become more interested in spending time in the SAC and go on to improve their English language skills independently (Miller & Rogerson-Revell, 1993). Nevertheless, it appears unlikely that much independent learning, which is the primary aim of self-access study facilities (Sheerin, 1989), is taking place at present. It is extremely difficult to resolve this problem when: (1) awarding marks for completing the portfolio assignment was used as the strategy to ensure high SALC visiting rates in order to receive financial support from the university (see section 4.4.2.6); and (2) students are apparently only motivated to practise in order to get good grades/marks on their examinations. According to Gardner and Miller (1999), a change in perceptions of both the students and the teachers is required in order for them to accept this new method of language learning. The students' beliefs, goals, attitudes and decisions to learning have a profound influence on how they approach their learning. A self-access system succeeds only when it is accompanied by a positive attitude towards self-access and learner autonomy on the part of the institution (Salvia, 2000). Gardner and Miller (*ibid.*) therefore suggested that teachers need to gather information about the students' beliefs and attitudes, particularly towards self-access language learning. Once the students are ready to take more responsibility for their learning and to move from teacher dependence towards autonomy, no strategy would be needed to attract the students' attention to visit the centre to learn independently.

Not visiting SALC 4 was the issue attracting the highest possible numbers of opinions, in other words every member of the three parties. It is evident that many of the reasons put forward by the teachers and directors as to why the SALC was neglected were in fact echoed by the students— (1) the dislike of English/listening; (2) not knowing what to listen to and where to start; and (3) location and atmosphere. The issue of not knowing what to listen to and where to start as addressed by S8 is one of the recurring themes: recall that we learned in section 4.3.1.7 that there was a lack of guidance for the students using the commercial listening materials provided in SALC 4. Gardner and Miller (1999, p. 139) pointed out that “the physical settings, equipment and furniture used with self-access language learning (SALL) have an important role in instilling and maintaining learner motivation”.

The lack of listening tests on EL070, which has a negative washback (see 4.2.2), was another possible reason teachers advanced for why the students chose not to visit SALC 4. However there is no evidence for this from data concerning the students’ study habits and behaviour in the SALC obtained from three different sources (student interviews, students’ self-access learning reports/portfolios, and informal SALC observation forms). While teachers were correct in their belief that most of the students did not choose to visit SALC 4, we saw in section 4.4.1.1 that many students actually chose to practise their listening skills in the SALC: Listening Practice in SALC 1 and watching films in SALC 3 were among the five most popular activities.

According to McMurry, Tanner, and Anderson (2009, p. 11), a few key procedures should be put in place in order for students to make better use of the SALC:

1. Students should be provided with easy access to a database to help them locate materials for language learning.
2. Students should be oriented at the beginning of each term so that they are aware of what is available, how to find it and where it is located.
3. Teachers should be made aware of the materials available for students to use outside of class.

4. A teacher orientation should be conducted to help motivate them to encourage students to use the SALC to better their English on their own time.
5. Ongoing support should be provided for both teachers and students through interaction with lab attendants, administrators, and tutors.

4.4.2 Assessment in the SALC

The only kind of assessment provided in the SALC is the portfolio assessment. The main purpose of the portfolio assignment according to the course outline is “to train students to be autonomous and responsible for their own learning”. Students are to compile reports reflecting on their learning experience in a form of a portfolio and submit for assessment to obtain a maximum of 10 points at the end of the term. The portfolios should consist of the best four self-access learning reports (accompanied by some proof of attendance, i.e. worksheets), as selected by the students, and a report of one self-access learning activity they have attended during the term.

The board of directors, teachers, students, and the SALC manager were interviewed to find out their views in relation to the portfolio assignment. On the basis of the participants’ accounts, seven views of the portfolio assignment were identified, as discussed below.

4.4.2.1 Opposition to the portfolio assignment

T1 was opposed to the purpose of the portfolio assignment as she did not believe that the students’ English proficiency can be improved by completing the assignment. She also said that there was disagreement among the teachers about the portfolio assignment:

- (132) T1: I disagree about having the students write SALC reports. We won’t succeed in improving students’ English this way. In my opinion, I do agree that we have to make them visit SALC but the way that we’re trying to improve their English through writing SALC reports is wrong. Writing SALC reports will not improve the students’ English proficiency. ... I’ve been opposed to this idea since the very beginning. ... However, there are a group of teachers who always say that SALC reports help improve students’ English and there are students who really visit SALC to practise their English and write the reports themselves.

T1 suggested that the institution should have the students visit the SALC to improve one particular skill at a time and not just to write reports/portfolios as part of their assessment:

- (133) T1: I want the institution to make the students visit SALC but not visit SALC just to write the reports for points. However, I want the institution to make the students visit SALC to really work on one particular skill at a time to improve it. For example, we can assign the students to do ten exercises this term, let say listening or writing. The students should start with the pre-test to see what level they are, work on the exercises up the levels, and see how much they have improved at the end of the term.

4.4.2.2 The copying of the portfolio assignment

Three teachers reported that in their experience, most students copy their work from other students. For instance, T2, having seen students copying their friends' work blatantly in class, felt that it was difficult to judge whether the students even really visit the centre to complete the portfolio assignment themselves. T3 also believed that students copy each other's work as she has seen two identical pieces of work from two students and students copying work in her own class. Similarly, T5 admitted knowing about students copying work. However, she felt it was normal and would like the teachers to continue motivating their students to use the SALC and explaining the benefit of the centre.

Moreover, as S4 was told by previous EL070 students that she could just copy someone else's work, she believed that most students would complete their work that way and would not gain any knowledge from doing so and suggested removing the portfolio assignment from the course.

The SALC manager was aware of the teachers' belief about the widespread copying of the portfolio assignment. However he claimed that the results of his research into this issue showed that out of the total of ten pieces of work students needed to compile for their portfolios, more pieces were completed by the students themselves than copied from others.

4.4.2.3 Replacing the portfolio assignment

Two students made suggestions about a replacement for the portfolio assignment. For instance, S4 suggested putting some reading passages provided in the SALC in the examinations as she believed this would provide an incentive to those students wanting to get good marks on the examinations to increase their visits to the SALC. And S12 focusing on summary writing instead of the portfolio because she felt that it would help improve the students' writing skills and it would help them with their revision for the examinations.

4.4.2.4 The benefits of the portfolio assignment

D1 and D3 both supported the idea of the portfolio assignment and believed that it was an effective method in motivating the students to practise their English who they believed would eventually gain knowledge from completing the assignment. For example:

- (134) D1: It's to motivate the students so they would practise their English continuously. It's to motivate the students with something systematic. If there's no system or there's nothing to force them, they would not do it. It's a way of motivating the students whether they like it or not. They will at least learn something from the things they've done in SALC. There will be some students who like to complete it, take it seriously and try to do a good job. But those who don't want to do it will at least learn something from it.

The SALC manager also believed that in completing or even copying half of the portfolio assignment, the students would benefit because they would reflect on their learning experiences. He also believed that in doing the assignment, the students would discover their own interests, learning strategies and problems, and how to minimise those problems.

4.4.2.5 The marking of the portfolio assignment

The manager believed that the teachers took the wrong approach to marking the assignment. He explained that the assignment was designed for the students to reflect on their learning

experiences and therefore would like the teachers to comment on the students' learning strategies, overlooking their writing/grammar mistakes instead of correcting them:

- (135) SM: When the students hand in their reports, some teachers try to correct all the grammar mistakes; therefore they would then see it as a burden. ... they should have looked at the main objective of SALC which is to promote self-access learning. Those reports are not assignments for a paragraph writing course, and teachers are not to correct the grammar mistakes. I would like them to read and comment on the students' learning strategies. For example, when a student hands in a portfolio with four reports, all of which are reports on film review ...we can comment or suggest that he/she do something else to improve other skills such as using the internet, reading magazines, etc. I'd like the instructors to comment on the learning strategies instead of correcting their writing mistakes. This would then agree with our objectives and also it would not be a burden to the teachers themselves.

4.4.2.6 Awarding marks for completing the portfolio assignment

According to the SALC manager, rewarding the students with marks for completing the portfolio assignment is the institution's strategy to encourage students to visit the SALC and ensure SALC visits are sufficiently high to retain the financial support of the university for the centre:

- (136) SM: ... We have to admit that there have to be some kind of rewards to attract the students' attention, otherwise... [the manager pauses] I've heard problems from other universities, for example, University XX, they operated their SALC like a library and their students were not directed to visit SALC, they had freedom to choose to visit or not to visit SALC and as a result, no students chose to visit SALC. In the end, they had to change the way they operate their SALC. I personally believe that we have to control the number of students visiting SALC by giving marks as a reward. Well, we're not giving away a very huge mark for this but we're giving away only 10 marks out of a total of over 300 marks and that's not going to affect their grades or anything. In terms of management, we also need a good number of students visiting SALC each year in order to get the financial support from the university to run SALC. Not only that, the students themselves will benefit from it—they'll gain 10 marks and will definitely improve their English skills for visiting and working in SALC.

4.4.2.7 The objective of the portfolio assignment

As discussed above, the students' portfolio assignments took a different form from what the manager expected, and believed would be beneficial. He wanted the students to explain in detail about the activities they have done in the SALC, the problems or difficulties they have encountered

and how they have overcome such problems or difficulties instead of reporting only on the activities they have done or the knowledge they have learned without focusing on learning strategies and the process of language learning:

- (137) SM: ... For example, the students can write something like this, “Today, I completed a grammar exercise by copying the answers from the key at the back of the exercise.” or “Today, I did a reading exercise and there were lots of difficult words I did not know. I remember the things I’ve learned in class about contextual clues that I should try to guess the meaning of those difficult words but I did not try guessing, instead I turned to a dictionary.” I want them to be able to discover their own learning strategies. They can even write something like this, “Today, I wanted to practise my reading skills but I did not know where to look for.” or “I needed to look words up in the dictionary but I could not find a dictionary.” This is how I wanted the students to write. At the moment, the students only write about the activities they’ve done and the vocabulary they’ve learned, the students and teachers focused only on the product or the outcome and not the process of language learning. I want them to consider the process of learning or the learning strategies as well.

4.4.2.8 Discussion

As previously discussed in section 2.9.6, the primary purpose of the assessment in any SALC is to obtain evidence of learners’ learning gain in this specific mode of learning. Portfolio assessment is one of the five suitable kinds of assessment specified by Gardner and Miller (1999). It allows “learners to take responsibility for their own assessment by selecting the content they want to present” (p. 216). This type of assessment is favoured in a learning environment where the learner takes centre place (Reinders & Lázaro, 2007). However, the findings of this study revealed that the informants possessed opposing views on the portfolio assignment. On the one hand two members of the board of directors and the SALC manager believed in the benefits of the portfolio assignment (see section 4.4.2.4), but on the other hand T1 and S4 doubted any learning gain would result (see sections 4.4.2.1 and 4.4.2.2). It is evident that this doubt in the value of the portfolio assignment came from the widespread copying of the assignment as revealed by teachers and a student in section 4.4.2.2. However, one of the teachers, T5, considered the students’ copying of work as

normal and did not want the teachers to be discouraged by the students' acts. The researcher personally agrees with T5 that the act of copying work, in other words cheating, is normal in the context and it is impossible to prevent it and believes that deducting points can be taken as a punitive measure to combat cheating. Moreover, the researcher believes that cheating is not a major problem and can be overcome by boosting the students' motivation to improve their English independently. According to Gardner (2000, as cited in Reinders & Lázaro, 2007), managers of self-access learning centres are hesitant to rely on self-assessment (for example, portfolios) when students are given credit for their self-access learning. In addition, "learners who have little or no experience in self-assessment may question its use and feel uncomfortable with the process" (p. 9).

In extract 133 of section 4.4.2.1, T1 suggested that the institution have the students work on exercises or activities as directed by the institution, "... I want the institution to make the students visit SALC to really work on one particular skill at a time to improve it. For example, we can assign the students to do ten exercises this term, let say listening or writing. ...". T1's suggestion is in direct contradiction to the theory and practice in self-access language learning as set out in section 2.9. In summary, the SALC is a place with learning resources for students to use without the direct supervision of the teacher. It is a place to promote *autonomy*. Autonomy is "the ability to take charge of one's own learning" (Holec, 1981, p. 3) and "the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions" (Dickinson, 1987, p. 11). According to Gardner and Miller (1999, p.13), a change in the roles of the learners, teachers, and the institution is required in this approach to language learning: (1) learners need to "learn to take an increasing amount of responsibility for their learning"; (2) teachers need to "relinquish some of their control over learners"; and (3) the institution needs to "move from a directive stance to one of being a provider of learning opportunities".

In section 4.4.2.3, suggestions regarding the replacement for the portfolio assignment were made by two students: (1) including some reading passages provided in the centre in the examinations (S4); and (2) focusing more heavily on summary skills (S12). It is interesting that both suggestions reference examinations. Not only do examinations affect what takes place in the classroom, they affect the learning in the self-access centre as well.

The SALC manager's concerns over the discrepancies between his ideal approach to marking the assignment and the teachers' reported practices as reported in sections 4.4.2.5 and 4.4.2.7 need to be resolved. The institution should take the SALC manager's concerns into consideration and communicate with the teachers and students to get the manager's messages across.

4.5 Summary

This chapter focuses on presenting the findings and discussion of the data obtained from the interviews, observations, informal SALC observation forms, self-access learning reports/portfolios, and the documents about the course. The findings and discussion are presented according to the research questions. The first section reports and discusses the findings in relation to RQ 1a regarding the teachers' pedagogical approaches towards the teaching and learning of listening on EL070, and how they compare with the attitudes of the teachers, students, board of directors and textbook writers towards the teaching and learning of listening. The second section presents and discusses the findings in relation to RQ 1b regarding the attitudes of the teachers, students, board of directors and textbook writers towards the materials and methods of assessment used on EL070 for the teaching and learning of listening. The third section reports and discusses the findings in relation to RQ 2a regarding the attitudes of the teachers, students, board of directors and the SALC manager towards the listening resources in the SALC. The fourth section presents and discusses the findings in relation to RQ 2b regarding the students' study habits concerning listening in the SALC,

and their attitudes towards the assessment within the SALC, and how they compare with the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits and assessment within the SALC.

In the next chapter, we will summarise some interesting findings and draw some conclusions in relation to the research questions.

Chapter 5: Conclusions

This chapter consists of four main sections. The first section offers a summary of the research findings in relation to the research questions as posed in Chapter Two. The second section presents the insights and recommendations for second language listening pedagogy. The third section discusses the limitations of the study. Finally, the fourth section provides suggestions for future research.

5.1 Summary of the research findings

This study investigated: (1) how listening is taught and assessed on the course; (2) the attitudes of the teachers, students and administrators towards the teaching of listening, and their beliefs about how effectively listening is taught; and (3) how students use the resources in the SALC for listening purposes, what the attitudes of all the parties are towards the students' use of the SALC, and towards how students' use of the SALC resources is assessed. Four research questions were addressed. Twenty-six participants participated in the study. The data were analysed both qualitatively and quantitatively. The following is a summary of the major findings of the study in relation to the four research questions.

5.1.1 The teachers' pedagogical approaches towards the teaching and learning of listening and how they compare with the attitudes of the teachers, students, board of directors and textbook writers towards the teaching and learning of listening

Research question 1a: *What are the teachers' pedagogical approaches towards the teaching and learning of listening on EL070, and how do they compare with the attitudes of the teachers, students, board of directors and textbook writers towards the teaching and learning of listening?*

In the pre-listening phase, twelve different pedagogical approaches were employed by the teachers. Each of these is summarised below.

(1) Explaining objectives of the units and/or the lessons

Three of the teachers started their lessons by briefly explaining the objectives of the units and/or the lessons to the students to let the students know what they are going to be doing in that particular lesson.

(2) Doing Warm Up activities

All members of the board of directors and three teachers had similar opinions that before doing any listening activities it is important for teachers to prepare and familiarise the students with the purposes of and the general information about the listening activities. All of the teachers did the warm up activities in the textbook. Three of the teachers rigidly used all warm up activities as pre-listening activities but the rest skipped one or more activity. The students were in favour of the teachers' use of this approach and did not want their teachers to skip any of the warm up activities but to follow the textbook and cover every activity as they wanted to learn everything in it.

(3) Personalizing

Personalising or *personal elaboration*, one of the cognitive strategies in Vandergrift's (1997) taxonomy of listening comprehension strategies, was employed by four of the teachers. Due to the fact that the topic of the listening, travelling by plane, is unfamiliar to most of the students, the

teachers believed that retrieving the students' relevant background knowledge would facilitate the students' comprehension of the listening. The students were in favour of personalising and claimed that the method helped them comprehend the listening better.

(4) Reading out instructions

In the belief that students would not pay sufficient attention to the listening exercise instructions themselves, all of the teachers performed the students' role and took the responsibility for the reading of instructions.

(5) Paraphrasing, explaining, and/or exemplifying instructions

One of the teachers paraphrased and explained the instructions of a listening exercise to ensure that every student fully understood what they were required to do.

(6) Asking students to read aloud and/or silently

The students were asked to read or study the words, phrases, or choices in the exercises prior to listening to the recordings. In this approach, *Advanced organization strategy*, one of the metacognitive strategies in Vandergrift's (1997) taxonomy of listening comprehension strategies, was employed by two of the teachers.

(7) Checking and/or supplying vocabulary

In the belief that it is very important for the students to know the meaning of the vocabulary in order to (i) understand the listenings; and (ii) be able to reuse the vocabulary in other activities in the textbook, all of the teachers checked the students' comprehension of the vocabulary given in the listening exercises and supplied the students with the correct meanings and examples of the vocabulary. This pedagogical approach received favourable comments from almost every student except two as they preferred to look up difficult words in the dictionary or to try to figure out the meanings themselves. The teachers were found to pre-teach far more than five of the crucial unknown words recommended by Field (2002; 2008).

(8) Checking and/or supplying spelling

Three of the teachers checked the students' spelling of the vocabulary in the pre-listening exercises and/or supplied the students with the spelling as they believed that some words were too difficult for the students to spell correctly such as 'ugly' and 'brave'.

(9) Showing authentic examples

One of the teachers showed the students an authentic instruction card taken from an airline as she believed that teachers need to supply students with relevant authentic items to help them understand certain vocabulary items.

(10) Asking students to predict answers

One of the teachers asked her students to predict answers for the listening tasks. This teacher believed that in stimulating the students to think and to make predictions about the possible answers for a listening exercise would help the students have a better understanding of the listening. This approach was favoured by the students and received support from Sheerin (1987), who argues that learners should be encouraged to make predictions and activate relevant mental schemata prior to listening.

(11) Giving advice on how to complete the listening exercises

One of the teachers gave the students advice on how to complete one of the listening exercises where students had to listen to the tape and tick the words and phrases they hear. This teacher told the students to look at and focus on the words or phrases in pairs so they would not be distracted by the other words or phrases.

(12) Departing from the textbook

Some of the teachers departed from the textbook in three different ways:

(i) Adding comprehension questions

Selective attention, one of the metacognitive strategies in Vandergrift's (1997) taxonomy of listening comprehension strategies, was employed by one of the teachers. She added three comprehension questions to one of the listening exercises to direct the students' attention to details in the task, which received favourable comments from the students.

(ii) Checking and/or supplying related vocabulary

Two of the teachers departed from the textbook by checking and/or supplying related vocabulary not in the textbook such as 'steward', 'sideburns', and 'great-grandfather' as they felt that doing so would widen the students' vocabulary knowledge for their future usage. The students were greatly in favour of the approach.

(iii) Doing pre-listening games

A word search and filling in the missing words games were employed by one of the teachers. Conflicting attitudes of the students towards the games were noted. Two of the students were in favour of the games and claimed to benefit from doing it. However, one of the students felt that the games were counterproductive and not worth the time.

Dictation was also used by one of the teachers as a pre-listening activity to provide students with spelling practice. The three students who completed the dictation activity and one member of the board of directors were in favour of dictations.

In the post-listening phase, four different pedagogical approaches were employed by the teachers. Each of these is summarized below.

(1) Peer consultation and whole class checking

In believing that the students were too shy and reluctant to give out answers individually, peer consultation and whole class checking were used by all of the teachers as methods to check

students' answers to the listening exercises. As anticipated, the students did not wish to be called individually and were satisfied with the teachers' method.

(2) Supplying techniques to memorise vocabulary

One of the teachers supplied her students with a vocabulary learning strategy to help the students memorise and retain lexical items—the use of the keyword method. The students were in favour of the technique and reported benefiting from it in terms of facilitation in L2 word retention and recall.

(3) Advising students to practise listening repeatedly

One of the teachers advised the students to repeatedly practise listening as she believed that it is the only way for them to become proficient listeners.

(4) Checking and/or supplying spelling of vocabulary related to listening exercises

Three of the teachers checked and/or supplied the correct spelling of vocabulary associated with the listening activities as they believed that the students having a very low proficiency level were not able to spell the words themselves. In addition the teachers believed that in checking the spelling of the easy words would help build the students' confidence and make them proud that they were able to spell such words.

Moreover, it is found that the teachers possessed two contrasting perspectives on the appropriate medium of instruction for the course. Four of the five teachers chose the students' L1, Thai, as the language used for the teaching of listening. The neglect of English was due to the teachers' lack of faith in the students' ability to understand the lessons they had been taught in the L2. One of the teachers who believed differently used English as the medium of instruction. However, she did not depend exclusively on English. In her class, L1 was also used with the purpose to facilitate learning in three aspects of instruction: (1) to explain instructions/questions; (2) to explain complex concepts; and (3) to translate vocabulary. The students were in favour of the

teachers' use of L1 as it helped them understand and comprehend the listening text. Nevertheless, one of the students felt that the teachers' over-translating into the L1 discouraged students from being self-reliant in trying to understand difficult vocabulary. Similarly, the teachers' translating into the L1 was disapproved of by two members of the board of directors. They felt that such scaffolding should be provided to the students only when no other method was successful.

Teacher echoing was also a common pedagogy found in EL070 listening lessons. Holding similar beliefs that their echoing would benefit the students, all of the teachers echoed the students' answers throughout the lesson. The students were in favour of the echoing and gave positive feedback; they felt teacher echoing was needed in class as it was seen as a confirmation of correctness for the students.

5.1.2 The attitudes of the teachers, students, board of directors and textbook writers towards the materials and methods of assessment used on EL070 for the teaching and learning of listening

Research question 1b: *What are the attitudes of the teachers, students, board of directors and textbook writers towards the materials and methods of assessment used on EL070 for the teaching and learning of listening?*

Twelve informants together with the textbook writers believed that comprehension was the main goal of listening on the course while nine informants believed that word recognition and/or sound recognition was the goal of listening. One of the teachers was dissatisfied with the recognition goal of listening as it is "useless". She felt that comprehension should be the goal of listening and the students should have the ability to understand the content of the listening.

The principles the textbook writers reported using in writing the textbook listening activities were identified by the other informants when they were evaluating the listening activities: (i)

keeping the listening activities simple; (ii) designing one listening task in every unit to be easier than the other listening task; and (iii) using visuals in listening activities.

The evaluation of the textbook listening activities focused on three aspects: (1) the level of difficulty; (2) the authenticity of the listening materials; and (3) the word recognition activities.

The (in)appropriate level of difficulty of the textbook listening activities generated a large number of comments by the informants. On the one hand some informants felt the listening activities were suitable and appropriately designed for the EL070 students, but on the other, some felt the listening activities were “too easy”, particularly those which require students to tick words/phrases, recognise one or two words, and choose from the two choices based on the pictures provided. Pictures provided in the listening activities were considered as one of the factors affecting the difficulty level of the activities. Seven student informants claimed that the pictures in the listening activities helped “promote” their understanding of the listening. The speakers’ accents and speech rate were also viewed by five students as factors affecting the difficulty level of listening activities.

The issue of authenticity was mentioned by one of the directors when she was evaluating the textbook listening activities. She noted that the textbook writers have tried to incorporate a piece of authentic material in the textbook. However, the issue of authentic materials was not raised by the students. One of the teachers commented that the textbook writers could have made the textbook more interesting by using more authentic materials. One of the textbook writers, however, argued that authentic materials are normally too difficult for the students. Nevertheless, she was very much in favour of supplementing textbook activities with authentic materials provided that they are suitable for the students.

In addition, one of the teachers was disappointed with the textbook listening exercises as they are mostly word recognition exercises which do not practise students’ comprehension. One of

the teachers suggested that comprehension questions should be added to the textbook listening activities to allow the students to listen for more information and details.

Regarding the wisdom or otherwise of listening assessment on EL070, there was a lack of consensus. One of the directors and four teachers were in favour of the assessment as they believed that it would be of great benefit to the students. On the other hand, the textbook writers and the majority of the students were against listening assessment. The textbook writers believed that the students need time to build their confidence in listening and the students themselves believed that they lack the ability to do the test.

5.1.3 The attitudes of the teachers, students, board of directors and the SALC manager towards the listening resources in the SALC

Research question 2a: *What are the attitudes of the teachers, students, board of directors and the SALC manager towards the listening resources in the SALC?*

Regarding the listening resources in the SALC, it was found that the EL070 teachers lack the essential information needed to help the students make the most of the centre. As a result, the need for enhanced teacher support and guidance in the SALC was an issue that was mentioned repeatedly in the interviews.

A member of the board of directors, two teachers, and the SALC manager would like to see new listening materials be added to the existing stock as the current ones are out-of-date. The current commercial listening materials in the SALC were viewed by the SALC manager as being too long and complicated, too difficult and time consuming, and in need of re-organisation. Similarly, a member of the board of directors felt that the commercial listening materials in the SALC should be re-organised according to their difficulty level for the students to easily choose suitable materials to work on. In addition, one of the teachers would like the institution to provide students with

professionally-produced materials instead of the existing materials that are just photocopies of materials from many different books and sources.

Continuing the theme of informants' suggestions for improving the SALC's listening materials, one of the teachers proposed purchasing listening materials featuring the L1 as she believed that such materials would be more suitable for the students than the existing difficult and time consuming commercial ones.

Similar themes to those summarised above also came up repeatedly in the informants' comments on the five examples of the listening activities selected from the commercial listening materials provided in SALC 1 and SALC 4, namely relating to: (1) the difficulty of the topic, task, vocabulary; (2) students' (in)ability to complete the tasks; (3) similarities and/or differences to the textbook listening materials; (4) the issue of independence/autonomy, and the need for teacher guidance in order for students to successfully complete SALC activities; (5) the issue of the L1; (6) visual support; and (7) the need for multiple listening opportunities.

The issue of difficulty was expressed in connection with several aspects relating to the materials, topic, task, vocabulary, production, and accent/pronunciation. The first three examples, Example One, Two, and Three, were viewed as being too difficult for the students and/or being higher than the students' proficiency level because of the many unknown items of vocabulary and/or topics. The difficulty levels of the examples were also apparently beyond those levels at which the aims/objectives of the course sought to operate. In addition, Example Two and Example Three were viewed as being too difficult due to their production aspects. Despite a few comments on the difficulty of the task and/or topic, Example Four was seen as being the easiest of all the examples and Example Five was viewed as being the type of listening material that should be put in the centre.

Despite the fact that the issue of difficulty levels attracted the greatest number of responses across all three different parties, some students believed that they would be able to complete the

tasks of all the examples shown. On the contrary, Example Four and Example Five were the only two examples that the board of directors believed the students would be able to complete as the tasks were similar to those of the EL070 textbook. Despite some informants' misgivings about using commercial materials in the centre, the materials may in fact suit being used as SALC materials because of the perceived similarity by informants of the SALC materials and the EL070 textbook, i.e., learners will be familiar with the material.

Two of the students commented on the issue of independence/autonomy, judging that they would need guidance from the teachers when working on some of the tasks in Example Five in the SALC. This finding supported the researcher's assumption discussed earlier that students may need a teacher's guidance when working in the SALC.

The issue of L1 was raised in the interviews by one of the teachers, who claimed that listening materials featuring the L1 are more suitable for EL070 students. This issue was once again raised by one of the students expressing his views of Example Five. He felt that an explanation in the L1 was needed in order to help him understand and complete the listening activities.

Many students commented that with the visual support, Example One seemed easy and they would be able to complete Example Five. It was apparent that visual support was one of the features many students considered when evaluating both the textbook listening activities and the listening activities provided in the SALC. In addition, some of the students felt they would need several listenings to complete some of the listening activities.

5.1.4 The students' study habits concerning listening in the SALC, and their attitudes towards the assessment within the SALC, and how these compare with the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits and assessment within the SALC.

Research question 2b: *What are the students' study habits concerning listening in the SALC, and their attitudes towards the assessment within the SALC, and how do these compare with the attitudes of the teachers, board of directors and the SALC manager towards the students' study habits and assessment within the SALC?*

Data obtained from (1) the student interviews, (2) the students' self-access learning reports/portfolios, and (3) the informal SALC observation forms revealed that no student chose to practise their listening skills using the commercial listening materials in SALC 4. However, two of the five most popular activities students chose to work on were activities to practise their listening skills: (1) Listening Practice in SALC 1; and (2) film watching in SALC 3. Moreover, Listening Practice 1-22 in SALC 1 (Example Five of the SALC listening materials shown to the interviewees) was the activity 81 students chose to practise in the centre. This finding is in line with the teachers' views that Listening Practice 1-22 was the type of listening activity best suited to the SALC as students would be able to complete the activities.

Data obtained from the informal SALC observation forms showed that EL171 and EL172 students usually work on similar kinds of activities to the EL070 students. Moreover, none of the students observed usually work on the commercial listening materials provided in SALC 4. However, listening skills was in fact one of the skills students usually practise in the centre through films, Listening Practice 1-22, and songs.

The teachers and the SALC manager believed that the students visited the centre to complete the assignments to fulfil the requirements of the course and to achieve good grades/marks on the

examinations without the desire to improve their English. Moreover, in order for the Language Institute to attain financial support from the university, marks were awarded to students for visiting the SALC to ensure high visiting rates.

Every member of the three parties believed that the students did not want to practise their listening skills in SALC 4 because of: (1) their dislike of English/listening; (2) not knowing what to listen to and where to start; and (3) the location and atmosphere. The lack of listening tests on EL070 may have accounted for the students' not visiting SALC 4. However there is no evidence for this from data concerning the students' study habits and behaviour in the SALC obtained from three different sources (student interviews, students' self-access learning reports/portfolios, and informal SALC observation forms). While teachers were correct in their belief that most of the students did not choose to visit SALC 4, we saw in section 4.4.1.1 that many students actually chose to practise their listening skills in the SALC: Listening Practice in SALC 1 and watching films in SALC 3 were among the five most popular activities.

The portfolio assessment is the only kind of assessment provided in the SALC. The findings of this study showed that the informants possessed opposing views on the portfolio assignment. Despite the fact that two members of the board of directors and the SALC manager believed in the benefits of the portfolio assignment, one of the teachers and one of the students were doubtful about the potential learning gain from completing the portfolio assignment. This scepticism resulted from the widespread copying of the assignment as revealed by the teachers and one of the students (see section 4.4.2.2).

As two of the students were sceptical about the value of the portfolio assignment, they suggested: (1) including some reading passages in the examinations; and (2) focusing more heavily on summary skills in place of the portfolio assignment. It is clearly seen that their suggestions

reference examinations, perhaps the effect of the exam-driven system in colouring attitudes towards the curriculum in both the classroom and in the self-access learning centre.

5.2 Pedagogical recommendations

It was mentioned that one of the main reasons for conducting this study was to find out the pedagogical approaches to the teaching of listening on an English course offered in a Thai university language unit. From the findings presented in Chapter Four, it is clear that the pedagogical approaches to listening adopted by the teachers in this study is rather different from what is recommended by the current literature. Therefore, one important recommendation could be for the teachers to adopt some of the approaches currently recommended in the literature. However, the teachers and students may not be used to the new ideas; training workshops for teachers should be provided.

The lesson format used by the teachers is similar to the lesson format used in the early days of the 1950s in that the focus was on the pre-listening stage. Many pedagogical approaches were used during the pre-listening stage, more than the other stages. Following current recommendations in the literature, a listening lesson of EL070 should have a briefer pre-listening stage that aims to provide context and to create motivation and an extended post-listening stage. In addition, no more than five crucial words are to be taught during this stage as students are expected to learn how to cope with the unknown words and guess the meaning of those words by using the *linguistic inferencing* strategy. Teachers are encouraged to continue using dictation as a technique to improve listening comprehension. As recommended by Field (2008), teachers can use dictation as a remedial exercise during the post-listening stage where students are asked to write down what they hear or to respond in a way to show that they understand. The listening stage of EL070 should be done in two levels—extensive listening and intensive listening. During extensive listening, students should be

asked to listen to the recording to obtain general information about the content and the speakers in order to answer general comprehension questions. During intensive listening, students should be asked to listen for detail and to find answers for the more focused comprehension questions. Prior to the second play of the recording, the comprehension questions should be given to the students so they would know in advance what to listen for. In addition, students should be allowed to check their answers in pairs and later with the class as a whole.

No pedagogical approach was employed during the listening stage. During listening stage, the teachers simply played the audio recordings twice for each listening activity, allowed the students to listen attentively and tried to complete the listening exercises. The teachers' practice during the listening stage was not in line with the current practice in English Language Teaching (ELT) today. More attention should be given to the post-listening stage. Teachers should not focus their attention upon the answers to questions, or the *product* of listening, and neglect to look at the *process* of how the students have come up with the answers. In doing this, teachers need to ask students to justify their choice of answer, whether it is correct or incorrect. Where correct answers are given, teachers will find out what techniques and strategies successful L2 students employ. Teachers can compare the techniques used by successful and unsuccessful listeners. Where wrong answers are given, teachers will be able to diagnose the student's listening difficulties and give them intensive practice on the problems in a later session. However, the teachers and students may not be used to these new ideas and could resist them. In order to reduce or eliminate this resistance (at least as far as teachers are concerned), workshops for teachers on contemporary listening pedagogy would be needed first.

Regarding the medium of instruction in L2 education, teachers are encouraged to use English as the medium of instruction in EL070 as it is argued by several researchers that for students to be able to acquire a second language they need to be provided with an intense amount of L2 input (e.g.,

Duff & Polio, 1990; Ellis, 2005; Hendrickson, 1991; Krashen & Terrell, 1983; Turnbull, 2001). In addition, teachers are advised to incorporate the students' L1 into the lesson as the findings of several research studies revealed that the L1 reduces anxiety and facilitates learning (e.g., Burden, 2001; Levine, 2003; Schweers, 1999; Tang, 2002).

Regarding the students' unfamiliarity with the accents of the speakers on the audiotape for the textbook listening exercises, teachers are encouraged to provide students with more listening practice to familiarise students with the native accents of the speakers on the audiotape. In addition, when students get better and are more able to automatically process the listening input, speech rate will no longer be an issue for the students.

It is important for teachers to train students to listen to authentic speech. Students should not be denied the opportunity of hearing what the L2 really sounds like. Students should be equipped with the ability to cope with the target language in the outside world. Students should not just be trained to meet the requirements of the curriculum; they should be provided with listening skills to enable them to continue acquiring L2 after they have completed the course.

According to educationalists, examinations are powerful determiners of what takes place in the classroom. It is important that the students' listening achievement be assessed in EL070. It is necessary to provide students with listening assessment to ensure that the curriculum is put into effect. Teachers should see the value of testing as it may simply motivate students to work harder and to have a sense of accomplishment and thus enhance learning. Moreover, the importance of listening on the course would then be acknowledged.

In addition, the teachers could be trained to use Vandergrift's pedagogical model of listening (reviewed in 2.5.1 of Chapter Two) in their lessons. It is a model that develops top-down and bottom-up dimensions of listening as well as the metacognitive strategies underlying each step, in their lessons. Through the use of this pedagogical model, students will be able to develop their real-

life listening and word recognition skills. Also with the metacognitive strategies underlying this approach, students will become more aware of how they can use what they already know to fill gaps in their understanding.

Regarding the SALC, it is very necessary that teachers in the institution believe in the centre and promote it in order for the centre to be effective. Once the EL070 teachers believe that the SALC enhances learning, they are very likely to transmit the idea to their students. Moreover, once the students are ready to take more responsibility for their learning and to move from teacher dependence towards autonomy, no strategy would be needed to attract the students' attention to visit the centre to learn independently.

Before building up a stock of relevant materials in the SALC, those who are responsible are advised to find answers to the relevant fundamental questions focusing on ten categories: language level, skills, objectives, length of activity, language of instruction, pathways, technology, assessment, evaluation and progression posed by Gardner and Miller (1999, p.115-118). In addition, they are advised to make published or commercial materials more user-friendly by following several researchers' suggestions: (1) using supplementary worksheets guiding learners through the materials and advising how to deal with pair work or group work activities; (2) splitting the books into smaller units; and (3) adding some L1 explanations to the existing listening materials (Dickinson, 1987; Gardner, 1993, 1995; Gardner & Miller, 1999; Sheerin, 1989, 1991). Moreover, the existing commercial listening materials can be re-organised according to topics and difficulty level using Sheerin's guidelines (1989) that the materials be organized and labelled or coded by level, main focus, sub-categories, topic, and indexes with the use of computerised databases.

The institution is recommended to follow Gardner and Miller's (1999) compulsory guidance programme for self-access learners by providing an orientation session regarding the self-access system, materials and activities for the new users of the centre. Prior to the counselling services, the

students' needs should be analysed and their abilities in the four skills should be assessed. A clear distinction should be made between the students who need and do not need guidance. Students who do not need guidance may study independently in the centre. However, students who need guidance may work on their desired area and follow a study plan under the help of a counselor.

As there is a widespread copying of the assignment, the researcher recommends placing a greater emphasis on students improving their English independently in an attempt to reduce the incidences of plagiarism amongst students.

Regarding the marking of the assignment, the SALC manager expressed concern over the discrepancies between his ideal approach and the teachers' practices (see sections 4.4.2.5 and 4.4.2.7), and there is potential for enhancing assessment procedures by more effective communication and coordination of feedback practices, involving both teachers and students, so that both parties are clear as to the aims of feedback.

5.3 Limitations of the study

The researcher now presents some limitations of the study.

- The study was conducted in a real classroom environment of an English course offered in a university in Thailand. Twenty-six informants participated in this qualitative study. The findings of this study could be generalised to other language centres in Thailand as they may be using similar materials, preparing learners for similar examinations, and employing teachers with similar training and learning experiences. However, it is unlikely the results could be generalised to other non-Thai settings as they may be different in terms of materials, examination systems, and teacher profiles and experience.

- The classroom observations were employed to gain insights into how listening on the course was taught in the classroom. The five EL070 classes were observed twice, each for about 30-

40 minutes. The researcher only observed a very small number of lessons, and so during this time only some of the pedagogical approaches to the teaching of listening could be glimpsed, i.e. the teachers conceivably use a wider range of techniques than the researcher had the opportunity to witness. Therefore, the researcher feels that each teacher needed to be observed over a longer period in order to obtain a better idea of how they really teach listening.

- Semi-structured interviewing was chosen as one of the methods to determine the attitudes of the participants towards listening instruction as the researcher wanted to achieve depth and roundedness of understanding rather than a surface understanding in the area. In believing that researchers have a duty to ensure the risk of harm to participants is minimised, the researcher was reluctant to interview the board of directors about their attitudes towards the teachers' listening pedagogical approaches taken in the classroom. In the researcher's judgement, exposing the teachers' approaches to the board of directors would have been potentially harmful to the teachers. As a result, the researcher did not achieve in-depth findings regarding the board of directors' attitudes towards the teaching of listening in the classroom.

5.4 Suggestions for future research

As it is found that the teaching and learning of listening on EL070 was treated in a less serious way than it could have been due to the lack of listening assessment on the course, a future study could try to study the washback effect on the teaching of listening with a final listening examination in place. It would be interesting to investigate how examinations influence the attitudes, behaviour, and motivation of teachers, learners, and parents.

It would also be interesting to investigate the effect of introducing post-listening diagnostic exercises on the teaching and learning of listening. It would be interesting to find out the extent to

which the students' listening comprehension abilities could be improved through the application of post-listening diagnostic exercises focusing on those features students have difficulty with.

In addition, a future study could investigate the effect of strategy training on the teaching and learning of listening. It would be interesting to find out the extent to which the students' listening comprehension abilities could be improved through the training of listening strategies.

It is found that one of the factors affecting the difficulty level of the listening activities was the visual support provided in the activities. In addition, the student informants claimed that the visuals in the listening activities helped promote their listening comprehension. Therefore, a future study on the SALC could try to study the effect of providing listening with DVD support on the students' listening comprehension abilities. It would be interesting to find out the extent to which the students' listening comprehension abilities could be improved in this way. Moreover, it would be interesting to investigate the students' attitudes towards the listening materials with DVD support.

Furthermore, as there are still relatively few studies (particularly in contexts like Thailand) which give us a clear picture of teachers' pedagogical approaches to listening, similar types of research to confirm or disconfirm the findings of this present study are still needed.

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The Description and Evaluation of Listening
on a Thai University Fundamental English Course: A Case Study
(Volume II)

Alisa Ratanapruks

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Department of Language and Linguistics

University of Essex

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Appendix I: Interview questions

EL070 TEACHERS

Background

- Could you tell me something about your teaching experience?
- When did you start your teaching career? How long have you been teaching English?
- How many English I classes are you teaching this term?

Part One: The pedagogical approach on the course (based on observations)

- As you know, I observed your English I class yesterday. Would you say that was a typical class?
- In your class yesterday I noticed that you pre-taught several pieces of vocabulary which appeared in the listening text. Could you talk about why you did that?
- How do you think the students feel about this activity? Why?

** Also ask about any classroom incidents that were significant / interesting

Part Two: The teaching materials and assessment

Teaching materials

- What kinds of materials do you use on the English I course? Why?
- What kind of rationale/methodology does the textbook you use follow?
- Could you comment on the extent you think this is successful?
- To what extent do you think the English I textbook helps the course meets its objectives?

Listening assessment

- Could you say something about our lack of listening test?
- How do you think the students will benefit from the listening test?
- How do you think the students feel about how they are assessed? Why?

Part Three: The SALC

SALC in general

- Can you say something about how the SALC operates?
- Can you say something about the resources in the SALC?
- In your view, what are the aims/objectives of the SALC?
- Do you think the SALC is meeting these objectives? How/Why (not)?
- What kinds of activities would you like to do more of in the SALC? Why?
- What kinds of activities would you like to do less of? Why?
- Are there any other changes you'd like to make to the SALC? If so, what? Why?

Listening resources

- Can you say something about the listening materials in SALC 4 (the sound lab)?
- What kinds of listening materials/listening exercises would you like to see more of in the SALC? Why?

- What kinds of listening materials/listening exercises would you like to see less of in the SALC? Why?
- This is one of the listening exercises in SALC 4. Can you say something about it?
- To what extent do you feel the students' listening skills could be improved through the use of the SALC? Why?

Portfolio assignment

- Could you say something about the portfolio assignment? What do you expect them to write and learn?
- How do you think the students feel about the assignment?

Students' study habits and behaviour in the SALC

- To what extent do you feel the students benefit from the SALC? Why?
- Is there any difference between the way you'd LIKE students to use the SALC and the way you SUSPECT they use the SALC? If so, why do you feel this way?
- To what extent do you feel the students are satisfied with the SALC? Why?
- From the student reports, I've found out that there are some students who didn't visit the SALC to practice their listening skills. What do you think were the reasons?

EL070 STUDENTS

Personal Information

- Name?
- Faculty?

Part One: The pedagogical approach on the course (based on observations)

- You did two listening activities in class yesterday. Can you tell me how you feel about this listening activity (activity #1)? Why?
- In class yesterday, the teacher pre-taught several pieces of vocabulary before you listened to the dialogue. Why do you think the teacher pre-taught ...? How did you feel about that? Why?
- In class yesterday, the teacher introduced this listening activity by... How did you feel about that? Why?

Part Two: The teaching materials and assessment

Teaching materials

- Here is a list of different kinds of materials your teacher used on the English I course. Can you say something about them?
- Can you tell me something about the textbook?
- To what extent do you think the English I textbook helps the course meets its objectives?
- To what extent do you feel you are satisfied with the English I textbook?

Listening assessment

- You practiced listening in class but you are not going to be tested in the final exam. How do you feel about that? Why?

Part Three: The SALC

SALC in general

- Can you say something about how the SALC operates?
- Can you say something about the resources in the SALC?
- In your view, what are the aims/objectives of the SALC?
- Do you think the SALC is meeting these objectives? How/Why (not)?
- What kinds of activities would you like to do more of in the SALC? Why?
- What kinds of activities would you like to do less of? Why?
- Are there any other changes you'd like to see in the SALC? If so, what? Why?

Listening resources

- I can see from your report (Self-Access Learning Experience Report) that you visited SALC 4 (the sound lab) several times and you have used several listening materials. Can you say something about the listening materials you have used?
- Here is one of the listening exercises you have done. How do you feel about this exercise? Why? Why did you choose to do this exercise?
- What kinds of listening materials/listening exercises would you like to do more of in the SALC? Why?

- What kinds of listening materials/listening exercises would you like to do less of in the SALC? Why?
- To what extent do you feel your listening skills have improved through the use of the SALC? Why?

Portfolio assignment

- Could you say something about the portfolio assignment? What are you expected to write and learn?
- How do you feel about the assignment?

Students' study habits and behaviour in the SALC

- To what extent do you feel you benefit from the SALC? Why?
- To what extent do you feel you are satisfied with the SALC? Why?
- How many times have you visited the SALC this term?
- What do you usually do in the SALC? How often and for how long do you usually visit the SALC?
- I can see from your report that you did not practice your listening skills in the SALC. Why?

DIRECTOR AND DEPUTY DIRECTORS

Part One: The pedagogical approach on the course (based on observations)

- I've observed several English I classes this term. I'd like to take this particular class as an example. In unit 3 of the English I textbook, there are 2 listening exercises. Please look at this first listening exercise and this is how the teachers taught the exercise in class.... Can you say something about it?
- Why do you think the teachers did that?
- How do you feel about the way teachers taught this exercise? Why?
- How do you think the students feel about this first listening exercise? Why?

Part Two: The teaching materials and assessment

Teaching materials

- Can you say something about the kinds of materials used on the English I course?
- What kind of rationale/methodology does the English I textbook follow?
- Could you comment on the extent you think this is successful?
- To what extent do you think the English I textbook helps the course meets its objectives?

Listening assessment

- Could you say something about our lack of listening test?
- How do you think the students will benefit from the listening test?
- How do you think the students feel about how they are assessed? Why?

Part Three: The SALC

SALC in general

- Can you say something about how the SALC operates?
- Can you say something about the resources in the SALC?
- What are the aims/objectives of the SALC?
- Do you think the SALC is meeting these objectives? How/Why (not)?
- What kinds of activities would you like to do more of in the SALC? Why?
- What kinds of activities would you like to do less of? Why?
- Are there any other changes you'd like to make to the SALC? If so, what? Why?

Listening resources

- Can you say something about the listening materials in SALC 4 (the sound lab)?
- What kinds of listening materials/listening exercises would you like to see more of in the SALC? Why?
- What kinds of listening materials/listening exercises would you like to see less of in the SALC? Why?
- This is one of the listening exercises in SALC 4. Can you say something about it?
- To what extent do you feel the students' listening skills could be improved through the use of the SALC? Why?

Portfolio assignment

- Could you say something about the portfolio assignment? What do you expect them to write and learn?
- How do you think the students feel about the assignment?

Students' study habits and behaviour in the SALC

- To what extent do you feel the students benefit from the SALC? Why?
- Is there any difference between the way you'd like students to use the SALC and the way you suspect they use the SALC? If so, why do you feel this way?
- To what extent do you feel the students are satisfied with the SALC? Why?
- From the student reports, I've found out that there are some students who didn't visit the SALC to practice their listening skills. What do you think were the reasons?

EL070 Textbook Writers

Part One: The teaching materials

Teaching materials

- Can you say something about the English I textbook?
- What kind of rationale/methodology does the English I textbook follow?
- To what extent do you think the English I textbook helps the course meet its objectives?
- There are 8 units in the textbook. Can you say something about the similarities/differences of the units?
- How do you think the English I teachers feel about the textbook?
- How do you think the students feel about the textbook?
- There are 2 listening exercises in each unit. Let's take the two listening exercises in unit 3 as an example. Would you say they are typical? Can you say something about how these two listening exercises could be taught in class?

Listening assessment

- Could you say something about our lack of listening test?
- How do you think the students will benefit from the listening test?
- How do you think the students feel about how they are assessed? Why?

Part Two: The pedagogical approach on the course (based on observations)

- I've observed several English I classes this term. Please look at this listening exercise and this is how the teachers taught the exercise in class.... Can you say something about it?
- Why do you think the teachers did that?
- How do you feel about the way teachers taught this exercise? Why?
- How do you think the students feel about this listening exercise? Why?

SALC MANAGER

Part One: The SALC

SALC in general

- Can you say something about how the SALC operates?
- Can you say something about the resources in the SALC?
- What are the aims/objectives of the SALC?
- Do you think the SALC is meeting these objectives? How/Why (not)?
- What kinds of activities would you like to do more of in the SALC? Why?
- What kinds of activities would you like to do less of? Why?
- Are there any other changes you'd like to make to the SALC? If so, what? Why?

Listening resources

- Can you say something about the listening materials in SALC 4 (the sound lab)?
- What kinds of listening materials/listening exercises would you like to see more of in the SALC? Why?
- What kinds of listening materials/listening exercises would you like to see less of in the SALC? Why?
- This is one of the listening exercises in SALC 4. Can you say something about it?
- To what extent do you feel the students' listening skills could be improved through the use of the SALC? Why?

Portfolio assignment

- Could you say something about the portfolio assignment? What are the students expected to write and learn?
- How do you think the students feel about the assignment?

Students' study habits and behaviour in the SALC

- To what extent do you feel the students benefit from the SALC? Why?
- Is there any difference between the way you'd like students to use the SALC and the way you suspect they use the SALC? If so, why do you feel this way?
- To what extent do you feel the students are satisfied with the SALC? Why?
- From the student reports, I've found out that there are some students who didn't visit the SALC to practice their listening skills. What do you think were the reasons?

Appendix II: Example One

Example One (Unit 1, 1.1: In a twist, *Progressive Listening*, 1990, pp. 10-11)

Unit 1 People

1.1 In a twist

Pre-listening task

First read the paragraph. Then fit the twelve words in the list into the twelve gaps. Work alone at first, and then compare notes with the student next to you.

- | | | | |
|-----------|------------|---------------|--------|
| exercise | spent | thing | rest |
| breakfast | top | alternatively | supple |
| time | advantages | meal | stiff |

The best (1) for sessions of yoga exercises is in the morning after washing and before (2) (3), you might (4) in the evening before your (5) or last (6) before going to bed. Both times have (7); in the evening you will find your body more (8), because you have not just (9) a long time lying in bed, but in the morning, even if you do feel a bit (10), the exercises will put you in (11) form for the (12) of the day.

Listening task

Below are drawings representing a series of nine Hatha Yoga exercises (called Asanas). The names of the exercises, in the left-hand column of the table are in the same order as they are mentioned in the taped dialogue.

Before you listen:

Look at the drawings, and in the column of the table marked 'your guess', note down the letter of the drawing which you think corresponds to the name of the exercise. For example: 1 Candle = C (not true, by the way!)

While you listen:

- 1 Write the letter corresponding to each drawing against its number name in the actual order column.
- 2 Identify the duration recommended for each exercise, and write the time in the third column, (e.g. if you think exercise should be done for 1 minute, write *1 min.* in the column marked 'Time').



A



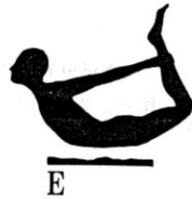
B



C

Unit 1 People

Exercise	Your guess	Actual order	Time
1 Candle SARVĀNGĀSANA			
2 Plough HALĀSANA			
3 Fish MATSYĀSANA			
4 Forward bend PASHCHIMOTTĀNĀSANA			
5 Cobra BHUJANGĀSANA			
6 Locust SHALABHĀSANA			
7 Bow DHANURĀSANA			
8 Spinal twist ARDHA-MATSYENDRĀSANA			
9 Headstand SHĪRSĀSANA			



Appendix III: Example Two

Example Two (Unit 1, 1.3: Please Sir, *Progressive Listening*, 1990, pp. 12-13)

1.3 Please, Sir

Pre-listening task

Make brief notes to answer the following questions, then discuss your answers with a partner.

- 1 What are or were your best subjects at school?
- 2 What are or were your worst subjects?
- 3 Which teacher(s) do you remember best and why?
- 4 What characteristics make a good teacher?
- 5 In what order of importance would you put the following features of schools?
 - (a) what you study
 - (b) the people you meet
 - (c) the interests you develop

Unit 1 People

Listening task

You are going to hear someone describing a teacher he remembers very well. In each of the questions, choose the correct answer, A, B or C, according to what you hear, and explain why you eliminate the other two.

- 1 The speaker studied with the teacher he describes
 - A from the age of eight to thirteen.
 - B from the age of thirteen to eighteen.
 - C for thirteen years.
- 2 The speaker
 - A didn't learn to speak a word of Latin.
 - B studied Latin but only spoke a little.
 - C could count in Latin but nothing else.
- 3 The speaker
 - A was enthusiastic about the French teacher's varied methods.
 - B wouldn't have learned any French if the teacher hadn't been so strict.
 - C felt the French teacher did very little to make his pupils like him.
- 4 At school, the speaker
 - A only spoke French when he met the music teacher's French wife.
 - B practised spoken French only during the weekly conversation class.
 - C only practised his French once a week with his French music teacher.
- 5 From the French teacher, the speaker learned
 - A to look at his own country from a different perspective.
 - B to think that France was superior to a lot of other countries.
 - C that you can't understand another country unless you know its language.
- 6 According to the speaker, the French teacher
 - A looked like some kind of foreigner.
 - B had the looks of a typical Frenchman.
 - C had a very menacing way of looking at people.
- 7 The pupils nicknamed the French teacher 'Tommy the Commie' because
 - A he had communist political views.
 - B he expressed moderately left-wing opinions.
 - C he made them read French communist literature.
- 8 The speaker
 - A last saw the French teacher when he was thirty.
 - B thinks the French teacher was thirty or so when he had taught him.
 - C last saw the French teacher when the teacher was thirty.

Appendix IV: Example Three

Example Three (Chapter 1: The Population, *Noteworthy*, 1996, pp. 8-9)

Oral Activities

1. Review

In pairs, use your notes to reproduce sections of the lecture. Student A will present the introduction and subtopic 1, including details, to Student B. Student B will present subtopics 2 and 3 with details to Student A. Check what you hear against your notes. If you don't understand or you disagree with what you hear, wait until your partner finishes. Then bring your notes into agreement by seeking clarification, as follows:

- Excuse me. I didn't hear your percentage for Americans of Asian origin. Could you repeat it, please?
- I don't think I agree with what you said about the five most populous states. I think the five most populous states are
- I'm afraid my notes are different from yours

2. Transfer

If your class is multinational, prepare a short oral report about the population of your country, covering the points below. Work with the other students from your country.

If your classmates are all from your country, discuss the population of your country as a class. Discuss these points:

- the size of the population and where it is distributed geographically
- the most populous regions or cities
- whether the population in your country is increasing or decreasing and why

Appendix V: Example Four

Example Four (Chapter 1: Car Talk, *On the Air: Listening to Radio Talk*, 1998, pp. 1-5)

First Pre-Listening Dictation

DIRECTIONS: The following sentences are from one of the broadcasts of the radio program *Car Talk*. After you fill in the blanks with the words or phrases on the tape, or as your teacher reads the sentences to you, discuss the meaning of each sentence.

1. What's _____, _____?
2. Hangin' in _____. I got a _____. I got a _____-_____ Honda.
3. I started experiencing some _____ knocks and some _____ in _____ gear.
4. It won't _____ it going up the _____.
5. . . . until you got to _____.
6. It didn't _____.
7. There's something wrong with the _____.
8. I _____ wholeheartedly with my _____.
9. I think your _____'s _____.
10. Get _____ to _____ dealer.
11. No, it's unlikely you did any _____ at _____.
12. I would tell them the _____ and _____ them figure _____.
13. Good _____.

NOW GO OVER THE DICTATION AND DISCUSS THE MEANING OF EACH SENTENCE.

| Pre-Listening Dictation

DIRECTIONS: These sentences also are from *Car Talk*. After you fill in the blanks with the missing words or phrases as your teacher reads the sentences to you, repeat them aloud. If you have the opportunity, record them on a blank tape.

1. What's _____, man?
2. I _____ a _____-new Honda.
3. _____ got _____ thousand miles on it.
4. I _____ the cheaper gasoline.
5. It was very _____ going up the mountains.
6. _____ it to the _____.
7. Something _____ definitely wrong.

NOW REPEAT THE SENTENCES ALOUD.

Listen to *Car Talk*

Take Notes

DIRECTIONS: You are going to hear a conversation between the hosts of *Car Talk*, Click and Clack, and a caller named Charlie. Take notes on a separate sheet of paper as you listen. Write down main ideas, details, or any words that will help you discuss the conversation.

Listen Again to *Car Talk*

Check What You Hear

DIRECTIONS: Rewind the tape and listen again to Click and Clack's conversation with Charlie. Following are sentences from the tape in the order that you will hear them. There are also some sentences that are not on the tape. Listen carefully, and when you hear one of the sentences, put a check (✓) beside it.

1. ___ You're on *Car Talk*.
2. ___ Thank you. I'm calling for the first time.
3. ___ I got a brand-new Honda.
4. ___ Accord?
5. ___ Just moved out from Chicago.
6. ___ I took it real easy on the car.
7. ___ I didn't go very fast.
8. ___ Go up to the most expensive gas.
9. ___ The problem was . . . when you get into that mountain the air.
10. ___ I was just getting passed by everyone.
11. ___ Despite the fact that it's a brand-new car.
12. ___ Could I already have done damage?
13. ___ Thanks for your help.

DISCUSS THE MEANING OF EACH SENTENCE. THEN GO BACK AND LISTEN AGAIN TO *CAR TALK*.

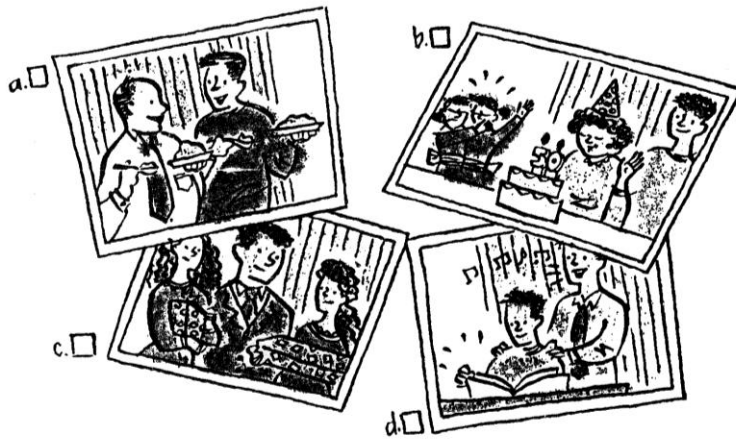
Appendix VI: Example Five

Example Five (Listening Practice 1-22)

Listening Practice 1

LISTEN TO THIS

Ellen is showing her friend some pictures from her 50th birthday party. Number the pictures 1-4 as she talks about each one.



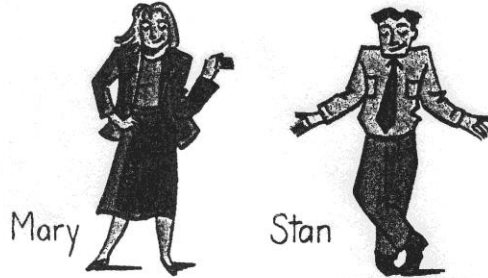
Now listen and answer these questions.

1. How many children does Ellen have?
2. Does she have any grandsons? granddaughters?
3. How old is her nephew?
- How old are her nieces?
- What do they do?

Listening Practice 2

LISTEN TO THIS

☞ Mary and Stan have decided to go out after work. They're talking about what to do. Write their opinions about the following topics.



	Mary	Stan
Chinese food		
hamburgers		
musicals		
documentaries		
bowling		

Listening Practice 3

LISTEN TO THIS

☞ Barry is arranging an evening out with his friend, Andrew. Listen and answer the questions.

1. What does Barry want to do?
2. What time does Barry suggest?
3. What else does Andrew want to do?
4. What time are they going to meet?
5. Where are they going to meet?



Listening Practice 4

LISTEN TO THIS

☞ A man and his wife are in a department store buying Christmas gifts for their three children. Listen and write down the information they get from the sales clerk. Put a check (✓) if they buy the item.

	Ski Jacket	Leather gloves	Golf bags
Size needed			
Size available			
Color wanted			
Color available			
Price			
Bought Item			



Listening Practice 5


LISTEN TO THIS

☞ Listen to the conversations. Put the number of the conversation on the correct line.



Listening Practice 6

LISTEN TO THIS

 You are going to hear a college literature teacher talking about Ernest Hemingway. Answer the questions below.

1. When did Hemingway write *The Sun Also Rises*?

.....

2. What is the subject of *A Farewell to Arms*?

.....

3. What was his occupation the second time he went to Europe?

.....

4. When did he write *The Old Man and the Sea*?

.....

5. Why was this short novel so powerful and emotional?

.....

6. When did Hemingway kill himself?

.....



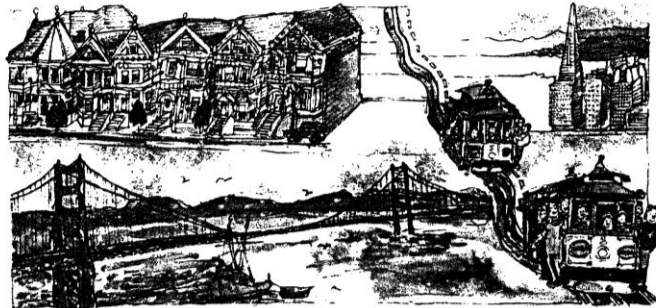
Listening Practice 7

LISTEN TO THIS



Minako has just come back from a vacation in San Francisco. She is telling her friend Lin about it. Listen and write down Minako's opinions on the following. One or two words are enough.

San Francisco..... restaurants.....
 transportation..... hotel.....



Listening Practice 8

LISTEN TO THIS

Susan is going on a business trip to Boston. She is asking her secretary, Elaine, about hotels there. Listen and fill in the chart below.



?		The Midway	
Best location			
Newest			

Listening Practice 9

LISTEN TO THIS

Irene Reynolds is the busy president of a large company. Listen as Jim, the assistant, gives Irene her schedule for Monday of next week. Fill in her appointment book.

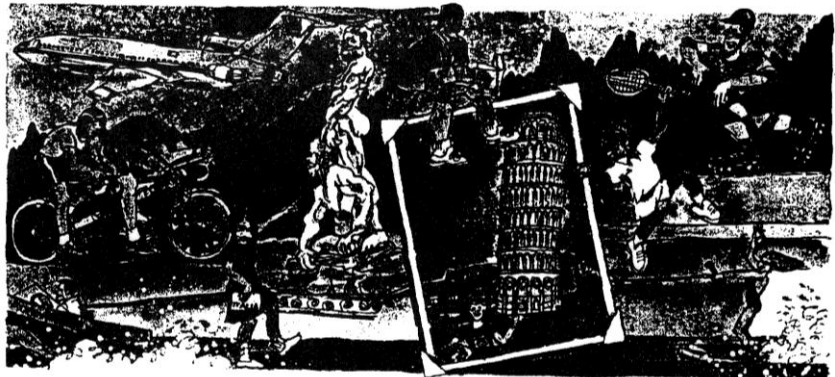
MONDAY			
APPOINTMENTS & EVENTS			
Hours	Appointment	Hours	Appointment
8:00 am		4:00 pm	
9:00 am		5:00 pm	
10:00 am		6:00 pm	
11:00 am		7:00 pm	
12:00 pm		8:00 pm	
1:00 pm		9:00 pm	
2:00 pm		10:00 pm	
3:00 pm		11:00 pm	

Listening Practice 10

LISTEN TO THIS

Alessandro is talking to his friend about what he wants to do this summer. He mentions all of the things below. Listen and put a question mark (?) beside the things he might do or wants to do. Put a check (✓) beside the things he will definitely do.

- | | |
|--------------------------------------|------------------------------|
|work in his father's restaurant |help build a dock |
|save money |visit uncle in Italy |
|take time off |go to Milan |
|read |go to Florence |
|rent movies |move to a new apartment |
|go to a friend's cabin |organize new apartment |
|go waterskiing and swimming | |



Listening Practice 11

LISTEN TO THIS

CD You are going to hear a conversation between two people who have just met. Read the question words below, then as you listen, put a check (✓) beside the types of questions the man asks. Finally, write down the main topic of the conversation.

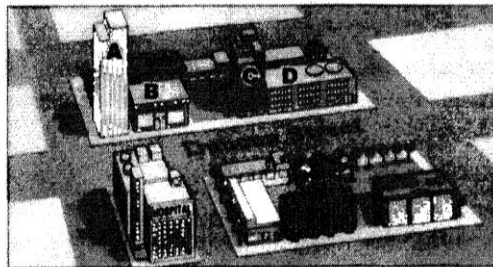
How Where What How far
 What time When Who Why
 Main Topic

Listening Practice 12

LISTEN TO THIS

CD Listen to the conversation between Kumiko and her friend, Bruce.


1. What kind of store is Kumiko going to?
2. Write the letter of the building beside the correct name.



- Metro Hotel.....
- Manulife Building
- Manning Building
- The Sports Shop

Listening Practice 13


LISTEN TO THIS

 You will hear three customers asking where they can find various departments in a large downtown store. Listen and write down the number of the conversation beside the correct department. Then write the floor number the customer should go to.

Conversation Number	Department	Floor Number
<input type="text"/>	Appliances	<input type="text"/>
<input type="text"/>	Furniture	<input type="text"/>
<input type="text"/>	Garden Shop	<input type="text"/>
<input type="text"/>	Sporting goods	<input type="text"/>

Listening Practice 14

LISTEN TO THIS

 Listen to the following phone calls. Write down the details of each call below.

Who called:	_____
Phone number:	_____
Message:	_____

Who called:	_____
Phone number:	_____
Message:	_____

Listening Practice 15

LISTEN TO THIS

1501 You will hear four people making business calls. As you listen, fill in the chart below. If the person, office, or department is not available, fill in the reason. The first one is done for you.

Place called	Available?	Why not?
1. University of Miami	no	Lines are busy.
2. Medical Clinic	_____	_____
3. Computer City	_____	_____
4. Global Travel	_____	_____

Listening Practice 16

LISTEN TO THIS

1502 You will hear three conversations. Put the number of the conversation beside the correct picture. Below each picture, write whether the person hearing the news thought it was good or bad.



.....

.....

.....

Listening Practice 17

LISTEN TO THIS

You will hear a pharmacist talking to three customers. As you listen, number each picture in order. Below each picture, write down what the customer buys.



.....

Listening Practice 18

LISTEN TO THIS

You will hear Sheila, an art teacher, explaining to her class how to make a papier-mâché bowl. Listen, and number the steps.

Paste Recipe

- Mix it with your hands
- Add $1\frac{1}{2}$ cups of water to 1 cup of flour
- Add about $\frac{1}{4}$ cup of carpenter's glue
- Mix it by hand again

Bowl Directions

- Cover the balloon with plastic food wrap
- Tear a newspaper into strips
- Cover the plastic wrap with paste
- Put 15 to 20 layers on
- Let dry thoroughly
- Put a strip of paper on the wet paste area and smooth over with more paste
- Pop the balloon and remove it and the plastic wrap
- Blow up a balloon



Listening Practice 19

LISTEN TO THIS

You will hear three people talking about things they have done or still do. Listen and write down when under the correct picture. Then write whether the person says it is/was a good or bad experience.



When
 Good or bad?

Listening Practice 20

LISTEN TO THIS


A woman is talking about the last time she played golf. Listen and briefly answer the questions.

1. When was her last golf game?
2. What kind of shoes did she wear?
3. How many balls did she lose?
4. How did everyone feel?
5. At the last hole, why was everyone laughing?
6. Does this woman like to golf?



Listening Practice 21


LISTEN TO THIS

 You will hear two critics discussing a movie. Check (✓) the box if the speaker likes the following. Use (✗) if he/she doesn't.

Jean →		the story		Henry →		the story
	<input type="checkbox"/>	the characters	<input type="checkbox"/>		<input type="checkbox"/>	the characters
	<input type="checkbox"/>	the acting	<input type="checkbox"/>		<input type="checkbox"/>	the acting
	<input type="checkbox"/>	the movie itself	<input type="checkbox"/>		<input type="checkbox"/>	the movie itself

Listening Practice 22

LISTEN TO THIS

 You will hear two conversations. In each one, a man and a woman are discussing a social issue. Listen and write down the general topic, and whether the speakers agree or disagree strongly, or agree or disagree somewhat.

Conversation 1

General topic _____

agree strongly	agree somewhat	disagree somewhat	disagree strongly
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Conversation 2

General topic _____

agree strongly	agree somewhat	disagree somewhat	disagree strongly
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix VII: Consent Form

Consent Form

You are invited to participate in an educational research project entitled *The Description and Evaluation of Listening on a Thai University Fundamental English Course*. This study explores the different parties' attitudes towards: (1) the teaching and learning of listening (pedagogical approach, materials and assessment) within the Fundamental English Course I (EL070); and (2) the listening resources, the use of listening resources and assessment within the SALC in connection with the teaching and learning of listening. The board of directors, teachers, students, textbook writers, and the SALC manager will be interviewed one-to-one. Five classes of EL070 will be observed. The information obtained will remain confidential and anonymous.

The researcher would like to have authorization to collect data from you and to publish the anonymous data. You are free to withdraw from this study at any time without penalty or prejudice. Your signature below indicates that you have read and fully understood the information above and have agreed to participate in this research project.

Signature of participant

Date

Signature of researcher

Date

Appendix VIII: Classroom Observation Field Notes

Classroom Observation Field Notes

Subject: EL070 (0502)

Teacher: T5

Date: 5/7/05

Time: 15:00 – 16:30

- Teacher asks the students to look at the picture on page 40; teacher asks “Where does this picture take place?”
- S1 answers “on air”
- Teacher explains ‘on air’; teacher asks the same question “Where does this picture take place?”
- SS give the correct answer “on the plane”
- Teacher tells the students that today they are going to practise listening about giving instructions and advice; Teacher asks “Have you been abroad?” “Where did you go?”
- S1 answers “Qatar”
- Teacher asks further questions about student’s previous air travelling experiences
- Teacher turns to the class and asks “Anybody else?” “Have you ever been abroad?”
- S2 answers “Ubon Ratchathani”
- Teacher asks further questions about student’s previous air travelling experiences
- Teacher checks the students’ comprehension of the vocabulary given in Listening I
- Teacher supplies the students with the correct meanings and examples of the vocabulary in Listening I
- Teacher shows an authentic example of an instruction card from Finn Air
- Teacher asks about the things passengers can do on a plane
- S1 is not sure about smoking on the plane

- Teacher explains that passengers are not allowed to smoke on the plane
- Teacher checks the students' comprehension of the words 'electric appliances' and 'electronic equipment'; asks students to give some examples of 'electric appliances'
- SS give out answers: television, computer, electric fan, radio, cassette player
- Teacher asks students to give some examples of 'electronic equipment'
- S3 answers "telephone"
- Teacher supplies more examples: calculator, mobile phone, cellular phone
- Teacher asks "Can we use mobile phones on the plane?"
- SS answer "no"
- Teacher discusses the reasons; Teacher talks about a plane accident in the past in Thailand
- Teacher asks "Are there papers and pens on board?"
- SS answer "yes"
- SS answer "no"; SS talk about the places that provide 'paper and pen'
- Teacher supplies the correct answer; Teacher continues asking about the things passengers will find on the plane
- S says "newspaper"
- Teacher gives examples of the local newspaper and the English newspaper
- Teacher asks whether the students know 'headphones'; Teacher asks whether there are headphones on the plane
- SS answer "yes"
- Teacher asks what headphones are for
- SS answer "listening to music"
- Teacher supplies other uses of headphones and the advantages of using them

- Teacher checks the students' comprehension of the words 'cellular phone' or 'mobile phone';
Teacher asks whether passengers are allowed to use mobile phones
- SS answer "no"
- Teacher says "no"; Teacher checks the students' comprehension of the words 'international flights' and 'domestic flights'
- S1 and S2 help the teacher explain the meaning of the words
- Teacher checks the students' comprehension of the word 'beverages'; Teacher elicits the kind of beverages that are served on board
- SS give out answers: vodka, beer, water
- Teacher supplies: beer, wine, orange juice, coffee, tea, coke, pepsi, tomato juice
- Teacher tells the students that they are going to do a Word Search game; Teacher asks the students to count 1-16 (one by one); students that count the same number have to work together in the game
- Teacher gives the instructions of the game; the game starts; the game ends; two winners get some sweets
- Teacher tells the students to open to page 41; Teacher reads out the instruction (Listening Exercise I); Teacher explains the instruction in L1
- Teacher plays the tape; Teacher tells students to check their answers with friends sitting next to them
- Teacher asks "Do you want to listen again?"
- SS answer "yes"
- Teacher replays the tape (2nd time); Teacher checks the answers with the class (item by item)

- Teacher continues with Listening Exercise II; Teacher explains the instruction; Teacher asks students to read the items silently
 - Teacher replays the tape (3rd time); Teacher tells students to do peer consultation
 - SS exchange answers
 - Teacher replays the tape and stops for the answer of number 1, “What’s the correct answer for number 1?”
 - SS give out their answer
 - Teacher tells the class the correct answer
 - Teacher plays the tape and stops for the answer of number 2, “Number 2, smoke or do not smoke?”
 - Some students say “smoke”, others say “do not smoke”
 - Teacher asks “Are we allowed to smoke on the plane?”
 - SS reply “yes”
 - Teacher says “do not smoke, the correct answer is ‘do not smoke’”; Teacher explains that ‘it’s banned’ means passengers are not allowed to smoke on the plane
 - Teacher does the same process for numbers 3, 4, and 5
 - SS give out the correct answers for numbers 3, 4, and 5
 - Teacher tells the students that they will be given a copy of the audio tape; Teacher advises the students to practise listening repeatedly on their own at home
-

Appendix IX: Informal SALC Observation Form

Informal SALC Observation Form

Name _____ ID No. _____ Section/Group _____

1. How often do you usually visit SALC? _____

2. For how long do you usually visit SALC? _____

3. What kinds of activities do you typically choose to do in SALC?

Why? _____

4. What activity are you doing at the moment? _____

5. Why did you choose to do this activity? _____

6. What do you hope to learn from this activity? _____

7. Are you having any problems or difficulties with this activity? Yes/No
• If yes, what are the problems or difficulties?

8. Any other comments?

Thank you

Self-Access Learning Experience Report

Semester 1/2005

Date August, 25 2005 Visit No. 1 EL 070

Name XXX ID No. XXX Section/Group 0502



- 1. Name of activity: Listening Practice 1
- 2. Place: SAL 1
- 3. Start time: 10:00 End time: 11:00 Duration: 1 hour (s) 0 minute (s)

4. What did you do?

Today after law class I went to SAL 1.
This room have a lot of so I choose "Listening
Practice 1" It's about Ellen she in trduce
her family and herself. Practice was finish
I answer the question in exercise

5. What have you learned? Or What knowledge/ability have you gained?

Today I practiced about basic listening
skill. It all about conversation but it not
too hard.

Student's signature _____



Teacher's comments

Teacher's signature _____

Date _____

Self-Access Learning Experience Report

Semester 1/2005

Date August 29 2005 Visit No. 2 EL 070

Name XXX ID No. XXX Section/Group 0502

-
1. Name of activity: Reading Magazines
 2. Place: SAL 1
 3. Start time: 10:30 End time: 12:00 Duration: 1 hour (s) 30 minute (s)
 4. What did you do?

I went to the SAL 1 for reading student weekly magazine. I choose this magazine because it's all about teenager and in this mount has a story about my favorite band "Etc.". I read column "Music Entertainment". It's about hot band in this time and song chart.

5. What have you learned? Or What knowledge/ability have you gained?

I have learned about new expression and new word.

Student's signature _____

Teacher's comments

Teacher's signature _____

Date _____

Worksheet for Reading Magazines

Title of Magazine: World Soccer

Type of Magazine (woman, teenager, sports, computer, business, entertainment, music, etc): _____

Summary: Steven Gerrard, Liverpool's man of the match in Istanbul, talks to Gavin Hamilton about Final game in UFA Leages and his team won.

Interesting words that you have learned:

1. magnificent (adj) = splendid, stately or sumptuously constructed
e.g. _____
2. defensively (adj) = done or intended for defence
e.g. _____ or to defend
3. explanation (n) = the act or an instance of explaining
e.g. _____
4. desperate (adj) = reckless from despair
e.g. _____

Interesting expressions, sentences, quotes, etc.

1. "At half-time the manager told us that if we believed in ourselves we could still win"
2. "You never walk alone"

Why did you choose this magazine?

Because I'm interesting about football.

Why did you choose this article / story / column?

Because this math and Gerrard are fantastic. Gerrard can do thing I thought It's impossible.

After reading the article / story / column, how much did you understand? By his believe.

a lot

moderately

a little

After reading the article / story / column, how much did you understand?

a lot

moderately

a little

Self-Access Learning Experience Report

Semester 1/2005

Date September 1, 2005 Visit No. 3 EL 070

Name XXX ID No. XXX Section/Group 0502



- 1. Name of activity: Listening Practice 3
- 2. Place: SAL 1
- 3. Start time: 10:00 End time: 11:00 Duration: 1 hour (s) 0 minute (s)
- 4. What did you do?

I was listening "Practice 3". It's harder than first skill. It's a Andrew and Barry's conversation. They talk so fast I have to listen many time. And then I did exercise.

- 5. What have you learned? Or What knowledge/ability have you gained?

I practice my listening skill and learn about new word

Student's signature _____



Teacher's comments

Teacher's signature _____

Date _____

Self-Access Learning Experience Report

Semester 1/2005

Date September 2, 2005 Visit No. 4 EL 070

Name XXX ID No. XXX Section/Group 0502



1. Name of activity: Grammar Exercise

2. Place: SAL 1

3. Start time: 13.00 End time: 14.00 Duration: 1 hour (s) 0 minute (s)

4. What did you do?

After TU 110 class. I went to SAL 1
to do grammar exercise. It's top more
than I think. I went to SAL 2 for
use internet. I checked my e-mail and
open many website before my friend
is comin.

5. What have you learned? Or What knowledge/ability have you gained?

I learn about how to use grammar

Student's signature _____



Teacher's comments

Teacher's signature _____

Date _____

Self-Access Activity Report "Mother's Day Exhibition"

Name XXX ID No. XXX EL 070 Sec/Group 0502

Date 26 August 2005 Time 14.30

1. What do you think about this exhibition?

Very interesting Interesting Uninteresting

Suggestions: very well and useful

2. In your opinion, which are the two most attractive boards? (Explain briefly about the theme of the boards.)

Board 1: Mother's poems

Board 2: I love mom

3. Why do you think that they are the most interesting ones?

The first board: I think "I love mom" board is very cute board. It's very simple but it can show how special of our mother. I love the way they

The second board: I think "Mother's ^{try to present on the board.} poems" It's very creative board showed me a beautiful feeling from kids to their mother.

4. List some new words and their meanings that you learned from each board.

Pedal (adj) : 2ool of the foot or feet
sprouting (n) : begin to grow , put forth shoots

5. What would you like to do for your mother on the Mother's Day?

On the Mother's Day I want to be a good daughter for my mom. Because now I think myself is not good enough for my mom. I don't listen when she warning me. But since this mother's day I will changing and do best thing for her. At last I want to do best about study. It will make my mom to happy so much.

Self-Access Learning Portfolio

Semester 1/2005

Name XXX ID No. XXX EL 070 Section/Group 0502



My Attendance Record

No.	Date	Activities	Skills	Duration
1	Aug 25, 2005	Listening Practice 1	listening	
2	Aug 29, 2005	Reading	reading	
3	Sep 1, 2005	Listening Practice 3	listening	
4	Sep 2, 2005	Grammar Exercise	grammar	
5	Aug 26, 2005	"Mother's Day Exhibition"	reading	

What have you learned?

I learned about new word and practice my many skill so It's good experince for me. If I had more free time i will go to SAL Access everyday.

What problems or difficulties did you have in your self-access learning?

I had a little bit problem about some words when I read magazine and do exercise.

Comments/Suggestions:

It have many good thing in SAL Access but sometime when you get in there you don't know what you have to do.

Student's signature _____

Date September 12, 2005

Appendix XI: Units III and IV teaching materials and tapescripts

Unit III Teaching Material

- 40 -

Unit III

In this unit the student will:

1. be exposed to a reading selection about safety instructions
2. learn how to use imperative and modal verbs
3. practice writing an instruction
4. practice listening and speaking about giving instructions and advice

Warm Up



1. Where is the situation above taking place?

2. What are some things you can do on a plane? Put a tick in front of these things.

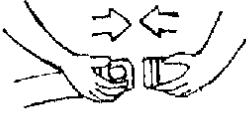




<input type="checkbox"/> Sleep	<input type="checkbox"/> Watch a video
<input type="checkbox"/> Smoke	<input type="checkbox"/> Use a computer
<input type="checkbox"/> Read a newspaper	<input type="checkbox"/> Play a CD
<input type="checkbox"/> Use a cellular phone	<input type="checkbox"/> Listen to the radio
3. Think of two more things that you can or can't do on the plane.

Listening

I Listen to the tape. Tick only the words and phrases you hear.

- | | |
|---|--|
| <input type="checkbox"/> instruction card | <input type="checkbox"/> paper and pen |
| <input type="checkbox"/> safety card | <input type="checkbox"/> newspaper |
| <input type="checkbox"/> seat pocket | <input type="checkbox"/> headphones |
| <input type="checkbox"/> seat belt | <input type="checkbox"/> cellular phone |
| <input type="checkbox"/> sleep | <input type="checkbox"/> international flights |
| <input type="checkbox"/> smoke | <input type="checkbox"/> domestic flights |
| <input type="checkbox"/> electric appliances | <input type="checkbox"/> meal and drink |
| <input type="checkbox"/> electronic equipment | <input type="checkbox"/> food and beverages |

II Listen again and circle the right answer.

1. 
 - a. fasten your seat belt while seated
 - b. fasten your seat belt at all times
2. 
 - a. smoke
 - b. do not smoke
3. 
 - a. use a cellular phone
 - b. do not use a cellular phone
4. 
 - a. listen to music
 - b. listen to the news
5. 
 - a. all drinks are free
 - b. only champagne is charged

Unit III Tapescript

Welcome Abroad!

We welcome you aboard this flight and will do our best to make your trip comfortable and enjoyable. To begin the trip, we'd like to give you some safety details. In particular we ask you to read the instruction card provided for you. You must keep your seat belt fastened when you are seated. On the flight you are not allowed to smoke. It is completely banned. We would also like to remind you that the use of most electronic equipment is prohibited during the flight. For your entertainment, we provide newspapers, music and video programmes on international flights. The use of headphones is free. During the flight we are going to serve you a meal and drink. Beer, wine and other drinks are served free of charge in economy class but champagne is charged. Coffee, tea and juice are served free of charge in domestic flights of over 30 minutes. Please remember that the only alcoholic beverages that may be consumed on board are served by the cabin crew. Thank you for your cooperation. Enjoy your flight.

The Cabin Crew

Unit IV Teaching Material

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Unit IV

In this unit the student will:

1. be exposed to a reading selection about a family
2. learn how to use adjectives and adverbs
3. practice writing a letter to describe a person
4. practice listening and speaking about describing people

Warm up



1. How many people are there in your family?

2. Tick the boxes of the people who live with you.

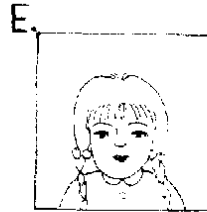
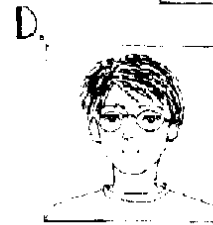
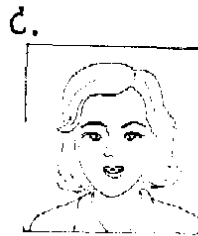
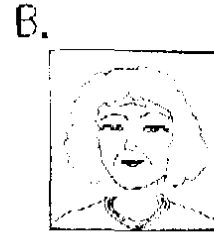
<input type="checkbox"/> father	<input type="checkbox"/> brother	<input type="checkbox"/> uncle	<input type="checkbox"/> grandfather
<input type="checkbox"/> mother	<input type="checkbox"/> sister	<input type="checkbox"/> aunt	<input type="checkbox"/> grandmother
<input type="checkbox"/> someone else _____			
3. Choose a person in your family and underline the adjectives that you think describes him or her:

fat	tall	young	healthy
thin	short	beautiful	middle-aged
charming	friendly	handsome	nice
polite	boring	intelligent	good-looking
smart	talkative	untidy	cheerful
4. Can you think of any other words that might describe him or her?

Listening-----

I. Listen to the tape and match the description with the pictures.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



II. Listen again. What kind of information do you know about each conversation.

Relationship	Description
1.brother.....tall, wears glasses, black hair.....
2.
3.
4.
5.

Unit IV Tapescript

Conversation 1

A: Do you have any brothers?

B: Yes, only one. His name is James.

A: What does he look like?

B: He is rather tall. He is about 1.8 meters. He wears glasses and his hair is black.

Conversation 2

A: What is your mother like?

B: Well, she is nice and good-looking. She is about 43.

A: Is she fat?

B: No, she is rather thin.

Conversation 3

A: Who is the girl in this picture?

B: Oh, that is my younger sister.

A: How old is she?

B: She is six. She is very intelligent and talkative.

Conversation 4

A: I don't know who he is!

B: Oh! That's my father.

A: What is he like?

B: He is very kind and friendly. He has a moustache and he is good-looking.

Conversation 5

A: Do you have any aunts or uncles?

B: Only one, Aunt Martha.

A: Does she live with you?

B: Yes. She is a French teacher. She is polite and hard-working. She has curly hair.

Appendix XII: Language Institute Thammasat University Booklet (pp. 1-7)

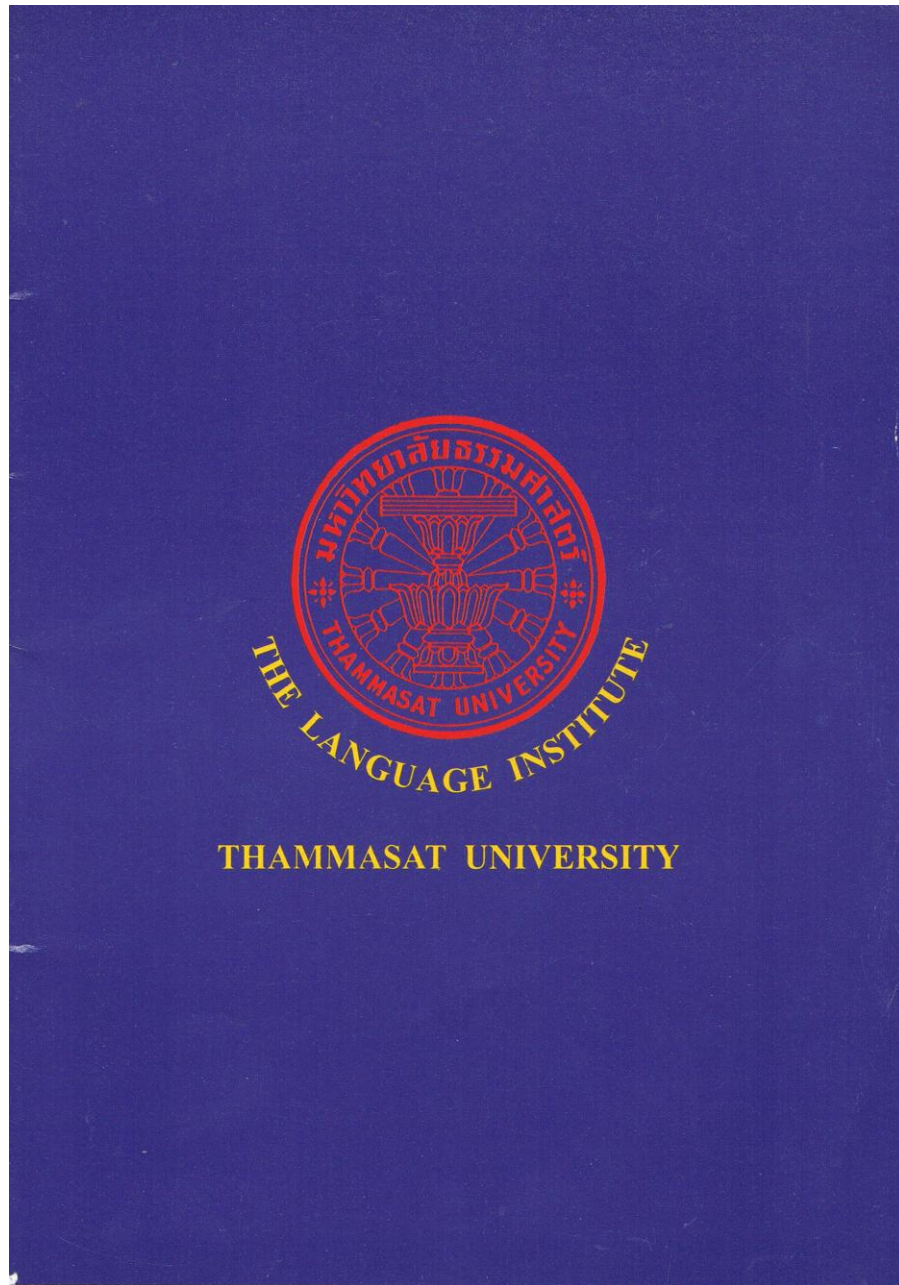
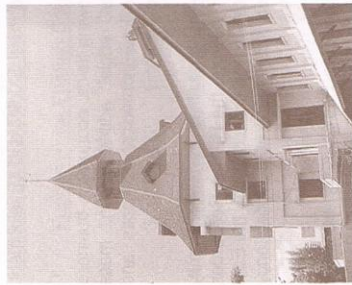


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THAMMASAT UNIVERSITY

Thammasat University, the second oldest university in Thailand, is one of the most prestigious universities in the country with its fine reputation in the field of social science.



Established by the Thammasat University Act in 1933, the university was inaugurated on June 27, 1934 as an open university with the objective of propagating the study of Law and Politics to people at large. The university was then named "Thammasat Lae Karn Muang" -- literally, "The University of Moral Science and Politics." By 1949, there were four major fields of study; namely, Law, Commerce and Accountancy, Political Science & Diplomacy, and Economics. In 1952, the name was changed to **THAMMASAT UNIVERSITY**. Two years later, the fields of Social Work and Journalism were added. In 1962, the Faculty of Liberal Arts was founded.

The year 1986 brought several changes to the University. The new campus site at Rungsit, 50 kilometers from the main campus, was opened to new students. Currently all first year classes are held there. Also newly established and situated on the new campus site are the Faculty of Science and Technology, the Faculty of Engineering, the Faculty of Medicine, Sirindhorn International Institute of Technology, the Faculty of Nursing, the Faculty of Dentistry, the Faculty of Allied Health Sciences, the Faculty of Architecture and the Faculty of Fine and Applied Arts.

Presently, Thammasat University consists of four campuses: Tah Prachan (main campus), Rungsit, Pattaya and Lampang. There are seventeen faculties and two colleges: Law, Commerce and Accountancy, Political Science, Economics, Social Administration, Liberal Arts, Journalism and Mass Communication, Sociology and Anthropology, Science and Technology, Engineering, Sirindhorn International Institute of Technology, Medicine, Allied Health Sciences, Nursing, Dentistry, Architecture, Fine and Applied Arts, College of Innovative Education and College of Interdisciplinary Studies.

Apart from the regular undergraduate programs, Thammasat University offers international programs taught in English in the Faculty of Commerce and Accountancy (**BBA**), Sirindhorn International Institute of Technology (**SIIT**), the Faculty of Economics (**BE**) and the Faculty of Engineering (**TEP & TEPE**), the Faculty of Liberal Arts (**BAS**). It brings in diversified students from various schools, both local and abroad. This marks a stepping stone for internationalization in education in the country.

Thammasat University also offers graduate programs leading to master's degrees in Accounting, Business Administration, Marketing, Economics, Law, History, Library Science, Mass Communication, Political Science, Social Administration, Anthropology, Thai Linguistics, Industrial and Organizational Psychology, Applied Statistics, Community Development, English Language and Literature, English for Careers, Teaching English as A Foreign Language, Technology Management, Cultural Management and Engineering, Women's Studies, and Rural Studies and Development. Some programs are conducted in English.

Several doctoral degrees are offered in the following fields: economics, business administration, marketing, laws, political sciences, social administration, mass communication, civil engineering, sciences, linguistics, biomedical sciences and integrated sciences.

Thammasat University has five institutes whose responsibilities are predominantly research work. These are the Thai Khadi Research Institute, the Human Resources Institute, the Information Processing Institute for Education and Development, the East Asian Studies Institute and Thammasat University Research and Consultancy Institute.

Having started out as a law school, Thammasat University has gradually expanded academically to offer courses in Social Sciences, Humanities and Sciences with the aim of providing higher education in the fields that are pertinent to social needs and to promote research and Thai culture.

THE LANGUAGE INSTITUTE

The **LANGUAGE INSTITUTE of THAMMASAT UNIVERSITY (LITU)** was officially established as a separate institution on December 27, 1985. It enjoys the same status as that of a Faculty.

The principal responsibilities of the **LANGUAGE INSTITUTE** are to provide English and Korean courses to meet the needs of both undergraduate and graduate students at all levels from any Faculty or Department of the University.

Among courses offered are:

1. Fundamental English courses for freshmen
2. English for specific purposes courses for second to fourth year students
3. Remedial English courses for graduate students
4. Graduate Programs of English for Careers and Teaching English
5. English refresher courses for Thammasat University personnel and other government and private agencies
6. English courses for the general public
7. Korean

Apart from the above courses, the **LANGUAGE INSTITUTE** undertakes, upon request, English proficiency tests for officials and personnel of some government and private agencies.

The **LANGUAGE INSTITUTE** is located at **The English Center, Ta Prachan Campus, Bangkok, 10200**, and
The **LANGUAGE INSTITUTE BUILDING** at Rungsit Campus, Pathumthanee, 12121.

COURSES OFFERED

UNDERGRADUATE COURSES

I. Fundamental English Courses

1. EL 070 English Course I (Remedial)
2. EL 171 English Course II (Intermediate)
3. EL 172 English Course III (Advanced)

II. English for Specific Purposes

1. EL 201 English for the Airline Business
2. EL 202 English for Work
3. EL 210 English for Engineering 1
4. EL 310 English for Engineering 2
5. EL 410 English for Engineering 3
6. EL 211 English for Health Science 1
7. EL 311 English for Health Science 2
8. EL 212 English for Job Applications
9. EL 213 English for Nurses
10. EL 313 English for Health Communication
11. EL 214 Communicative English 1
12. EL 215 Communicative English 2
13. EL 314 Communicative English 3
14. EL 315 Communicative English 4
15. EL 216 English for Lawyers 1
16. EL 316 English for Lawyers 2
17. EL 221 Communicative Business English 1
18. EL 321 Communicative Business English 2
19. EL 226 English for the Import-Export Business
20. EL 227 English for Banking and Finance
21. EL 231 English for Political Scientists 1
22. EL 331 English for Political Scientists 2
23. EL 241 English for Economists 1
24. EL 341 English for Economists 2
25. EL 253 English for Architecture
26. EL 256 English for Social Workers 1
27. EL 356 English for Social Workers 2
28. EL 271 English for Mass Communication 1
29. EL 371 English for Mass Communication 2
30. EL 281 English for Sociology and Anthropology 1
31. EL 381 English for Sociology and Anthropology 2
32. EL 296 English for Science and Technology 1
33. EL 396 English for Science and Technology 2

GRADUATE COURSES

Remedial English Courses for Graduate Students

1. TU 005 English I
2. TU 006 English II

TRAINING COURSES

I. English for Thammasat University Staff

1. Intensive English
2. Intermediate Listening-Speaking
3. Advanced Listening-Speaking
4. Reading and Writing

II. English for Public Services

A. Certificate Courses

1. Beginning Conversation
2. Intermediate Conversation
3. Advanced Conversation
4. Reading-Writing 1
5. Reading-Writing 2
6. English for Work
7. English for Banking and Finance
8. English for the Real Estate Business
9. English for Office Personnel
10. Translation
11. English for legal Purposes

B. Test Preparation Courses

1. English for Advanced Studies
2. Test of English as a Foreign Language (TOEFL)
3. Writing for Advanced Studies (TOEFL)
4. Grammar for Better English
5. English for University Studies

C. English Summer Camp (in England and Canada)



The English Summer Course in England and Canada is for school and university students who would like to experience the English language and culture in native English-speaking countries. The students are accommodated in approved English and Canadian families where they have ample practice learning English in natural settings and cultures. In England, the students study in very well-recognized language schools

accredited by the British Council. In Canada, the students study at the University of British Columbia's English Language Institute, Vancouver.



During their studies in both England and Canada, the students learn English in the courses for which they have registered. They are assessed on their skills, language improvement and the course contents. Grades are based on their performance in class activities and tests. Throughout the program, students remain under the supervision of the Language Institute lecturers who accompany them.



The University of British Columbia

For more details about the dates and fees for the above courses, please visit our website at "www.tu.ac.th/org/ltu/".

TESTING SERVICES

1. Thammasat University Graduate English Tests (TU-GET)
2. Graduate Proficiency Exams
3. Testing Service for the general public, both government and private agencies
4. University Entrance Exams

The Thammasat University Graduate English Test (TU-GET) is intended for applicants seeking admission to the Thammasat University Graduate School. It is a nationwide test administered five times a year. Applicants may choose their own appropriate test dates provided that they are able to submit the TU-GET result to the Graduate School when applying for a graduate entrance exam. The details of the TU-GET application test dates are as follows:

Application Dates	Test Dates
1. 5 - 20 January	last week of March
2. 1 - 15 March	last week of May
3. 1 - 15 June	last week of August
4. 1 - 15 September	last week of October
5. 1 November - first week of December	last week of December

Interested persons may request an application form together with a test manual for 30 baht directly from the Language Institute of Thammasat University, or order it by mail for 50 baht at the following address:



For further information about TU-GET, please call 0-2225-9376 or 0-2223-3758-9.
 Web site: www.tu.ac.th/org/litu/testing.htm
 e-mail: litu@alpha.tu.ac.th

UNDERGRADUATE COURSES

I. Fundamental English Courses

Objectives:

1. To give students knowledge about the correct usage of English with an emphasis on reading skills in order to be able to study effectively and think logically
2. To practice writing skills at the sentence and paragraph levels with correct grammatical structures
3. To practice listening and speaking skills so as to be able to communicate in daily situations effectively
4. To acquire enough English skills to study further at advanced levels
5. To understand the cultures, traditions and general knowledge of native English speakers

1. EL 070 English Course I (Remedial)
2. EL 171 English Course II (Intermediate)
3. EL 172 English Course III (Advanced)

COURSE DESCRIPTIONS

EL 070 ENGLISH COURSE I

This is a remedial course specially designed as an English review to prepare first year students to be able to study advanced courses.

EL 171 ENGLISH COURSE II
 (prereq: EL 070)

This intermediate course aims to develop the four English skills--listening, speaking, reading and writing. Students are given more practice in listening comprehension, reading various printed materials and writing short paragraphs.

EL 172 ENGLISH COURSE III
 (prereq: EL 171)

This advanced course aims to further develop students' English skills. Students practice listening to news and dialogues, reading more complex passages, and writing various types of paragraphs.

Appendix XIII: EL070 Course Outline 1/2005

Language Institute Thammasat University

EL 070, 171, 172 Course Outline 1/2005

1. General Information

EL 070 English Course I - This is a remedial course specially designed as an English review and to prepare first year students to be able to study advanced courses.

EL 171 English Course II – This intermediate course aims to develop the four English skills-listening, speaking, reading and writing. Students are required to have more practice in listening comprehension, reading various printed materials, and writing short paragraphs.

EL 172 English Course III - This advanced course aims to develop students' English skills. Students are required to have more practice in listening-speaking, reading more complex passages, and writing various types of paragraphs.

2. Class Dates Starts : Tuesday 7 / Wednesday 8 June 2005
Ends : Tuesday 20 / Wednesday 21 September 2005

3. Exam Dates Midterm : Wednesday 27 July 2005 (09:00 – 10:30)
Listening : Thursday 22 / Friday 23 September 2005 (EL 171/EL172)
Final : Tuesday 27 September 2005 (13:00 – 16:00)

4. Outside Reading Books The correct versions of the books are available at TU Book Store.

	EL 070	EL 171	EL 172
Midterm	-----	The Hunchback of Notre Dame	The Godfather
Final	Apollo 13	Dr.Jekyll & Mr.Hyde	About a boy

**More explanation on the next page.

5. Score Distribution

	EL 070		EL 171/EL 172	
	Midterm	Final	Midterm	Final
Vocabulary	20	30	20	30
Reading	50	80	40	80
Writing	30	30	30	60
Listening	-	-	-	30
Outside Reading	-	20	20	20
Total	100	160	110	220
Attendance**	40		40	
Speaking**	10		10	
Assignments**	20		20	
Grand Total	330		400	

6. Requirements

1. Attendance (40 points)

- a) Student attendance must cover 80% of all class time. Students can be absent from class only three times (4½ hours) before midterm and three times after midterm.

****More than 6 absences will result in an automatic F.****

The absentee's names will be announced 1 week before the final exam.

- b) Students who participate satisfactorily of all class time will get full attendance score of 40 points.

****3 points will be deducted for each absence.****

****1 point will be deducted for each late check-in.****

2. Assignments – 20 points

The main purpose of assignments is to train students to be autonomous and responsible for their own learning. Students are expected to spend their free time wisely in the SALC to improve their English. (Read the SALC Guidance)

The assignments consist of 2 parts :

- a) Portfolio (10 points) (See attached for details)
 b) Other written assignments (10 points)

This depends on the agreement of the teacher and the students of each class. However, each assignment will be looked for

- 1) creativity
- 2) originality
- 3) correctness

3. Speaking – 10 points

The speaking activity can be an oral presentation of the written assignments mentioned above OR students will be assigned to give a mini-talk individually, or perform a role play in pairs or in groups. They should.....

- 1) choose an interesting topic
- 2) share roles equally
- 3) use language appropriately
- 4) use language with reasonable accuracy
- 5) react intellectually to their friends/teacher's questions.

4. Listening Test – 30 points

Students must take the Listening Test as they are scheduled. Details will be announced later.

****Late comers or absentees will NOT be allowed to take the test****

Appendix XIV: Transcriptions of an interview (Original version)

Teacher interview

- 1 I: อยากให้อาจารย์เล่าเกี่ยวกับประสบการณ์การสอนคะ
 2 T: ตั้งแต่แรกเลยเนอะ
 3 I: ค่ะ ว่าเริ่มสอนมาตั้งแต่เมื่อไหร่
 4 T: ก็เริ่มตั้งแต่ปี 30 พี่เคยสอนระดับมัธยมตอนนั้นก็อัตราจ้าง
 5 สอน ม. 2 ม. 3 หนังสือก็เป็นแบบ communicative หลังจาก
 6 หนึ่งปีพี่ก็ไปสอบบรรจุได้ ก็เป็นโรงเรียนมัธยมแต่เป็นโรงเรียน
 7 มัธยมประจำตำบลอีกที่นึง ที่นาท ก็สอนอยู่ที่นั่น อีก 3 ปีนะก็
 8 รวมเป็น 4 ปีตั้งแต่จบ ปริญญาตรี แล้วพี่ก็ได้มาเรียนต่อ เรียน
 9 ต่อก็ใช้เวลาปีกับอีก 8 เดือน ก็กับไปสอนที่เดิมอีกสักปีกว่า ๆ
 10 แล้วก็มาสอนที่วิทยาลัยเกษตร พี่ขอโอนมาสอนที่วิทยาลัย
 11 เกษตรก็ใช้เวลา เออ เออ ส่วนใหญ่ก็สอนเป็นภาษาอังกฤษ
 12 เออ เพื่ออะไรล่ะ เพื่อการเกษตร ก็ชั้น ปสข ปวส ก็สอนได้
 13 สัก เกือบ 2 ปี แล้วพี่ก็สอบโอนมาที่นี่
 14 I: ตอนนั้นที่เรียนต่อปริญญาโทนี่เรียนที่นี่หรือที่ต่างประเทศคะ
 15 T: อ้อไม่ พี่เรียนที่พิษณุโลก มหาวิทยาลัยนเรศวร
 16 I: แล้วพอมายอยู่ที่ธรรมศาสตร์นี่สอนวิชาอะไรบ้างคะ
 17 T: สอน เออ รู้สึกใหม่ๆ ก็จะเป็น 171 นะ 172 หลังๆ มาก็เป็น
 18 070 มี 296, 202 English for Work
 19 I: English for Work นี่เป็นของ ป.ตรีหรือเปล่าคะ
 20 T: ใช่ ป.ตรี
 21 I: เป็น ESP
 22 T: ใช่ ESP
 23 I: แล้วสอนพิเศษอะไรอีกคะ
 24 T: อ้อ อ้อ มีสอนป.โท ได้สัก 2-3 ปีแล้ว TU005 ก็เป็น reading
 25 Skills
 26 I: ตั้งแต่ปี 30 ก็ สิบกว่าปีแล้วนะคะ
 27 T: ใช่แต่ ปีแรกยังเป็นอัตราจ้างอยู่ยังไม่ได้บรรจุ พอมารับ
 28 ก็ปี 31 นะ มีทุน 20 มีทุน
 29 I: แล้วเทอมนี้สอน 070 ก็ห้องคะ
 30 T: สองห้อง
 31 I: สองห้อง ขอลถามเกี่ยวกับวันนั้นที่ไปดูอาจารย์สอนมานะคะ
 32 ปกติการเรียนการสอน listening จะเป็นแบบนั้นมั๊ยคะ ปกติจะ
 33 เป็นแบบวันนั้นที่ไปดูมามั๊ยคะ
 34 T: ค่ะก็เป็นอย่างนั้นแหละคะ พี่ว่ามันก็มี warm up activities
 35 ที่ได้อยู่แล้วนะ ก็ส่วนนั้นก็จะเป็นการนำไปสู่การฟัง
 36 I: มีสิ่งที่น่าสนใจมากเลยที่วันนั้นดูไป คือ เออ อาจารย์จะ
 37 อธิบายคำสั่งให้แล้วก็อธิบายคำศัพท์ให้ในบทที่ 3 & 4 แปลให้
 38 แล้วก็ยกตัวอย่างให้ด้วย อย่างเช่น จะยกตัวอย่าง electric
 39 appliances และ electronic equipment ให้เกิดความเข้าใจ
 40 ขอลถามถึงเหตุผลหน่อยซิคะ ว่าทำไมอาจารย์ถึงทำเช่นนั้น
 41 T: คิดว่านักเรียนควรจะรู้นะ จริง ๆ แล้วอันนี้มันเป็นแค่

- 42 recognition นะ ฟังอันนี้จริง ๆ แล้วไม่จำเป็นต้องรู้ความหมาย
 43 ก็ได้ แต่คิดว่าเดี๋ยวน่าจะรู้ความหมายเพราะ คำสองคำนี้เด็กจะ
 44 ต้องไปเจอใน reading passage เนอะเลยคิดว่า เขารู้มัย
 45 ความหมายอันนี้
 46 I: นั่นคือเหตุผลที่เราอธิบายคำศัพท์ให้เด็ก
 47 T: ใช่
 48 I: แล้วคิดว่ามันช่วยเขาก่อนที่จะไปฟังมัยคะ
 49 T: จริง ๆ แล้วที่คิดว่ามันคงจะไม่ช่วยหรอกเนอะ เพราะว่าฟังมัน
 50 แค่ tick words แค่นั้นเองเนอะ มันคงไม่ช่วย แต่คิดว่า
 51 เขาน่าจะรู้ความหมายไปด้วย มันเหมือนกับบรู๊คแต่ตัวอักษรแต่
 52 ไม่รู้ความหมาย ความหมายมันน่าจะรู้ไปด้วยกัน
 53 I: ควรจะรู้ความหมายไปด้วยนะคะ
 54 T: ควรจะรู้ความหมายไปด้วยกัน
 55 I: แล้วอีกอันนึงอันนี้ listening บทที่ 4 ที่อาจารย์ทำแล้วอาจารย์
 56 มีเพิ่มคำถามบนกระดาน
 57 T: ใช่
 58 I: น่าสนใจมากเลย คือสิ่งที่ฟังมันมีนอกเหนือจากนั้นนักเรียน
 59 ก็เจอคำถามอย่างเช่น How tall is the brother? How old
 60 is your sister? What does aunt Martha do?
 61 T: ค่ะ
 62 I: เหตุผลเบื้องหลังมีมัยคะว่าทำไมถึงเพิ่มคำถามแบบนี้
 63 T: คิดว่าอันนี้ เตียวพี่ลองไปดูก่อนว่าเขาถามอะไรบ้าง
 64 I: หน้า 16 ค่ะ
 65 T: อ้อ อันนี้มัน คือพี่ว่ามันน่าจะ guided บางที่แบบว่าเด็กเขาไม่รู้
 66 ว่าฟังแล้วต้องเติมอะไรบ้าง คือ description มันบอก build
 67 บอกโครงสร้างก็ได้ใช่มัย ผม ดาอะไรก็ได้ มันกว้างเกินไป พี่
 68 ว่าเด็กก็ไม่ได้เขียนหรอก คือฟังครั้งแรกไม่ได้ไปเดินดูนะว่า
 69 เด็กแต่ละคนเขียนได้มัยแต่พี่ว่าต้องใช้เวลาเขา ต้อง force
 70 เขา เวลาฟังเหมือนต้องมีคำถาม guided questions เขาว่า
 71 เราอยากรู้อะไร ตรงนี้เขาทำมาแล้วงัยเนื่องจากตรงนี้มีคำ
 72 ตอบอยู่แล้ว เหมือนกับว่าเขาไม่ได้ฟังอะไรเลย ใช่มัย เขาไม่
 73 ได้ฟัง description ของคนต่างๆ ของ brother เลย พี่ลืมนไป
 74 อันนึงว่าเนื่องจากเป็นห้องแรกด้วย ห้องต่อไปพี่จะถามว่า
 75 What's his name? What is the brother's name? แบบนี้
 76 เพราะตรงนี้มีบอก James ใช่มัย แล้วอันนี้ tall พี่มีเหตุว่า
 77 เด็กไม่ได้ฟังข้อนี้ก็เลยถามว่า How tall is he? เพราะว่า
 78 อย่างอื่นมันก็ได้ยินชัดแล้วนะ
 79 I: แล้วที่สอบไปอาจารย์ พอใจในการสอน listening แบบนี้ของ
 80 อาจารย์มัยคะ พอใจมัยถ้าไม่พอใจจะปรับปรุงอย่างไร
 81 หรือทำอย่างไรให้มัน คิดว่าในความรู้สึกของตัวเองจะปรับปรุง
 82 อย่างไรให้มันดีขึ้น
 83 T: คือใน 070 พี่ชอบใจอย่างนึงคือว่า อันแรกส่วนใหญ่เวลาฟัง
 84 อย่างเดียวจะเป็นแบบ recognition เป็นแบบง่ายๆ ก่อนอย่าง
 85 เช่นในบทที่ หนึ่งพี่ก็ว่าน่าจะไม่ได้อะไรมากมาย ไม่ได้ฟัง

86 details อะไรมากแต่เหมือนกับ อย่างบทที่ หนึ่งยังจะหยาบไป
 87 หน่อยนึงเพราะว่า ไม่ได้ลงรายละเอียด นะว่าความจริงเด็กน่าจะ
 88 จะรู้ดีกว่าวันนี้มันมีความสำคัญอย่างไร อย่างเช่น วันที่รู้ทั่วไป
 89 Christmas ปีใหม่ เด็กก็รู้อยู่แล้ว แต่อย่างอื่นเขาน่าจะรู้ว่า
 90 มันเป็นอย่างไรเช่น Memorial Day, Presidents' Day,
 91 Independence Day พี่ก็จะแทรกถามไป ส่วนใหญ่จะแทรก
 92 คำถามยกตัวอย่างบทที่ หนึ่ง อย่าง Columbus Day พี่จะถาม
 93 What nationality is he? When did he discover
 94 America? พี่ก็จะถามไป
 95 I: แล้วคำตอบเหล่านี้ฟังจากในเทปได้มั๊ยคะ
 96 T: ได้ ได้ มีอยู่ในเทป คือเด็กเขาฟังไม่ได้หรอกครั้งแรกแต่พี่ก็
 97 guide เด็กไปว่าคำถามนี่จะเขียนบนกระดานหรือไม่ก็พูด
 98 แล้วจุดไหนที่พี่คิดว่ามันหยาบไปเช่นแค่ฟังแล้วรู้วันที่ มันฟัง
 99 ง่ายๆ เด็กก็จะ tick แค่ point อย่างอันนี้อันเดียว อย่างอันนี้ก็
 100 แค่ว่าได้ยินคำว่าอะไรบ้าง อันนี้เวลาพี่สอนพี่ก็จะให้เด็ก
 101 prediction ก่อนว่าสมมุติว่าถ้าคุณจะฟังเรื่องราวเกี่ยวกับ
 102 Christmas คุณว่าจะเจอคำไหนบ้าง บางอย่างพี่ก็แทรกลงไป
 103 เพราะคิดว่าเด็กน่าจะรู้ details อย่างเป็นเราเรายังอยากรู้เลย
 104 ว่ามันมีความสำคัญอย่างไร Memorial Day , Veterans' Day
 105 มันต่างกันอย่างไรเราอยากจะได้ พี่ก็จะ เด็กเขาฟังไม่ได้พี่ก็จะ
 106 พูดตามเทปให้ฟังพี่ก็จะ pause แล้วก็ เปิดใหม่ให้ฟังเพราะว่า
 107 เราเองยังอยากรู้เลยว่ามันสำคัญอย่างไร ส่วนใหญ่พี่จะถาม
 108 แทรกนะ พอมาบทที่สองนะ บทนี้เด็กทำนะ พี่คิดว่าปัญหาคือ
 109 ภาพแรกเนี่ยเด็กจะฟังไม่ได้ พี่ก็ พี่ก็ สอนเด็กไปเหมือนกันว่า
 110 จริงๆ เด็กเขาทำอันแรกไม่ได้เลย เขาก็จะได้ภาพ 2,3,4 แล้ว
 111 ที่เหลือ เขาก็เลยเดาว่าอันนี้น่าจะเป็นที่หนึ่งเพราะมันมีบอกว่า
 112 number 2 อะไรๆเด็กก็จะได้ บางที่เหมือนกับว่ามันหยาบไป
 113 นิดนึงบางที่เด็กเห็นแค่ลูกบอลอะไรอย่างเนี่ย เด็กก็ฟังแค่คำๆ
 114 เดียวก็ตอบได้แล้วอย่างอันนี้ พี่ก็ถามว่าพี่ก็ถามนำไปก่อนว่า
 115 ในรูปเนี่ยคุณเห็นอะไร What is the girl doing? What is
 116 the boy doing? What is he drawing? เด็กก็จะตอบได้ว่า
 117 อะไร แล้วก็ให้ดู ที่ได้ยินเพื่อนๆ คยุกันว่า เออเด็กดูออกมั๊ย
 118 ว่าเขาวาดอะไรพี่เลยไปถามเด็กดูว่าตกลงวาดอะไร เด็กอาจ
 119 ได้ยินคำว่า drawing ไม่ได้แต่ได้ยินคำว่า mickey mouse
 120 ตรงนี้จะเห็นว่า manchester united แค่นั้นเองเด็กก็ link มา
 121 ว่าต้องเป็น football นะอันนี้ก็ รู้สึกว่า reading เนี่ยเด็กจะตอบ
 122 ไม่ได้เพราะว่ามันเป็นเรื่องค่อนข้างเป็นเรื่องดารา ที่ทำงาน
 123 อะไรแบบนี้มา แล้วก็มีความ reading แค่ว่าเดียว
 124 แล้วไม่มีคำอื่นมา guide เด็ก ให้เด็กฟังแต่อันนี้มีคำว่า
 125 manchester united มี mickey mouse เด็กได้ยินคำเดียว
 126 อันนี้ได้ยิน television เด็กก็เลือกคำนี้เลย ส่วนอันนี้ก็โอเคนะ
 127 พี่ว่า เขามีให้เด็กก็จะเขียนลงไปดีแล้ว อันนี้ดีแล้ว บางอย่างพี่
 128 ส่วนใหญ่พี่ก็จะถามเสริมนะ เข้าไป ก็โอเคนะในระดับ 070 ก็
 129 ความยากง่ายก็น่าจะพอกับระดับเด็กนะแต่เราก็อาจจะเสริม

- 130 แทรก comprehension questions ลงไปบ้าง แทนที่จะแค่
 131 recognition ว่าอันนี้คืออะไร
- 132 I: แล้วอาจารย์พอใจในวิธีการสอนของตัวเอง หรือคิดว่าน่าจะ
 133 ต้องทำอย่างโน้นอย่างนี้มากขึ้นหรืออย่างไร หรือคิดว่าเราพอ
 134 ใจแล้ว
- 135 T: ก็คิดว่าพอใจนะ เพราะว่าอย่าง หนังสือเขาก็มีรูปภาพมีอะไร
 136 ประกอบดีแล้วนะ ก็มีหลากหลาย ดี และคิดว่า 070 นะ ถ้า
 137 เปรียบเทียบว่าพอใจ กับ 172 พี่ว่าน่าจะพอใจ 070 มากกว่า
 138 เพราะเราได้สอนทุก skills มันขึ้นมาเป็น speaking listening
 139 และมันไม่ dry เหมือนกับ 172 ซึ่งขึ้นมาก็จะเป็นแค่ pre-
 140 reading questions มันจะขึ้นเป็น reading เลย แล้วก็ไป
 141 grammar ไป writing ไป listening, speaking ที่หลังซึ่งพี่ว่า
 142 มันน่าจะเข้าสูบทเรียนจากการ speaking, listening น่า
 143 จะดีกว่า น่าจะได้มีความรู้พอสมควร
- 144 I: แล้วอาจารย์คิดว่า focus ของ listening ในหนังสือคืออะไร
 145 focus ของ 070 okay สอนทุก skill แล้ว listening ของ 070
 146 คือเพื่ออะไร
- 147 T: ฟังแล้วก็พี่ว่า recognition มาเบอร์หนึ่งเลยส่วน comprehen-
 148 sion มาอันที่สอง ว่าคำนี้ใหม่มี คือแต่จริงๆ เด็กไม่รู้หรือกว่า
 149 คำต่างๆ ที่เขาจะได้ยินใน listening เนี่ยจะไปเจอใน reading
 150 passage มันจะนำไปสู่ reading passage
- 151 I: แสดงว่า 4 skills 4 เรื่องในแต่ละบทมีความสัมพันธ์กันมีอะ
 152 T: ใช่มันสัมพันธ์กัน
- 153 I: speaking, listening, grammar writing เป็นเรื่องเดียวกัน
 154 T: เป็นเรื่องเดียวกัน
- 155 I: แล้วคิดว่า activities 1,2 เหล่านี้มันเหมาะสมหรือยังคะกับการ
 156 ที่ว่าเราฟังเพื่อ recognition อะไรต่างๆ ที่อาจารย์บอกมา และ
 157 ก็มันมีความสัมพันธ์ กันทั้ง 4 skills แล้ว listening ในแต่ละ
 158 บทมันเหมาะที่จะเอามาใช้เป็น กิจกรรมในห้องเรียนมี
- 159 T: พี่คิดว่าเขาออกแบบมาดีนะ เหมาะกันดี พี่ว่าเสียงอย่างผู้หญิง
 160 ค่อนข้างจะฟังยากหน่อยนะ สำเนียงอังกฤษนะ ของ Edward
 161 เด็กจะฟังง่ายเหมือนกับเราจะคุ้นเคยกับ American-English
 162 มากกว่า British-English ซึ่งฟังยาก แล้วบางอย่างในเทปบาง
 163 ที่ว่า เช่นพี่ถามว่า How tall is the brother? อะไรอย่างนี้
 164 ในเทปเวลาเขาพูดจะมีปัญหา One point แล้วหยุดไป มันไม่
 165 Smooth
- 166 I: สะดุดไป
- 167 T: แล้วเด็กก็จะฟังไม่ได้ไม่ออกก็คืออะไร พี่เคยถามเด็กไป
 168 ว่าเขาสูงเท่าไร มีเด็กคนหนึ่งเขาฟังไม่ออกว่า one point
 169 eight meters แต่เขา ฟังว่าเป็น one hundred and
 170 eighty พี่บอกว่า meters เหรอ เขาบอกว่า centimetres เขา
 171 ก็เปลี่ยนมาเป็น เซ็น คือฟังออกว่าเป็น 180 cm.แต่ในเทป
 172 บอกว่า 1.8 meters พี่ว่าเสียง Edward นะโอเค ถ้าถาม
 173 ว่าพอใจไหมกับ เสียงเทปพี่ว่าเสียง Edward นะ clear ช้า

- 174 speed โอเคเลยเพราะเขารู้ว่า 070 เด็กค่อนข้างอ่อนนะ พี่ว่า
 175 เด็ก อาจจะเข้าใจคือไม่ได้ 100 เปอร์เซนต์ อันนี้ก็แค่รู้ว่าเขา
 176 พูดถึงคำนี้ก็ถามแค่ point เดียวในแต่ละข้อก็โอเค
 177 I: แล้ว แสดงว่าอาจารย์คิดว่า listening ใน 070 บรรลุล่วง
 178 ประสงค์หรือยังคะ ว่าเราต้องการให้เด็กฟังแล้วก็ recognize
 179 T: พี่ว่าจะได้มัยเนี่ย เราไม่ได้รู้วาก็คนซีเพราะเราไม่ได้ไปเดินดู
 180 เด็กทีละคนหลังจากที่เข้าไปแล้ว พี่ว่าถ้าอยากจรรู้มันต้องให้
 181 เด็กทำ คือเราต้องออกแบบมาเลยเหมือนเป็น quiz อย่างเนี่ย
 182 ใช้มัยเพราะอันนี้ไม่ได้ไปดูเด็ก บางทีเด็ก ไม่ได้อาศัยอะไร
 183 หรือก็ดูเพื่อนบ้างว่าตอบอะไรอย่างเนี่ย พี่ว่าถ้าอยากจรรู้ว่า
 184 ได้มัยได้ผล ร้อยเปอร์เซนต์มัยพี่ว่าต้องมีการtest ดู ให้เขาส่ง
 185 กระดาษมาแล้วตรวจดูว่าเขาตอบได้มัย พี่ว่าเราไม่ได้ประเมิน
 186 แต่อันนี้มันเหมือนกับว่า พอเราถามแล้วมีเด็กคนนึงตอบเราก็
 187 คิดว่าเด็กเข้าใจแล้วแต่เราไม่ได้ไปดูในรายละเอียดว่าเด็กทุก
 188 คนตอบได้แบบนี้หรือเปล่า
 189 I: แต่ถ้าแบบฝึกหัดมันส่งเสริมมัยคะ
 190 T: ใช่
 191 I: ส่งเสริมกับที่เราคิดว่า 070 ควรจะต้องแยกแยะ details ได้
 192 T: ใช่
 193 I: แต่เราไม่รู้ว่าจริงๆ สำเร็จมัย
 194 T: ใช่ไม่รู้ว่าสำเร็จมัย เพราะเราแค่ถามว่าตรงนี้ พอเด็ก แค่คน
 195 สองคนตอบเราก็คิดว่าน่าจะรู้แล้วแต่บางคนอาจจะไม่ มีตอบ
 196 หรือเขียนอะไรลงไปเลยก็ได้ ฟังไปอย่างเดียว พี่ว่าบางคนก็
 197 ทำไม่ได้นะ อย่างเช่นตัวอย่างแรกพี่ก็ เพราะเนื่องจากมันยาว
 198 หน่อย อย่างในบทที่หนึ่ง บางคนก็ได้ บางคนฟังแล้วได้เลย
 199 ที่ว่าจับคู่วันกับอะไรเนี่ยนะ ได้แต่บางคนไม่ได้ บางคนอาจจะ
 200 ลากวันผิดด้วยเห็นคำว่า the 3rd เด็กก็ไปลากผิดวันผิดเดือน
 201 ไปเลยเขาฟังไม่ทัน คือพี่ว่ามันไม่ได้มีการประเมินไปดู ว่าแต่
 202 ละคนทำได้มัยพี่ไม่ได้ไปเดินดูว่า พอตรงนี้แล้วอันนี้ตอบมัย
 203 ใครตอบก็คนไม่ตอบก็คน
 204 I: แล้วอาจารย์คิดว่า resources เกี่ยวกับ listening ที่เรามีให้ใน
 205 ห้อง SALC มันส่งเสริม 070 มัยคะ ไม่ว่าจะ เป็น sound lab
 206 ช่างบน ที่เรามีให้ทุกอย่าง หรือว่าจะลงมาข้างล่างเป็น listen-
 207 ing practice อะไรข้างล่าง มันส่งเสริม 070 มัย
 208 T: พอดีพี่ก็ไม่ได้ไปลองฟังเลยนะว่า listening มันเป็นระดับไหน
 209 บ้างแต่ความจริงเขาน่าจะ grade จากง่ายไปยากนะ เท่าที่เคย
 210 เห็นเด็กส่ง salc มามันก็จะมี tick มีเขียนบ้างเป็นบางคำนะ
 211 พี่ไม่รู้ว่าจริง ๆ แล้วว่าเด็ก 070 ได้ไปฝึกมัย เพราะ ว่า ใน
 212 salc 4 070 ที่ไปฟังก็คือเหมือนเทปที่เราแจกเด็ก แต่มันไม่มี
 213 เหมือนกับว่า pararell ที่ทำเหมือน supplement listening คู่
 214 ขนานกัน กับบทเรียนคงไม่มี เพราะว่า ถ้า pararell กับ topic
 215 ก็ต้อง pararell กับนะเหมือนกับเราออกข้อสอบ มันคงได้
 216 skill แต่ในเนื้อหาจะมาสับสนุน กันมัยคงไม่
 217 I: อยากให้อาจารย์ดูอันนี้นะคะ อันนี้เอามาจาก หนังสือ

- 218 commercial ที่เขาวางๆ ไว้ห้องข้างบน ลองดูนะคะว่า
 219 ของห้อง salc เหรอ
 220 ค่ะ ว่ามันไปกันได้มันกับ 070 จะเล่าให้ฟังคร่าวๆ อย่าง
 221 อันนี้เรามี pre-listening task คือให้เด็กเอาคำที่เขาให้มาแล้ว
 222 เอามา fill in the gaps แล้วก่อนฟังอีกอันก็ให้ เดามันเป็นเรื่อง
 223 เกี่ยวกับโยคะ แล้วอันนี้เป็นชื่อของโยคะต่างๆ ลองเดาซิว่า ชื่อ
 224 น่าจะ match กับท่าไหน ท่าไหน น่าจะเป็นชื่อแบบไหน แล้ว
 225 ขณะที่ฟังก็มาใส่ actual order ของเขาจริง ๆ จากที่ฟัง ว่าที่ฟัง
 226 นะเป็นรูป c อะไรอย่างนั้นะคะ เรียงลำดับ นี่คือหนึ่ง แบบฝึก
 227 หัด อีกอัน อันนี้ก็จะเป็นมีคำถามมาให้ pre-listening task คือ
 228 ว่าให้เราจดโน้ตเกี่ยวกับคำตอบที่เราจะตอบคำถามเหล่านี้
 229 แล้วเราก็คุยกับ partner เราว่าถ้าเป็นคำถามแบบนี้ ฉันจะตอบ
 230 แบบนี้นะ อันนี้คือ pre-listening เป็นเรื่องเกี่ยวกับคนที่เราจำ
 231 ได้ดีมี memory เกี่ยวกับคนๆ นั้น อันนี้ก็ให้ฟัง listening task
 232 เกี่ยวกับ ครูที่เราจำได้ดีเลยในอดีต ก็ฟังเรื่องราวแล้วตอบคำ
 233 ถามนี้ คำถามเขาคือขึ้นประโยคมาให้แล้วเลือก a, b, c มา
 234 เติมให้เป็นประโยคที่ถูกต้องตามใจความที่เราฟังมา
 235 แล้วก็ อันต่อไปอันนี้ oral activities ก็คือเขาจะให้เด็กฟังเรื่อง
 236 อะไรมาสักอย่างแล้วให้ a and b ช่วยกัน note down สิ่งที่
 237 ฟัง topic a, topic b แล้วมาคุยกันว่าเธอจดอะไรมาได้ ฉันจด
 238 อะไรมาได้ตรงกันมีอะไรตรงกันมีอะไรไม่ตรงกัน แล้วเอา
 239 เรื่องตรงนี้มาเปลี่ยนเป็นเรื่องของตัวเอง แล้วเอาเรื่องของตน
 240 เองเอาออกไปพูดหน้าห้อง อีกอันอันนี้คือ อันสุดท้ายมี pre-
 241 listening dictation ให้คือครูอ่านให้แล้วให้เด็กมาเติมคำที่
 242 blank ไปคำที่ขาดหายไปจากที่ครูอ่าน แล้วฟังเทป เป็นเรื่อง
 243 เกี่ยวกับ radio programme มีเจ้าของรถมีคนดำเนินรายการ
 244 มีคนโทรเข้ามาเกี่ยวกับปัญหารถยนต์ ฟังเทปแล้วให้เราคิดว่า
 245 ประโยคที่หนึ่งนะเรามี เราได้ยินประโยคที่ 1-13 อันไหน
 246 ได้ยินในเทปบ้าง อันไหนไม่ได้ยินบ้าง อาจารย์คิดว่า 4 อันที่
 247 เล่าให้ฟังอันไหนมันสนับสนุน 070 ได้บ้างมัย หรือคิดว่าไม่ว่า
 248 จะเป็น เรื่องลักษณะของแบบฝึกหัดนะคะ
 249 T: พี่ว่าอันนี้อาจจะยากไปนะ อาจจะทำไปโดยเนื้อหาด้วยนะ
 250 เพราะว่าโยคะแล้วก็ เด็กจะเนี่ยมันมี แบบคำ technical terms
 251 นะบางที่เด็กก็ไม่ว่าความหมายคืออะไรอันนี้ยากไป อันนี้ก็
 252 โอเคคือฟังแล้วเอาคำตรงนี้มาเด็กก็ต้องอ่านก่อนใช้มัยแล้วก็
 253 เติมคำลงไป
 254 I: อันนี้ก่อนฟังคะ
 255 T: อ้อก่อนฟัง
 256 I: เราอ่านเอง แล้วเอาคำเหล่านี้ไปเติม
 257 T: อ้อเอาคำเหล่านี้ไปเติมเหอ อันนี้ยากไป พี่นึกว่าฟังแล้วเติม
 258 คำที่หายไป ไม่ใช่
 259 I: ไม่ใช่
 260 T: เด็กต้องเติมเองเหอ
 261 I: เติมเอง

262 T: อันนี้ค่อนข้างต้องใช้เวลานะว่าเด็กจะรู้มัย ว่าตรงนี้ต้องเป็น
 263 noun นะตรงนี้ ต้องเป็น verb นะ มี spent ด้วยมี adverb ด้วย
 264 อันนี้ที่ว่ายากเกินไปนะ ของเด็ก 070
 265 ยาก ทั้งเนื้อหา เนื้อเรื่องที่ฟังก็ยาก
 266 ใ้ยาก
 267 แบบฝึกหัดก็ยากด้วย
 268 ใ้ยาก เพราะอย่างนี้มันเหมือนอ่าน reading หนึ่ง paragraph
 269 เลยเนอะ แล้วต้องมาดูว่าตอบอะไร มันมีคำศัพท์ยากมัยเด็ก
 270 ที่ต้องดูว่ายากมัย อย่างน้อยเด็กก็ต้องอ่านเรื่องทั้งหมดก่อน
 271 แล้วไปดูว่าตรงนี้ต้องเติมอะไร เติมตั้ง 12 ช่องนะในหนึ่ง
 272 paragraph อันนี้อาจจะยากไปเพราะมันเหมือนกับว่าวัดความรู้
 273 เรื่องคำศัพท์ไวยากรณ์โครงสร้างประโยค ต้องใช้เวลา ฟังว่า
 274 เรียบอย่างน้อยก็ 15 นาที ตรงนี้ทำ activity นี้ แล้ว listening
 275 task เนี่ยนะ ให้ guess ก่อน จริงๆ การ guess ก่อนฟังว่าดีนะ
 276 แต่ปัญหาคือว่า คำศัพท์อาจจะยากไปและเยอะด้วย มีทั้งหมด
 277 9 ภาพ นะเยอะไปหน่อย
 278 อันที่ 2 คือตอบคำถามเกี่ยวกับของตัวเองก่อนแล้วไปฟังเรื่อง
 279 เกี่ยวกับครูแล้วตอบคำถามที่เกี่ยวกับเทพ
 280 ฟังว่าจำนวนข้อมันอาจจะเยอะไปหน่อยนะ แล้วก็ดูคำถาม
 281 คำถามที่ว่าอาจจะต้องตัดลงไปหน่อย 5 คำถาม คำถามมัน
 282 อาจจะเยอะไปแล้วเด็กจะไม่ค่อยตอบอาจจะมองๆ ยิ้ม ๆ หรือ
 283 ไม่คิดเป็นภาษาไทยแล้วก็ไม่ค่อยกล้าพูดเอาแต่เท่าที่สอนมา
 284 เด็ก 070 จะกล้ากว่า 172 นะ เด็ก 172 ความสามารถดีแต่
 285 ไม่ค่อยพูดแต่จริงๆ ถ้าให้พูดพูดได้ แต่เด็ก 070 รู้ไม่รู้จักจะพูด
 286 ภาษาไทยไว้ก่อน ก็คืออย่างเรารู้อะไรแต่คำถามที่ว่าเยอะไป
 287 หน่อย เราน่าจะดูว่าประเด็นสำคัญที่เราจะฟังใน listening ต่อ
 288 ไปนี่คืออะไร เยอะไปหน่อยนะ the speaker อะไรอย่างน้อย
 289 อันนี้เป็น listening task เด็กก็ต้องใช้เวลาอ่านเยอะมาก ถ้าที่
 290 สอนพี่ก็ต้องถามว่าเด็ก รู้มัยว่าในแต่ละข้อคืออะไร คือจริงๆ
 291 เด็กจะต้องอ่านก่อนฟังเพราะเขาจะได้เตรียมตัวว่าสิ่งที่เขาจะ
 292 ฟังมันเป็นข้อไหน อันนี้มันถามอะไร describe อะไร เด็กเขา
 293 ต้องอาจจะ take notes ไว้ก่อน ว่าเขาได้ยินอะไร พี่คิดว่าตรง
 294 นี้ต้องอธิบายก่อน ต้องใช้เวลาอ่านก่อน คำถามเยอะไป
 295 แล้วถ้าตัวเนื้อหาที่เป็นเรื่องเกี่ยวกับครู เกี่ยวกับโรงเรียน
 296 จริงๆ น่าสนใจดีนะพี่ว่า นะแต่คำถามที่ว่า เขาจะเห็นว่า the
 297 speaker เนี่ยมันทั้งหมดเลยแต่ไม่รู้ว่าจะจริงๆ เขาถามอะไรทำ
 298 ไรไม่ถาม details ไปเลย พี่ว่านะ ถาม details ไปเล่นว่าเราจะ
 299 ถามอะไร who what when where why how อะไรอย่างนี้
 300 พี่ว่าถามแบบนี้ดีกว่าเพราะอ่านนี้ต้องใช้เวลาในการอ่านด้วย
 301 แล้วอ่านแล้วในแต่ละประโยคเข้าใจมัยเด็กอาจจะสับสนไม่ได้
 302 แล้วถ้ายังมันยากไปเด็กอาจจะเกิดความรู้สึกกลัวแล้วก็ไม่สนใจ
 303 ไม่อยากทำอะไรแบบนี้มันเกินความสามารถไป
 304 แล้วถ้า เป็น listening จะเหมาะกับ 070 มากกว่าใ้ยมัยคะ
 305 เพื่อ details พี่ว่าต้องมีคำถามนานะเด็กจะได้ มีวัตถุประสงค์ว่า

- 306 มันคืออะไรเห็นคำถามแล้วเป็น choice เนี่ยก็โอเคแต่อย่างนี้
 307 มันเหมือนกับยว่าต้องใช้ความสามารถในการอ่านความเข้าใจ
 308 ในการอ่านด้วยว่าอ่านแต่ละ choice เข้าใจมัย เพราะว่าแต่ละ
 309 อันไม่ได้ guide เด็ก เลยทุกข้อขึ้นด้วย the speaker ทั้งนั้น
 310 เลยแต่ถ้าเปลี่ยนรูปแบบคำถามมันน่าจะ ดีกว่าเด็กก็เออฉันไม่
 311 ได้ฟังว่าตัวนี้ตอบอะไร
- 312 I: อันนี้ 3 คือ oral activitiy คือ เริ่มจากฟังก่อน ฟังจดโน้ตคุยกัน
 313 แล้วดูโน้ตว่าตรงกันมัยปรับความเข้าใจ เอาไปแต่งเรื่องของตัว
 314 เอง
- 315 T: พี่ว่าอันนี้ถ้าสอนก็ดีนะเพียงแต่ว่า ใช้เวลา หนึ่งคาบเลย แต่เรา
 316 ไม่เคยมีวิธีแบบนี้ใน 070 นะ ไม่มีมีฟังแล้วตอบอะไรเท่านั้น
 317 ส่วนใหญ่พี่ว่าคงจะตอบไม่ได้ถ้าได้ก็ได้ถ้าคนเก่งก็ได้เลยคน
 318 ไม่เก่งก็คงไม่ได้ แล้วก็ไม่มีอะไรออกมาพูดพี่ว่านะ
- 319 I: แล้วลักษณะของกิจกรรมอันนี้ล่ะคะ
 320 T: พี่ว่าน่าสนใจนะ
 321 I: แล้วมันเข้ากับ 070 มัย
 322 T: แต่ 070 เราไม่มีแบบนี้ละ
 323 I: แคฟังแล้วก็เติมอะไรสั้น ๆ
 324 T: ใช่ ใช่ เราไม่เคยลองทำไงเราก็เลยไม่รู้ว่าจะมีปัญหอะไร
 325 มัยจริงๆ ถ้า design ออกมาเป็นแบบนี้มันก็จะนำไปสู่ให้เด็กมา
 326 พูดได้พูดหน้าชั้นแต่งเป็นเรื่องตัวเองใหม่ใช่มี๊ ก็เหมือนเป็น
 327 production ภาษา ออกมาจริงๆ น่าจะมีแบบฝึกหัดแบบนี้บ้าง
 328 นะพี่ว่าบางที่เราไม่รู้จะต้องการให้เด็กมาพูดในหัวข้ออะไร
 329 เพราะเราแค่ฟังพูดที่จะดึงไปสู่การฟังแต่ออกจากตัวเด็กไม่มี
 330 อันอาจจะเป็นจุดอ่อน อย่างหนึ่งคือว่า พอฟังเรื่องครอบครัวแล้ว
 331 เด็กไม่ได้พูดถึงครอบครัวฉันเลยอย่างนี้ก็ต้อง assign ถ้า
 332 อยากจะให้เด็กพูด ก็ต้อง assign มาว่าtalk about your
 333 Family
- 334 I: แล้วมันจะเกินวัตถุประสงค์ไปมี๊เกิน focus ของ 070 ไปมี๊
 335 T: พี่ว่าถ้ามันออกแบบดี นะน่าจะใช้ได้ ความอยากง่ายพี่ว่ามัน
 336 อยู่ที่เนื้อหาอยู่ที่ ไวยกรณ์นะ พี่ว่านะ แต่ รูปแบบอาจจะใช้รูป
 337 แบบหลากหลายก็ได้ แต่ทั้งเล่มของ 070 มันก็จะเหมือนกันนะ
 338 มันก็จะมีฟังแล้ว tick matching แล้วก็เติมคำนิดหน่อยซึ่งน่า
 339 จะหลากหลายกว่านี้
- 340 I: อันที่ 4 อันนี้ครู dictation
 341 T: dictation อันนี้เป็น pre-listening ใช่มี๊
 342 I: ค่ะ pre-listening
 343 T: พี่ว่าดีเหมือนกันเป็นแบบฝึกหัดที่น่าสนใจเพราะเราไม่เคยวัด
 344 ความสามารถในการฟังแล้วเขียนของเด็กเลยจริงๆ สมมุติถาม
 345 ว่า spelling คำนี้อย่างไรเนี่ย คำว่า moustache เป็นต้นมีคน
 346 เดียวที่ตอบได้ คนอื่นก็ตอบไม่ได้ อันนี้ถ้าเกิดฟังไปแล้ว
 347 อย่างอันนี้เด็ก อาจจะไม่ยาก คือครูเนี่ยรู้คำตอบอยู่แล้วว่าจะ
 348 ต้องตอบอะไรบ้างครุมมี key อยู่แล้วแต่เด็กไม่มี เด็ก ก็ฟังว่า
 349 อะจะพูดถึงอะไรมันมีคำถาม guide นะว่าเป็นอย่างไร พี่ก็

- 350 ต้องมานอกว่า look at his face, what's on is his face?
 351 เด็กก็จะรู้ว่าหนดแต่ไม่รู้ว่ภาษาอังกฤษเรียกว่าอะไรเพราะ
 352 มันไม่มีบอก ตรงนี้พ่่านาสนใจดีพูดถึง dictation นะเพราะนา
 353 จะวัด แต่จำนวนข้ออาจจะมากไปหน่อยนะ คือครูพูดอย่างนี้ไป
 354 เลยแล้วเด็กเขียน พ่่านาสนใจดี
- 355 I: แล้วถ้าเป็นอันนี้แหละคะ ฟังแล้ว ดิกว่า
 356 T: อันนี้ก็เหมือนกับที่ 070 ทำ ว่าได้ยินคำนี้หรือไม่ะ แต่ทั้งนี้
 357 ทั้งนั้นเรายังไม่ได้ไปฟังดูว่า speed แคะไหน ถ้า speed แบบ
 358 Edward เด็กก็คงทำได้อยู่แต่อย่างว่าแหละเรายังไม่มีการ
 359 ให้เด็กตอบแล้วมาดูว่า แลกกันตรวจว่าโอเคได้ก็ข้อก็คะแนน
 360 มันไม่ได้มีการวัดผลกันอย่างแท้จริงมันแค่ฟังพอตอบอะไร
 361 เด็กตอบบ้างไม่กี่คน เราก็คิดว่าเด็กเข้าใจแล้ว
- 362 I: อาจารย์คิดว่ 070 เนี่ย normal speed คงจะไม่ work คงจะ
 363 ต้องแบบช้ากว่าใหม๊ยะ
 364 T: ต้องอย่าง Edward นะ รู้สึกว่าผู้หญิงจะเร็วไปจะเป็น normal
 365 speed ม๊ยะเขาจะพูดช้ากว่า normal speed นิดหน่อยแต่เร็ว
 366 กว่า Edward นะ
- 367 I: ในความคิดของอาจารย์นะคะ อาจารย์เด็กเขาารู้สึกอย่างไรกับ
 368 activities listening ที่มีอยู่ในนี้จะรู้สึกอย่างไรบ้าง
 369 T: พี่ก็ว่าความยากก็ คือไม่เคยได้ถามแต่ดูจากสีหน้าดูจากอาการ
 370 การตอบอะไรอย่างนี้ก็คิดว่เด็กคงจะพอใจนะ แต่เราไม่เคย
 371 วัดผลจริงๆ ว่าเออนี้ตอบถูกม๊ยะใครตอบถูกแลกกันตรวจอะไร
 372 แบบนี้เอาแลกกันตรวจแล้วได้ก็คะแนนมันก็จะวัดแต่พี่ไม่เคย
 373 ลองทำเลย
- 374 I: แล้วอันนี้เรื่องทั่วไปเกี่ยวกับ 070 นะคะ ว่าในความคิดของ
 375 อาจารย์วัดฤประสงค์ของ 070 คืออะไร
 376 T: ก็เป็นการเตรียมความพร้อมของเด็กที่จะเรียน เนื้อหาที่ยากต่อ
 377 ไปใน 171 172 ส่วนใหญ่เด็กก็จะรู้ อย่างเช่น
 378 ไวยากรณ์เด็กก็คงเรียนมาแล้ว ไม่ว่าจะ เป็น article finite verb
 379 imperative หรือ modal verbs แต่ถือโอกาสมาเป็นการทบท
 380 ทวนเพื่อที่พอไปเรียนใน 171 ไวยากรณ์ ก็จะเริ่มจาก simple
 381 sentence นะ แล้วก็ compound, complex แล้วก็ มา172
 382 ก็เหมือนกันแต่อาจจะมีความยากเพิ่มมากขึ้นแล้วมันจะดึงเข้า
 383 ไปสู่การเขียน ก็ดีแต่ทั้งนี้ทั้งนั้นเราก้ยังไม่ได้ ประเมินคือบาง
 384 อย่างเนี่ย อย่างไวยากรณ์เนี่ยอย่างเช่น adj adv หรือ
 385 comparison contrast เด็กก็จะเราไม่เคนให้เด็ก ไวยากรณ์
 386 ไม่เคยให้เด็กคิดเขียนประโยคเองเลย ส่วนใหญ่เวลาที่พี่สอน
 387 ไวยากรณ์พี่จะให้เด็กออกมาเขียนประโยคเป็นรูปประโยคที่ใช้
 388 adj adv ถูกม๊ยะ comparison อะไรแบบนี้ บางทีเด็กได้แต่
 389 ไวยากรณ์แต่ไม่ได้นึกถึงความหมาย อย่างเช่นใน comparison
 390 อย่างเช่น พี่เคยให้เด็กเขียนเปรียบเทียบ elephant กับ giraffe
 391 แล้วพี่ให้คำว่ tall แล้วพี่ให้ใช้ as...as พอเด็กบอกว่
 392 giraff is not as tall as ลืมพี่ให้คำว่ giraff กับ elephant
 393 เด็กก็จะได้ grammar point ในจุดนั้นพอมมาแต่งประโยครวม

- 394 กันเด็กก็จะลืมน point ที่ตัวเองเรียนไปตั้งแต่แรกเลย Giraff
 395 กับ elephant giraff is not as tall as elephant พอแปลออก
 396 มาแล้วมันไม่ใช่ ยีราฟไม่สูงเท่ากับช้างอย่างเนี่ย คือเด็กก็จะ
 397 แต่งประโยคแบบถูกไวยากรณ์แต่ไม่คิดถึงความหมาย พี่ว่าใน
 398 ส่วน production เรายังขาด ต่อยอดหลังจากพูดฟังแล้วเขาก็
 399 ต้อง produce พี่เห็นด้วยกับ activity อันนั้นนะที่ฟังแล้วเธอ
 400 ตอบอะไรฉันตอบอะไรมาแลกเปลี่ยนกันอันนี้ก็
 401 information grap transfer เด็กก็จะสื่อสารกันได้แล้วออกมา
 402 แต่งเป็นเรื่องราว ส่วนใหญ่เรา input เข้าไป เขาไม่ได้ out put
 403 ออกมา เราอยากให้เป็นอย่างไรมันจะออกมาอย่างนั้น โอเค
 404 ถูกไวยากรณ์ แต่ถามว่า meaningful มั้ยมันไม่ใช่ พี่ก็จับเอา
 405 แทรกเข้าไป ถามว่าเตรียมความพร้อม แต่พอมารเรียนเข้าจริงๆ
 406 point นั้น point นี้เขาก็ยังผิดเหมือนเดิม เช่น He likes study
 407 อย่างเนี่ย ลืมไปว่าต้อง He likes to study. He likes study-
 408 ing พอถึงเวลาแล้วก็ผิดเหมือนเดิม เพราะเราไม่ค่อย แบบฝึก
 409 หัดไม่ค่อยให้เด็กออกมาจากตัวเอง
- 410 I: อย่างนี้จะมองว่ามันบรรลุวัตถุประสงค์มั๊ยคะ ว่าเราเตรียมความ
 411 พร้อมเขา
- 412 T: พี่ว่าจะให้ออกมาเขียนได้มั๊ย เด็กต้องเขียนภาษาออกมาจาก
 413 ตัวเองนะแต่อันนี้ทุกอย่างเหมือนกับเรามีการเขียนอยู่ในระดับ
 414 ประโยค อย่างเช่นข้อสอบเรา article มันก็จะเป็นแค่ point
 415 a, an, the เราไม่เห็นในรู้ประโยคเต็มๆ นะ มีเรื่องสลับโครง
 416 สร้างมี switch ประโยคขึ้นมาแล้วก็มี past simple tense
 417 มี adj, adv คือมันก็เป็นการเลือกบ้างมีการเติมเป็นบางคำ
 418 อย่างเนี่ย แต่ถามว่าให้เขาเขียนมา มีอันเดียวที่จะเป็นระดับ
 419 ประโยคที่เหมือน paraphrase อย่าง switch direct กับ
 420 indirect obj ตรงนี้เด็กรู้ว่าต้องสอดโครงสร้างอย่างไรความ
 421 หมายเหมือนเดิม
- 422 I: มันยังไม่ถึงระดับประโยค ยังเป็นระดับคำ แล้วอาจารย์มองว่า
 423 มันประสบความสำเร็จแค่ไหน
- 424 T: คือเราก็อัดไปตามเหมือนกับที่เราสอนอย่างไรเราก็สอบอย่าง
 425 นั้นเราจะอัดไปตามนั้น แต่พี่ว่าอย่างน้อยเขาน่าจะเขียน para-
 426 graph สั้นๆ เล็ก ๆ ออกมาจากตัวเองได้ สมมติว่าให้เขาเขียน
 427 topic ส่วนใหญ่พี่จะ ให้ assignment เป็นงานเขียน คือเราจะ
 428 เห็นเลยว่าเขาจะผิดอย่าง 070 พี่ส่งไปแล้ว assignment พี่
 429 อย่างในบทที่ หนึ่งนะ พูดถึงอะไรนะ พี่ให้เขาทำงานคุณะ
 430 ให้เขาเลือก list of holidays มาแล้วให้เขาเลือกมากี่จะมี
 431 guided คำถามแล้วให้เขาไปเขียนมาเด็กบางคนก็ตีพยายาม
 432 ใช้ความสามารถของตัวเองพยายามตอบคำถามแต่ก็ยังผิด
 433 ยังมีเรื่อง article อีก มีเรื่อง subject-verb agreement อีกที่
 434 ผิดแล้วบางคนก็ ไปลองมาเลยพี่จะรู้ว่าไม่ใช่ภาษาของเขา
- 435 I: อ้ออันนี้คือ assignment ให้เขาทำ
- 436 T: ทำเป็นคู่
- 437 I: มีทุกบทมั๊ยคะ

- 438 T: อันนี้ทำ free นะไม่มีคะแนน แต่พี่ก็ตรวจให้ ทำเป็นคู่ ก็แล้ว
 439 ส่วนใหญ่พี่ก็ จะอย่างน้อยต้องมีงานเขียนแล้วก็พูด พูดพี่จะให้
 440 พูด สองครั้งก่อน midterm กับหลังmidterm พี่ไม่บอกว่า
 441 คะแนนจะอย่างน้อยก็ต้องพูด อย่าง 070 เนี่ยพี่ก็ไม่รู้จะให้พูด
 442 เรื่องอะไรนะ พอจะให้พูดชานกับบทเรียนก็เลยเอา how to
 443 นะ เรื่อง my family ก็ดีเหมือนกันว่าพูดถึงครอบครัวตัวเองว่า
 444 เป็นใครมีลักษณะอย่างไรอะไรแบบนี้ ก็มีบางคนเหมือนกันที่พี่
 445 assign ให้พูดไว้หลายหัวข้อ คุณชอบหัวข้อไหนพี่ก็จะเขียนไว้
 446 บนกระดาน มันก็จะคู่ชานกับบทเรียน แต่ปีนี้ไม่ได้
 447 assign หัวข้อหลากหลายจะให้ใช้ how to ทั้ง สองห้องเป็นคู่
 448 ให้ออกมาพูดว่า how to อะไร พี่มองว่าเด็กจะต้องไปหาข้อ
 449 มูลเช่น how to use ATM card เด็กก็ต้องไปคิดเรื่อง เอทีเอ็ม
 450 แล้วก็ไปกอดดูว่าอันนี้ว่าใช้อะไร เด็กจะได้ไปหาความรู้นอก
 451 ห้องเรียน ไม่ต้องมาพึ่งครู หรือ how to make a telephone
 452 call เด็กก็ต้องไปดูที่เครื่องตู้โทรศัพท์ว่าเขียนว่าอะไร
 453 how to make an instant noodle เด็กก็ต้องไปดูหลังของ
 454 มาว่าอะไรแบบนี้ ว่าเขาเขียนอะไรคือต้องให้เขาไปหาความรู้
 455 ข้างนอกบ้างแล้วออกมาพูด
- 456 I: แล้ว assignment ที่เป็นคะแนน
 457 T: คะแนน พี่อันนี้พี่ยังไม่ได้ design แต่เคยให้เขียนเกี่ยวกับวัน
 458 สำคัญไป
- 459 I: อันนี้เป็นคะแนนที่เคยให้ไป
 460 T: แต่เทอมนี้ยังไม่ได้ให้ assign แต่การพูดไปก่อนอย่างน้อยจะ
 461 ให้พูดสองครั้ง
- 462 I: เอาเป็นของเทอมผ่านๆ มากก็ได้คะที่อาจารย์สั่งว่าให้ เขียน
 463 เกี่ยวกับตรงนี้แล้วอาจารย์ expect ว่าอยากจะให้เขาเขียน
 464 อย่างไร
- 465 T: ถ้าตรงนี้ก็ดูคำถามแนวนี้ได้เลยคำถามเขามีอยู่แล้ว
 466 I: อ้อคะ
- 467 T: สิ่งที่จะให้ต้อง link กับบทเรียนนะ เรื่องที่จะให้พูดก็ต้อง link
 468 กับบทเรียน พี่เคยให้พูดเรื่อง แต่เทอมนี้ยังไม่ได้ให้ระบุว่า
 469 routine activities หรือว่า free time activities พี่เคยให้เด็ก
 470 พูดเหมือนกันเด็กก็จะพูดเหมือนกันเสาร์อาทิตย์ทำอะไรบาง
 471 อย่างนะแล้วก็ ถ้าเราจะวัดเรื่องการเขียน ถ้า present simple
 472 ตรงนี้ไม่ค่อยแตกต่างเท่าไรนะเพราะ ใช้ "I" มันก็ไม่แตกต่าง
 473 นะมันไม่มี "s" อะไรนะ ส่วนใหญ่ก็จะให้เป็นพูด แต่คะแนน
 474 ก็ต้องดูนะว่าจะวัดอะไร
- 475 I: แล้วเทอมนี้ ยังไม่ได้ตัดสินใจ แล้วที่ทำไปคราวที่แล้วให้เขียน
 476 เรื่อง holidays แล้วเด็กรู้สึกอย่างไร
- 477 T: พี่ว่าเด็กก็ตอบตามนั้นนะ พี่ว่าเด็กเด็กเทอมหนึ่งเป็นเด็กดี
 478 นะคือไม่ต้องทวง คือเราเก็บมาแล้วจริงๆ เราก็ไม่ได้ สนใจว่า
 479 ใครส่งไม่ส่งหรอกแต่พอเห็นว่าเพื่อนส่งแล้วพี่คือพี่เอาไป
 480 ตรวจพี่ก็คืนบอกว่าคุณเอากับไปดูนะว่าคุณผิดตรงไหน คุณ
 481 เรียนเรื่อง a, an, the แล้วไข่ม้อยยังผิดเหมือนเดิมเห็นมัยตรง

- 482 นี้ แต่เราไม่มีเวลาไปบอกว่าตรงนี่คืออะไรแต่ก็แก้ไปให้ แต่ยัง
 483 ผิดอีก อะไรอย่างนี้ให้สังเกตการใช้
- 484 I: มีอะไรที่อย่างจะทำเพิ่มขึ้นใน 070 มั้ยคะ อะไรก็ได้ที่เราว่าน่า
 485 จะเพิ่มตรงนี้
- 486 T: ในภาพรวมเขาก็มีให้มาหมดแล้วแต่ถ้าเพิ่ม ส่วนใหญ่ครูทุกคน
 487 ก็ทำอยู่มั้งว่าจะทวนบททวน supplementary sheet นะจริง
 488 ของ sheet เขาก็มีเป็นรายบทอยู่แล้ว เขาเรียกว่า
 489 consolidation ใช่มั้ย อย่างแปดบทสัก สี่ บทเอามารวมกัน
 490 เป็นภาพรวมคือเนื่องจากเราเราไม่ได้เก็บคะแนนย่อยในแต่ละ
 491 บทเราไปสอบทีเดียว midterm เลย พี่ว่าเนื่องจากครูสอน
 492 หลายคนนะ ตอนที่พี่สอนมัธยม นะพี่จะ เขาก็มี เรียกว่าเป็น
 493 คะแนนรายจุดประสงค์เป็นรายบทสมมติว่าเป็นระดับมัธยม
 494 article พี่ว่าดีเหมือนกันเด็กก็จะทำ quiz บ่อยแล้วเราก็จะ
 495 ประเมินเด็กก็จะตื่นตัว
- 496 I: เป็นเรื่องๆ ไปเลย
- 497 T: เป็นเรื่องๆ ไปเลยสมมุติ article จบแล้วนะ เอาquiz 10 ข้อ
 498 เด็กก็ต้องกลับไปทบทวนนะ แล้วก็ถามเข้าใจมั้ยอะไรแบบนี้
 499 มันวัดผลได้มันตอบได้ครูเองก็ต้องทำงานด้วยใช่มั้ยเพื่อช่วย
 500 ให้เด็กเข้าใจ แต่อันนี้เราไม่มีโอกาสรู้เลยว่าเด็กเข้าใจหรือไม่
 501 เข้าใจเพราะเราก็แค่ทวนอย่างเดียวแต่ถ้าเป็นรายจุดประสงค์
 502 เป็นบทบทไปคือในการสอนระดับมัธยมเขาจะมีจุดประสงค์
 503 รายข้อเลย ฟังอะไร ระดับไหน พุดอะไรระดับไหน มีคะแนน
 504 วัดตามจุดประสงค์นั้น เด็กพุดได้มั้ย ผ่านมั้ยเราต้องให้คะแนน
 505 เด็กในแต่ละอันมันวัดได้แต่อันนี้เราวัดไม่ได้เราไม่ได้ มีเก็บ
 506 คะแนนเราไม่ได้ทำแบบเก็บคะแนนแบบรายบทเลยไม่รู้ว่าเป็น
 507 ได้หรือไม่ได้ ไปรู้อีกทีก็คือ midterm แล้วมันช่วยอะไรเด็ก
 508 ไม่ได้แล้ว ก็คิดว่าจะทำเพิ่มคือเป็นแบบสรุปทบทวนส่วนใหญ่
 509 ที่ทำก็คือไวยากรณ์เท่านั้นเองทบทวนการใช้ article การใช้
 510 present simple, adjectives, modals อะไรพวกนี้
- 511 I: แล้วคิดว่า อะไรมันน้อยไปมั้ยอย่างเช่น reading น้อยไป
 512 grammar น้อยไป
- 513 T: reading passage อาจจะสั้นไปหน่อยนะ คือพี่ว่า หลานสาวที่
 514 นะเขาอยู่ ม.สอง เขาใช้ commercial ของ David Nunan
 515 ซึ่งมีหลากหลายมากเลยพี่ว่า แล้วความยาวหรือยากอะไรแบบ
 516 นี้ มันอาจจะยากกว่า 070 ของเรากันนะ มันยากกว่าคือเรา
 517 ไม่ได้ไปดูพอเรามาสอนระดับนี้เราไม่ได้ไปดูว่ามัธยมเขาเรียน
 518 กันอย่างไร เขาใช้ commercial อย่างไร แล้วมี skill อะไร
 519 บ้างแต่พี่เคยเห็นของหลานพี่เขามาให้ดู เออเป็น commercial
 520 แล้ว ก็ topic ก็น่าสนใจมีสีสัน มีคนนี้พูดอย่างนี้ คนนี้พูดอย่าง
 521 นั้นเหมือนเป็น opinion ค่ะเรื่องใดเรื่องหนึ่งเอาสองคนมา
 522 เปรียบเทียบกัน คนนี้สัมภาษณ์ว่าอะไร คือมัน authentic มาก
 523 กว่ากันมันมีลูกเล่นสีสัน มันน่าสนใจกว่าที่เราทำเอง
- 524 I: อาจารย์ว่า 4 skills ในหนังสือ มันเท่าเทียมกันมั้ย
- 525 T: เท่าเทียมกันมั้ยนะ

- 526 I: น้ำหนักมันพอกันมัยหรือนั่นอะไร
 527 T: พี่ว่าเน้น grammar มากกว่านะ เพราะดูแล้วถ้าถามว่า reading
 528 passage กับ listening ก็โอเคนะ แต่ถามว่า speaking
 529 เนี่ยเด็ก speaking น้อยไปแล้วก็ grammar เยอะ อย่าง
 530 อธิบาย article เนี่ยเยอะมากเลยการใช้แต่ก็ดีเยอะตรงที่ว่า
 531 เด็กสามารถไปได้แต่เวลา อธิบายเราก็ต้องอธิบายทุกข้อทุก
 532 ประเด็น
 533 I: แล้วมีอะไรที่อยากจะเปลี่ยนในวิชานี้ถ้าเปลี่ยนแปลงได้
 534 T: จริงๆพี่ก็ข้อตำราเขียนวิชานี้ไว้เหมือนกันนะ แต่ก็ พี่ว่าอาจจะ
 535 เป็นว่ามันคงอะไรหละ ทำอะไรที่มัน authentic มากกว่านี้ให้
 536 เป็นแบบว่าเป็นของจริงๆ มา ยกตัวอย่างนะคือถ้าอันนี้ เข้าใจ
 537 ว่าพี่เขาพยายามให้ดูว่าเป็นของจริงนะเขียนจดหมายก็โอเค
 538 ให้ทำตำราโอเคอันนี้พี่ว่าอาจจะมาจากของจริงนะ แต่พอมา
 539 เป็นรูปแบบว่าอันนี้พี่เขาก็อาจจะแต่งขึ้นมา ถ้าเราเอา
 540 authentic ได้ก็จะดูน่าสนใจมากกว่า ก็คิดว่าสื่อพวกรูปภาพ
 541 หรือ reading passage ให้เป็น authentic นะ เอาของจริงมา
 542 นำจะดีกว่า ที่แทรกมาก็โอเคนะพี่ว่า
 543 I: เอกสาร material ที่ใช้ เนี่ย ใน 070 นอกจาก มี textbook
 544 มี supplement มีอะไรอย่างอื่นมัย มีที่ทำทบทวน มีอะไรอีก
 545 มัย
 546 T: ใช๋ ๆ ส่วนใหญ่จะทำทบทวนก่อนสอบ midterm, final พี่จะทำ
 547 เพิ่ม
 548 I: แล้วเพราะอะไรถึงทำเพิ่มเรื่องทบทวนคะ
 549 T: เพราะว่าเราไม่มีเวลากลับไปดูในแต่ละ point แล้วว่าเป็นอะไร
 550 ก็ทบทวนหน้า สองหน้าเท่านั้นเองก็จะทบทวนว่าเป็นอย่างไร ๆ
 551 นะ แล้วก็ขนะเดียวกันเนื้อหาที่ ต้องไปเจอในข้อสอบ seen,
 552 unseen topic ต้อง pararell กันมีแผนอย่างนี้ก็ทำให้เรา
 553 ประหยัดเวลาในการพูด แล้วเราไปเขียนกระดาษก็เสียเวลา
 554 พอเป็นแผนใส่เด็กก็ทำบ้างไม่ทำบ้าง
 555 I: อาจารย์ว่าหนังสือเล่มนี้เขาใช้ methodology อะไร
 556 T: น่าจะเป็น communicative มากกว่า 172 นะ เพราะว่าเขา
 557 design แบบฝึกหัด มี game มี pair work อะไรแบบนี้
 558 I: แล้วมัน successful มัยคะ
 559 T: successful มัยหรือคือเราไม่ได้วัดผล พี่ก็เลยว่ามันดูไม่ออก
 560 มันต้องมีการวัดผลว่าจริงๆ เด็กได้ทำจริงๆ แล้วดูผลว่าทำได้
 561 มัยอะไรทำนองเนี่ย
 562 I: แต่หนังสือเล่มนี้เขาก็ follow methodology communicative
 563 ได้มัยคะ
 564 T: ได้ดีนะคะใช่ได้ดี
 565 I: หนังสือช่วยส่งเสริม objective ของวิชามัยคะเช่นใน course
 566 outline อาจเขียนว่าเพื่อ หรือในcourse description ว่า
 567 เพื่อเป็นการเตรียมไปเรียน advance courses คิดว่ายังไงคะ
 568 T: คิดว่ามันเตรียมนะแต่พี่ว่าการวัดผลว่าจริงๆ พร้อมทั้งจะไปเรียน
 569 171 172 มัยมันก็ยังคงเราดูจาก ว่าสอบผ่านหรือไม่ผ่านแค

- 570 นั้นเองนะ แต่ถามว่าเด็กเนี่ยเรา ไม่ได้วัดว่าอย่างเช่น 070 ไม่
 571 มีการฟังเลยใช่ไหม เราก็มไม่ได้วัดเลยว่าเด็กฟังได้ระดับไหน
 572 I: แล้วอาจารย์คิดว่าเราไปสอบฟังจะดีมัย อยากให้มีสอบฟังมัย
 573 T: พี่ว่าในเมื่อเรามีสอนฟังนะ เราน่าจะสอบฟังด้วยนะ ฟังก็คือ
 574 ความยากง่ายก็ต้องตามระดับเขา เราไม่ได้ มีการสอบฟังเลย
 575 ส่วนใหญ่ข้อสอบเรารู้ว่ามันจะวัด reading writing grammar
 576 เท่านั้นเองไม่ได้วัด ระดับโครงสร้างประโยคระดับเป็น
 577 paragraph ออกมา
 578 I: แล้วเด็กจะได้ประโยชน์กว่ามัยถ้าเราสอบฟังด้วย
 579 T: พี่ว่าได้ประโยชน์ กว่านะ อย่างน้อยเด็กก็จะกระตือรือร้นกว่า
 580 ฟังฟัง พอไม่ได้สอบฟังก็เรียนไปอย่างนั้นเอง แต่ถ้าสอบฟัง
 581 เขาก็ต้องไปฝึกฟังเพิ่มในห้อง salc
 582 I: ใน outline จะบอกว่าเด็กต้องทำอะไรบ้าง เรามีสอบ vocab
 583 อะไรต่างๆ มีคะแนน attendance อะไรต่างๆ assignment,
 584 portfolio มี speaking อาจารย์คิดว่าเด็กรู้สึกอย่างไรกับที่ถูก
 585 ประเมินในลักษณะนี้ใน 070
 586 T: ถ้าดูจากตรงนี้เขาอาจจะบอกว่าโอเคมันน้อยเขาคงดีใจว่าไม่มี
 587 สอบ listening นะ outside reading ไม่ต้องอ่านอะไรแบบนี้
 588 ก็โอเคดีแล้ว ทั้งนี้ทั้งนั้นก็ไม่เคยไปถามเด็กว่าคุณรู้สึกอย่างไร
 589 แต่พี่ว่าเขา ก็กดดันเหมือนกันนะเพราะว่า เวลาให้ทำข้อสอบมัน
 590 เน้นหนักไปกับการอ่านกับ vocab seen unseen และ
 591 grammar ก็ชั่วโมงครึ่งส่วนใหญ่ก็จะทำไม่ทันนะ มันไปวัดเอา
 592 ที่เดียวจริงๆ ถ้าเป็นไปได้นะ พี่ว่าถ้าวัดจริงน่าจะวัดเป็นรายบท
 593 แต่เนื่องจากเราไม่ได้สอนคนเดียวเราสอนกันเยอะๆ ทุกคน
 594 ต้องทำตามแบบนี้คือกลัวจะเป็น อะไร ซึ่งจริงๆ พี่ว่าเราควรจะ
 595 เคยคุยกันนะว่าน่าจะมีการปรับเปลี่ยนวิธีการประเมินผลของเรา
 596 เพราะอย่างพี่เคยไปสอน ม.กรุงเทพ เป็นอาจารย์พิเศษเขาก็
 597 สอนอย่างเรา reading 1 เล่ม แล้วก็ เป็น ไวยากรณ์ 1 เล่มเลย
 598 พี่ก็ไปสอน reading ไวยากรณ์ แต่ปัจจุบันเขาเปลี่ยนแล้ว ครั้ง
 599 เวลาแรกให้เป็น conversation เขาใช้ commercial แล้วก็มีการ
 600 ประเมินเด็กกะคะแนน midterm final จะมี topic ให้เลย
 601 ให้เวลา 1 week แล้วต้องไปเขียนมาในหัวข้อนี้ เขามี
 602 criteria มาให้เลยว่าจะได้ ความ clear ได้เท่าไร ไวยากรณ์
 603 ได้เท่า มันทำให้เด็กเตรียมตัวจริงๆ ความสามารถเด็กเราน่า
 604 จะมีมากกว่าเด็ก ม. กรุงเทพ แต่วิธีการวัดผลวิธีการสอนของ
 605 เราไม่ได้เอื้อให้เด็กที่จะต้องไปออกมาเขายังเน้นเป็น conver
 606 คือพูดแล้วมันเป็นปัญหาที่แก้ไม่ได้พี่ว่า policy นโยบายของ
 607 เรายังเป็นแบบนี้เป็น format ที่ไม่มีการเปลี่ยนแปลง ในระดับ
 608 มหาวิทยาลัย เขาบอกเอะทำไมเรียนมาแล้ววิชาพื้นฐานแล้ว
 609 ทำไม
 610 I: พูดไม่ได้
 611 T: พูดไม่ได้อย่างเดียว ไม่มีใครวัดว่าอ่านได้มัยเขียนได้มัย
 612 เพราะ ภาษาอังกฤษก็ต้องฟังพูดนะ อย่างเช่นรองฝ่ายวิชาการ
 613 บอกว่าทำไมอาจารย์ ไปเด็กเรานะวิชาทางด้านคณะเขาโอเค

- 614 แต่จะไปตลกสัมภาษณ์ภาษาอังกฤษ เขาก็เลยมองว่าพื้นฐาน
 615 สอนอะไร เด็กเราไม่ได้เน้นจริงๆ พี่ว่าจะเน้นการพูดนะ จริงๆ
 616 มันมีความสำคัญในทุก skill เท่ากันแต่เราไปเน้น อ่าน เขียนก็
 617 ไม่ได้เขียนจริงๆ มันเป็นแค่โครงสร้างระดับประโยค เราไม่
 618 เคยสอนเด็กเขียนเป็น paragraph
 619 I: essay อะไรแบบนี้
 620 T: ไม่มี ะ ไม่มี เพราะเวลาสอนไปแล้วต้องไปสอบ เขาก็กลัวว่า
 621 จะปล่อยอีก จริงๆ ถ้าปล่อยพี่ก็ว่า แค่ 10 คะแนนเองนะ
 622 มันก็ไม่เกินหรอก แต่เด็กก็ต้องมีทำ outline มีเขียนเป็น
 623 paragraph พี่ว่าเราก็ยังอ่อนไปในส่วนที่เป็น listening-
 624 speaking ในการวัดผล เป็น conver หรือเขียนออกมาเป็น
 625 paragraph นะ
 626 I: อย่างอันนี้ขอพูดข้างนอกนิดนึงนะคะอย่าง 71 72 จะเขียนว่า
 627 เน้น 4 skills นะ
 628 T: ใช่ๆ แต่ในทางปฏิบัติมันเน้น reading writing ส่วน speaking
 629 listening เนี่ยตัดไปเลยพี่นะพี่เคยสอน listening 72 นะแต่
 630 พอดอนหลังเรารู้สึกว่าไม่มีใครสอนกันแล้วเราจะสอนไปทำไม
 631 หละ แล้วอย่างนี้บอกเข้าไปอ่าน อะไรหละ ตรงนี้อาจจะไม่มีนะ
 632 I: ตรงนี้บอกให้ไปฝึกฟัง
 633 T: อ้อ บอกให้ไปฝึกฟังนะ ใช่ ะ
 634 แต่จริงๆ ในทางปฏิบัติมันไม่ใช่ซะ คือเราสอนแบบ content
 635 base เน้นเนื้อหาเน้น ไวยากรณ์ นะ แล้วก็เน้น seen อย่างนี้
 636 พี่ว่าในชีวิตจริง เด็ก เขาไม่ไปอ่านหรือตรงนี้ซ้ำ คือผู้บริหาร
 637 อาจจะมีมองว่ามันจะช่วยจ้ะ แต่จริงๆ ไม่ช่วยหรอก seen ถ้าม
 638 ลึกลงไปกว่านั้นอีก seen อาจจะไม่ช่วย คือเราไม่ได้มีการ
 639 ประเมินก่อนดูว่าตกลง seen กับ unseen อันไหนช่วยหรือไม่
 640 ช่วย จริงๆ อาจจะให้ช่วยแต่ในชีวิตจริง ไม่ได้กลับไปอ่านเล่ม
 641 นั้นอีกแล้วอ่านแล้วอ่านเลยไป
 642 I: หนังสือพยายาม design ออกมาให้เป็น communicative แต่
 643 เวลาสอบวัดผลอะไรก็ไม่เป็น communicative
 644 T: ใช่ ะ ไม่เป็น communicative มันก็วัด reading writing
 645 ไม่มีวัด speaking ยกเว้นแค่ 10 คะแนนนะน้องที่ครูจะให้ คือ
 646 พี่ยังยึดหลักว่าถ้าเด็ก speak 10 คะแนนพี่ต้องให้ speak
 647 อย่างน้อย เด็กที่เรียนกับพี่จะพูดสองครั้ง ครั้งละ 5 คะแนน
 648 พูดทีละคนด้วยเพราะพี่ว่ามันพูด กันหลายคนจะแบ่งบทไม่
 649 เท่ากัน เด็กต้องไปเตรียมตัวเองมาพูดทีละคน 2 ครั้ง และงาน
 650 เขียนก็ต้องให้เขียนคนเดียวเขียนจริงๆ จะได้วัดผลได้
 651 I: อาจารย์ว่า 070 เด็ก มีความจำเป็นอะไรต้องเรียนภาษามัธยม
 652 T: จำเป็นมั๊ย เพราะว่าวัดคะแนนจากสอบ entrance เข้ามาเด็ก
 653 ก็ยังไม่ผ่านตรงนี้ ฉะนั้นเขาต้องเรียน 070 71 72 ไป ถ้าม
 654 จำเป็นมั๊ย เด็ก จริงๆ คงไม่อยากเรียนเท่าไ้หรือกับภาษาอังกฤษ
 655 I: แต่ foundation กับ ESP ก็มีความจำเป็นที่ต่างกันมั๊ยคะ พวก
 656 foundation เหมือนกับว่าเรียนเพื่อสอบมั๊ย
 657 T: ใช่เรียนเพื่อสอบ จุดมุ่งหมายแบบนี้ แต่พี่ว่าพี่สอน 296 เป็น

- 658 English for Science and Technology เด็กส่วนใหญ่เป็น
 659 science เด็กที่เรียน science ก็จะอ่อนไวยกรณ์ พอไปเขียน
 660 จริงๆ ก็ลืมอีก เช่น ไปเขียน How to write a description
 661 หรือ How to give a definition มันก็เป็นโครงสร้างนะ เด็ก ดิด
 662 article อีก อย่างตอนแรกให้คำไป เด็ก ไม่รู้ว่านี่คือ count
 663 หรือ uncount แล้วจะให้ article อะไร เด็กลืมนิดหน่อย
 664 เด็กลืมนิดหน่อย มันก็คือว่าที่เรียนไปคุณจำไม่ได้เลย คือมัน
 665 เรียนเพื่อสอบที่ว่ามันจำไม่ได้นะคือเรียนไปแล้วเพื่อสอบมัน
 666 ไม่ได้เกิดจากตัวเองวันก็ แค่ a, b, c, d แต่ถ้ามองคิดภาษา
 667 จากตัวเองเด็กก็ต้องรู้ อย่างเช่นพีให้ เขียน definition ใน
 668 296 article ลืมหมดเลยแล้วใน relative cl หรือ adj cl นะ
 669 which แล้วก็อะไรเนี่ยนะ active, passive ไม่รู้เลยลืมหมด
 670 เพราะเรียนไปเพื่อสอบแค่นั้นเอง
- 671 I: อาจารย์คิดว่าเด็กเขามีความต้องการอะไรบ้างมัยคะ
 672 T: คือไม่ได้ ถามเด็กว่าเขาต้องการอะไร เราน่าจะมีแบบสอบถาม
 673 หน่อยว่าต้องการอะไร เราไม่เคยทำ เราเลยไม่รู้ว่าเขาต้อง
 674 การอะไรไม่เคยไปถามเขาว่าอยากเรียนอะไรเพิ่มเติมมัย คือ
 675 ถ้ามีเวลาได้ไปดูเด็กนะที่ว่ามันจะช่วย อะไรได้เยอะเลย
 676 ที่มีเด็กตามอด สองคนแล้วก็ ส่วนใหญ่ เนื่องจาก class
 677 เราใหญ่เกินไป ถ้าเรามีโอกาสให้เด็กอย่างเช่น พีให้แต่ง
 678 ประโยค แล้วได้ก็คะแนนเราก็จะ เราไม่ได้ไปดูแต่ละคนแต่ที่
 679 ก็ตามว่าใครได้คะแนนสูงสุด บอกได้ 55 คะแนนบอก
 680 ประโยค เดียวเนี่ยนะคุณได้ตั้ง 55
- 681 I: โหม้หรือเปล่า
 682 T: ใช่ทั้งหมดนะ ทั้งหมดได้ 55 แสดงว่าประโยคหนึ่งได้ 10 กว่าทั้ง
 683 นั้นเลยบอกว่าได้ยังไง เขาก็บอกว่า เช่น I bought a gift for
 684 แล้วก็โอโห list มาหมดเลย
- 685 I: อ้อ คนนี้คนโน้นคนนั้น
 686 T: ใช่ใส่มาหมดเลย แล้วข้อนี้ก็คะแนนไปแล้วหละ เพื่อนทุกคนก็
 687 หัวเราะจะเอาแต่คะแนนนะ ไม่ได้ดู เราก็บอก a gift ขึ้นเดียว
 688 แล้วแบ่งให้หลายคนเนี่ยนะ
 689 (หัวเราะ)
- 690 T: พูดถึงประเด็นไหนว่า...
 691 I: เพราะว่าเด็กเนี่ย คือมี commercial ไปวางๆ ๑ กับมีอันนี้
 692 ถ้าอันนี้อาจารย์คิดว่ามันช่วย แบบฝึกหัดตรงนี้ส่งเสริมกับ 070
 693 มัยคะ
 694 T: คือพีจำไม่ได้ว่าเด็ก 070 เนี่ยมัน ฟังสักรายนะแต่เท่าที่
 695 สังเกตส่วนใหญ่จะเป็น 172 เพราะเวลาเขาทำเขาทำที่ เด็กบาง
 696 คนฟังได้เยอะเลยส่งมาที่ 9 อันเลยนะ แบบมานะกลายเป็นว่า
 697 อันนี้มันก็จะง่ายไปสำหรับ 172 ด้วยซ้แหละ แต่ 172 ไปฝึกแต่
 698 070 ไม่รู้ไปฟังสักแค่ไหน
 699 I: แล้วเหมาะ กับ 070 มัยคะ
 700 T: ถ้าพูดถึงถ้าดูโดยทั่วไปพีว่าโอเคนะ คือเนื่องจากเราไม่รู้ว่า
 701 ใ้เนี่ยนะ คือครูไม่ได้บอกอย่างนี้โอเคน่าจะเพราะกับเรื่อง

- 702 my family เอาไปฟัง listening practice 1 นะ ถ้าครบอกกับ
 703 เด็กว่าเรียนเรื่อง my family นะคุณไปฟัง listening practice
 704 1 นะอะไรแบบนี้ เรียนเรื่อง หัวข้อเรื่อง hobbies ก็ไปฟัง
 705 practice 2 นะก็จะ link ไป อันนี้เกี่ยวข้องกับอาหาร หรือ
 706 อะไรแบบนี้ก็ต้องไปดู ครูเองก็ไม่รู้ว่าแต่ละ practice link กับ
 707 อะไรเด็กก็ต้องไปหาด้วยตัวเอง struggle ด้วยตัวเองในห้อง
 708 salc ว่าคืออะไร แต่โอเค activity หนึ่งความยาวประมาณแค่นี้
 709 พี่ว่าโอเคแล้วนะ
- 710 I: อาจารย์คิดว่า วัตถุประสงค์ของห้อง salc คืออะไรคะ
 711 T: salc เหนือก็ให้เด็กไปเรียนรู้ด้วยตนเอง จริงๆ แล้วพี่เคยมา
 712 สอนอยู่ครั้งหนึ่งคือมีสอน 5 ชั่วโมงแล้วเขาลดลงมาเหลือ 3
 713 ชั่วโมง เพื่อให้เวลาที่เหลือเด็กไปเรียนรู้ด้วยตนเอง แต่มัน
 714 กลายเป็นว่าเด็กจะไปเพื่อทำ report ส่งแค่ 4 ครั้งก็แค่นั้นเอง
- 715 I: ถ้าไม่มีตรงนี้บังคับคิดว่าเด็กไปมัย
 716 T: คิดว่าคงไม่ไปไม่ไปแม่แต่น้อย พี่ไปห้อง salc บ่อยเด็กน้อย
 717 มากแต่ถ้าเป็นส่งใกล้ส่งงานที่ครูสั่งว่าต้องส่งแล้วนะเด็กก็จะ
 718 กระหน่ำไปเข้ากันหรือว่า กลายเป็นว่าเด็กเทอมนี้อาจจะดี
 719 หน่อยเพราะฟังจาก feedback คือว่าเด็กเขาก็กระตือรือร้น
 720 พี่ก็บอกว่าจะลองไปดู salc ซิ ว่าแต่ละห้อง salc 1,2,3,4 มีอะไร
 721 บ้าง เด็กก็จะรีบไปแล้วก็ กระตือรือร้นในการทำโดยเฉพาะ
 722 เด็กเทอมหนึ่ง พอไป เทอม สองหรือ summer แล้วเขาก็
 723 เหมือนกับว่าทำเพื่อแค่ส่งงานให้ครบเท่านั้นแหละ คือคงจะมี
 724 น้อยคนที่อยากไปเรียนรู้ด้วยตนเองจริงๆ
- 725 I: แล้วจะบรรลุวัตถุประสงค์ของห้อง salc มัยคะ
 726 T: ถ้าเราไม่มีบังคับพี่ว่าอาจจะ fail ก็ได้นะคือ อันนี้เขาบังคับมีตัว
 727 บังคับให้ส่งเพื่อให้เด็กไปเข้า แต่ถ้าเราบอกว่าไปก็ได้ไม่ไปก็
 728 ได้โดยไม่มีอะไรวัดเด็กอาจจะไม่ไปเลยก็ได้
- 729 I: อาจารย์ช่วยพูดอะไรก็ได้คะเกี่ยวกับสิ่งที่เรามีให้กับเด็กใน
 730 ห้อง resources
 731 T: พี่ว่า resources มีเยอะนะมี computer vdo อะไรแบบนี้ แต่
 732 ถามว่าเด็กอยากจะเรียนรู้ด้วยตนเองมัยถ้าไม่มี assignment
 733 ไม่มีว่าจะต้อง ส่ง report เนี่ยคือในเมื่อผู้เรียนไม่มีความอยาก
 734 จะเรียนรู้ด้วยตนเอง คือ resources พี่ว่ามีเยอะแล้วคือ ถ้าเรา
 735 เป็นเด็กนะแล้วเรามี recourse centre แบบนี้นะพี่ว่าน่าจะดี
 736 เพราะว่า vdo ก็มี 200-300เรื่องอะไรอย่างนี้ มี worksheet ให้
 737 ทำประกอบ มี computer มี sound lab มี magazine หลาก
 738 หลายพี่ว่าโอเคมีตรงนี้เยอะแล้ว ถามว่าเด็กก็จะทำไปเพื่อ เนี่ย
 739 supplementary เรื่อง grammar ไวยกรณ์ อย่างของ 296
 740 เด็กก็ไม่ไปหรือจะไปก็ดู chapter ที่เราสอบ ถึงเวลาก็ไม่
 741 ไปเพราะว่าซีเกียจนั่งจดซีเกียจอะไรอย่างนี้
- 742 I: อาจารย์คิดว่าถ้าเราไม่บังคับแล้วเขาจะไม่เข้าเพราะอะไร
 743 T: เช่นอย่างดูวีดีโอ เขาบอกว่า หนูขอดูหนัง 4 เรื่อง เลยได้มัย
 744 เพราะเด็กมี UBC ภัยดูที่บ้านก็ได้ ไซ้มัยถามว่าถ้าเกิดเด็กไป
 745 ดูหนังมาเด็กตอบอะไรมาครูก็คือไม่ได้จริงๆ ว่าเด็กได้ไปดูจริง

- 746 หรือเปล่าเรื่องนี้มีใน salc หรือเปล่า เด็กก็จะเขียนอะไรง่ายๆ
 747 อย่างเช่นให้ไปดูหนังเด็กก็จะเขียน Shrek เขียนอะไรที่มัน
 748 เรื่องสั้นๆ เรื่องทั่วไปที่เคยดูแล้ว แล้วจริงๆ เด็กไปหรือเปล่า
 749 เราก็มารู้แต่เห็นมีอาจารย์ฝรั่งบางคนเขาทำกล่องแล้วให้เด็ก
 750 ไปทำ salc หย่อนลงกล่องเลย ก็ต้อง บังคับอยู่ดี ก็ต้อง
 751 ให้ไปทำอะไร บังคับแต่เราไม่เคยมีว่าเออพี่ไม่รู้พี่เงาะทำไป
 752 แล้วช่วง summer ว่างระหว่าง พี่เงาะมี assignment ให้เด็กทำ
 753 ระหว่าง user กับ non-user แล้วผลการวิจัยเป็นอย่างไรร้อง
 754 ลองไปถามดู
- 755 I: ค่ะเคยได้ยินเหมือนกันว่าคนเข้าจะประสบความสำเร็จกว่าคน
 756 ไม่เข้าหรือเปล่า
- 757 T: ใช่ๆ มันต้องลองทำวิจัยดูนะ
- 758 I: แล้วมีกิจกรรมอะไรหรืออะไรที่เกี่ยวกับห้อง salc ที่อยากจะ
 759 ให้มีเพิ่มมากขึ้นมัย
- 760 T: ที่ผ่านว่าพี่ว่าโอเคนะ แต่ก็อย่างว่าแหละ เราก็บังคับให้ เป็น
 761 activity อีกหนึ่ง น้องไปเพื่อทำ activity หนึ่งคือเด็กทำเพื่อ
 762 ต้องส่งงาน ฉะนั้นต้องไปทำนะ activity แบบนี้เหมือนกับเราก็
 763 ทำเพื่อที่จะให้เด็กมี activity เช่น singing contest เป็นก็ได้
 764 ไปดูเพื่อนร้องเพลงถามว่าจริงๆ แล้วเขามีความรู้อะไรเกี่ยวกับ
 765 ภาษาอะไรในเพลงมัย เด็กจะได้รู้สำนวนนี้มัยพี่ก็ไม่ว่าใน
 766 แบบประเมินเขามีอะไรมัย แต่ก็จะมีแบบให้ไปเขียน บางคนก็
 767 ไปดู Mother's Day Exhibition เด็กก็จะไปดูลอกข้อความ
 768 ลอกอะไรมาอย่างน้อยก็เออได้เรียนรู้ภาษาอังกฤษบ้าง
- 769 I: แล้วมีอะไรที่ อาจารย์คิดว่าควรจะมีเพิ่มขึ้นบ้างมัยคะ
- 770 T: รู้สึกว่าเราต้องบังคับไปหมดนะพี่ว่าอย่างเช่นงานเขียนเนี่ย
 771 เหมือนกับครูทำกิจกรรมอะไรครูก็จะไปประชาสัมพันธ์ในห้อง
 772 ตัวเองที่ตัวเองเป็นเจ้าของโครงการ อย่างพี่ทำ writing
 773 competition เหมือนกัน พี่เป็นเจ้าของโครงการพี่ก็ไปประชาสัมพันธ์เด็กแต่เหมือนกับว่าถ้าไม่บังคับ อย่างพี่เงาะ เขาก็ร่วม
 774 ด้วยกับพี่คือไม่บังคับแต่ต้องส่ง assignment เลยเป็น written
 775 assignment คือให้เป็นคะแนนตรงนี้ แล้วครูเองก็จะเป็นคน
 776 screen มาจากตรงนี้ว่าโอเคสมควรผ่านแล้วก็ สมทบกับกลุ่ม
 777 อื่นเหมือนกับว่าทุกอย่างตรงบังคับ เด็กให้เขียนว่าทุกอย่าง
 778 ต้องบังคับเด็กถึงจะทำ แต่ถ้าไม่บังคับเด็กคงไม่ยอมทำ
 779 อย่างสอนไปให้ไปทำการบ้านเด็กบางที่ยังไม่ทำเลย
- 780
- 781 I: แต่ว่าresources ที่เรามีให้คิดว่าเพียงพอมีมัยคะ
- 782 T: พอนะแต่เพียงว่าเด็กไม่ไปใช้
- 783 I: แล้วมีอะไรที่มันมากไปมีมัยน่าจะหยุดได้แล้วพอได้แล้ว
- 784 T: เกินคือ
- 785 I: มีเยอะเกินไป อย่าทำเลยอะไรทำนองนี้
- 786 T: อืม พี่ว่าโอเคนะ เพราะว่าในเมื่อเราตั้งห้อง salc มาถ้าไม่
 787 บังคับนะ บางทีบอกว่าจะไม่ต้องบังคับได้มัย ไปบังคับอย่างโน้น
 788 อย่างนี้ อะไรอย่างนี้ แต่ถ้าไม่บังคับ เด็กก็ไม่ไปห้อง salc
 789 เลยนะอย่างน้อยก็ยังได้เขียนอะไรมาบ้าง ได้มาเขียนรายงาน

- 790 ให้ครูฟังอย่างโน้นอย่างนี้ อย่างนั้น อะไรแบบนี้
- 791 I: แล้วมีอะไรที่อยากจะเปลี่ยนแปลงมี มีมีมีอะไรที่อาจารย์
- 792 อยากจะเปลี่ยนเกี่ยวกับ salc
- 793 T: คือสถานที่มัน separate ไปเลย คือ ภาษาอังกฤษเรียนที่ไหน
- 794 ห้อง resources ก็น่าจะอยู่ใกล้กัน เหมือนกับว่ามันไม่เอื้อ
- 795 อำนวย เด็กมีปัญหาเหมือนต้องนั่งรถเพื่อไปเข้าห้อง salc
- 796 แต่ทำไมไม่ เราเรียนตรงนี้ห้อง resource ก็น่าจะอยู่ตรงนี้ใน
- 797 ระหว่างนั่งรอขึ้นก็เลยนั่งรอก็เข้าไปใช้ห้องได้ เข้าไปอ่านโน้น
- 798 อ่านนี้ได้ มันอาจจะไม่ยากไปทำ salc ก็ได้แต่อันนี้เหมือน
- 799 กับจุดมุ่งหมายไป salc ก็ต้องไป ไปนี้ไม่ต้องไปทำ salc
- 800 อย่างเดียวก็ได้ มันไม่ได้เหมือนกับฆ่าเวลาที่ว่ามันไม่ค่อย
- 801 สะดวก คือบางอย่างเนี่ย พยายามไป salc ไปหาข้อมูล
- 802 ไป search Internet อะไรแบบนี้ มันสะดวกกว่า มันไม่สะดวก
- 803 ที่นี้เหมือนกันห้องอ่านหนังสือครูเหมือนกันต้องเอาบุญแจมา
- 804 ไซ้ มันเหมือนกับว่าไม่ easy access สถานที่มันไม่เอื้อ
- 805 อำนวย การจัดกิจกรรมของเราที่ว่า สถานที่ก็ไม่เอื้ออำนวย
- 806 เช่น karaoke singing contest เขาจะไป Inter Zone
- 807 ก็เป็นนอกเวลาเรียน พี่ก็รู้ว่าเด็กจะไปเยอะขนาดไหนแต่ที่
- 808 ผ่านมาที่เขาจัดที่ ผ่านมาคนก็ไปเยอะนะ
- 809 I: Inter Zone คืออะไร
- 810 T: Inter Zone คือที่แยกออกไปเลย แต่ต้องถามดูว่าเด็กไปดู
- 811 เยอะมี ส่วนใหญ่เด็กที่ไปก็ไป cheer เพื่อนกันเองแล้วจุด
- 812 มุ่งหมายอีกอันคือไปทำแผน activity คือเด็กต้องอยากได้
- 813 มาก บางทีเราก็คิดไม่ได้ว่าเด็กไปดูจริงมีหรือเด็กไปลอกคำ
- 814 ตอบจากเพื่อน ไปลอกมาเราเคยเจอมาเหมือนกันมาเด็กเวลา
- 815 ส่ง salc เด็กก็นั่งลอกหน้าห้องเรียนเลยแต่ไม่เด็กเรา อาจจะ
- 816 เป็นเด็กเราบ้างหรือของคนอื่นก็ไม่รู้
- 817 I: แล้วในความรู้สึก ของอาจารย์คิดว่าเด็กได้ประโยชน์จากห้อง
- 818 salc มากน้อยแค่ไหน
- 819 T: คือถ้าไปทำจริงมันน่าจะได้ประโยชน์นะ แต่จริงแค่ไหน
- 820 เราก็คงไม่รู้เพราะเราไม่ได้ไปสัมภาษณ์เด็กนะว่าตกลงไปได้จริง
- 821 มี เราครูไม่ได้ไปถามเด็กนะครูไม่ได้ไปถามว่าเป็นยังไงไป
- 822 ห้องsalc เราได้ยินว่า อาจารย์ ดูหนัง 4 เรื่องได้มี เราเริ่ม
- 823 อะ ทำไมต้องดูหนัง 4 เรื่องมันอาจจะ เหมือนแบบไม่ยาก
- 824 ไปห้อง salc หรือเปล่าดูอยู่ที่บ้านดู UBC ที่บ้านก็ได้
- 825 I: แสดงว่าอาจารย์คิดว่าถ้าเกิดว่าทำจริงๆ ถึงจะได้ประโยชน์
- 826 ใช่มั้ยคะ แต่ถ้าออกมาจะไม่ได้
- 827 T: ใช่ ถ้าออกก็ไม่ได้ประโยชน์
- 828 จริงๆ ก็น่าจะถามเด็กเหมือนกันนะว่า จริงๆ คุณคิดว่า salc
- 829 คุณได้ประโยชน์ดีมี ถ้าเราไปได้ถามเด็กจะได้มีการประเมิน
- 830 คือพี่เห็นน้องอาทเขาก็จะมีประเมินนะประเมินในแต่ละปีแต่เขา
- 831 ก็พูด คือเหมือนกับว่าในการประเมินรู้สึกเด็กก็จะพึงพอใจ มัน
- 832 อยู่ในระดับดี อะไรอย่างนี้ แต่ถามว่าในแต่ละห้องเป็นอย่างไร
- 833 เราไม่รู้เพราะเราส่งผลให้เขาไปหมด เราไม่ได้ประเมิน ครูไม่

- 834 ได้ประเมินว่า น้องอาทให้ไปแจกเราไม่รู้ว่ห้องเราพอใจ ไม่
 835 พอใจอยู่แคไหนด เราส่งให้อาท อาทก็ประมาณออกมาทีเดียว
 836 ในภาพรวมทั้งหมด เด็ก 2000-3000 คน
- 837 I: แล้วอาจารย์ว่าลักษณะการใช้ห้อง salc ของเด็กมันต่าง
 838 ไปจากที่พี่อยากจะให้เป็นมีัยคะต่างไปจากที่ expect มีัย
 839 T: น้องถามว่าอะไรคะ
- 840 I: การเข้าห้อง salc ของเด็กมันต่างไปจากที่ อ. คาดหวังมีัยคะ
 841 T: พี่ว่าก็ดิณะในแต่ละห้องของเราเนะ เพียงแต่มันกระจายไป
 842 หน้อยนะมันไม่ได้อยู่ในตึกเดียวกันบริเวณเดียวกันนะ แล้ว
 843 สถานที่ตามที่คุณไปแล้วมันน่าจะอยู่ในใกล้ที่เรียนเด็กไม่ต้อง
 844 เดินไปไกลแล้วก็ เขาก็จัดได้เหมาะสมแล้วพี่ว่า reading
 845 listening โดยให้ใส่หูฟังอะไรอย่างเนี่ย มันสามารถอยู่ด้วย
 846 กันได้แต่บางอย่างที่เรามีมาแล้วอย่างเช่น ฉายหนังบน big
 847 screen เนี่ย เมื่อทำนานๆ ครั้งเดี๋ยวนี้อาจไม่ได้ใช้แล้ว ใช้ไม่กี่ครั้ง
 848 เองนะพี่ว่า
- 849 I: พี่ว่าเด็กพี่อู้ ทำเองหรือลอกคะ
 850 T: พี่ว่าถ้าเป็นเด็กขยันเด็กเทอมแรกจะทำเองยกเว้นบางคนทำไม่
 851 ทำนั้นอาจจะลอกเพื่อนมีเป็นบางคนนะพี่ว่า
- 852 I: ส่วนตัวอาจารย์พอใจกับห้อง salc มีัยคะ
 853 T: พอใจมีัยหรือ ในภาพรวมก็โอเคพอใจ เด็กก็ได้มีโอกาสไป
 854 ฟังฟัง พูด พูดอยากจะมีน้อยหน้อย พูดอาจจะเป็นแค่ a: b:
 855 เด็กก็คุยกันเองเด็กก็ไม่รู้หรือ เราก็ได้ไปวัดว่าเด็กรู้มีัยว่า
 856 คนนั้นพูดผิดถูกอย่างไร เด็กแก่กันหรือเปล่า พูดเนี่ยเราก็
 857 พยายามจัด activity ให้เด็กนะว่า อ.ฝรั่งจะไปพูดหัวข้อนี้เวลา
 858 นี้แต่เด็กก็ยังพูดน้อยกันอยู่ความสนใจก็แค่ 20-30 คน จาก
 859 2000-3000 คนมันก็ยังน้อยไปนะ คือเราก็พยายามเอื้อให้เด็ก
 860 จัดกิจกรรมอะไรขึ้นมาก็ มี master mind quiz เนี่ยที่ให้ส่ง
 861 ให้ส่งทีมละ 3 คน แล้วก็ไปแข่งกันในห้อง salc พี่ว่า work
 862 มีหลายรอบหลายชั้น แล้วก็ spelling bee spelling
 863 competition ให้อ. คัดเลือกในแต่ละห้อง แล้วก็ไปจัดอีกที่
 864 หนึ่งแล้วแข่งขัน กันพี่ก็เห็นด้วยเพราะให้ทุกห้องได้มีส่วนร่วม
 865 I: แล้ว อ. ว่าเขาพอใจห้อง salc แคไหนด
 866 T: ไม่ได้ถามเด็กนะ ถ้าถามว่าพอใจอะไรมีัยพี่ว่าเด็กอย่างเรื่อง
 867 ความสะอาดของห้อง เด็กก็คง หัวเราะ เด็กต้องถอดรองเท้าเนะ
 868 แต่ครูใส่รองเท้า หัวเราะ ไม่รู้ไม่ได้ถามเด็กเหมือนกันแต่เด็กก็
 869 I: เมื่อกี้ อ. พูดให้ฟังเรื่องห้อง listening ห้องข้างบนอาจจะไม่รู้
 870 ว่ามี material อะไรบ้าง
- 871 T: คะ
 872 I: แล้วเคยได้ สัมผัสอะไรบ้างมัน รู้ว่ามีอะไรบ้างมัน
 873 T: อ้อก็มี English from songs, material ที่ใช้ในแต่ละวิชาและ
 874 มีเสริมที่ อาททำเสริม อย่างในห้อง 1 ไขมีัยอันนี้
 875 I: แล้วอยากจะให้มีอะไรเพิ่มเติมมีัยคะ listening material
 876 T: สำหรับพี่พี่ว่า ที่มีอยู่ก็เยอะแล้วนะ ที่มีอยู่ถ้าเด็กไปฟังตามนี้
 877 เด็กก็คงจะได้ฟังระดับนึงแล้ว

- 878 I: แล้วมี listening material อะไรที่ไม่อยากให้มี หรือมีน้อยลง
879 ไม่ว่าจะป็นห้อง 1 or 4 or CD ROM มีอะไรที่คิดว่าตัดออกดี
880 กว่า มั้ยลดลงดีกว่ามั้ย
- 881 T: คือเราไม่รู้ว่่า จริง ๆ มี material อะไรบ้างและเด็กได้ไปใช้
882 อะไรมานะ แต่ถ้ามีไว้พว่่ามีดีกว่าไม่มีนะ มีไว้ก็โอเคเผื่อใครจะ
883 ไปฝึกหลากหลาย เห็นว่่ามี pronunciation ด้วยมั้ย
- 884 I: อ. คิดว่่าถ้าเด็กเข้าไปฝึก listening จริง ๆ แล้ว listening
885 skills เขาจะ improve ได้มั้ย
- 886 T: มันก็น่าจะดีนะ แต่เราไม่เคยทำเป็น series นะ พี่เคยไป
887 ประชุมกับอะไรนะที่เราจะสรรหา ผอ. แล้วหม่อมอ๊วย เขามาพูด
888 ออกมาเนี่ยพูดได้เลย พูดได้ถ้าเด็กไปทำ 60 ชั่วโมงเนี่ย
889 แต่เราไม่มีเป็น series แบบนั้น คือโอเคเป็นดูวีดีโอ แล้ว
890 greeting พูดตามเทป คือเราวัดไม่ได้ว่่าถ้าคุณทำอย่่างนั้นจริง
891 แล้วจะเป็นอย่่างนั้นหรือเปล่า
- 892 I: แล้วคิดว่่าเด็กเข้าไปฝึก listening นอกห้องมั้ยคะนอกห้อง
893 เรียนห้อง salc ฝึกมั้ย
- 894 T: พี่ว่่าเขาคงจะดู UBC ที่บ้านแล้วมี thai sub-title หรือ English
895 นะหรืออาจจจะฟังเพลงก็ได้ เด็กชอบฟังเพลง เพลงฝรั่ง
896 ฟังคลื่นต่ง ๆ โดยเพลงพี่ว่่าจะเป็น เบอร์หนึ่งทีเด็กฟังนะ ต่อไป
897 ก็ป็นหนึ่งเป็นอะไรแบบนี้
- 898 I: อาจทีเคยดู portfolio จากทีเด็กเคยส่งงาน ก็จจะเห็นว่่า
899 บางทีไม่เข้าห้อง listening เลยพี่อู้คิดว่ามีเหตุอะไรอย่่างไรคะ
900 ทำไมเขาถึงไม่เข้าไม่อย่่าจะเข้า
- 901 T: อ้อทีไม่เข้าอาจจจะเป็นเพราะว่่า พี่ว่่าอย่่างเช่น 070 ถ้าไปฟัง
902 เราก็ฟังจากเทปทีครูแจก listening พี่ก็เคยเหมือนถ้าพี่จะสอน
903 listening กับบทเรียนพี่จะไมแจกให้เด็กดูเพราะเด็กก็จจะไปฟัง
904 ที่บ้านแล้วพอมมาในห้องเด็กก็จตอบได้ขณะที่คนไม่เคยฟัง
905 ก็ตอบไม่ได้จนั้นพี่ก็จสอนก่อน สมมุติเขาแจกเทปให้เด็กพี่
906 จะไมแจกหรือพี่จะไปแจกตอบท้ายเลย พอเรียนจบบทสุด
907 ท้ายค้อยแจกให้ไปฟังคือถ้าเด็กไม่เข้าก็คคือว่่ามันไม่มีเนื้อหา
908 หนึ่งคือว่่าไม่ชอบฟังก็เลยไม่ไปฟัง ไม่ชอบก็ไมเห็นต้องไปฟัง
909 เลย ไม่เกิดจากการเรียนรู้ของตัวเอง
- 910 I: มีอะไรที อ. อย่่าจะเสริมมั้ยคะ อะไรทีอ้อ ไม่ได้ถามไป
- 911 T: หัวเราะ ก็ถามมาครบหมดแล้วนี่นะ คำอธิบายรายวิชาแล้วเนื่อ
912 หาป็นย้งใจอะไร ก็อย่่างทีพี่พูดกับน้องว่่าการวัดผล มันน่าจจะ
913 วัดผล ทั้ง listening & speaking นะพี่ทุกวิชาเรามี แค่ 71 72
914 speaking ก็วัดแค่ครูให้ 10 คะแนน แต่ 10 คะแนนทีครูแต่ละ
915 คนก็จวัดแตกต่งกันไป แต่ไม่ได้วัดป็นจุดประสงค์ เช่น
916 พูดหักทายกันได้ สนทนาเรื่องอาหาร เรื่อง อะไรแบบ ป็น
917 topic ย่อยๆ อะไรแบบนี้ หรือสอบป็น conver ให้เด็กแต่ง
918 ประโยคเองในสถานการณ์แบบนี้ ให้ situation ไป ใน 7
919 สถานการณ์ คุณไปเลือกมาแล้วก็ ไปแต่สมมุติกลุ่มละ 3 คน
920 แล้วก็จะมี a, b, c, d คยอะไรกันแล้วเด็กก็มาพูดนำห้อง
921

922 คนอื่นก็ได้ฟังไปด้วย หรือให้เขียนเป็น parapragh อะไรอย่าง
 923 นั้นน่าจะดีเพราะมันก็วัดในความรู้เขา จะเขียนเรื่องอะไรสมมติ
 924 เราเรียนไป 4 เรื่อง ให้หัวข้อเด็กเขียนไปใน holiday หรือ
 925 festival 1 เรื่อง 10 คะแนน hobbies หรือ how to อะไรแบบนี้
 926 นี้ หรือ my family พี่ว่ามันให้คือเราสอนไปแล้วเวลาวัดผลก็
 927 น่าจะมีการวัดผลเรื่องนี้ด้วย เวลาอันนี้ให้ไปสัก 10 คะแนนก็
 928 โอเค แต่ปัญหาคือครู ชี้เกี่ยจตรวจข้อสอบ แล้ว ไม่รู้จะให้ 10
 929 อะไรอย่างไรปัญหาตามมา คือ เราไม่เคยลองก็เลยไม่รู้ ว่า
 930 โอเคนะเวลาข้อสอบ writing เนี่ย จะให้เขียน 1 เรื่อง แต่
 931 ปัญหาของเราก็คือเรื่อง เวลาอีก อย่าง อาจจะน้อยไป
 932 ต้องลดสัดส่วนการสอบ ไวยกรณ์ลงมา มันก็จะได้หมดแม้ว่า
 933 เขาจะว่าวัดไปแล้วเขียนเรื่อง holidays, family มันก็มีเรื่อง
 934 article อยู่ดีมีเรื่อง tense อยู่ดี เราก็วัดได้ ไม่พอใจวิธี
 935 แบบ การวัดผลว่า ขาด conver ไป อย่างน้อยก็กระตุ้นให้เด็ก
 936 พุดนะพี่ว่า ทุกชั่วโมงเอามาเริ่มต้นด้วย conver แล้วตอนสอบก็
 937 น่าจะมี สอบพุด conver กับ writing นะพี่ว่าน่าจะสนับสนุนให้
 938 มี การวัดผลเพิ่ม

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Transcriptions (English version)

Teacher interview

1	I:	Could you tell me something about your teaching experience?	
2	T:	From the beginning?	
3	I:	Yes, please.	
4	T:	I've started my teaching career in 1987. At that time, I was a	
5		secondary school teacher. I taught Year 8 and Year 9. They	
6		used communicative textbooks. Then I moved to another	
7		secondary school in Nan province. I taught at this school in Nan	
8		for three years; that was four years altogether after I got my BA.	
9		After that I decided to get an MA, which took me a year and	
10		eight months. I went back to teach at the same secondary school	
11		in Nan for over a year. Then I applied for a transfer to teach at	
12		Agricultural and Technology College (vocational education).	
13		I taught English for Agriculture there for two year.	
14		Again I applied for a transfer to teach here (Thammasat	
15		University).	
16	I:	How many English I classes are you teaching this term?	
17	T:	Two classes.	
18	I:	As you know, I observed your English I class yesterday. Would	
19		you say that was a typical class?	
20	T:	Yes, it was a typical class. I think the warm-up activities in each	
21		unit are good. The warm-up activities lead the students to the	
22		topic of listening.	
23	I:	In your class yesterday I noticed that you started by explaining	
24		the instruction. Then you pre-taught several pieces of	
25		vocabulary in units 3 & 4 by translating the words and giving	
26		examples. For example, you gave examples of 'electric	
27		appliances' and 'electronic equipment'. Could you talk about	
28		why you did that?	
29	T:	I think the students should know these words. Actually, it's	
30		listening for recognition and it's not necessary for the students to	
31		know the meaning. But I think the students should learn these	
32		words because they will find these two words in the reading	
33		passage. Therefore, I think I should pre-teach the two words.	
34	I:	To what extent do you think the things you did help the students	
35		with their listening?	
36	T:	Actually, I don't think it helped. Because what the students had	
37		to do was listened and ticked words and that was it. It didn't	
38		help but I think the students should know the meaning of those	
39		words. They should be able to recognize and know the meaning	
40		of words.	
41	I:	In unit 4, you wrote three additional questions on the board.	
42	T:	Yes.	

43	I:	That's interesting. You added three questions (How tall is the brother?, How old is your sister?, and What does aunt Martha do?)	
44			
45			
46	T:	Yes.	
47	I:	Can you talk about why you did that?	
48	T:	Yes. I think the students needed some guided questions.	
49		Sometimes I don't think they know what to listen for and what	
50		to write in the 'description' part. The 'description' part is too	
51		broad. They can write anything down, for example, eyes, hair,	
52		etc. I don't think they could do it. After the first listening I	
53		didn't walk around and check whether they could do it or not. I	
54		think the students needed time and some guided questions. Also	
55		in number 1, the description of the brother is already written	
56		down as an example for the students. Therefore, the students	
57		didn't have to listen for the description of the brother at all. I	
58		added the question 'How tall is the brother?' because I wanted	
59		them to listen to the first conversation and find the answer.	
60		Well, I forgot one thing because that was the first class. For the	
61		next class, I'll ask 'What's the brother's name?' instead.	
62	I:	To what extent do you feel you are satisfied with your teaching	
63		of listening?	
64	T:	One thing I like about English I is that most of the listening	
65		exercises are listening for recognition. It starts with something	
66		easy like in unit 1. I don't think the students have to listening to	
67		lots of details. My teaching in unit 1 was too rough because I	
68		didn't go into details. Actually, I think the students should also	
69		know the importance of these American national holidays, for	
70		example, Memorial Day, President's Day, and Independence	
71		Day. I usually add additional questions. In unit 1, for Columbus	
72		Day, I added questions like What nationality is he?, When did he	
73		discover America?	
74	I:	Can the students get the answers from the tape?	
75	T:	Yes, there're in the tape. They didn't get the answers from the	
76		first listening. I had to guide them. I either write the questions	
77		on the board or say them out loud. When the exercise is too	
78		easy, the students only tick or circle words they hear, I'll ask	
79		them to do some predictions. For example, a listening about	
80		Christmas, I asked them to predict words that they might hear.	
81		Also, I added questions that I think the students should know	
82		and should listen for details. I myself also wanted to know	
83		things like the difference between Memorial Day and Veteran's	
84		Day. When the students couldn't get the answers on their first	
85		listening, I repeated the tape, paused and replayed the tape. For	
86		the first listening exercise in unit 2, I think the students couldn't	
87		do the first picture at first but after they got the answers for the	
88		2 nd , 3 rd , and 4 th pictures, they immediately knew the answer for	

89		the first one. Sometimes I think the exercises are too easy.	
90		Students only listen to one or two words and they can easily	
91		number the pictures according to what they hear. When they	
92		hear the word “football” they can easily do the exercise. For	
93		example, exercise 1 in unit 2, I asked questions like ‘what do	
94		you see in this picture?, ‘what is the girl doing? ‘what is the boy	
95		doing?, ‘what is he drawing?’ and the students were able to	
96		answer the questions. They might not understand everything on	
97		the tape or might not be able to get all the words. But when they	
98		get these words (Mickey Mouse, Manchester united, football,	
99		and television) they can do the task. However, the one about	
100		movie stars and work, the student couldn’t do it because there’s	
101		only the word ‘reading’ that they could catch, and there’s no	
102		other words to guide them. The second task is okay; the students	
103		had to write down the answers. I usually add questions to the	
104		exercises for the students. I think the type of the exercises and	
105		the level of difficulty are okay for Eng I. I think that the	
106		comprehension questions should be added to the recognition	
107		ones in the exercises.	
108	I:	To what extent do you feel you are satisfied with your teaching	
109		of listening?	
110	T:	I think I’m satisfied because there are lots of pictures in the text-	
111		book and they varies. Compared with Eng III, I’m more satisfied	
112		with Eng I because I get to teach all the skills. English I is not	
113		dry because it starts with speaking and listening. English III	
114		starts with pre-reading questions and then the reading part and	
115		then go on to grammar, writing and end with listening and	
116		speaking. I think it would be better to start each unit with	
117		speaking and listening because it would provide students with	
118		sufficient knowledge before they move on to reading and	
119		writing.	
120	I:	What are the goals (focus) of listening in the English I course?	
121	T:	I think recognition comes first and comprehension comes after.	
122		The students wouldn’t know that they will get to learn these	
123		words in the reading passages and that listening leads to reading.	
124	I:	Are the 4 skills related?	
125	T:	Yes, they are related. Speaking, listening, grammar and writing	
126		follow the same theme and topic.	
127	I:	Do the activities support listening for recognition?	
128	T:	Yes, I think the listening tasks in English I are well designed and	
129		they supported listening for recognition. I think the accent of the	
130		male speaker is easier to understand than that of the female	
131		speaker because we are more familiar with American accent	
132		than British accent.	
133	I:	Do you think listening in the English I course is meeting these	
134		goals? How/Why (not)?	

135 136 137 138	T:	I don't know because I've never checked on how well the students did. If we want to know whether listening in the course is meeting these goals or not, we need to test the students and see how much they've achieved.	
139 140 141	I:	To what extent do you think the listening exercises in the English I textbook help achieve the listening goals you have in the English I course?	
142 143 144 145 146	T:	Yes, I think the exercises help achieve our listening goal that English I students should be able to listen to details. But I don't know whether listening in the course is meeting its goals or not? We didn't do anything to evaluate the students' performance and how well they do on listening.	
147 148	I:	To what extent do you think the listening activities in SALC help achieve the listening goals you have in the English I course?	
149 150 151 152 153 154	T:	I have no idea because I've never done the listening in SALC. I think the exercises there should be graded from the easy ones to the difficult ones. I don't really know whether English I students go to SALC to practise listening or not. As far as I know, I don't think there's a parallel supplementary listening exercise to the listening in English I course.	
155 156 157	I:	I have taken four examples from the listening materials in SALC 4 for you to comment. This is the first example (show the exercise and explain the details).	
158 159 160 161 162 163 164 165 166 167 168	T:	I think it's too difficult. The content of this listening is too difficult. There are lots of technical terms in this listening about yoga. I don't think the students know the meaning of these words. The example 1 is too difficult for English I students. The students need time to do it and they need to know parts of speech. Both the content and the exercise are too difficult. It's like reading one whole paragraph. The exercise is testing student's knowledge on vocabulary, sentence structure. Students do need time to do this task. The guessing in the listening task is good but the problems are that the vocabulary is too difficult and also there are too many items. Nine pictures are too many.	
169 170	I:	This is the 2 nd example (show the exercise and explain the details)	
171 172 173 174 175 176 177 178	T:	I think there are too many questions in the pre-listening task. Five questions are too many. The students might answer the questions in Thai instead. Also in the listening task, the students need a very long time to read the choices and the teacher needs to explain the choices to the students and makes sure that they understand. The students might need to take notes because there are too many items. I've noticed that all the items start with "The speaker..." I think that details about who, what, when,	

179		where, why, and how should be asked instead. Questions like	
180		these ones need longer time to read and understand. If the	
181		exercise is too difficult, the students might feel nervous and	
182		might not want to do the exercise at all because it's above their	
183		ability. The content of this listening is about teachers and school	
184		which I think it's interesting. The type of this exercise (multiple	
185		choices) is ok but for this exercise the students need to be able to	
186		read and understand the choices. Their reading ability should be	
187		quite good in order to do this exercise because there is nothing in	
188		the choices to guide the students. Every choice starts with "the	
189		speaker..." I would prefer to change the format of the questions	
190		in this exercise.	
191	I:	This is the third example (show the exercise and explain the	
192		details).	
193	T:	I think it would be good if we get to do this exercise but it would	
194		probably take us one full period (1½ hours) to do this exercise	
195		in class. This type of task is interesting but we don't have it in	
196		English I. I think most of the students would not be able to do	
197		the task. They wouldn't be able to come out and speak in front	
198		of class. In English I we only listen and fill in short answer.	
199		We've never done exercise like this in class so we don't know	
200		whether there'll be any problem for English I students. Well, I	
201		think this type of task is a very productive exercise and it would	
202		lead the students to come out and do some speaking or produce	
203		the language. I think we should have this kind of exercise in	
204		English I, really. We've never asked the students to produce any	
205		kind of spoken language that really comes from them. I think	
206		this is the weakness of the course. Like, after listening about	
207		'family', we should assign the students to come out and talk	
208		about their families. We should do this kind of task in class	
209		(something similar but easier).	
300	I:	Would that be higher than the focus of English I listening?	
301	T:	I don't think so, if the design of the exercise is good. The	
302		difficulty of the task depends on the content and the grammar in	
303		the listening. There should be more varieties in the kind of task	
304		in English I. The listening tasks in English I textbook are all the	
305		same or very similar: listen and tick the answers, matching, and	
306		fill in or give short answers.	
307	I:	This is the last example (show exercise and explain details)	
308	T:	I think this exercise is good and interesting because we've never	
309		tested/evaluated the students' ability to do dictations and do	
310		spellings. The dictation is interesting but there are too many	
311		items in this exercise.	
312	I:	And the other one?	
313	T:	For this task (tick the sentences you hear) it's similar to the tasks	
314		we have in English I. I don't know the speed of the listening in	

315		this exercise. If it's the same speed to the speed of the listening	
316		in English I, then it's ok. However, there's no evaluation and we	
317		don't know whether the students are able to do this kind of	
318		exercise or not.	
319	I:	How do you think the students feel about these listening	
320		activities in the textbook? Why?	
321	T:	I've never asked the students but from observing, the students	
322		look like they're satisfied. However, we've never	
323		tested/evaluated the students' achievement.	
324	I:	In your view, what are the aims/objectives of the EL070?	
325	T:	It's to prepare students to be able to study advanced courses.	
326		It's a review of the grammar points: articles, finite verbs,	
327		imperatives, modal verbs, etc. It's a review before the students	
328		move on to EL171. Students get to review simple sentences,	
329		compound, and complex sentences. However, we've never asked	
330		the students to produce sentences or anything on their own in	
331		English I. We're lack of production in English I. I like the	
332		activity in your example 3 that the students get to exchange their	
333		notes; it's like information gap transfer. We only give input but	
334		there's no output from the students.	
335	I:	Do you think the course is meeting these objectives? How/Why	
336		(not)?	
337	T:	I think it's meeting the objectives. We test on the things we	
338		teach but the students should be able to write short paragraph.	
339		In my class, I assignment the students to do paragraph writings.	
340		For example, in unit 1, I assign the students to write about	
341		holidays. From this writing assignment, I'll be able to see the	
342		students' mistakes and know what their mistakes are. There is no	
343		mark for these writing assignments. And I also assignment	
344		students to do two speaking activities instead of one (the course	
345		requires one speaking assignment). Students need to prepare	
346		their speaking activities by searching for information outside the	
347		classroom.	
348	I:	From the course outline, the students have to do one written	
349		assignment and 10 points is rewarded for that. Have you	
350		assigned your written assignment?	
351	T:	No, not yet. I've only assigned the two speaking activities.	
352	I:	Do you have anything in mind?	
353	T:	Well, I think it's going to be what I usually assign the students	
354		from previous terms to write which is to write about holidays	
355		and the students have to try to answer all the questions in the	
356		textbook. All of my assignments (speaking & writing) have to	
357		link with the lesson. Like for speaking activity, in the previous	
358		terms, I asked the students to speak about their routine activities	
359		or their free time activities.	
360	I:	How do you think the students feel about the assignment	

361		(writing about holidays)?	
362 363 364 365	T:	I think they just did what they were told. I don't really care about who do and who don't do the work but I do correct and return the work back to the students, so they would be able to learn from their mistakes.	
366 367	I:	What kinds of activities would you like to do more of on the English I course? Why?	
368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395	T:	In total, I think there's everything in the course but I think there's one thing that we should add, that is, I think it's called consolidation supplementary sheets or something like that, right? We do have the supplementary sheets for each unit. I think we should have a supplementary worksheet that combine 4 units together, so the students would be able to picture the whole thing. In English I, we don't have quizzes or tests, we only have midterm and final exams. At a high school where I used to teach, the students are tested for every point that we teach. I think it's very good because the students will have to review the lessons and be active all the time. Through quizzes and tests, we'll know how much the students learned. But for what we're doing now, we only review before exams, give them supplementary exercise without knowing how much they've learned or understood the lessons. What I'm thinking of doing is to produce supplementary exercises that cover all the things learned in the first four units. Moreover, I think the reading passages in the textbook are too short. My niece, she's in year 7 and her school is using a commercial English textbook written by David Nunan which I think the book has varieties in itself. Moreover, I think it's even longer and harder than our English I textbook. When we design or write our textbook, we've never looked at the middle schools' textbook, what they teach in that level, or which commercial textbooks they are using. But I know and learn from my niece that they're using the commercial ones. The one written by David Nunan is colourful and has lots of interesting topics and lots of authentic dialogues. I think it's more interesting than our in-house materials.	
396 397	I:	Can you say something about the emphasis/focus of English I course?	
398 399 400 401 402	T:	I think the main focus is on grammar. Reading and listening are okay but speaking gets very little attention. The weight is on grammar, like 'article', there is a long explanation on article, which IS good for the students but teachers have to explain every point, every item.	
403 404	I:	Are there any other changes you'd like to make to this class? If so, what? Why?	
405 406	T:	Actually, I've volunteered to write the new English I textbook. I think I'd like to make it more authentic. I know that the writers	

407		of this current English I textbook did try to make it as authentic	
408		as much as they could. For example, the letter on this page, it's	
409		authentic which is okay but other things are not. I think it would	
410		be a lot more interesting if it's authentic, like the pictures, or the	
411		reading passages. It's better to be authentic	
412	I:	Apart from the textbook, do you use any other materials on the	
413		English I course? Why?	
414	T:	Yes, there are supplementary exercises. They are to review the	
415		students before their midterm and final exams. I've used the	
416		supplementary exercises to review the students because I don't	
417		have enough time to review every single points learned. These	
418		two pages supplementary exercises work better in limited time.	
419	I:	What kind of rationale/methodology does the textbook you use	
420		follow?	
421	T:	I think it's communicative because the writers use games, pair	
422		works in the exercises.	
423	I:	Could you comment on the extent you think this is successful?	
424	T:	Successful? I don't know because there's no evaluation. We	
425		need to evaluate and see how well the students can do,	
426		something like that.	
427	I:	And how well do you think the textbook follows its	
428		communicative rationale/methodology?	
429	T:	Very well, I think.	
430	I:	To what extent do you think the English I textbook helps the	
431		course meets its objectives? Why?	
432	T:	Yes, to some extent. In telling whether the English I students	
433		are ready or prepared to move on to advanced courses or not, we	
434		only look at their total scores whether they are over 60% or not.	
435		However, we never look at the students' listening abilities. We	
436		never test their listening abilities and see how well they listen.	
437	I:	Can you say something about our lack of listening test?	
438	T:	I think we should have a listening test in English I because we	
439		do teach listening in class, so we should test on the things we	
440		teach. The difficulty level of the test will be at their level.	
441		We've never had a listening in English I. We only test their	
442		reading, writing, and grammar.	
443	I:	How do you think the students will benefit from the listening	
444		test?	
445	T:	Students will definitely benefit from the test. The students will	
446		be more enthusiastic about listening and they'll have to practice	
447		more on listening in SALC. No student really care about	
448		listening now because there's no test.	
449	I:	This is the English I course outline (show the course outline).	
450		How do you think the students feel about how they are assessed?	
451		Why?	
452	T:	They must be happy that there's no listening test and there's	

453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477		<p>only one outside reading for final exam. However, I've never asked the students about how they feel. These are very stressful exams because they heavily focused on vocabulary, seen, unseen passages, and grammar in only 1½ hours time. I don't think they could finish in time. Things are tested only once or twice in exams. I think it would be better if we test/evaluate them unit by unit. The problem is there are so many teachers and everyone has to follow the same procedure, and we're afraid to change. But I think we should talk about this and try to change the way we assess the students. In our teaching, we don't encourage students to do conversations. The major problem is our policy which is the format that can't be changed. The Vice-Rector for Academic Affairs once said that he was very concerned about our students' weakness in speaking. Their knowledge in their field of studies is quite strong but the students' speaking skill is very poor. Many graduates failed their job interviews (in English). He wanted to know what we really teach in our Fundamental courses. Yes, we don't focus on speaking. To me every skill is equally important, but we put the emphasis on reading. Our writing is only at sentence level. We never teach our students to write in paragraphs. No, because we are too worried about giving 10 points to easily when we mark the students' paragraph writing. Also, I think our assessment in listening and speaking is weak. The students have never been assessed in their ability to do conversations or paragraph writing.</p>
478 479 480 481 482 483 484 485 486 487 488 489 490	T:	<p>In English II and III, we also focus on reading and writing and totally leave out listening and speaking. I used to teach listening in class but no one else did, so I quit. In the course outline, it really has the four skills but in reality, no it's not like that. Our teaching is content base, we focus on grammar and seen passages but in reality, I don't think the students really go back to read or study them. It's our administrators that think that the purpose of the seen passages in the exams is to help the students. However, I don't think these seen passages help the students at all because the questions on the seen passages in the exams are really really deep. We've never evaluated the results from the seen and unseen passages to see which one really help the students get higher marks.</p>
491	I:	<p>Can you say something about the assessment?</p>
492 493 494 495 496 497 498	T:	<p>I don't think the way we assess the students is communicative. The assessment is on reading and writing without the speaking, except the speaking activity, 10 points, in class. This is again why I've assigned the students to do two speaking activities instead of one, 5 points for each activity. Both my speaking and writing assignments have to be individual work, which I think it would be the best way to assess the students' ability.</p>

499	I:	Can you say something about the students' needs?	
500	T:	Needs?...Well, these students got low mark on the English	
501		entrance examination. That is why these students have to take all	
502		three fundamental English courses (EL070, EL171, and EL172).	
503		I don't think these students really want to learn English. Their	
504		purpose is just to pass the exams and they tend to forget	
505		everything once they've passed the exams.	
506	I:	Can you say something about the students' wants?	
507	T:	I've never asked them about their wants. I think there should be	
508		some kind of questionnaires to ask students about their wants. I	
509		personally think that if teachers do have time to monitor the	
510		students, it would really help a lot. It's because the class size is	
511		too big.	
512	I:	To what extent do you think the listening activities in SALC	
513		help achieve the listening goals you have in English I?	
514	T:	I'm not sure how many English I students really practice	
515		listening in SALC. It's the English III students that I've seen	
516		done the listening exercises in SALC, which I think that some of	
517		the exercises are too easy for them. But I don't know how many	
518		English I students did listening exercises in SALC.	
519	I:	To what extent do you think the listening in SALC support	
520		English I?	
521	T:	In general, I think it's ok. However, teachers never advise or	
522		guide their students on what listening practices to do that would	
523		link the lessons learned in class or what listening practices link	
524		or parallel to the tasks in the textbook. For example, the	
525		teachers never tell their students to do certain listening practices	
526		because the topics of these listening practices match with the	
527		topics of the listening exercises in the textbook. Students have	
528		to struggle on their own. Anyway, I think the length of the	
529		listening activities is ok.	
530	I:	In your view, what are the aims/objectives of SALC?	
531	T:	It's for their independent learning. In the past, the English I was	
532		a 5 hours/week course. And now it's a 3 hours/week course and	
533		the students have to do extra independent learning at SALC.	
534		However, it's not like that, students go to SALC just to complete	
535		the reports.	
536	I:	Do you think the students would go to SALC of their own free	
537		will?	
538	T:	I definitely don't think so. I often go to SALC and there're very	
539		few students there. Students go to SALC only when it's nearer	
540		the due date of their reports or assignments. From my	
541		experience, term 1 students are more motivated to go to SALC	
542		but term 2 and summer term students go to SALC just to	
543		complete the work. Only few students go there because they	
544		really want to learn something.	

545	I:	Do you think SALC is meeting its objective? How/Why (not)?	
546	T:	We would have failed if we didn't force the students to go there.	
547		Students visited SALC because we forced them to.	
548	I:	Can you say something about the resources in the SALC?	
549	T:	I think we have lots of resources there, such as, computers,	
550		videos, etc. The question is are the students motivated enough	
551		to visit SALC purely because they want to learn English and not	
552		just to complete their assignments or reports. To me, I think we	
553		have plenty of resources in SALC already; 200-300 films with	
554		worksheets to work on, computers, sound lab, and various	
555		magazines. I think everything is ok. I don't think the students	
556		would go to SALC because there are students who came to me	
557		and asked whether she can watch only films for her report. I	
558		have this feeling that they might prefer doing something at home	
559		instead of going to SALC. Students can watch UBC (satellite	
560		television) at home. Teachers can't really tell whether they go to	
561		SALC to work on something or just report on the things they've	
562		done elsewhere.	
563	I:	What kinds of activities would you like to do more of in the	
564		SALC? Why?	
565	T:	I think everything is ok. However, I do feel that it's like we	
566		have to force the students to join or do the activities or the	
567		projects we design for SALC. Teachers who have projects for	
568		SALC would then promote their projects in classes and kind of	
569		force their students to join or kind of assign their students to join	
570		the projects for points. It's like nothing is done of their free will.	
571		Like me, I'm the owner of the Writing Competition project, so I	
572		assigned my students to write for the competition and also so	
573		points. We have to make the students do the work, force them to	
574		do or join the activity. They don't even do their homework on	
575		their free will. Well, you asked me about the resources in SALC.	
576		I think SALC have enough resources but students just don't go	
577		there to practice.	
578	I:	What kinds of activities would you like to do less of? Why?	
579	T:	No, it's ok as it is even we have to make them go to SALC,	
580		make them do the report, and make them join our projects. But	
581		at least they will definitely get something from the works we've	
582		forced them to do.	
583	I:	Are there any other changes you'd like to make to the SALC? If	
584		so, what? Why?	
585	T:	It's the location. SALC is too far from the lecture building.	
586		Resources room (SALC), in my opinion should be near their	
587		English classes. It's not convenient for the students, it's not	
588		easy access. Students have to take the mini bus to the centre. If	
589		the centre was near the lecture building, the students would then	
590		visit the centre when they have a short break between classes.	

591		It's not convenient as it is like this. I, myself, also like to go to	
592		SALC to surf the internet, it's easy access there not like our	
593		teacher study room, which we need to get the key from the	
594		departmental office, every time we what to use the study room.	
595		It's not easy access. Also, about the karaoke singing contest (a	
596		project designed for SALC by one of the teachers), lots of	
597		students attended the event. They joined the event to support	
598		their friends in the contest and get the activity sheet, complete	
599		the sheet and hand in for points. Sometimes we just don't know	
600		whether they really go there to do the work or to copy the	
601		answers from their friends. I've seen students sitting in front of	
602		their classroom and copy the SALC worksheets from friends.	
603	I:	To what extent do you feel the students benefit from the SALC?	
604		Why?	
605	T:	The students will benefit if they really go there to work not just	
606		copy from friends but I don't know the truth. I've never asked or	
607		checked on the students to see whether they really did go there	
608		or not. We, teachers, have never asked the students. But there	
609		was this student who came to me and asked about watching only	
610		film for the report. I was kind of like, 'How come? Why? '. That	
611		student made me think that she didn't want to go to SALC	
612		because she could watch UBC (satellite TV) at home, or	
613		something.	
614		I don't think the students would benefit from SALC, if they copy	
615		the works from others. Actually, I think it's a good idea to ask	
616		the students how much they think they benefit from SALC. Oh	
617		yes, the SALC manager gave out an evaluation form to the	
618		students once a year. He concluded that the students were quite	
619		satisfied with SALC. The satisfaction was quite good,	
620		something like that. But I never knew how my students	
621		evaluated SALC because I gave the forms right back to the	
622		manager. He did the analysis and came up with the results from	
623		2000-3000 students.	
624	I:	Is there any difference between the way you'd LIKE students to	
625		use the SALC and they way you SUSPECT they use the SALC?	
626		If so, why do you feel this way?	
627	T:	What's your question again?	
628	I:	Is there any difference between the way you'd LIKE students to	
629		use the SALC and they way you SUSPECT they use the SALC?	
630	T:	I think it's good, every room is okay, except the location. The	
631		reading and the listening sections in SALC 1 fit together well.	
632		However, the big DVD screen in SALC 1 hasn't been used	
633		much.	
634	I:	Can you say something about how the students use SALC?	
635	T:	I think the hard working first term students do the reports	
636		themselves except some lazy ones copy from others.	

637	I:	To what extent do you think you are satisfied with SALC? Why?	
638 639 640 641 642 643 644 645 646 647 648	T:	The overall picture of SALC is ok, I'm quite satisfied. Students do have the chance to practise listening and a bit of speaking there. We really didn't check on how the students practise speaking. The institution did try to design a speaking activity for the students to participate in SALC by setting up a weekly conversation group with a native speaker. However, only 20-30 out of 2000-3000 students participated. There are other activities as well like, the Master Mind Quiz and the Spelling Bee which is a spelling competition. I think these two activities worked quite well. Many students joined the activities.	
649 650	I:	To what extent do you feel the students are satisfied with the SALC? Why?	
651 652 653 654	T:	I've never asked the students. But if you ask me about the students' satisfaction of SALC, I think... they must felt funny about having to take off their shoes while teachers didn't have to (laugh), I don't know...never ask them about this.	
655	I:	Can you say something about the listening materials in SALC 4?	
656 657 658 659	T:	We have materials like, Learning English from Songs, supplementary materials for different courses, and also the Listening Practice like this one (point to the material) in SALC 1.	
660 661	I:	What kinds of listening materials/listening exercises would you like to see more of in the SALC? Why?	
662 663	T:	I think we have lots already. If the students do use our existing materials, I believe their ability will improve to a certain degree.	
664 665	I:	What kinds of listening materials/listening exercises would you like to see less of in the SALC? Why?	
666 667 668 669	T:	Actually, I don't really know about all the materials or what materials are there and which ones the students have used. But I think it's better to have more materials to create varieties for the students. Yes, we also have materials on pronunciations.	
670 671	I:	To what extent do you feel the students' listening skills could be improved through the use of SALC? Why?	
672 673 674 675 676	T:	Should be improved quite ok. But our listening and speaking activities are not in series. I think I've heard about the listening series from a meeting. It's a 60-hour-video of listening practice and it's guaranteed that after 60 hours of practice, learners would be able to speak English fluently.	
677 678	I:	Do you think the students practise their listening skills outside of SALC? If so, how/why (not)?	
679 680 681 682	T:	I think they watch UBC (satellite television) with Thai or English subtitle at home. Also, I think they listen to songs, English songs because teenagers like listening to songs. Well, the first one is listening to songs, and the second is watching	

683		films.	
684	I:	From the students' reports, I've found out that there are some	
685		students who didn't visit SALC to practise their listening skills.	
686		What do you think were the reasons?	
687	T:	I think the reason is because there's no listening test, no test no	
688		practice.	
689	I:	Thank you.	

Student interview

- 1 I: วันนั้นครูเข้าไปดู อ. สอน listening บทที่ 3 นะคะ อ. จะ
2 มี pre-listening หมายความว่าก่อนที่ อ. จะอธิบายคำศัพท์
3 ก่อนฟัง อ. อ่านให้ฟัง แปลเป็นไทย อ. ยกตัวอย่างให้ฟัง
4 คิดว่าทำไม อ. ถึงทำแบบนั้นคะ
5 S: คืออธิบายคำศัพท์ก่อน เพราะอยากจะให้เด็กเข้าใจแล้วเวลา
6 จริงจะได้ง่ายต่อการตอบ
7 I: แล้วคุณรู้สึกอย่างไรกับที่ อ.ทำ อย่างนั้น
8 S: ตอนแรกอยากให้เด็กไปหาก่อนดีกว่าจะจำได้ง่ายกว่าที่ อ. จะ
9 มาบอกในห้อง ให้เด็กหาศัพท์มาก่อน ไปเปิด dictionary
10 มาก่อน จะจำได้ดีกว่าที่ อ. บอกคะ
11 I: แล้วคุณรู้สึกอย่างไร กับ แบบฝึกหัด คะ อันแรกเขาให้ฟังเทป
12 แล้วติ๊กเฉพาะคำที่คุณที่ได้ยิน อันที่สองฟังซ้ำแล้วตอบคำถาม
13 ว่าที่ถูกต้องเป็น a or b รู้สึกอย่างไรกับแบบฝึกหัด
14 S: รู้สึกว่ามันไม่ยากเท่าไร ทำได้คะ
15 I: บทที่ 4 เน้นนะคะ อ. ก็จะสอนคล้ายๆ กันคืออ.จะอธิบายคำ
16 ศัพท์ แล้วก็ให้ฟังเทป ทีนี้อ. เพิ่มคำถาม ให้ออกจากที่
17 มีในหนังสือ อ.จะเขียนให้บนกระดานอย่างเช่น How tall is
18 the brother? ซึ่งมันไม่มีในหนังสือ อ. ขึ้นกระดาน 3 คำถามว่า
19 อีกอันคือ How old is her sister? What does Aunt
20 Martha do? คิดว่าทำไมอ. ถึง เพิ่มคำถามอีก 3 คำถาม
21 S: ก็จะทำให้เด็กตอบ มีส่วนร่วมนอกจากในหนังสือ
22 I: แล้วรู้สึกอย่างไรคะ
23 S: รู้สึกว่าจะได้มีส่วนร่วมในห้อง และทำให้เราได้ใกล้ชิดขึ้นคือ
24 ถามว่าเรามีน้องสูงหรือเปล่า
25 I: แล้วแบบฝึกหัดสองอันนี้ รู้สึกอย่างไรบ้างคะ ที่เขาให้ฟังเทป
26 แล้วก็มีคนสองคนคุยกัน แล้วเขาจะถามว่าพูดถึงรูปภาพไหน
27 a, b, c, d, e แล้วก็ให้เขียนด้วยว่า a เป็นใคร สมมติอันที่ 1
28 พูดถึง d ไข่ม้อยคะ d ก็เป็น brother อันต่อไปเป็นใครเป็น
29 พ่อ แม่ พี่น้อง แล้วก็ให้เขียนคำบรรยายเกี่ยวกับคนนั้นๆ ด้วย
30 รู้สึกอย่างไร
31 S: ก็ทำให้เราสังเกตแบบฟังแล้ว ผู้ชายคนนี้ใส่แว่นก็ถ้ามีคำว่า
32 wear glasses ก็ารู้คะ
33 I: แล้วรู้สึกว่ามันยากอย่างไรบ้างคะ
34 S: อันนี้ ก็ไม่ค่อยยากเท่าไรคะเพราะมันสังเกตได้ง่ายๆ จากรูป
35 เช่นแม่ผมหยิก พ่อมีหนวด อะไรแบบนี้คะ
36 I: อย่างที่ อ. สอนรู้สึกอย่างไรกับวิธีการสอนแบบนี้
37 S: รู้สึกดีคะ (หัวเราะ) ว่าอ.ไม่ได้เข้มงวดอะไรมาก
38 I: แล้วมีอะไรที่จะต้องปรับปรุงหรือเปลี่ยนแปลงมั้ยคะในวิธีการ
39 สอนฟัง เวลาสอน listening
40 S: คิดว่าไม่มีคะ พอใจแล้วคะ
41 I: แล้วเท่าที่ดู คิดว่า listening ใน 70 เนี่ยเขามี วัตถุประสงค์ให้
42 ฟังเพื่ออะไรคะ
43

- 44 S: ก็ให้เราฝึกเหมือนเวลามีชาวต่างชาติมาเราจะได้ฟังเขาเข้าใจ
45 บ้าง
- 46 I: หมายถึงว่าฟังระดับไหนคะ ฟังแค่ให้ฟังเสียงออกเฉยๆ หรือ
47 ฟังแล้วต้องเข้าใจความหมายด้วยฟังแล้ว ต้องสามารถพูดออก
48 มาได้ด้วย
- 49 S: คิดว่าฟังแค่ให้รู้ว่าคำนี้คือคำอะไรเพราะยังไม่ถึงขั้นที่จะต้อง
50 เพราะบางคำก็แปลไม่ออก คือฟังแล้วให้เข้าใจคำดูว่าเราฟัง
51 คำนี้ออกมัย
- 52 I: แล้วถึงขนาดฟังเข้าใจประเด็นหลักมีรายละเอียด ต้องฟัง
53 ขนาดนี้มัยคะคือฟังเพื่อจับความเข้าใจ
- 54 S: คือก็มีบ้างแต่ไม่ใช่ทุกอย่างทุกประโยคแต่ไม่ถึงกับรู้ทั้งหมด
- 55 I: ถ้าเป็นอย่างที่คุณบอกครูคือฟังเพื่อให้รู้ว่าคำๆ นี้ออกเสียง
56 อย่างไรฟังระดับเสียงแล้วอาจจะเข้าใจเนื้อเรื่องบางส่วนแต่ไม่
57 ใช้ทั้งหมด แล้วคุณคิดว่าบรรลุวัตถุประสงค์มัยคะ
- 58 S: คิดว่าถ้าสมมติว่าอยู่ในชั้นของ 70 ก็น่าจะบรรลุนะคะ เพราะ
59 เด็กบางคนก็เข้าใจบางคนก็ไม่คะ
- 60 I: แล้วคิดว่าแบบฝึกหัดมันช่วยส่งเสริมให้ฟังระดับเสียง มัยคะ
61 คิดว่ามันไปในทางเดียวกันมัยหรือ แบบฝึกหัดมันคนละเรื่อง
62 เลย
- 63 S: คิดว่าส่งเสริมไปในทางเดียวกันคะ
- 64 I: ครูมีตัวอย่างมาให้ดูนะคะ อยากให้แสดงความคิดเห็น ว่าดู
65 แล้วรู้สึกอย่างไร ชุดนี้เอามาจากห้อง SALC 1 มีเป็น work-
66 sheet แบบนี้ listening practice สั้นๆ ไม่ได้เคยลองทำหรือ
- 67 S: ยัง ไปห้อง 2,3 มาแล้ว
- 68 I: อันแรกจะมีคนมาพูดเกี่ยวกับงานวันเกิดของตัวเองแล้วก็เอา
69 ภาพให้ดู แล้วก็ให้เรียงลำดับว่าภาพไหนน่าจะเกิด ก่อน-หลัง
70 แล้วมีตอบคำถาม
71 อันที่ สอง สองคนคุยกันตกลงกันว่าจะไปทำอะไรหลังเลิก
72 งาน เขาคุยว่าจะทำอะไรดี เราต้องจดโน้ตไปว่า สองคนเขา
73 ตกลงอย่างไรเกี่ยวกับ Chinese food ตกลงอย่างไรเกี่ยวกับ
74 hamburger อะไรแบบนี้คะ อันที่สามจะเป็นฟังเรื่องเกี่ยวกับ
75 สองคนคุยกันแล้วตอบคำถามเหล่านี้อันนี้คือพ่อ-แม่ไปหาซื้อ
76 ของขวัญให้กับลูกที่ห่าง เราต้องคอยฟังว่า size ที่ต้องการ
77 คืออะไร มีมัย สีที่ต้องการคืออะไร มีมัยราคาเท่าไรรถกลงซื้อก็ขึ้น
78 ลองเปิดดูนะคะคร่าวๆ แล้วแสดงความคิดเห็นหน่อยซิคะว่ารู้
79 สีทุกอย่างกับแบบฝึกหัดแบบนี้บ้าง
- 80 S: บางอันคิดว่าน่าจะทำได้บางอันก็ดูยากไปไม่เข้าใจว่าให้ทำ
81 อะไร
- 82 I: อันแรกๆ ที่ครูอธิบายไปเป็นอย่างไรบ้างคะ
- 83 S: คะอันที่เป็นรูปภาพน่าจะทำได้คะ พอมีรูปภาพแล้วมันดูง่ายกว่า
- 84 I: มีอีก 4 ตัวอย่างนะคะ ครูเอามาจากห้องข้างบน เคยได้ขึ้นไป
85 มัยคะ
- 86 S: เห็นเขาติดตัวให้ 71 72 เลยไม่ได้เข้าไป
- 87 I: 70 ก็เข้าได้คะ แต่เขาจะมี listening 71 72 ให้ฝึก 70 ไม่มี

- 88 อันนั้นเขาจะมีตัวอย่างข้อสอบให้ลองทำ แต่ 70 ไม่มีสอบก็
 89 เลยไม่มีตัวอย่างไว้ให้ ครูเลือกมา 4 แบบฝึกหัด จะเล่าให้ฟัง
 90 นะคะ แล้วแสดงความคิดเห็นนิดนึงว่า ฟังแล้วรู้สึกอย่างไร
 91 ความยาก-ง่ายเราจะทำได้มัย ลักษณะแบบฝึกหัดมันเข้ากับ
 92 หนังสือ 70 มัย 70 มัยมีแบบฝึกหัดลักษณะนี้นะคะ
 93 อันแรกเป็นเรื่องเกี่ยวกับโยคะก่อนที่จะฟังเทปเขามี pre-
 94 listening อย่าง อ. Pre-listing ก็คืออธิบายคำศัพท์ อันนี้เขา
 95 จะมีย่อหน้ามาให้หนึ่งย่อหน้าเป็นเรื่องเกี่ยวกับโยคะ ให้เอาคำ
 96 ศัพท์ตรงนี้ใส่ เข้าไปในช่องว่างให้ได้ใจความที่ถูกต้องอย่าง
 97 เช่นคำว่า exercise, breakfast, time, advantages แบบนี้
 98 ให้ใส่ลงไปดูว่าตรงไหน ถึงจะได้ใจความที่ถูกต้องแล้วก็ให้เดา
 99 เพราะว่าโยคะชื่อท่ามันก็จะให้ เราเดาว่าข้อที่ 1-9 เป็นชื่อท่า
 100 ให้เดาว่าคำว่า candle คือท่าไหน candle เราก็อาจจะเดาว่า
 101 เป็นรูป a นะเพราะรูปร่างเหมือนเทียน พอเราเดาเสร็จแล้ว
 102 a-I แล้วเราก็ฟังเทป เรื่องโยคะคนพูดเรื่องโยคะ บรรยายท่า
 103 โนนท่านี้ เราก็จับคู่ว่าอันที่หนึ่งเขาพูดถึงท่าไหนนะ อ้ออันที่ 1
 104 พูดถึงท่า b อันที่ 2 พูดถึงท่า d อะไรแบบนี้ นะคะ ฟังแล้วเป็น
 105 ใจบ้างคะ
- 106 S: ก็น่าจะเดาศัพท์ได้ว่าอันไหนเป็นอันไหน เพราะมันจะมีคำบอก
 107 บางคำที่เรารู้ คิดว่าตรงที่ให้เติมคำลงในช่องว่างยากคะ แต่ถ้า
 108 ให้เราจับคู่ใน 70 ก็มี
- 109 I: อันที่สองเป็นเรื่องเกี่ยวกับคนมาพูดถึงครูที่เขาจำได้ดีในอดีต
 110 ขณะฟังต้องตอบคำถาม 1-8 แต่ก่อนฟังเขาให้เราคิดย้อน
 111 หลังไปถึงอดีตของเราบ้าง เขาจะถามเรามา 5 ข้อ เช่นถามว่า
 112 วิชาไหนคุณเก่งที่สุดในสมัยเรียน วิชาไหนคุณแย่ที่สุด คุณจำ
 113 ครูคนไหนได้ดีที่สุด และเพราะอะไร และลักษณะของครูที่ดี
 114 เป็นอย่างไร อะไรแบบนี้ นะคะ คุณก็ลองตอบคำถามเอง แล้ว
 115 ก็ฟังเทป ที่คนเขาพูดเกี่ยวกับครูของเขา แล้วตอบคำถาม 1-8
 116 ลักษณะของคำถามเป็นว่า ขึ้นต้นประโยคมาให้แล้วก็ให้ เลือก
 117 a, b or c มาเติมให้ได้ใจความ รู้สึกอย่างไรบ้างคะ
- 118 S: รู้สึกว่าถ้าสมมติ อันนี้เขาจะให้ฟังก่อนหรือคะฟังจาก...
- 119 I: (อธิบาย) ก่อนฟังให้เรานึกถึงเรื่องของเรา แล้วตอบคำถาม
 120 แล้วก็ฟังเทป แล้วตอบคำถามข้อ 1-8 จากเทป
- 121 S: น่าจะไม่ยากคะ เพราะว่ามี choice ให้เราแล้วเวลาฟังเราน่าจะ
 122 ดูคำตอบได้ว่าเราจะเลือกข้อไหน
- 123 I: แล้วคิดว่าความยาวของคำถาม และคำศัพท์จะยากไปมัยคะ
- 124 S: ยาวคะ แต่ละคำมันก็แปลได้ไม่ยาก
- 125 I: อันที่สามมีพูดด้วยนะคะ คือ เขาจะเปิดเทปให้ฟังเกี่ยวกับเรื่อง
 126 population ประชากรของญี่ปุ่น แล้วคุณก็เพื่อนกับคู่กันแล้ว
 127 ก็ต้องช่วยกันจดโน้ตช่วยกันจด แล้วก็เอาโน้ตมาดูว่าตรงไหน
 128 เหมือน-ไม่เหมือนกัน แล้วรวบรวมให้เป็นโน้ตชิ้นเดียว จากที่
 129 ฟังแล้วก็เอาชิ้นนี้เป็นตัวอย่างแล้วก็เอาไปเขียนเรื่อง popula-
 130 tion ก็ประเทศไทย โดยเอาที่จดมาเป็นตัวอย่าง แล้วก็เอาไป
 131 พูดหน้าห้องพูดในสิ่งที่คุณเขียนมาเป็นอย่างไรบ้างแบบฝึกหัดนี้

- 132 S: ฟังแล้วเอามาเขียนได้ แต่เวลาออกไปพูด เราจะเรียงประโยค
133 ไม่เป็นคือฟังมาแล้วมาเขียนที่เราได้ยิน แต่พอมาเรียงประโยค
134 ใหม่คิดว่าไม่ได้ค่ะ คิดว่ายากไปนะคะ
- 135 I: ในหนังสือมีมี๊คะที่ อ. ให้ฟังแล้วเอามาตัดแปลงเป็นเรื่องของ
136 เราแล้วเอาไปพูด
- 137 S: ถ้าฟังเทปก่อนแล้วเอาไปพูดไม่มีคะ มีแต่จะต้องออกไปพูด
138 หน้าห้อง เร็วๆ นี้คะ
- 139 I: อันที่ 4 นี้ เป็นเรื่องเกี่ยวกับรายการวิทยุเขาให้คนโทรเข้ามา
140 ปรีक्षाปัญหารถยนต์ จะโทรมาว่าตรงนี้เสีย ซ่อมดีมี๊ หา
141 อะไหล่ที่ไหน ซ้ออะไหล่ที่ไหน แต่ก่อนฟังเทปครูเขาจะอ่าน
142 เขาจะเอาส่วนหนึ่งของรายการ มาอ่านให้ฟังแล้วให้เรา เขา
143 เรียกว่า dictation คือให้เราเขียนคำที่เขาไป อ. เขาจะอ่านเช่น
144 ข้อ 1 อ. อาจจะทำว่า What's your name? แต่ตรงนี้หายไป
145 เราก็ต้องเติมคำว่า your, name แล้วก็ฟังเทปฟังรายการวิทยุ
146 นั้นแล้วก็ให้เรา check what you hear? ให้ติ๊กประโยคที่ได้
147 ยิน อย่างอันที่หนึ่ง You're on Car Talk ได้ยินประโยคนี้นี้มี๊
148 ถ้าได้ยินก็ให้ติ๊ก ถ้าไม่ได้ยินก็กากบาท ต้องเป็นคำที่ตรง
149 ตามนี้เลย รู้สึกอย่างไรคะ
- 150 S: อันนี้คิดว่าไม่ยากเท่าไรเพราะเราได้ฟัง คำที่อ. บอกมา
151 I: ใน 70 มีมี๊คะ
- 152 S: ไม่มีแบบเขียนตามคำบอก ส่วนอันหลังนี้มี๊ แต่เป็นแค่เราได้ยิน
153 คำนี้ มีมี๊ไม่ใช่ประโยค ถ้าเป็นประโยคก็จะมีว่าประโยคไหนถูก
154 ประโยคไหนผิดคะ
- 155 I: คุณคิดว่าวัตถุประสงค์ของวิชาคืออะไร
156 S: คือปูพื้นฐานภาษาอังกฤษ ค่ะ
- 157 I: แล้วคิดว่าเขาปูพื้นฐานได้สำเร็จมี๊ ตามวัตถุประสงค์ ทำได้
158 ตามวัตถุประสงค์มี๊
- 159 S: ค่ะคิดว่าทำให้เด็กรู้เกี่ยวกับ grammar อะไรแบบนี้ แต่ควรให้
160 เด็กอ่านมาก่อนนอกเวลามาก่อนนะคะ เพราะว่าศัพท์มันยาก
161 อยากรจะให้เตรียมตัวมาก่อนอ่านมาก่อนหาศัพท์มาก่อน คำ
162 ศัพท์มันยากแปลไม่ได้
- 163 I: แล้วมีอะไรที่คุณอยากให้เขามีเพิ่มขึ้นใน 70 มีมี๊คะ
- 164 S: อยากให้เขาเปลี่ยนหนังสือทุกปี เพราะมันเหมือนกันทุกปี
165 แล้วจะมีเพื่อนที่ดูของรุ่นพี่มาก่อน เห็นเขาตอบได้ ก็ถามเขา
166 ว่าทำไมตอบได้ เขาบอกว่าดูของพี่มาก่อนแล้ว คือถ้าทำแบบ
167 นี้มันก็คะแนนมันก็จะออกมาดีอย่างเนี่ยคะ
- 168 I: แล้วมีอะไรที่อยากจะให้ลดลงมีมี๊คะ ที่มีอยู่มากเกินไป
- 169 S: ที่อยากให้ลดลงก็ข้อสอบค่ะ (หัวเราะ) จำนวนเยอะเกินไปค่ะ
170 ทำไม่ทัน
- 171 I: คุณคิดว่าตัวเองมีความจำเป็นอะไรที่ต้องเรียนภาษาอังกฤษมีมี๊คะ
- 172 S: มีมี๊คะ คือเวลาไปที่ไหนเราก็ต้องเจอตามร้านอาหารก็ต้องมีใน
173 net ก็ต้องมี เราก็ต้องรู้ภาษาอังกฤษ ว่าจะได้เข้าใจ
- 174 I: แล้วความต้องการคิดว่าตัวเองมีความต้องการเรียน ภาษาอ.
175 ด้านไหนเป็นพิเศษมีมี๊คะ

- 176 S: อยากเรียนเขียนค่ะ เพราะเขียนไม่ค่อยเป็นไม่ค่อยดีค่ะ
- 177 I: อ. เขาสอนทุกทักษะมี๊ยะคะ
- 178 S: สอนค่ะ เดี่ยวก็จะมีพูดหน้าห้องเหลือพูด
- 179 I: แล้วคิดว่าวิชานี้ช่วยให้คุณบรรลุถึงความต้องการ หรือค.จำเป็น
- 180 ตรงนั้นมี๊ยะ เพราะว่าถ้าเราไม่เรียนเราก็ไม่รู้ และเราก็อยากจะ
- 181 เขียนเป็น แล้ว 70 มันช่วยให้เราบรรลุตรงนั้นได้มากน้อยแค่ไหน
- 182 S: ก็มีคะ อย่างศัพท์คำที่เราไม่รู้ที่อยู่ในหนังสือเราก็ได้รู้ขึ้นมา
- 183 ช่วยเรื่องการฟังคะแต่ด้านการเขียนไม่ได้คะ
- 184 I: อ. แจก supplement เพิ่มเติม มี๊ยะคะ
- 185 S: แจกพวก แบบฝึกหัด ไวยากรณ์ และก็มี passage ให้อ่านให้
- 186 แปลคะ นอกจากหนังสือ
- 187 I: แล้วรู้สึกอย่างไรกับสิ่งที่อ. เอามาเพิ่มให้คะ
- 188 S: ดีคะ จะได้ฝึกเพิ่มเติม เช่นพวก article อะไรอย่างนี้คะ
- 189 I: ช่วยพูดอะไรเกี่ยวกับหนังสือเรียนหน่อยซิคะ
- 190 S: คิดว่าดีแล้วคะ ให้เราได้ฝึก grammar เบื้องต้น
- 191 I: แล้วพอใจมากน้อยแค่ไหน
- 192 S: คือปกติเรียนแล้วลืมนะเรื่อง indirect เรียนแล้วสอบแล้วก็
- 193 ลืม คือแค่จำต่อนั้นได้ แต่พอเอาแบบฝึกหัดมาทำใหม่ก็ทำ
- 194 ไม่ได้ลืมนะไปแล้ว
- 195 I: แล้วถ้ามองแค่ตัวหนังสือเรารู้สึกอย่างไรกับหนังสือพอใจมาก
- 196 น้อยแค่ไหน
- 197 S: พอใจคะ อ่านง่ายดี กระดาษก็น่าอ่าน คิดว่าพอใจแต่ยังไม่
- 198 ที่สุดคะ
- 199 I: หนังสือช่วยส่งเสริมเรื่องปูพื้นฐานเรามี๊ยะคะ
- 200 S: ส่งเสริมคะ
- 201 I: อ.สั่ง assignment ใหม่มั๊ยะคะ written assignment 10
- 202 ค่ะเนน ถ้าอ.สั่งให้เขียน essay จะรู้สึกอย่างไรคะ ถ้าอ.ให้
- 203 หัวข้อมา 4-5 หัวข้อแล้วให้เราไปเขียนมา
- 204 S: หนีน้อยแน่ๆ เลยคะ ให้เขียน essay ยากคะ คิดว่าจะได้ศัพท์
- 205 grammar การเรียงประโยค
- 206 I: การประเมินของวิชานี้ คุณรู้สึกอย่างไรกับสิ่งที่เขาหรือการที่
- 207 เขาประเมินคุณในลักษณะนี้
- 208 S: ดีแล้วคะเพราะว่าจะได้มีในหลายๆ ลักษณะ ฟัง พูด อ่าน เขียน
- 209 I: อยากเปลี่ยนตรงไหนมี๊ยะคะ
- 210 S: ไม่อยากให้สอบ seen ค่ะ อยากให้มีแต่ unseen
- 211 I: เพราะอะไรคะ
- 212 S: ไม่ชอบคะ เพราะมันซ้ำในหนังสือ ทำไม่ได้เท่า unseen
- 213 เพราะลืมนะคำศัพท์คะ
- 214 I: แล้ว เรามีเรียน listening แต่ไม่มีสอบรู้สึกอย่างไรบ้างคะ
- 215 S: อยากให้มีสอบคะ เพราะว่าคิดว่าฟังได้มากกว่าเขียนคะ อยาก
- 216 ให้มีฟังแต่ลดอย่างอื่น
- 217 I: คุณคิดว่าห้อง SALC มีวัตถุประสงค์เพื่ออะไรคะ
- 218 S: คิดว่าให้เด็กมีความรับผิดชอบ และเรียนรู้ด้วยตนเอง ค่ะคิดว่า
- 219 เอง เราชอบอะไรอยากทำอะไรก็ไปทำอย่างนั้น

- 220 I: แล้วคิดว่าบรรลวิัตถุประสงค์มีัยคะ
 221 S: คิดว่าบรรลคะ แต่ อ.บอกให้เข้าทุกกิจกรรมอะไรก็ได้จะได้รู้
 222 หมด เล่นเกมส์อะไรก็ได้ net ก็ได้ แต่เห็นเพื่อนเขาทำซ้ำ
 223 อย่างเดียวเลย อยากให้อ. บังคับไปเลยคะว่าให้ทำอะไร
 224 I: เพราะอะไรได้เลือกเองไม่ดีกว่าหรอ
 225 S: บังคับจะได้ไม่ซีเกียจคะ คิดว่าถ้าอ.บังคับมันจะบรรลวิัตถุ
 226 ประสงค์กว่านี้คะ
 227 I: พูดอะไรเกี่ยวกับห้อง SALC หน่อยซิค การทำงานหรือสื่อต่างๆ
 228 S: อยากให้เพิ่ม worksheet ค่ะ เพราะเวลาไปทำที่ไรหมดทุกที่
 229 บางทีอ.ต้องการเป็นหลักฐานในการเอามาส่ง แต่พอหนูไปก็
 230 หมดให้เขียนในกระดาษ มันก็ดูเหมือนไม่ใช่หลักฐาน และก็
 231 เล่นแต่ karaoke น่าจะปิดเป็นห้องส่วนตัวไปเลย คือตอนนี้
 232 มัน karaoke, VDO เกมส์ แล้วก็ listening มันปนกันไปหมด
 233 หนูไป karaoke บ่อย (หัวเราะ) แต่ว่ามันปนกับคนอื่นเขา พอ
 234 เราร้องเขาก็หันมา แล้วมันทำอะไรเขียนอะไรไม่สะดวกเลยคะ
 235 แล้วเครื่องวีดีโอก็เก่า ตัวเครื่องเล่นมันไม่ดีใส่เข้าไปแล้วก็แดง
 236 I: อยากให้มีอะไรเพิ่มมีัยคะ
 237 S: อยากให้ singing contest ไปจัดในห้องใหญ่ๆ ห้องไม่พอเรา
 238 อยากเข้าก็เข้าไม่ได้คะ การดาษาที่แจกให้ทำก็ให้แค่
 239 400 คน ไม่พอ อยากให้มีมากกว่านั้น
 240 I: แล้วให้ลดลงหละคะมีมีัย
 241 S: ไม่มีคะ
 242 I: แล้วเปลี่ยนแปลงหละคะ
 243 S: อยากให้อยู่ใกล้กว่านี้ตอนนี้มันไกลไปคะ พอเรียนเสร็จเหลือ
 244 เวลาไม่มากนักถ้ามันอยู่ใกล้ก็จะเข้าไปได้แป๊บหนึ่ง พออยู่ไกล
 245 ก็ต้องมีเวลาเยอะๆ ถึงจะไปเข้าได้ บางทีพอไปได้ก็ปิดคะ
 246 I: แล้วคุณได้รับประโยชน์จากห้องนี้มากน้อยแค่ไหน
 247 S: ก็ดีคะ ได้มากสนุกดีได้ฝึกฟังดูหนังวีดีโอคะ
 248 I: แล้วพอใจกับห้องนี้ไหนคะ
 249 S: พอใจมากคะ เพราะเข้าไปแล้วมีอะไรให้ทำมากมาย แต่อยาก
 250 ให้ แบ่งเป็นสัดส่วน วีดีโอ karaoke อะไรแบบนี้คะไม่ปน
 251 กัน เสียงจะได้ไม่ปนกัน
 252 I: เข้าไปกี่ครั้งแล้วคะ
 253 S: สามครั้งคะห้องคอม 1 ครั้ง ห้อง 3 เข้าไป 2 ครั้งคะ ห้องสอง
 254 เข้าไปทำทุกอย่างเลยคะ เกมส์ วีดีโอ karaoke ค่ะ
 255 I: แต่ละครั้งเข้านานมีัยคะ
 256 S: นานคะ มีครั้งนึงเข้าไปครึ่งวันเลยคะ
 257 I: แล้วปกติเราตั้งใจมีัยคะว่า อาทิตย์นึงจะเข้ากี่ครั้ง บ้าง
 258 S: เคยตั้งคะ แต่มันก็มีกิจกรรมอื่นเข้ามาทุกทีคะ
 259 I: เมื่อก็บอกว่าฝึกฟังจากวีดีโอแล้วไม่สนใจฟังจากเทปบ้างหรือ
 260 S: ชอบวีดีโอเพราะมันมีภาพคะ บางคำที่ฟังไม่รู้เรื่อง ก็ดูบริบท
 261 รูปภาพช่วยคะ ทำให้เข้าใจได้ แต่ฟังเทปบางคำไม่รู้ศัพท์ เราก็
 262 งงว่าวันพูดถึงอะไรคะ
 263 I: แล้วขึ้นไปห้องข้างบนบ้างมีัยคะ

- 264 S: ไม่ได้ขึ้นเลยคะ
 265 I: ทำไมไม่ขึ้นคะ
 266 S: ก็ (หัวเราะ) มันอยู่ชั้นบนขึ้นก็เลยขึ้นไป (หัวเราะ)
 267 I: แล้วรู้มัยว่าเขาทำอะไรบ้าง
 268 S: ไม่ทราบคะ
 269 I: แล้วอ. ไม่ได้ ...
 270 S: น่าจะเป็นฟังนะคะ
 271 I: อ. คอยให้ฟังมัย
 272 S: ไม่มีคะ
 273 I: มี UBC ให้ดู แล้วก็มิมม speaking ให้เราเอาชิ้นงานมาพูดใส่
 274 เทป แล้วส่งให้ฝรั่งตรวจ แล้วก็ comment คินมาให้เราว่า
 275 ตรงไหนเป็นอย่างไบบ้าง น่าสนใจนะ
 276 S: ส่งเทปที่ไหนคะ
 277 I: เราจะมิกลองให้ใส่เอาเทปใส่ถุง มีโจทย์มาให้คุณพูด เรื่อง
 278 อะไรก็ได้ต่างๆ ให้เวลาคิด สัก 1 นาทีแล้วเราก็อัดลงเทป
 279 แล้วส่งให้ตรวจ อาจจะ 2 อาทิตย์ก็ไปเอา comment กลับมา
 280 ว่าเป็นอย่างไรบ้าง
 281 แล้วก็จะมีเทปแบบที่ครูเอามาให้คุณดู แบบฝึกหัดให้คุณดู
 282 ปกติเท่าที่ครูถามๆ มาไม่ค่อยมีใครขึ้นไปห้อง ข้างบน คุณคิด
 283 ว่าเขามีเหตุผลอะไร จะขึ้นก็เลยเหมือนเรามัย คิดว่ามีเหตุผลอื่น
 284 มัยที่ทำมัยเขาถึงไม่ขึ้นไป
 285 S: คิดว่าเขาคงไม่รู้ว่ามันมีอะไรบ้างน่าจะ แบบว่า salc น่าจะเป็น
 286 บ้ายใหญ่ๆ ตอนแรกหนูก็หลงเหมือนกัน ไม่รู้ว่าตรงไหนเป็น
 287 salc เพราะข้างหน้าเขียนว่าศูนย์ computer อะไรสักอย่าง
 288 I: แล้วอ. ได้เล่าถึงห้องนี้ให้ฟังบ้างมัยคะ
 289 S: บอกคะ บอกว่ามันเป็นห้องเรียนรูด้วยตนเอง มีแจก sheet
 290 ตอนต้นเทอมคะ ว่ามีฟังมีเล่นเกมส์ อะไรแบบนี้คะ
 291 I: ในความคิดของคุณถ้าเราฝึกฟังไม่ว่าจะฟังจากวีดิโอฟังจาก
 292 เพลง ฟังจากเทป ถ้าเราฟังบ่อยๆ ทักษะการฟังของเราจะ
 293 เป็นอย่างไร
 294 S: น่าจะดีขึ้นนะคะ เพราะถ้าฟังเยอะ ก็น่าจะได้เยอะนะคะ ฟัง
 295 แล้วก็พูดตาม จำตาม
 296 I: ปกติคุณฝึกฟังในชีวิตประจำวันมัยคะ
 297 S: ก็ฟังภาษาไทยคะส่วนใหญ่ ไม่ค่อยได้ฟัง ภาษาอ.
 298 I: ไม่ดูหนัง sound track ฟังเพลงสากล ทีวี
 299 S: ดูหนัง sound track แต่อ่านเอาคะ
 300 I: แล้วเพลงหละเพลงสากล
 301 S: ฟังคะ เพลงสากลฟังทุกวันแต่ว่า คือแต่ไม่ได้รู้ความหมาย
 302 I: แล้วทีวีรายการภาษาอ. หละ
 303 S: มีบ้างคะ ไม่มาก

Transcriptions (English version)

Student interview

1	I:	In class the other day, the teacher pre-taught several pieces of	
2		vocabulary in unit 3 before you listened to the dialogue. She	
3		read the words, explained, translated, and gave examples. Why	
4		do you think she did that?	
5	S:	I think she pre-taught the vocabulary because she wanted us to	
6		understand the words so we could do the exercises, to make it	
7		easy for us to answer.	
8	I:	How did you feel about that?	
9	S:	I think it would be better if the teacher let us look up the words	
10		in the dictionary ourselves before class in stead of pre-teaching	
11		the words in class. This would help us remember the words	
12		better.	
13	I:	You did two listening activities in class the other day. Can you	
14		tell me how you feel about the activities? Why?	
15	S:	They were not so difficult, I could do both activities.	
16	I:	In unit 4, the teacher not only pre-taught several pieces of	
17		vocabulary but she also added 3 questions to the exercise. Why	
18		do you think she did that?	
19	S:	She wanted us to listen carefully for other details. Listen for	
20		details other than what's needed for the exercise.	
21	I:	How did you feel about that?	
22	S:	I think it was a good practice. We practiced listening for details.	
23		Knowing all the details will help us understand the whole	
24		listening.	
25	I:	Can you tell me how you feel about the two listening activities	
26		you did in unit 4?	
27	S:	We have to look at the pictures and listen carefully for the things	
28		we see in the pictures, like this man's wearing glasses and we'll	
29		know the answer when we hear the words, "wear glasses".	
30			
31	I:	How about the level of difficulty?	
32	S:	It's not so difficult because from the pictures we'll know what	
33		words to listen for, for example, wavy hair, moustache, etc.	
34	I:	Is there anything you'd like to comment about the teaching of	
35		listening in class?	
36	S:	It's okay and the teacher was not so strict or stern.	
37	I:	Are there any changes you'd like to see in the way the teacher	
38		teaches listening?	
39	S:	I don't think so. I'm satisfied.	
40	I:	In your opinion, what do you think are the goals of listening in	
41		the English I course?	
42	S:	To give us practice, so we would understand what foreigners	

43		say. I think the goals are to listen and understand words and to	
44		see whether we can recognize those words. It's not a full	
45		comprehension. We don't understand everything, every	
46		sentences on the tape.	
47	I:	Do you think listening in the course is meeting these goals?	
48		How/Why (not)?	
49	S:	In this course, I think it's meeting the goals because most of us	
50		understand what's on the tape and we could do the exercises.	
51	I:	To what extent do you think the listening exercises in the	
52		English I textbook help achieve the listening goals you have in	
53		the English I course?	
54	S:	Yes, very much. I think the exercises in the textbook support the	
55		goals of listening because we have to listen for words.	
56	I:	Here are the listening practices 1-22 I got from SALC 1. I'd like	
57		you to take a look and please say something about them. In	
58		listening practice 1, Ellen will be talking about her birthday	
59		party and showing some pictures from the party. You have to	
60		listen and number the pictures and answer questions. In practice	
61		2, two people have decided to go out after work. They'll be	
62		talking about what to do. You have to write down their opinions	
63		about Chinese food, hamburgers, etc. In practice 3, you have to	
64		listen to two people talking and answer these questions. The	
65		next one, mum and dad are in a department store buying gifts for	
66		their children. Listen and write down the size they wanted, the	
67		size available, the color wanted, etc. Please take a look at them.	
68			
69	S:	I think I can do some of them. Some of them look too difficult	
70		and I don't understand what I have to do.	
71	I:	How do you feel about the ones I've explained?	
72	S:	I think I can do the ones with pictures because with the pictures	
73		they seem a lot easier than the ones without pictures.	
74	I:	Here are 4 more examples of the listening activities I got from	
75		SALC 4. Have you been to SALC 4 yet?	
76	S:	No, I thought it's only for Eng II and III.	
77	I:	No, actually it's for everyone. Again please take a look at them	
78		and comment on how you feel. The first example is about Yoga	
79		exercises. In the pre-listening task, you have to read this	
80		paragraph and fit in the words given into the gaps. In the	
81		listening task, before you listen to the tape you have to do some	
82		guessing. You have to match the drawings with the names of	
83		the exercises and write the letters down in the column. Then	
84		while you listen, write down the actual order and write down the	
85		time recommended for each exercise in the third column. How	
86		do you feel about this listening practice?	
87	S:	The pre-listening task is difficult and I don't think we have this	
88		kind of task in Eng I at all. The listening task looks okay. I think	

89 90		I can do it. I can do the guessing and the matching. There are this kind of matching listening exercises in Eng I.	
91 92 93 94 95 96 97 98 99	I:	The second example is about a teacher I remember well. In the pre-listening task, you have to make notes to answer these questions and then discuss your answers with a partner. Question 1, what are or were your best subjects at school? Q2, what are or were your worst subjects? Etc. Then in the listening task, you are going to hear someone describing a teacher he remembers very well. You have to choose the correct answer according to what you hear for each of the questions. How do you feel about this one?	
100 101 102 103	S:	I think this exercise is not difficult because choices are given and I think we can choose the correct answer from the choices. The questions are long but the vocabulary is not too hard to understand.	
104 105 106 107 108 109	I:	The third example is about population. You will be listening to a lecture on population. In pairs, take notes and use your notes to reproduce sections of the lecture. Then use that notes to prepare a short report about the population of your country and give a short oral presentation of your report. How do you feel about this activity?	
110 111 112	S:	I think I can take notes from the lecture but I don't think I can use that notes to prepare a short report of my own and give an oral report. It's too difficult.	
113 114	I:	Do you have to do something similar to this exercise in class?	
115 116 117	S:	No, we don't have to you something like this one in class. There's nothing like listen and give a presentation but we're going to do some speaking test in class soon.	
118 119 120 121 122 123 124 125	I:	The last one is about a radio program called Car Talk. In the pre-listening, as your teacher reads the sentences to you, you will have to fill in blanks with the words or phrases. Then listen again and check what you hear. These are the 13 sentences from the tape in the order that you will hear them. There are also some sentences that are not on the tape. When you hear one of the sentences, put a check beside it. How do you feel about this one?	
126	S:	I think they're not so difficult.	
127 128	I:	Do you do something like these ones in class?	
129 130 131 132	S:	We don't have dictations like the one in this pre-listening task. We did something similar to the second one but we didn't have to listen for the whole sentence. We only listen for words or phrases whether they are on the tape or not.	
133 134	I:	In your view, what are the aims/objectives of the Eng I course?	

135	S:	To provide students with the basic knowledge of English.	
136 137	I:	Do you think the course is meeting the objective? How/Why (not)?	
138 139 140 141 142 143	S:	Yes, in terms of grammar but not reading. For reading, the teacher should let us read the passages before class because the vocabulary is difficult. I'd like to do some pre-study, for example, read the passage and look up the words I don't know in the dictionary before class because the vocabulary is difficult and I can't translate.	
144 145	I:	What kinds of activities would you like to do more of on the Eng I course? Why?	
146 147 148 149 150	S:	I'd like them to change the textbook every year because we are using the same one over and over again and because of this my friends got all the answers correct. They told me that they copied all the answers from the students who took this course last year and I'm sure my friends will get good scores for this.	
151	I:	What kinds of activities would you like to do less of? Why?	
152 153	S:	The exams (laugh), the items are too many. I couldn't finish it in time.	
154 155	I:	To what extent do you feel the Eng I course meets your needs?	
156 157 158	S:	Very much in terms of vocabulary. I've learnt lots of new words from the textbook. Also very much in terms of listening but not the writing because we didn't do enough writings.	
159 160	I:	Here are the supplementary exercises your teacher used on the course. Can you say something about them?	
161 162	S:	These are good, so we can practice more on things like articles, etc.	
163	I:	Can you tell me something about the textbook?	
164 165	S:	I think the textbook's good. There are lots of grammar exercises.	
166 167	I:	To what extent do you feel you are satisfied with the Eng I textbook? Why?	
168 169 170 171 172	S:	I'm satisfied with the textbook. I usually have a very short memory for English. I forget everything right after the exams. But the explanations of the grammar points and the exercises in this textbook help me remember more especially they are easy to read.	
173 174	I:	To what extent do you think the English I textbook helps the course meets its objectives? Why?	
175	S:	Very much. Like what I said before about the grammar part.	
176 177 178	I:	According to your teacher, your written assignment is to write an essay on one of the given topics. How do you feel about this assignment?	
179	S:	It's a hard work. For me, writing an essay is very difficult.	
180	I:	What do you think you will learn from this assignment?	

181 182	S:	I'll learn new vocabulary, how to write grammatical sentences, and how to organise my essay.	
183 184	I:	(Show the course outline) How do you feel about the way you are assessed? Why?	
185 186	S:	I think it's good because we are assessed in many skills: listening, speaking, reading, and writing.	
187 188	I:	In what ways do you think the assessment procedure could be altered? Why? Would it work better?	
189 190	S:	I'd like to cut out the seen items and keep only the unseen ones.	
191	I:	Why? Would it work better?	
192 193 194	S:	Because they're the same as the ones in the textbook. I couldn't do the seen part because I forgot the vocabulary. I did better in the unseen.	
195 196	I:	You practiced listening in class but you're not going to be tested in the final exam. How do you feel about that?	
197 198 199	S:	I'd like to have a listening test because my listening is better than my writing. They'd better add the listening test and cut down something else.	
200	I:	In your view, what are the aims/objectives of the SALC?	
201 202 203	S:	To enable students to be responsible for their own learning, their independent learning of English. Students can work on anything they like.	
204 205	I:	Do you think the SALC is meeting these objectives? How/Why (not)?	
206 207 208 209	S:	Not quite. I don't like it when the teacher told us to do whatever we like, for example, play games, surf the net and friends of mine keep doing the same thing repeatedly. I like the teacher to tell us what to do, like do this, this, and that.	
210	I:	Why is that?	
211 212	S:	When we're told to do things, we won't be lazy and in this way the objectives would be met.	
213	I:	Can you say something about how the SALC operates?	
214 215 216 217 218 219 220 221 222 223	S:	The worksheets are not enough, we need more copies. We need them as our proof of attendance. They're all gone every time I needed one. And it would not be a good proof of attendance when I have to write my report on a separate piece of paper. I did lots of karaoke in SALC 3 (laugh) but I didn't like the place. SALC 3 is a room for karaoke, videos, and games. They should have karaoke in a separate room because it's quite noisy. Students are distracted from their work by the noise. The video cassettes are very old and also the players are not working properly.	
224 225	I:	What kinds of activities would you like to do more of in the SALC? Why?	
226	S:	I'd like a bigger room for the singing contest. The room was too	

227		small; I wanted to join but just couldn't get in. There were only	
228		400 worksheets to give out and that was not enough for	
229		everyone. I'd like more.	
230	I:	What kinds of activities would you like to do less of? Why?	
231	S:	Nothing.	
232	I:	Are there any other changes you'd like to see in the SALC?	
233		Why?	
234	S:	The SALC is too far and it takes time to get there to do some	
235		work. When we have just a short break between classes, we can	
236		go to SALC because it's too far. If it's closer, we can go there	
237		between classes to work on some thing. Sometimes they're	
238		already closed when I get there.	
239	I:	To what extent do you feel you benefit from the SALC? Why?	
241	S:	A lot. It was fun practising listening and watching videos.	
242	I:	To what extent do you feel you are satisfied with the SALC?	
243		Why?	
244	S:	I'm very satisfied because there are lots of things I can do in	
245		SALC. But I really like to see karaoke in a separate room not in	
246		the same room with other activities so the noise would not	
247		disturb others.	
248	I:	What do you usually do in SALC?	
249	S:	I usually surf the net, play games, watch videos, and do some	
250		karaoke.	
251	I:	You said you like to watch videos. Why do you like to watch	
252		videos?	
253	S:	I think I can practice my listening through watching videos and	
254		it's entertaining.	
255	I:	Do you like to practice your listening through tapes? Why (not)?	
256	S:	No, I prefer videos because they show pictures and these	
257		pictures help me to understand more. Listening to tapes is more	
258		difficult because when you don't know the words, you're lost.	
259			
260	I:	Have you visited SALC 4?	
261	S:	No, not yet.	
262	I:	Can you tell me why?	
263	S:	Because (laugh) it's upstairs and I was too lazy	
264		to go up there (laugh).	
265	I:	Can you say something about why some students don't like to	
266		visit SALC 4?	
267	S:	I think they might not know that SALC 4 is upstairs. The SALC	
268		needs a big sign. On my first visit, I was lost. I didn't know	
269		where SALC was. What I saw was only a sign written	
270		something like, 'The Computer Centre'.	
271	I:	To what extent do you think students can improve their listening	
272		skills through the use of SALC? Why?	
273	S:	I think it depends on how much we practice. The more you	

274		practice, the more you can improve.	
275	I:	Do you practice or do any listening outside of SALC?	
276	S:	No, not really because I listening is mostly in Thai. I watch	
277		sound track movies but I read the Thai subtitle.	
278	I:	What about songs and television programmes?	
279	S:	I listen to English songs but I really don't understand the lyrics	
280		and I rarely watch English television programmes.	
281	I:	Thank you.	

Director and Deputy Director interview

- 1 I: ในความคิดของอ. อาจารย์คิดว่า goal ของ listening 70 คือ
 2 อะไรคะ goal หรือ focus ของ listening
- 3 D: ต้องไปอ่าน description ของเขาก่อนนะ ว่า course
 4 description ว่าไหนฟัง หนึ่ง ระดับไหน และฟังอะไร และ
 5 ระดับ 70 71 72 ระดับการฟังไม่เหมือนกัน 70 เป็นเด็กอ่อน
 6 เนี่ย คงจะไม่ได้ให้ฟังเข้าใจทั้งหมด เข้าใจประโยค คงจะ
 7 เข้าใจ keyword แง่ ๆ เช่น พุดถึง ภาชนะเนี่ยอะไรบ้าง พุดถึง
 8 verb อะไรบ้างให้เขามี keyword ในตัวเอง ถ้าเป็น phrase
 9 ยาวๆ หรือประโยคยาว ๆ เขาจะไม่เข้าใจ อันนี้เป็นฟังใน
 10 เน้นเฉพาะระดับ ว่าต้องเป็นระดับง่ายสุดเน้น keyword และ
 11 ก็ฟังอะไรก็คือฟังสิ่งที่มัน relate กับบทเรียน สิ่งที่จะนำเข้าสู่
 12 บทเรียนหรือว่าเกี่ยวข้องกับบทเรียนเพื่อกระตุ้น schema ของ
 13 เด็ก พอเด็ก discuss อ่านบทเรียน อ. ถามคำถามหรือเขียน
 14 ประโยค อ. ก็จะทำให้เขารู้สึกคุ้นเคยให้เขาได้ยินมาก่อนเขา
 15 จะง่ายขึ้น
- 16 I: เป็นความเข้าใจในระดับ ดัน
- 17 D: ระดับดัน
- 18 I: เน้น keyword
- 19 D: เน้น keyword
- 20 I: แต่ว่าถ้าเป็นความเข้าใจเนื้อเรื่อง
- 21 D: เนื้อเรื่องจะเข้าใจแบบไม่ลึก แบบ explicitly stated เลย
- 22 I: แต่ยังไม่ถึงขนาดฟังแล้วเอาไปเป็น acquisition ด้วย
- 23 D: โห่ ยังไม่ถึงระดับนั้น
- 24 I: แล้วอ. คิดว่าวัตถุประสงค์อันนี้มันบรรลุวัตถุประสงค์มั๊ยคะ
- 25 D: เท่าที่เคยเข้าไปสอนเหมือนกันนะครับ เท่าที่สอน อ. ยังไม่ได้
 26 ทุ่มมากไม่ได้ทุ่มเรื่อง listening มากมาย เพียงแค่เป็นทาง
 27 ผ่าน เป็น stepping stone ไปยัง skill อื่นอย่างเช่นเป็น
 28 reading, grammar writing ก็จะมีน้อย ฉะนั้น listening เป็น
 29 แค่ skill หนึ่งที่น่าไปสูบทเรียน ยังไม่ถึงกับเน้นให้นำไปใช้ได้มาก
- 30 I: แล้วมันตรงกับสิ่งที่อ. เคยเข้าไปดู แล้ว อ. ผู้สอนจะเป็น
 31 ลักษณะนั้น หรือว่า อ. ผู้สอนเน้น listening เป็นการนำเข้าสู่
 32 reading มากกว่าที่แต่ละ skill มีความเท่าเทียมกัน
- 33 D: ดูแล้วไม่เท่าเทียมกัน รู้สึกจะไม่เท่าเทียมกัน listening กับ
 34 writing จะมีน้อย reading เยอะมาก
- 35 I: แล้ว speaking
- 36 D: speaking เนี่ย กับ listening ก็น้อย listening เนี่ยบางครั้งให้
 37 ฟังรอบเดียวแล้วก็ไม่ถึง 10 นาที และก็ไม่ค่อยเกิด inter-
 38 action มาก เพราะว่าตัวบทเรียนอาจจะให้น้อยไปและ task ที่
 39 ให้ก็อาจจะ ไม่มากที่จะนำไปสู่ระดับ speaking ได้ดี
 40 เท่าที่มากคุณะอยากจะให้มี listening ที่มันมาสอดคล้องกับ
 41 speaking ได้ คือนอกจากให้ฟัง keyword ให้ฟัง function
 42 แล้ว แล้วยังต้องให้เขาเอา keyword ที่เขาฟังได้มาแสดง
 43 task เรามี task ให้ทำ มี function ต่างๆ สามารถนำ key

- 44 word มา fill ได้มาใช้แต่งประโยคได้หรือมาตอบคำถามได้
 45 ให้มันต่อเนื่องกันก่อนที่จะเข้าสู่ reading เพราะเวลาเราเคย
 46 ไปสอน เนี่ย reading เนี่ยเราพยายามทำให้เป็น listening
 47 คือให้เป็นทั้งสองอย่างพร้อมกันคือเราพยายามอ่านให้เขาฟัง
 48 อ่านให้ใกล้เคียงกับเทป ต่อไปเราก็พยายามถามๆคำถาม
 49 general question, who, what when where why
 50 who many, who much อะไรแบบนี้ และก็ให้มันใกล้เคียง
 51 กับอะไรอย่างเนี่ย ใกล้เคียงกับ keyword ที่เขาได้ต่อไปเรา
 52 ถึงจะเริ่มเป็น speaking จริง ๆ เพราะเขา คือเราเตรียมให้เขา
 53 เข้าใจ keyword เข้าใจสิ่งที่เขาอ่าน ต่อไปเขาก็จะเข้าใจสิ่งที่
 54 เราอยากให้เขาพูด คือเขาจะต้องเข้าใจส่วนนั้นก่อนใช่ไหมครับ
 55 ฉะนั้นเวลาเราสอนของเราเนี่ยเราอาจจะ adapt จาก reading
 56 มาช่วย listening อีกทอดหนึ่งเพราะว่าในนี้ สิ่งเกิดมัยจะมี
 57 unit หนึ่ง เวลาเราอ่านจริงเราจะต้องอ่าน ๆๆเน้น intonation
 58 stress อะไรให้ถูกต้อง บางตัวเราจะต้องให้เด็ก ทำตามเรา
 59 ออกเสียงตามเรา repeat after me อะไรบ้างแบบนี้ แล้วค่อย
 60 ถามคำถาม general questions แล้วค่อยเข้าสู่ speaking กลับ
 61 มา speaking speaking อาจจะเป็นคำถามทั่วไป จับคู่ เลียน
 62 แบบ task นี้น้อยหนึ่ง แต่มันให้ลึกกว่าเดิมหน่อยหนึ่งเด็กก็ จะ
 63 เกิดมี interaction มากขึ้น เด็กก็จะรู้ว่า listening มันก็ ไม่ได้
 64 ถูกทั้งนะมันยังมีอยู่ตลอดเวลาเวลาอ. สอนหนะ แล้วอ. ก็
 65 พยายามให้ภาษาอ. ให้ได้มากที่สุดใช่ไหม แต่ทำไมไม่ให้เขา
 66 ฟังอย่างเดียวเขาก็ต้องตอบโต้เรา
- 67 I: ถ้าอ.มองแบบฝึกหัดสองอันนี้หะคะ อ.คิดว่าถ้าเฉพาะ listening
 68 อย่างเดียวเนี่ย อ. ผู้สอนควรจะมีวิธีการสอนอย่างไรของ
 69 แบบฝึกหัดสองอันนี้ อันแรกเปิดเทปแล้วให้เด็กคำที่ได้ยินจาก
 70 เทป ว่าได้ ยิน keyword เหล่านี้มัย แล้วฟังอีกรอบจะเป็น
 71 ตอบคำถาม เอ บีข้อไหนถูก วิธีการสอนควรจะสอนอย่างไร
- 72 D: อันแรกจะต้องนำสู่บทเรียนโดยการพูด ให้ background เล่า
 73 อะไรใกล้เคียงและก็และก็บอกวัตถุประสงค์ว่าต่อไปนี้จะต้อง
 74 ฟังเรื่องอะไรเพื่อหาอะไร แต่ถ้าอยู่ ๆ ให้ฟัง เด็กจะไม่รู้
 75 purpose ต้องบอกจุดประสงค์ของการฟังว่าสิ่งที่จะฟังต่อไปนี้
 76 นะเป็นสิ่งที่เราคุยกันเมื่อกันนะ เราต้อง speaking ให้เด็กรู้กัน
 77 คล้ายไป stimulate ให้เขาเกิด impress ก่อน แล้วค่อยให้
 78 ฟัง บอกจุดมุ่งหมายก่อนแล้วค่อยฟัง ทุกครั้งต้องบอกจุดมุ่ง
 79 หมายก่อนนะ ไม่ใช่อยู่ ๆ วันนี้จะเริ่ม listening นะ ก็เปิดเทป
 80 เด็กก็เอ๊ะ ฟังเรื่องอะไรวะ เด็กก็ต้องถามตัวเอง เอ๊ะ อ. จะให้
 81 ฟังเรื่องอะไรวะ เริ่มไม่มั่นใจตัวเองว่าจะรู้เรื่องนั้นมัย ฉะนั้นเรา
 82 ต้องไม่ให้มีคำถามนั้นในใจเด็ก เราก็พูดเรื่องนั้น พูดภาษาอ.
 83 เด็กก็อ context เป็นอย่างนี้นะ อ. สรุปว่าต่อไปเราจะฟัง
 84 เรื่องนี้หะ เป็นเรื่องแบบนี้แล้วให้คุณติก อะไรอย่างเนี่ย
- 85 I: คือจะเป็น pre-listening
 86 D: ใช่ pre-listening ก่อน เป็นการ เตรียม preparation
 87 I: นอกจากการพูดถึงเรื่องที่เกี่ยวข้องกับที่จะฟังแล้วเนี่ย แล้วถ้า

- 88 อ.ผู้สอนเอาคำศัพท์ที่อยู่ใน choice มาแปลเป็นไทยให้ฟัง
 89 ยกตัวอย่างให้ฟัง เปรียบเทียบให้ฟังหรือ เอาตัวอย่างมาให้ดู
 90 อ. ว่าเหมาะสมมั๊ยคะ
 91 D: อ้อ ก็ คือพอยกตัวอย่างเอามาพูดให้เขาฟังปึบเขาก็จะได้ทันที
 92 อย่างว่องไว มันก็ดีทั้งสองอย่าง แต่ถ้าเรายังไม่เคยไป ถึงต้อง
 93 นั้นลึก เราพูดผิวเผิน ซึ่งเด็กสามารถ associate ตาม
 94 knowledge ตัวเองจากที่เคยเรียนมาไปเชื่อมอันใหม่อันนี้มัน
 95 น่าจะตื่นเต้นไข่ม้วนมันเกิด thinking มากกว่าถ้าเราของเหล่านั้น
 96 มามันก็ใช้ได้ระดับหนึ่ง แต่ว่ามันใช้เวลาได้น้อย พอเด็กเขารู้
 97 พอฟังก็ตึก ๆ ได้เลยมันง่ายเกินไป (หัวเราะ)
 98 I: คือให้ guide มากเกินไปหรือคะ
 99 D: ใช่ guide มากเกินไป เพราะว่ามันจะไม่ตรงกับที่เราเรียนมาใน
 100 ยุคหลังๆ ว่าการสอนภาษามันไม่ใช่ skill แบบไม่อาศัย think-
 101 ing มันต้องมีการส่งเสริมให้ promote thinking ด้วยเราไม่
 102 อยากให้คนมาว่าเราว่าเรียนภาษาอ. Skill skill มันก็ไม่ใช่ skill
 103 อย่างเดียวมันต้องมี thinking ก่อน แล้วต้องใช้ psycholinguistics
 104 guessing game ต้องคิดเป็นต้องมี background
 105 ความรู้ทางภาษา ทางคำศัพท์ทางอะไร ต้องคิดได้ถึงจะใช้
 106 คำนั้นได้ถูกต้อง ใช้ preposition ตัวนี้คู่กับ verb ตัวนี้ได้
 107 มันจะต้องใช้ psycholinguistics guessing game ในตัวเอง
 108 I: แล้วถ้าเป็นลักษณะที่อ. เอากิจกรรมมาเสริมก่อนที่จะให้ฟัง
 109 เทปเช่น อาจจะมี dictation
 110 D: dictation
 111 I: อ. อาจจะอ่านคำเหล่านี้ให้นักเรียนเขียนตาม หรือจับคู่กัน
 112 D: อ้ออันนั้นเป็น..
 113 I: หรือต่างคนต่างอ่านแล้วอีกคนเขียน
 114 D: อ้ออันนั้นได้ครับ สำหรับเด็กกลุ่มอ่อน ถ้าเด็ก dictate ผ่าน
 115 จากการ dictate มาแล้วเด็กเริ่มฟังจับคำที่ตัวเอง dictate
 116 เนี่ยได้ บางครั้งเขา ... ต้องยอมรับว่าเด็กกลุ่มนี้ เขาแทบจะ
 117 เขียนอะไรไม่ได้แม้แต่ตัวเดียว (หัวเราะ) คือมันอ่อนมากจน
 118 ที่ว่าเราเรียกว่าหมดหวังในเรื่องอนาคตของเราเลยในอาชีพ
 119 อาจารย์ อาชีพครูของเราเนี่ยเราไม่มีประโยชน์เลยสำหรับ
 120 สังคมนี้ ดูแล้วมันไม่ work เลย ต้องยอมรับว่าเขียนไม่ได้
 121 เขียนไม่ได้แม้แต่คำเดียว เวลาเราอย่างเช่นเปลี่ยนจาก active
 122 เป็น passive โดยเราไม่ขึ้นจอละนะเราให้คำตอบปึบเขา
 123 เขียนไม่ได้เลยนะแม้แต่ปีสองนะ (หัวเราะ) เราก็ต้องขึ้นจอ
 124 หมดเลยปัญหาคือเด็กเขียนไม่ได้ ฉะนั้นการ dictate ก็จะช่วย
 125 ได้ระดับหนึ่ง ไม่ใช่ช่วยได้ระดับหนึ่ง ช่วยได้ค่อนข้างดีเลย ก่อน
 126 dictate ก่อนที่จะฟังจริง แต่ว่าการ dictate ของ อ. ถ้าเสียง
 127 อ. แต่ต่างจากที่ฟังมากเกินไปเนี่ย มันก็ไม่ช่วยให้เด็กได้มาก
 128 ถ้าอ.ไปอ่านแบบ style ตัวเอง เด็กต้องฟังออกทุกคำเพราะ
 129 มันไม่ authentic เราต้องพยายามพูดให้ใกล้เคียง stress ให้
 130 ถูกต้องใกล้เคียง accent อาจจะไม่ใช่สำคัญมาก แต่ stress การ
 131 ออกเสียงจะต้องใกล้เคียงมาก ๆ

- 132 I: แบบฝึกหัดในลักษณะนี้ อันนี้คือบทที่สามนะคะ บทที่ 4 จะให้
 133 ฟังบทสนทนา แล้วให้ match ว่าอันที่หนึ่งพูดถึงใครแล้วก็อัน
 134 ที่สองมาฟังอีกรอบ ให้เขียน relationship ว่าอันแรกพูดถึง
 135 พี่อันที่สองพูดถึงพ่อ อะไรแบบนี้คะ แล้วก็ให้มาเขียน
 136 description ของคนลงไป ลักษณะแบบฝึกหัดแบบในสองบท
 137 ที่เห็นเนี่ยคะ อ. คิดว่ามันสอดคล้องกับวัตถุประสงค์ของ
 138 listening ในวิชานี้ได้มากน้อยแค่ไหนคะ
- 139 D: อันนี้เป็น comprehension ค่อนข้างระดับสูง อันนี้จะสูงถ้า
 140 เทียบกับเมื่อก่อนที่ให้ฝึก keyword ที่ได้ยินอันนั้นมัน
 141 ระดับ basic ฟังออกแต่ไม่จำเป็นต้องรู้เรื่อง อันนี้ต้องฟังออก
 142 และรู้เรื่อง และสามารถ recall มันมี recall, retention มา
 143 เกี่ยวข้องด้วย อันนี้จะยากหน่อย ยากแต่ว่าเด็กก็จะ active
 144 มาก เพราะว่าจะต้องทำอะไรให้เข้าใจ ฉะนั้นเอาไปอยู่ข้าง
 145 หลังหน้าดีแล้วอย่ามาอยู่ข้างหน้า ข้างหน้าเอาแค่ keyword
 146 ก่อน แบบนี้ ใช้ recall ให้มากหน่อย
- 147 I: แต่มันก็ไม่ยากเกินไปสำหรับ 70 ใหม่มั้ยคะ
- 148 D: ก็ ไม่ยากเกินไปถ้ามาอยู่ข้างหลัง ไม่ยากเกินไปเพราะเด็กจะ
 149 ต้องนอกจากเข้าใจคำศัพท์ แล้วต้องเข้าใจประโยคที่พูด
 150 เพราะว่าประโยคที่เขาพูดมันก็จะบอกคนนั้น พูดอะไร หมายถึง
 151 ถึงอะไรนะ ที่พูดหะ มันไม่ใช่เข้าใจ keyword อย่างเดียวมัน
 152 เข้าใจเนื้อหา มันกลายเป็น comprehension
- 153 I: แล้วมันเกินไปกับ วัตถุประสงค์ ของ 70 มั้ยคะที่ว่าถ้าเกิดจะให้
 154 ฟังแค่ keyword หรือว่า จับใจความง่าย ๆ
- 155 D: ก็ใน 70 มันแค่ฟังให้จับใจความง่ายๆ แต่นี่มันก็ยังจำไม่ได้ว่า
 156 content มันเป็นอย่างไหนนะว่ามันเด่นออกมาจนสามารถให้เด็ก
 157 ไม่เคลียดมากมัยถ้ามันไม่เด่น แต่ให้เรางง ๆ อย่างเนี่ยมันจะ
 158 ทำให้เด็กเคลียด ภาษาอ. มากขึ้นหรือเปล่านะ
- 159 I: แต่อันนี้ เท่าที่เข้าไปดู description ก็เป็นตามจะพูดออกมา
 160 เบื่ๆ เลย จะพูดตามนี้เลย
- 161 D: ก็คงจะเป็นแบบ recall น่าจะถามว่า ใคร wear glasses และ
 162 ก็มี black hair ให้เลือก choice ก็ได้ ถ้าเปลี่ยนนะให้เป็น
 163 choice คนนั้นคนนี้ มีสี 3 คน 4 คนอย่างเนี่ยให้
 164 description แล้วให้เลือกชื่อคนมาใส่ ชีวขวานนี้ก็จะลด
 165 degree ความเคลียด
- 166 I: ถ้าเปรียบเทียบแล้วบทที่สาม ดูจะสอดคล้องกับวัตถุประสงค์
 167 มากกว่าบทที่ 4 เพราะบทที่จะต้อง..
- 168 D: ครึบมากกว่า เพราะวาระดับยากขึ้นหน่อย
- 169 I: แล้วถ้าโยงไปถึง...
- 170 D: คืออันนี้นะถ้าครูท่านะ ครูจะให้ fill in the blank
- 171 I: ค่ะ จะเป็นเหมือน gap filling อะไรแบบนี้ใหม่มั้ยคะ
- 172 D: gap filling ซึ่งเด็กจะไม่เคลียดมากเพราะเราให้ context เขา
 173 เยอะแล้วเขาก็หาคำมาเติมอีกคำ เด็กก็จะสนุกมากขึ้น
- 174 I: แล้ว listening activities ในห้อง SALC หละคะ ไม่ว่าจะ
 175 ห้อง SALC 1 ที่มีเทปให้ฟังหรือห้อง 4 ข้างบน อ.คิดว่ามันจะ

- 176 ช่วยให้อัตถุประสงค์ของ 70 เกี่ยวกับ listening มั่นบรรล
 177 วัตถุประสงค์ได้มียะ
 178 D: ในนั้นเรามี material หลากหลายมากเลยนะ แต่เราไม่แน่ใจ
 179 ว่าตอนที่เด็กไปเลือกฟังเนี่ยเขาได้รับการแนะนำจากอ. ที่คุม
 180 ห้องหรือเปล่าว่า 70 คุณน่าจะฟังอันไหน แต่ได้ยินว่ามีติดไว้
 181 แล้วใช่ไหมว่า 70 ให้ฟังอันนี้ มีหรือไม่มีไม่แน่ใจนะ
 182 คือในความคิดของครูคืออยากจะให้ group material ออกมา
 183 เป็นระดับ 70 นะ เหมือนที่เราเรียน SRA ใหม่อีกที่มี 4 บอคนนะ
 184 ว่า 70 ม้วนแรกที่ควรฟังน่าจะฝึกฟังม้วนนี้ก่อนนะ ถ้าคุณผ่าน
 185 ม้วนนี้ต่อไปคุณก็จะฟังม้วนไหนได้ ฉะนั้นม้วนก็มันน่าจะเรียง
 186 ลำดับความง่าย ไปสู่ยาก ฉะนั้น material ของเราในอนาคต
 187 เนี่ยที่คุยกับอ. ปาน อ. อะไร เนี่ยเดี๋ยวเราจะมาประชุม SALC
 188 กันทั้งหมดเลย เพราะเดี๋ยวนี้ คนชอบมาดูงานเราเยอะ เมื่อก่อน
 189 เราไปดูคนอื่นใหม่อีกเดี๋ยวนี้ ใคร ๆ ก็มาดูเรา วันไหนก็ไม่รู้จะมี
 190 โรงเรียน สนศักดิ์มนตรี 200 กว่าคน มาดู เราก็ระดมคนเราไป
 191 ช่วยรับแขก เราต้องมา group material ของเราให้แบ่งเป็น
 192 หมวดหมู่ตามระดับ หรือลงทุนใช้กระดาษสีแปะ หัวมันให้มัน
 193 เป็นไปตามระดับว่ามันคืออะไรให้ manual ของเด็กให้ไปอ่าน
 194 ว่าสีแดงคือระดับไหน แดงมีกี่ระดับ จัดย่อยไปอีก แดงอาจจะ
 195 ใน SRA มันก็ย่อยลงไปอีกนะเป็นเยอะเลยนะ เราเอาทั้ง 3,4,5
 196 ถ้าเราขยันนะเราก็ทำ ๆ ๆ ๆ อยากรู้ อ. ไป ทำ ๆ ๆ แล้วก็ใน
 197 อนาคตพอทำได้ปั๊บก็ดึงส่วนที่ตัวเองทำ เอามาเย็บเป็นเล่ม
 198 แล้วก็แก้ไขนิดหน่อย แล้วก็ส่งขอเป็น ตำรา คือเรายิงทีเดียว
 199 ได้สองตัวอันที่หนึ่ง เอาไปให้เด็กฟัง พอคล่องปั๊บก็เอามาปรับ
 200 เป็นบทเรียน ให้ฝรั่งเก่ง ๆ edit ดี ๆ เอาไปขายให้โรงเรียนต่าง
 201 ต่างทั่วประเทศ ก็จะจัดสมมนาเร็ว ๆ นี้ สมมนาการเรียนการสอน
 202 แล้วก็ถือโอกาสพูดเรื่องนี้ด้วย เรื่องการปรับปรุงห้อง SALC
 203 ของเราว่าเราจะต้องไม่ทำ ทำแล้วก็จบ คือทำแล้วมันจะมี
 204 reward กลับมาหาเราเองในที่สุดเราก็ทำเป็น commercial
 205 ได้คือมันต้องเริ่มจาก scratch ก่อน
 206 I: แต่ณ ขณะนี้ ถ้าเป็น commercial แล้ววางไว้โดยนักศึกษา
 207 ต้องไปเลือกเอง อ. คิดว่าอย่างไรบ้างคะ
 208 D: มันก็ไม่ช่วยมากนักนะ เพราะเขาก็จะไม่แน่ใจว่ามันเหมาะกับ
 209 ระดับเขามั้ยนะ เราต้องไป label เขาก่อน
 210 I: ที่อ. บอกว่า pre-listening ในใจอ. คิดว่าควรจะเป็นเรื่องที่
 211 เกี่ยวข้องกับที่จะฟังเทป เพื่อปู background knowledge
 212 ให้เด็กอะไรแบบนี้คะ ถ้าเป็นลักษณะ ในหนังสือที่เขามี
 213 เป็น warm-up มาให้มีภาพว่าจะฟังเรื่องเกี่ยวกับบทละครเรื่องบิน
 214 โดยผู้สอนจะคอยถามคำถามเกี่ยวกับภาพว่ารูปนี้เกิดขึ้นที่ไหน
 215 มีอะไรที่ทำได้บ้างไม่ได้บ้างให้ลองคิดดูซิว่าให้เพิ่มเติมสิ่งที่
 216 ทำได้ไม่ได้ อ. คิดว่า แค่นี้พอมียะ เพื่อมาเป็น pre-listening
 217 เหมือนว่าตรงใจอ. มียะ เรื่อง pre-listening
 218 D: เเท่าที่เคยสอนอันนี้มันจะตรงโชะเข้าไปเลย อันนี้พอแล้วหละ
 219 เฉพาะจุดนี้นะ แต่ว่ามันอาจจะมึบง เราต้องนึกถึงนักศึกษา

- 220 เราว่าไม่ได้ทุกคนที่เคยขึ้นเครื่องบินนะ บางคนก็ไม่ว่าทำไม
 221 ฟังวิทยุไม่ได้ ทำไมโทรศัพท์ไม่ได้ ทำไมสับสนหรือไม่ได้ บาง
 222 คนนะ บางคนยังไม่เคยมีประสบการณ์ขึ้นเครื่องบินมันก็จะห่าง
 223 ไกลกับตัวเขา และก็มีบางคนเคยขึ้นเพราะฉะนั้น อ. จะต้อง
 224 elaborate ตรงนี้ ว่าทำไมติดแล้วทำไมไม่ได้เพราะอะไร ต้อง
 225 อธิบายเขา
- 226 I: อันนี้ก่อนที่จะฟังเรื่อง family ก็เหมือนกันจะมีภาพมาให้ดู
 227 แล้วถามว่า คนใน family คุณมีกี่คน แล้วลองนึกคิดว่าคุณอยู่
 228 กับใครบ้างก็ให้เด็ก พี่ป้าหน้าอาณะคะ แล้วก็ description ของ
 229 คนเหล่านั้นมาสอน ให้เลือกคนมาสักหนึ่งคนอาจจะ เลือกพ่อ
 230 มาแล้วให้ลอง มาดูชื่อว่า description คำไหนที่มาขยาย
 231 ลักษณะของพ่อ แล้วก็ให้คิดคำอื่นๆ เพิ่มเติม ที่จะมาบรรยาย
 232 ลักษณะของพ่อ อันนี้โอ. คิดว่าอย่างไรคะ ตรงใจมั๊ยคะ
- 233 D: อันนี้เยี่ยมเลยอันนี้บพนี้ ประทับใจ เพราะว่ามันมี เป็นมี unity
 234 ในตัวเองเลยบพเนี่ย เช่นภาพเด็กก็จะมองออกกว่าทำไมครอบครัว
 235 คราวนี้มีแต่แม่ ครอบครัวไหนสมบูรณ์ไม่สมบูรณ์อะไรแบบนี้
 236 ครับ เด็กก็จะเริ่มเข้าใจตัวเองสามารถดึงจากตัวเองเข้ามาร่วม
 237 ในบพ เรียนได้แล้วก็เริ่มรู้ตรงนี้บ้าง และก็จะมีอะไรต้องเป็นอย่าง
 238 จี้ ก็อาจจะมีคนเก่งบางคนเติมมาได้ อันนี้ ๆ ดี เพราะว่ามัน
 239 อะไร หละ อันนี้บพนี้เป็นเรื่อง ... ที่จริงเขาน่าจะเขียน title ของ
 240 บพนะ แต่เราไม่รู้วบบพเรียนเขาเป็น topic base หรือ
 241 functional base นะ ถ้าเขาเขียน topic base จะรู้วบบพนี้
 242 เกี่ยวกับอะไรจะดีขึ้นนะ ถ้าเป็น functional base บพนี้เป็น
 243 อะไร giving information, asking information ก็ว่าไปเราก็
 244 ต้อง เพราะว่าข้อบพมันเป็นตัวบอกทิศทาง ทำให้เกิดการเรียน
 245 อย่างมีจุดมุ่งหมายมากขึ้น อันนี้ อันนี้ดี บพนี้ดีเพราะสามารถ
 246 เอาอันนี้มาใช้ใกล้เคียงกับที่ฟังได้ เมื่อกี้ถ้าดูอันนี้เขยๆ เนี่ยจะ
 247 ดูว่ายากแต่ถ้าเราดูอันนี้ก่อน ก็จะทำให้ง่ายลง
- 248 I: แล้วอ. คิดว่าเด็กเขารู้สึกอย่างไร กับการที่เรามี warm-up
 249 แบบนี้ในแต่ละบพให้ก่อนฟัง ถึงแม้อ. อาจจะไม่ได้เสริมอะไร
 250 มาให้อีก ผู้สอนอาจจะใช้แค่ warm-up ตรงนี้แล้วเริ่มฟังเทปเลย
- 251 D: คิดว่าเด็กน่าจะมี ความมั่นใจมากขึ้น มั่นใจมากขึ้น เริ่มมีความ
 252 มั่นใจมากขึ้น
- 253 I: ถึงแม้ว่าไม่มี pre-listening อันอื่นมาให้ มีแค่นี้โอ. คิดว่าพอมั๊ยคะ
- 254 D: คิดว่าพอแต่ว่าต้องบอก จุดมุ่งหมายก่อน ว่าฟังอะไร ก่อนให้
 255 ฟังต้องบอกมาให้ฟังอะไรเสมอ เหมือนเราให้อ่านนะ ว่าจะให้
 256 อ่านอ่านอะไร จะเขียนเขียนอะไร มันต้องมีจุดมุ่งหมายหมด
- 257 I: อันนี้แค่เป็นเหมือนคำสั่ง
- 258 D: ใช่คำสั่งเฉย ๆ มันต้องบอกจุดมุ่งหมายของการฟัง
- 259 I: วัตถุประสงค์โดยรวมของวิชา 70 คืออะไรคะอ.
- 260 D: ก็เป็นการทบทวนความรู้ภาษาอ. ที่เด็กนักศึกษาได้เรียนมา
 261 นั้นแหละ เพราะนักศึกษากลุ่มนี้เป็นนักศึกษาที่ระดับภาษาอ.
 262 มัน ไม่ได้มาตรฐาน อาจจะมีสาเหตุนานาประการ เพราะฉะนั้น
 263 เราก็เลยทบทวน เพื่อปรับพื้นฐานเขา คือบางคนมันยังไม่รู้จัก

- 264 active แปลว่าอะไรเลยนะ ให้เติม adjectives คำแบบไหนที่จะเป็น
 265 adjectives มาตามแบบนี้เลยแหละ จะนั้นเราต้องบอกทุกคำเลย good
 266 เนี่ยเป็น adjectives คำไหนอีกครับ จะให้เราบอกทุกคำเลยว่าเป็น
 267 จะเป็นได้บ้าง (หัวเราะ) มีคนเขียน beautiful แล้วเติม -ed นะ
 268 She's beautifuled เขาเอาไปเป็น verb เขาไม่เข้าใจนะ เขา
 269 อาจจะแปลเป็นไทยก็ได้ เด็กมันไม่รู้ว่าเป็น adjectives คืออะไร มันเป็น
 270 remedial ก็คือ ระดับมันไม่ได้มาตรฐาน จะนั้นเราก็มารเรียก
 271 ว่า brush-up ของเติม ที่เด็กมันเรียนไปอาจจะผ่านหูซ้ายทะลุ
 272 ขวาเราก็มาปูใหม่ ๆๆ แต่ก็ไม่ได้ดีขึ้นนะ
- 273 I: แสดงว่าไม่บรรลุวัตถุประสงค์
 274 D: ไม่บรรลุเพราะว่าถ้าเรานับจำนวนคนเนี่ย 400 คน 500 คน มี
 275 ใครได้ A ก็คน คนกลุ่มนี้เวลาขึ้นไป 71 72 จำนวน A มันไม่
 276 มีทางเป็นไปได้ เลย เอาแค่ขอให้มันได้ C+ หละ คือไม่มีทาง
 277 ดีขึ้นเลย คือจาก 70 พอเรียน 71 72 ได้ A มันไม่มีทาง พอ
 278 ขึ้นมาเป็น C+ อย่างเก่งเป็น B แต่ถึงว่าหมายเลขแค่ระดับหนึ่ง
 279 พอขึ้น 200,300 ปุ๊บไปอยู่ข้างล่าง เพราะไปเรียนรวมกับเด็ก
 280 71 72 เด็ก exempt พอเข้าไปเรียนวิชาคณะปุ๊บ โห้ยอยู่ข้าง
 281 ล่างร้องห่มร้องไห้ ไม่รอด
- 282 I: แล้วอ. คิดว่ามันเป็นเพราะอะไรคะ
 283 D: ก็พื้นฐานเรื้อรัง นะอาจจะสาเหตุจากโรงเรียนเดิม อ. สอน
 284 อย่างไม่ค่อยทราบนะ แล้วก็ attitude ของเด็กก็คงจะย่ำแย่
 285 เพราะว่าอ. เดิมคงจะไม่ได้กระตุ้นให้เด็กมี attitude ที่ดีต่อ
 286 ภาษา ถ้ากระตุ้นตั้งแต่เด็ก เด็กชอบครูก็ตั้งใจสอน อย่างเนี่ย
 287 คือมีเด็กหลายคนที่ไม่ได้เป็นเด็กที่มาจากกรุงเทพฯ เด็ก
 288 กรุงเทพฯบางคนเช่นโรงเรียนสุรศักดิ์มนตรีเนี่ย คณิตศาสตร์เด็ก
 289 เก่งมากนะ เข้าของเราได้หมด บัญชี วิศวกรรม ได้หมด ภาษาอ.
 290 ก็อ่อน ถ้าเทียบกับศึกษานารีนะ ภาษาอ. จะเก่ง แต่คณิต ไม่
 291 เก่งมันขึ้นกับโรงเรียนด้วย โรงเรียนที่ว่าโรงเรียนนี้มี อ. ภาษา
 292 เป็นประเภทไหน ใส่ใจ active มั้ย ใช่มั้ยบางคนก็สอบแบบว่า
 293 ให้มันจบสิ้น แล้วเอาเวลาตอนเย็น เสาร์ อาทิตย์สอนพิเศษ
 294 แล้วเด็กติดตรึมทั้งห้อง ให้มันจบๆ ไปคือไม่มีอะไรใหม่ที่จะทำ
 295 สาเหตุอาจจะเป็นอย่างนี้ตั้งแต่หัวหน้าภาค เลยก็ว่าได้ หัวหน้าภาค
 296 ภาษาต่างประเทศ อาจจะไม่ใช่คนที่เอาการเอางานมาก ไม่
 297 กระตุ้นให้อ.ตัวเอง ทำการเรียนการสอนให้มันสนุก กระตุ้นให้
 298 เด็กชอบภาษา เด็กก็เลยเกลียด พอมาเรียนกับเรา สมัยเรียน
 299 เขาเกลียดอยู่แล้วมันก็ไม่รับรู้อยู่แล้ว พอมาเรียนกับเราก็
 300 คนที่สอบเข้ามามันก็ไม่ได้สอบเข้ามาได้เพราะภาษาอังกฤษ
 301 สอบได้วิชาเอกของเขา เพราะฉะนั้นวิชาของเขาไม่ถึง mean
 302 ในกลุ่มอยู่แล้ว จะนั้นเวลาเราตัด mean พื้นฐานพวกนี้กลุ่ม
 303 ต่ำสุดไม่ถึง mean ของมหาวิทยาลัย แก่ได้มั้ย มันต้องไป
 304 แก่ที่โรงเรียนเลย เรามันแค่เป็นทางสุดท้ายที่เขาต้องมาผ่าน
 305 เรา (หัวเราะ) ซึ่งเขาสะสมความเกลียดความอะไรไว้ 6 ปีแล้ว
 306 มั้ง ถ้าเรียนตั้งแต่ ม. 1 - ม. 6 สะสมไว้ 6 ปีแล้ว ให้เรามาแก้
 307 หนึ่งเทอมหรือสองเทอมมันไม่มีทาง

- 308 I: แล้วมีอะไร อ.คิดว่าอยากจะเปลี่ยนแปลงเกี่ยวกับ 70 มัยคะ
 309 D: 70 อันนี้ สาเหตุหนึ่งคือ ทำไมเด็กมี low motivation ไข่ม้อย
 310 เด็กรู้ตั้งแต่ต้นแล้วว่ามันไม่มีเกรด เหมือน 05 06 ถ้าเรารู้ว่า
 311 เด็กมองว่ามาบ้างไม่มาบ้างก็สอบได้ เพราะไม่มี motivation
 312 ไม่มีเกรดกับความตั้งใจจริงก็จะมีน้อย พูดถึง อนาคตอย่างไร
 313 ก็ไม่ฟังหรอก แต่ถ้ามีเกรด ตกลง เด็กก็จะกลัว ฉะนั้นอยากจะ
 314 ทำคือเอาจริงเลย เวลาตัดเกรดต้องแจ้งว่ามีได้กับตก และต้อง
 315 ตกจริงเลยครึ่งห้องก็ว่าไปเลย จุดนี้แหละจะทำให้เด็กกระตุ้น
 316 ยิ่งไงคุณก็ผ่าน 99% ผ่านคนที่ตกคือคนขาดสอบ เด็กก็ได้ใจ
 317 ซึ่ทำไมเราไปหวังเด็กหละ ตกปีนี้น้มนก็เปิดปีหน้าอยู่ดี ตัวมันทำ
 318 ตัวเองหนะ 005 ที่พี่สอนนะ ครึ่งห้องเลย ตก ก็ตก ทำไมได้ก็
 319 ไม่ได้ ไม่ต้องคิดอะไรทั้งสิ้นแล้วทางฝ่ายวิชาการเขาก็ doubt
 320 ว่าในเมื่อมันไม่ผ่าน TU-GET อยู่แล้วทำไมมาเรียนแล้วมาผ่าน
 321 หมดเด็กทำไมหนึ่งเทอม ทำไมเด็กเก่งได้ขนาดนี้ เขาก็ doubt
 322 เราคิดว่าเรา ชูเอียงกับเด็กไข่ม้อย ก็จะทำให้เราเลิก 005 006 ก็จะ
 323 ให้เด็กสอบออกอย่างเดียว ฉะนั้นถ้าสอบออกอย่างเดียวก็คง
 324 ร้อยละ 90 ไม่จบ ก็เลยให้ทุกพวกนั้นกำลังวิจัยว่า 005 006
 325 ที่นักศึกษาเรียนหนะ นักศึกษาได้ประโยชน์จริงหรือเปล่า
 326 ภาษาอ. ดีขึ้นมัย ดูคะแนนเรียน เอา TU-GET ไปสุ่มสอบอีก
 327 รอบไปเทียบกับคะแนนเก่าของเขา เพื่อจะไป confirm กับ ม.
 328 ว่าเรียนแล้วได้ผลเพราะว่า เขาสามารถนำไปใช้ในการเรียน
 329 ของเขาได้ เขาต้องไปอ่าน text ภาษาอ. เยอะจึ๊ย ฉะนั้นวิชา
 330 นี้ช่วยให้เขาอ่านได้เยอะขึ้นมัย อ่านเข้าใจเยอะมัย เราจะเน้น
 331 ไปประเด็นนั้น ถ้าจะให้เขาทำคะแนนได้ดีกว่าเดิมอาจจะ ไม่ได้
 332 กว่าเดิม 100% อาจจะ 30, 50 % ก็ว่าไป
- 333 I: ถ้าพูดถึง กิจกรรมในวิชา 70 อ. อยากจะให้้อ. เขาเพิ่มอะไร
 334 เกี่ยวกับกิจกรรมในวิชานี้บ้างคะ
- 335 D: ก็อันแรก ที่ถ้าเป็นปรัชญาการเรียนการสอนภาษา ต้องเริ่ม
 336 จากการฟังอยากให้เขามีกิจกรรมที่ว่าถ้าเธอฟังเป็นเนี่ย ฟังรู้
 337 เรื่องเนี่ยเธอก็จะพูดสิ่งที่เธอฟังได้ you can speak what you
 338 can hear, you can read what you can speak, you can
 339 write what you can read ฉะนั้นอยากจะให้เขาเอา 4 อัน
 340 เนี่ยมาผูกกันหนะ มาทำอย่างไรให้มาผูกกันว่า ทำอย่างไรถ้า
 341 เธอฟังได้ก็ต้องพูดสิ่งที่ฟังได้ เธออ่านได้ก็ต้องอ่านสิ่งที่พูดได้
 342 เราจะไม่ให้เด็กอ่านสิ่งที่ตัวเองไม่เคยได้ยินหรือได้อ่าน เพราะ
 343 อย่งไรก็จะไม่เข้าใจไข่ม้อย มันต้องอ่านในสิ่งที่ตัวเองเคยได้
 344 ยินเคยได้เห็น อย่างเช่น เวลาลูกเราไปโรงเรียนเนี่ย พูดได้
 345 แล้วหนะ แต่อ่านไม่ได้ ตัวเองก็ไปอ่านสิ่งที่เราพูดเป็นนั่นหนะ
 346 ว่าพ่อแม่เขียนว่าอย่างไร พูดได้ตั้งนานแล้วเนี่ยแต่ไม่รู้ว่าจะเขียน
 347 ว่าอย่างไร รู้แล้วพูดเป็นแล้วได้ยินแล้ว พ่อเด็กไปเจอคำที่เป็น
 348 ตัวแทนคำพูดหรือการฟังของได้เด็กก็จะมาบอกว่าสิ่งที่ตัวเอง
 349 เห็นเนี่ย topic อันเนี่ยเนี่ย มันแทนความหมายของคำว่าพ่อแม่
 350 พ่อเขาให้เขียนให้เขียนเรื่องพ่อแม่ เด็กก็จะสะกดถูกกว่าตัวเอง
 351 เคยเห็นที่ตัวเองอ่าน ฉะนั้นอยากให้อ. เน้นว่าให้มันผูกกันนะ

- 352 ให้มันผูกกันทั้ง 4 skill เนี่ยมันก็จะทำให้บทเรียนมันมีความ
 353 หมายถึงมากขึ้น พอแต่ละ unit เด็กก็จะบอกว่ารู้เรื่องแล้วไว้วัย
 354 ฟังแล้วพูดได้อ่านได้แล้วก็เขียนสิ่งที่เราฟังพูดอ่านเป็นในที่สุด
 355 อยากจะให้ออกมาเป็นก้อน ๆ แบบนี้ เนี่ยเวลาสอน 005 ก็จริง
 356 นะ แต่ว่ายังไง ๆ ก็ต้องให้เขาสรุป ออกมาเป็นภาษาเขียนให้
 357 เราสัก 4,5 บรรทัด อย่างที่เราสอนเนี่ย เด็กก็้อเราเริ่มมีคำ
 358 ศัพท์แล้วเนี่ยอ. พูดอธิบาย เอามาเขียนสรุป สง เราจะดูว่า ท.
 359 ที่พูดเมื่อก็เนี่ยเป็น ท. เรียกว่า language experience
 360 approach ว่าเราสามารถพูดสิ่งที่ฟังได้ สามารถอ่านในสิ่งที่
 361 พูดได้ เขียนในสิ่งที่ตัวเองอ่านได้ พอเรามาทำกับเด็กก็เริ่มเข้า
 362 ใจว่าภาษาคือ communication ภาษาไม่ใช่เป็นคำ ๆ นะไม่
 363 ใช่ว่ารู้คำนี้แล้วรู้ภาษาแล้วไม่ใช่ ถ้ารู้คำนั้นแล้วไม่สามารถเอา
 364 สื่อได้แปลว่าไม่รู้ นะ มันคือ something about the language
 365 แต่ถ้าสามารถพูดได้หรือเขียนได้เนี่ย
- 366 I: แล้วมีอะไรที่อยากจะให้ท่านอลงมัยคะ
- 367 D: น้อยลงเนี่ย เท่าที่ดูเนี่ยมันไม่น้อยลงนะ มันไม่มากมายมัน
 368 กำลังพอดีแต่ว่า มันยังไม่มีแบบฝึกหัดหลังบทเรียน อยากจะ
 369 ให้มีแบบฝึกหัดหลังบทเรียน ที่เขาต้องมาส่งครูแบบมีขมมหนะ
 370 เราอาจจะมี sheet แจกต่างหาก แต่ละบท เอาทำท้ายชั่วโมง
 371 15 นาที ครึ่งชั่วโมงมาส่งครู เราจะได้ดูว่าสิ่งที่เราสอนไปครบ
 372 หนึ่งบทเนี่ยเด็กมันรับรู้มากน้อยแค่ไหน มันก็เป็น feedback
 373 เราด้วย ของนักศึกษาด้วยว่าถ้าเราตรวจได้กับ เราก็นั่นจอลสิ่ง
 374 ที่เขาผิดบนจอ มันก็จะเป็นการ conclusion ของแต่ละบทอาจ
 375 จะ review เล็กน้อยถ้าเขามีอะไรผิดเยอะ แสดงว่ามีอะไร
 376 บกพร่องในการเรียนการสอนของเรา
- 377 I: ถ้าเป็น supplement ที่เขามีอยู่ในขณะนี้ ซึ่งจะเป็น เฉพาะ
 378 grammar หรือ reading เรื่องอื่นมาให้อ่าน
- 379 D: แต่ที่ใช้ skill เดียวกัน ใกล้เคียงแล้วความยากพอๆ กันเนี่ย
 380 โอเค พอให้ทำเสร็จอาจจะ เป็น ช่วยกันตรวจอีกคนให้คะแนน
 381 ครูไม่จำเป็นต้องมาตรวจเอง นะ แต่ถ้า writing ต้องตรวจเอง
 382 grammar exchange sign your name เก็บคะแนน ทุกครั้ง
 383 ก่อนที่จะจบชั่วโมง เด็กก็จะกระตุ้นมากขึ้น ว่ามี practice มา
 384 ขึ้น แต่ supplement ส่วนใหญ่เราก็จะแจก ๆๆ ให้ทำ แล้วครู
 385 ก็เฉลย ๆๆ เด็กก็ไม่มีไฟอะไรมากมาย ว่าต้องทำดีแค่ไหนวะ
 386 เดียวอ. ก็เฉลยอยู่แล้ว
- 387 I: อยากให้อ. ช่วยพูดอะไรเกี่ยวกับหนังสือเล่มนี้คะ
- 388 D: หนังสือเล่มนี้ พอติดอยู่ในกรรมการ มหาวิทยาลัย ซึ่งเขาให้
 389 ม. มอบให้สาขาวิชาภาษาอังกฤษเป็น reader แล้วก็. ที่อ่าน
 390 ก็เป็นหัวหน้าภาค พออ่านดูแล้วว่าเป็นหนังสือที่ใช้ ท. ของการ
 391 สอนไปเขียน การวาง presentation การวาง presentation
 392 เอา ท. ของ language teaching ไปใช้ได้ครบบริบูรณ์มาก
 393 ว่าภาคแรกภาคที่สองจะต่อเนื่องกันมี unity ดี และก็เนื้อหาที่
 394 ไม่ยากเกินไปสำหรับ 70 เขาก็เลย rate ให้เป็น A ดีมากเป็นหนังสือ
 395 ที่ดีมาก เขาบอกเท่าที่อ่านเจอมาเนี่ยเล่มนี้ดีมากเลย

- 396 I: แล้ว rational หรือ methodology ของหนังสือเล่มนี้
 397 D: เล่มนี้เขาได้ apply ท. ของการสอนได้ดีมาก ให้มี ท.
 398 communication อยู่เบื้องหลังเยอะมาก ออกมาแบบเป็น โทน
 399 เข้มเลยว่า communicative approach ว่าเวลาสอนจะไม่
 400 สะดุด อ.ก็ไม่ต้อง เด็กก็ไม่ต้อง ไปด้วยกันด้วยกัน แต่ต้อง
 401 เป็นอ. ที่ active หน่อยนะ เตรียมโน้มนี่หน่อยนะ มันจะไปด้วย
 402 กันอันเนี่ย
- 403 I: หนังสือเล่มนี้เป็น communicative approach เป็นหนังสือ ใน
 404 ระดับ A และทุกอย่างสัมพันธ์กัน เป็น unity เดียวกัน แล้วมัน
 405 ช่วยให้วัตถุประสงค์ของ 70 มันบรรลุมีัย และมัน สอดคล้องมีัย
 406 D: เท่าที่เคยดูประเมินผลของเด็กที่ติกรื่องตำรา เด็กก็จะบอกว่า
 407 ดีนะ เคยไปสอนล่าปางเด็กก็ว่าดี สนุกกว่าตอนเรียนมัธยมนะ
 408 รู้เรื่องดี เป็นสัดเป็นส่วนดี
- 409 I: วิชานี้เขาจะมี assignment นะคะอ. Assignment อันนี้ก็คือ
 410 portfolio ซึ่งทุกวิชาจะต้องทำ อยากให้อ.ช่วยพูดอะไรเกี่ยว
 411 กับ assignment ชิ้นแรก ซึ่งคือ portfolio และชิ้นที่สองคือมี
 412 written assignment จะยกตัวอย่างว่าครูผู้สอนสั่ง written
 413 assignment อะไรนะคะ อย่างบางอัน ครูผู้สอนบางท่านก็จะ
 414 ให้ทำสรุปท้ายบท สรุปเป็นไทยก็ได้ อ.ก็ได้
- 415 D: ก็เหมือนที่พี่สอน 05 06 อยู่เนี่ย
- 416 I: อันนั้นคืออันนี้ นะคะ อ.ผู้สอนอาจจะให้เขียน เขียน essay
 417 1 หน้ากระดาษ เป็นภาษาอ. เขียนเรื่องอะไรก็ได้ โดยเอา
 418 grammar point ที่เรียนไปทั้งหมด ในหนังสือเล่มนี้มาใช้ให้
 419 ถูกต้อง อีกชิ้น อ. อาจจะสั่งให้ไปหาข่าวในหนังสือพิมพ์ แล้ว
 420 เอาข่าวนั้นมาแปล หาคำศัพท์ อธิบายคำศัพท์ ด้วยตัวเอง
 421 อ. อาจจะเลือกข่าวมาให้ก็ได้ นะคะ ทำเป็นงานเดี่ยวหรือว่า อ.
 422 อาจจะสั่งให้จัดบอร์ด จัดบอร์ด เกี่ยวกับวันแม่หรือ เทศกาล
 423 ต่างๆ ที่อยู่ในเทอมแล้วทำเป็นงานกลุ่มจัดบอร์ด หรืออ. อาจ
 424 จะสั่งให้ ไปร่วมกิจกรรมของห้อง SALC โดยที่ไม่ใช่ใน
 425 portfolio นะคะ เป็นเรื่องแรกก่อนก็ได้คะว่าอ. รู้สึกอย่างไร
 426 กับการให้นักเรียน ทำ portfolio
- 427 D: อันแรกก็เป็นการกระตุ้นให้เด็ก มีการฝึกฝนต่อเนื่องเป็นการ
 428 กระตุ้น และเป็นการกระตุ้นแบบมีระบบให้เขาถ้าเด็กไม่มีระบบ
 429 ไม่มีการบังคับเด็กก็จะไม่ทำ อันนี้เป็นการกระตุ้นแบบหนึ่งเด็ก
 430 จะชอบหรือไม่ชอบก็ตาม เด็กก็จะได้เรียนรู้บางอย่างที่ผ่านหู
 431 ผ่านตาเขา ก็เรียนรู้ได้บางอย่าง แล้วก็มีส่วนหนึ่งที่เป็นเด็ก
 432 ตั้งใจชอบ แต่ที่ไม่ตั้งใจอาจจะ ผ่านบ้าง รู้บ้างไม่ถึงกับไม่รู้
 433 อะไรเลยแต่ก็ทำนะ แต่คือโดยรวมมันก็มีข้อดีในเรื่องการทำ
 434 portfolio อันนี้เห็นด้วยอันนี้ก็ส่งเสริมตั้งแต่ต้น ให้ทำนะ คือเป็น
 435 การเรียนแบบ มีจุดมุ่งหมายนะ
- 436 I: ถึงแม้จะลอกมาใช้มีัยคะ
- 437 D: เด็กบางคนต้องยอมรับว่า เด็กไทยมีนิสัยเป็นแบบนี้ชอบลอก
 438 เพราะว่า เขาไม่มีอะไรในใจเขาไม่มีจุดมุ่งหมายในของการ
 439 เรียน และก็ความมั่งง่าย คือมีเด็กส่วนหนึ่งที่เป็นเด็กดี ทำด้วย

- 440 ตัวเองตั้งใจมากมันก็มีส่วนหนึ่งที่ตั้งใจ แต่ส่วนใหญ่อีกกลุ่ม
 441 ก็จะเป็นเด็กที่ไม่มีไฟในตัวเองมันถึงเป็นอย่างนี้ ชีวิตถึงเป็น
 442 แบบนี้ ลอกเราก็ควรจะชัดเจนถ้าเราไปเจอว่าใครลอกใครก็จะ
 443 หักคะแนนสอบด้วย หักคะแนนเก็บน้อยไป เมื่อก็บอกว่าเนื่อง
 444 จากไม่มีเกรดเด็กเลยไม่กลัวมาก ฉะนั้นเราต้องตัดเกรดให้ได้
 445 และตลกจริงๆ อย่านำให้ตกคนเดียว ปีนี้ตกคนเดียวสองคน ให้ตก
 446 20,30% ดีแล้ว ถ้าเด็กอยู่รังสิต เด็กก็ไม่มีปัญหาในการเดิน
 447 ทางอยู่แล้ว ฉะนั้นการตัดเกรดไม่เกี่ยวข้องกับ มนุษยธรรม
 448 นะ การตัดเกรด มันคนละเรื่องให้เขาตกตั้งแต่ปีหนึ่งหนึ่งหัว
 449 แรกนั้นนะ เขาจะได้ตั้งใจดีกว่าให้ไปตกปีสองปีสามเขาอาจ
 450 จะโดน retire ก็ได้ นะ ให้ตกภาคหนึ่งไปเลยถ้าเขามีความจำเป็น
 451 เป็นต้องตก ส่วนข้อที่มี assignment อันนี้ support อย่างมาก
 452 อยากให้มี อย่างมาก เป็น follow up ของการเรียนเป็น
 453 feedback ทั้งอ. และนักศึกษา
- 454 I: แล้วอ. รู้สึกอย่างไรกับ assignment ที่ให้ทำสรุปคะ
 455 D: มันก็เป็นการวัด ในเรื่องวัดความเข้าใจบทเรียน ที่นี้การแสดง
 456 ออกก็มีระดับ ถ้าระดับเก่งก็สามารถสรุปเป็นภาษาอังกฤษได้
 457 คนที่ค่อนข้างบกพร่องก็ต้องสรุปเป็นภาษาไทย มันรู้เป็น L1
 458 ของตัวเองแต่ไม่รู้ทางเป็น foreign language อันนี้ก็เห็นด้วย
 459 นะคืออย่างน้อยเราจะรู้ว่าเขาเข้าใจหรือไม่เข้าใจ
- 460 I: แล้วคิดว่าเด็ก ได้อะไรมาอย่างน้อยจาก assignment นี้คะ
 461 D: เด็กจะต้องเกิดการทบทวนบทเรียนนะ อันแรกจะต้องทบทวน
 462 บทเรียน ว่ามันเป็นอย่างไรนะบทนี้ เป็นการ review ของตัวเอง
 463 ก็จะทำให้เด็กที่เรียนระหว่าง period เนี่ยซึ่งอาจจะมันไม่ต่อเนื่อง
 464 กัน เจอกันสองวันหรือวันเดียวก็แล้วแต่มันไม่ต่อเนื่อง
 465 พอเด็กไป review เด็กก็จะต่อเนื่องทีเดียว เรียกว่าเด็กได้รับ
 466 whole concept ของบทที่ตัวเองเรียนแต่ละบท รู้สึกอย่างไร
 467 เด็กจะต้องคือบางครั้งเราเรียนกับอ. ในช่วงโมงเนี่ยเรียนไปจน
 468 จบแล้วเราก็ไม่แน่ใจนะว่าอ.พูดถึงอะไรนะ พอเราไป review
 469 อีกที่เราถึงจะรู้เรื่อง เหมือนตอนเรียนหนังสือ จบมาแล้วตอนที่
 470 ครูเรียน ครูก็มาแฮ่ ตอนเรียนเราไม่ค่อยรู้เรื่องเท่าไรเลย
 471 จบมา พอเรามาอ่านทบทวนเรารู้เรื่องหมดเลย
 472 ตอนเรียนแต่ละวิชาเนี่ยนะทำไมมันยากจริงๆ พอมาก่อนสอบ
 473 คอมเนี่ย มาดูกันนะ เราอยู่ข้างบนมามองวิชา group วิชามอง
 474 เป็น ทฤษฎี ยิ่งจบมาพอทำมาให้ยิ่งเห็น โอทำมันง่ายแล้ว
 475 ทำไมตอนเรียนเราบอกว่ายาก อะไรแบบนี้ ก็เหมือนกับกรณี
 476 เด็กนี้ก็เหมือนกัน เขาก็จมอยู่ในกองเหมือนกันมองไม่เห็นข้าง
 477 บนมันหรือพอมา review มาเขียนสรุป เด็กต้องกลับไปอ่าน
 478 ใหม่เด็กก็เริ่มมองเห็นภาพ
- 479 I: ในใจตัวเขาเองหละคะ อ.คิดว่าตัวเขาเองจะรู้สึกอย่างไรว่าทำ
 480 ไมอ. สิ่งแบบนี้
- 481 D: ใจเด็กหรือถ้าเดานะ มันก็แบ่งเป็นสองกลุ่มนะ เด็กโดยภาพ
 482 รวมมันจะดีจะร้ายอย่างไรก็ตาม เด็กต้องเข้าใจว่า อ. สิ่ง
 483 การบ้าน เนี่ยจุดประสงค์คืออยากให้เขามีการฝึกฝนเพิ่มขึ้น

- 484 อยากให้เขาเก่งเพิ่มขึ้น เด็กที่อยากเก่งมันก็ชอบ เด็กที่ไม่
 485 อยากเก่ง หรือเด็กที่อยากเก่งแต่ขี้เกียจมันก็ไม่ชอบ แต่เราก็
 486 ไม่สนใจ หรือก ชอบหรือไม่ชอบ แต่เราในฐานะเป็นอ. เราจุด
 487 มุ่งหมายในการสอนของเราคืออยากให้เด็กเก่ง ฉะนั้นการให้
 488 การบ้านมันเป็นภาระของ อ. ที่จะต้องวางแผนให้การบ้าน มา
 489 ตรวจการบ้านแสดงว่า อ. ต้องยอมรับงานเพิ่มของตัวเอง มัน
 490 ก็เป็นสิ่งที่ดีที่กระตุ้นให้เด็กทำ
- 491 I: แล้ว assignment อีกอันหละคะที่บอกว่า..ให้เขียน essay
 492 หนึ่งหน้า แล้วเอาไวยกรณ์ที่เรียนทั้งหมดในบทมาใช้
- 493 D: อันนั้นเป็นระดับ apply เรียกว่าเป็นการ generate ความรู้จาก
 494 ที่ได้นำมาใช้ อันนี้ฝรั่งชอบทำ อันนี้ก็ชอบนะ เรียกว่าเป็นการ
 495 ทำให้เด็กสามารถนำไปใช้ใน context ของตัวเองได้ apply
 496 สิ่งที่เรียนนำไปใช้ได้จริง
- 497 I: เหมาะมั๊ยคะ
- 498 D: เหมาะ ๆ เหมาะมาก
- 499 I: แล้วคิดว่าเด็กจะรู้สึกอย่างไรคะ
- 500 D: ตัวเด็กก็เป็นสองส่วนอีกนะ กลุ่มหนึ่งที่มันไม่เก่งมันก็คงจะรู้
 501 สึกอึดอัดใจลำบากชีวิตมันนะ แต่อีกกลุ่มที่มันเข้าใจมันก็จะ
 502 ชอบ อย่างตอนที่ครูเรียนเป็นนักเรียน เนี่ยเป็นคนชอบบงัย
 503 เวลาเรียน grammar อันนี้ เราเป็นคนชอบคิดพอให้แต่งเรา
 504 ก็แต่งเป็นเรื่องเป็นราว เอา grammar มาใช้เป็นเรื่องเป็นราว
 505 ฉะนั้นในที่เขาเขียนมาในนั้นมันจะมีบางส่วนคือชีวิตตัวเอง
 506 เกี่ยวโยงกับตัวเองเกี่ยวกับเพื่อน ถ้าสามารถถ่ายทอดมาตรง
 507 นั้นได้ ที่เรียกว่า LEA language experience approach คือ
 508 เอา experience ของตัวเองมาอยู่ใน language ก็สามารถ
 509 ถ่ายทอดออกมาได้ถ้าเราเอาสิ่งที่ใกล้ตัวเราเองเป็นเกี่ยวกับ
 510 ตัวเองเกี่ยวกับเพื่อน เกี่ยวกับ ม. ตัวเองมาถ่ายทอด มันก็จะ
 511 creative มากขึ้น ก็จะมีเด็กส่วนหนึ่งที่ค่อนข้าง creative แต่ก็จะ
 512 มีอีกส่วนที่ ไม่รู้อะไรเลย เกี่ยวกับตัวเอง เป็นชั่วโมงยังไม่ได้
 513 ชักประโยคนะ เอลองเขียนเกี่ยวกับ your parents, your
 514 mother ครึ่งชั่วโมงยังไม่ได้ชักประโยค นี้เธอ มีแม่มีเมียเนี่ย
 515 (หัวเราะ) มันไม่รู้ว่าแม่เป็นอย่างไร มันคิดไม่ออก แม่เธอเป็น
 516 ผู้หญิงหนะเธอ (หัวเราะ) My mother is a woman. เนี่ยเจอ
 517 หัก 5 คะแนนเนี่ย ก็เขียนไปซิ My mother is a housewife.
 518 She is a nurse... เขียนไปซิ อ้อๆๆๆ อย่างเนี่ย ตอนแรก
 519 คิดไม่ได้เลยไม่รู้จักแม่ตัวเองเลยอย่างเนี่ยเราไม่เข้าใจ มันก็
 520 มีส่วนหนึ่งที่เป็นอย่างนี้ ให้คิดอะไรคิดไม่ได้แม้แต่เรื่องใกล้ตัว
 521 คิดไม่ได้ ฉะนั้นการให้เด็กเขียนก็เป็นเรื่องที่ชอบทำอยู่แล้ว
 522 ชอบทำ และเป็นคนชอบตรวจเยอะมากเพราะชอบทำ และก็
 523 เรียนรู้จากหลายอย่างที่เขาเขียน ว่านำไปใช้ได้จริงเขาใช้ได้ตาม
 524 ที่เราสอนมั๊ยและคนไหนใช้ได้ดีทำได้ดี เราก้ Xerox แจกเขา
 525 ก็มีชื่อเขา อันไหนไม่ดีเราก้ Xerox นะแต่ลบชื่อออกกลัวเขา
 526 อาย แจกแล้วช่วยกันแก้ สนุกสนาน เจ้าของหน้ามันก็จะแดง
 527 ทั้งชั่วโมง มันก็ดีนะเป็น feedback แล้วเราก็จะรู้ว่าสอนไปแล้ว

- 528 ได้ผลมากน้อยแค่ไหน เพราะฉะนั้นอันที่เขียน essay นี้ก็
 529 สนับสนุน ไม่ถึงขนาด essay นะ อย่า essay เลยเอา para-
 530 graph ดีกว่า
- 531 I: แล้วถ้าเป็นตัดข่าวมาแล้วให้แปลเป็นไทยแล้วก็หาคำศัพท์
 532 D: อันนี้ก็ใช้เหมือนกัน จุดประสงค์คืออยากให้เด็กมี ... World
 533 knowledge คือเรียนในห้องเนี่ยศัพท์มันอาจจะ ไม่เกี่ยวข้อง
 534 กับชีวิตจริง สิ่งที่ทันสมัยปัจจุบัน ถ้าเราให้เด็กไปตัดข่าว อะไร
 535 ที่เกิดในปัจจุบัน เช่นเกิด terrorist ที่ไหน tsunami ที่ไหนเด็ก
 536 ก็จะได้ศัพท์ที่ทันสมัย
- 537 I: แล้วความพอใจของเด็กต่ออันนี้ล่ะคะ
 538 D: อ้อ เด็ก เคยลองถามดู ตอนที่ทำตอนสอน 005 เนี่ยนะ และ
 539 วิชาของ business English เนี่ยนะที่ให้ตัดข่าวเกี่ยวกับ
 540 business ทั้งหลายการ merge การ takeover เด็กก็ชอบมาก
 541 เพราะว่าเด็กเริ่มรู้ว่าพูด บริษัทอะไร bank ไหน อะไรแบบนี้
 542 เด็กก็ได้ความรู้อะไรที่ทันสมัย ว่าเขาทำอะไรกันบ้าง เด็กชอบ
 543 แม้แต่เด็กไม่เก่งเด็กก็จะชอบ อย่างเช่นวันนี้บอกว่าเป็น เมื่อ
 544 วานครูไปอ่านข่าวเรื่องผู้หญิงฆ่าตัวตาย เธอลองไปหาข่าว
 545 เกี่ยวกับ commit suicide มา เด็กก็จะไปหามาว่าบางคน
 546 commit suicide ด้วยอะไรบ้าง ใช้ปืน ยา กระโดดสะพาน
 547 อะไรแบบนี้ แต่ละคนมาไม่เหมือนกัน ถ้าไม่เหมือนกัน ก็จะ
 548 Xerox แจก ว่าฆ่าตัวตายศัพท์มีอะไรอย่างไรบ้าง accident
 549 ก็ไปหาศัพท์พวกนั้นมา เด็กก็จะรู้ collide, crash อะไรแบบ
 550 นี้เด็กก็จะชอบ เป็นศัพท์ใกล้ตัวที่จะรู้ภาษาไทยอยู่แล้วแต่ไม่
 551 รู้ภาษาอ.
- 552 I: ถ้าพวกจัดบอร์ดคะ
 553 D: จัดบอร์ดเนี่ยมันก็ คนที่เกี่ยวข้องของมันแค่บางคนบางกลุ่มเท่านั้น
 554 มันไม่ใช่ทุกคน การมีส่วนร่วมของเด็กอาจจะไม่มาก เว้นบาง
 555 ส่วนที่ทำ และกับบอร์ดที่จัด เขาก็จะไม่ถี และน่าจะทำการ
 556 อะไรต่างๆ ให้มัน ถีขึ้นเพื่อเด็กจะได้มีโอกาสไปค้นคว้าและได้
 557 อ่านเรื่องราวคำศัพท์เกี่ยวกับกิจกรรมของวันนั้นๆ มันมีวัน
 558 เยอะแยะทั้งของไทย ของฝรั่ง วัน Columbus วันโน่นนี่ให้
 559 เด็กไปค้น ๆ มา ไม่จำเป็นวันของเราอย่างเดียว ของเราก็มี
 560 น้อยมาก ลอยกระทงวันเข้าพรรษา วันแม่วันพ่อ อะไรก็ว่าไป
 561 เอาให้เยอะเลย อย่างเช่นอย่างน้อยขอให้มันได้ สรุปเรียนกับ
 562 เราเนี่ย 4 เดือน น่าจะให้ได้อย่างน้อย 4 บอร์ด ซึ่งอยู่ในช่วงที่
 563 เด็กอยู่ แล้วเด็กอีกภาคก็จะต้องมีวันที่มันไม่ตรงกับภาคแรก
 564 เพราะวันไม่ตรงกัน อย่างภาคหนึ่งจะมีวันแม่ อะไรแบบนี้เยอะ
 565 แยะที่เป็นของฝรั่งก็มี วันอะไรนะ...(นึก) วันสิ่งแวดล้อมอะไร
 566 สักอย่างเนี่ยแหละ และวันอะไรไม่รู้อีก หลายอันที่เป็นของ
 567 สากล ก็อย่างน้อยก็ให้มี 4 บอร์ดต่อเทอม ถ้าให้กลุ่มเดียวทำ
 568 เดียวทำอย่างเนี่ย กลุ่มแรกทำอันนี้กลุ่มสองทำอันนี้ มันน่าจะ
 569 สลับกันไม่ใช่กลุ่มเดียว ทำทั้ง 4 บอร์ด กลุ่มอื่นไม่ต้องทำเลย
 570 (หัวเราะ) เราก็ต้องแบ่งตั้งแต่ต้นเทอมเลยให้เด็กมีกิจกรรม
 571 เพราะจัดบอร์ดมันก็เป็นกิจกรรมที่หลายอย่างนะ มันเป็น

- 572 creative มันเป็นเรื่องเกี่ยวกับการส่งเสริมให้เด็กทำงานร่วมกัน
- 573 I: แล้วถ้าเรื่องความรู้แหละคะ
- 574 D: ความรู้เราก็ให้เขาจัดกลุ่มบอร์ดความรู้ เราจะเอาความรู้เกี่ยว
- 575 กับอะไรละ ความรู้เกี่ยวกับอะไรบางอย่าง ถ้าเป็นความรู้เกี่ยว
- 576 กับ grammar เนี่ยเด็กมันไม่อ่านอยู่แล้วต้องมีประเด็น เช่น
- 577 corruption, tsunami, earthquake เอาให้เป็น topic ๑ ไป
- 578 ถ้าเราไม่แบ่งเป็นวันนะ เราก็แบ่งเป็น topic ที่น่าสนใจเกี่ยวกับ
- 579 ยาเสพติด โทษของยาเสพติดอะไรก็ว่าไป หรือว่าอันตรายจาก
- 580 การเสพยา พวกก่อการร้ายอะไรก็ว่ากันไป เราก็เลือกได้ว่า
- 581 จะเอาบอร์ด แบบ topic base หรือเอาวันสำคัญแต่ที่เราก็ต้อง
- 582 แบ่งตั้งแต่ต้นเทอมเลยว่ากลุ่มนี้ 5 คน ๑ สรุปแล้วทุกคนได้ทำ
- 583 บอร์ดหมดเพราะว่ามันจะมี creative ในตัวเอง บอกแต่ไม่ให้
- 584 ทำฟรีนะครุมีคะแนนให้ เรื่อง creativity, accuracy, ความ
- 585 สวยงาม เด็กก็จะไปเข้าหุ้กัน เดี๋ยวนี้เด็กทำคอมเก่ง print
- 586 จาก คอมมา หาภาพอะไรมา แล้วมีการแต่งตั้งกรรมการให้
- 587 คะแนน มีอ. หัวหน้าวิชา ครู มาช่วยกันให้คะแนน แล้วมาขึ้น
- 588 คะแนนให้ดูเด็กก็จะแข่งกัน
- 589 I: แล้วคิดว่าเด็กจะรู้สึกอย่างไรคะ
- 590 D: มันก็จะตื่นเต้น มันมีความหมายว่าเนี่ยเราจะต้องทำอะไร ๑ มัน
- 591 ตื่นเต้นมากขึ้น
- 592 I: วิธีการประเมินของวิชาเนี่ยคะ อย่างเช่นมีสอบ midterm,
- 593 final แล้วก็มีการให้คะแนนเข้าห้อง speaking, assignment
- 594 ที่คุยไปนะคะ อ.คิดว่าการประเมินแบบนี้ อ. คิดว่านักเรียนจะ
- 595 รู้สึกอย่างไร
- 596 D: เท่าที่สอนมาเนี่ยไม่ว่าระดับไหนก็ตามที่เราที่เรามีคล้ายๆ กัน
- 597 เนี่ยนะเด็กไม่เคยต่อต้านเลย เด็กไม่เคยบอกอ. คะแนนเข้า
- 598 ห้องอย่าเอาเยอะได้มัย ไม่มีเลย เพราะเราดูแล้วว่าทำไมเรา
- 599 ต้องให้คะแนนเข้าห้องเยอะเพราะเราต้องการเน้นให้เด็กเข้า
- 600 ห้องเรียน เมื่อก่อนไม่เคยมีคะแนนเข้าห้องเรียน เพราะ
- 601 คะแนนเก็บในห้องไม่มีมีสอบ midterm, final เด็กหายไปครึ่ง
- 602 ห้องเลย เด็กมันอยู่ข้างล่างตึกโดมหนะ เราสอนข้างบน เวลา
- 603 สอบก็มาสอบ ก็ได้คาบเส้นได้อะไรอยู่ พอเรามามั้งคับให้
- 604 เรียนเก็บคะแนนเข้าเรียนปีบเด็กก็ไม่ค่อยขาดแล้วผลการเรียน
- 605 มันก็ดีขึ้น เพราะเด็กที่มันไม่มาเรียนเพราะว่ามันชอบทำ
- 606 กิจกรรมกับเพื่อน เพราะมันไม่เหมือนมัธยมที่ต้องบังคับเด็กก็
- 607 เลยใจแตก ไม่รู้ว่าเมื่อไหร่ที่จะต้องเข้าเรียน ของสถาบันภาษา
- 608 หรือวิชาที่อื่นของมหาวิทยาลัย แม้แต่ ป.โท เข้าก็เช็คชื่อหมด
- 609 เลย ป.โทก็ 80% เหมือนกันไม่ถึงก็ประกาศชื่อห้ามสอบ แล้ว
- 610 ก็กลายเป็น QC ต้องดูว่าเด็กขาดเรียนกี่ % เด็กมีสิทธิสอบก็
- 611 % เขาจะดูว่าเรามี quality assurance แคลไหน
- 612 I: ที่อ. พูดไปตอนแรกว่าถ้าอยากจะให้วิชานี้มีการให้คะแนนไม่
- 613 ไรเคยเรียนผ่านเฉย
- 614 D: ไรแล้ว
- 615 I: แล้วก็ตกก็คือ...

- 616 D: ใช่แล้วนี่มันมีแบบให้คะแนนจริง ถึงจะอ่อนแคไหน มาตลอด
617 เวลาส่งสารผ่านเลยแบบนี้ คืออยากให้มันมีटकจริงๆ เลย
618 อย่างเช่นตั้งไว้ตั้งแต่ต้นเลยว่าคุณต้องได้คะแนน 50 % ขึ้นไป
619 จริงๆ ม. เขาตัด 60% ไข่ม้อย วิชานี้อาจจะตัด 55% อะไรก็แล้ว
620 แต่ถ้าคุณไม่ถึงให้ตก จบ และประกาศคะแนน midterm
621 คะแนนเก็บให้เขารู้เลยว่าคุณต้องทำได้แคไหนเด็กจะได้ไม่
622 ต้องมาถามเรา
- 623 I: แล้วมันจะดีกว่าที่เป็นอยู่มั้ยคะ
624 D: คิดว่าน่าจะดีกว่านะ เพราะว่าเด็กจะต้องเรียนแบบเอาจริงเอาจัง
625 มากกว่านี้ อย่างเช่นตอนที่ตัดเกรด เราให้ % ไปให้มันอยู่คงที่
626 80 ขึ้นไปได้ A 75% B+ 70% B 65% C+ 60 C นอกนั้นก็
627 D+ อะไรให้ใส่ในคอมอย่างเดียวแล้วตัดไปเลย แล้วก็มื่อ.บาง
628 คนบ้างขึ้นมาว่าถ้าสอนเด็กอ่อนกว่าแล้วลดได้มัย เป็นบ้านอะ
629 มันไม่รู้หลักวิธีการประเมินผลนะว่า A มันต้อง A เดิม เทอม
630 สองกับเทอมแรก มันต้องเหมือนกัน ข้อสอบเราก็ต้องให้ระดับ
631 เดียวกัน เอเทอมสองต้องเท่ากับเทอมหนึ่งมันต้องเป็นเกณฑ์
632 เดิมไปใช้ถึง summer เพราะเวลาพีหรือพีปาน ไม่ได้ย่องไปดู
633 เวลาเขาตัดเกรดเวลาเขาตัดกันเอง เขาจะช่วยเด็กหลายๆลงมา
634 ซึ่งไม่เข้าใจนะ ถ้าตัวเองเรียน testing มาตัวเองจะรู้ว่า
635 มนุษยธรรมกับการวัดผลมันคนละเรื่อง ทำไมต้องมาปนกัน คือ
636 มันไม่ fair กับเด็ก ภาคหนึ่งอยู่แล้วทำแบบนี้ ก็ไม่เคยคิดเลย
637 ว่าตัวเองทำไม fair จะมองถึงเด็กที่ตัวเองทำอยู่ตอนนี้ว่าน่า
638 สงสารๆๆ ไม่ใช่เนะ
- 639 I: แล้วอย่าง 70 คือมีสอน ทุก skill ไม่ว่าจะ เป็น listening,
640 speaking แต่ว่าเวลาสอบไม่มี
641 D: เวลาสอบไม่มี อืม... เราควรจะมีสอบเราควรจะทำเหมือนกัน
642 ที่เขาไม่ทำเพราะอะไรมั้ย เพราะมันไม่มีเกรด ในอนาคตน่า
643 จะทำเหมือนกัน มีสอน listening ด้วยถ้าเป็นไปได้อยากให้
644 มาสอบ speaking เหมือนกับ ABAC นี่สอน BBA อยู่นะสอน
645 speaking หลังเลิกเรียนตัวเองก็มาสอบจับคู่กันต่อหน้าครู
646 ให้คะแนน
- 647 I: ของเรามีเป็นสอบหน้าห้อง ครูก็ให้คะแนน. ขณะนั้น
648 D: ก็ได้อันนี้ก็ให้เลยเช่นกัน มันจะได้เหมือนกันงัย เวลาขึ้นมา
649 71 เอี้ยทำไมสอบ ตอน 70 ไม่เห็นมี ถ้าทำให้มีตั้งแต่ต้นก็จะ
650 ค่อนข้าง
- 651 I: เหตุผลในปัจจุบันนี้เกี่ยวกับเรื่องว่าสถานที่เราไม่พอที่จัดสอบ
652 หรือเปล่านั้น
653 D: ไม่หรอกๆ เขาคงคิดว่ามันไม่มีเกรดเลยทำแบบนี้ มันเป็นวิชา
654 ที่ถูกละเลยไม่ให้ความสนใจมาก และคนที่ตั้งใจจะมาสอนวิชา
655 นี้จริงๆ ไม่ค่อยมีหรอก เพราะแต่เดิมที่สอนกันเนี่ย เขาเอาคน
656 แก่ลงทั้งนั้นหนะ คนเด็กสาวไม่ยอมสอนทั้งนั้น คนแก่ๆ หง่า
657 เหงือกไปสอนทั้งนั้น
- 658 I: แต่ในทางกลับกันคะ 71 สอบ listening แต่ในห้องจะถูกตัด
659 ออกออกเสมอ อ.จะไม่ค่อยสอน

- 660 D: อ้อ..ง
- 661 I: เพราะว่าเหมือน skill อื่นจะเบียดบังเวลา listening ไป
- 662 D: ดายมันก็ไม่มี ความลงตัวในตัวเอง (หัวเราะ) คืออย่างไรมันน่า
- 663 จะ skill integrated skill มันน่าจะพอๆ กัน ตัวเองไม่ได้สอน
- 664 ในห้องมากเลย ไปสอบเขาทำไม อันนี้คงต้องเข้าที่ประชุมซี
- 665 แล้วคอยหาวิธีปรับให้มันทำอย่างไรให้มันฟังในห้องให้พอ
- 666 สมควร ไม่ใช่ว่าฟังนิดเดียวละทิ้งเอาไปสอบอย่างเดียวมันไม่
- 667 ได้หรือต้องฟังในห้องก่อนเด็กจะตื่นเต้นกระตือรือร้นในการ
- 668 ฟังแล้วไปฝึกในห้อง SALC เพิ่มขึ้น ถ้าตัวเองไม่ฝึกในห้องก็
- 669 จะต้อง assign ให้เด็กไปฟังในห้อง SALC เตรียมเทปไปให้
- 670 เขาฟังว่าข้อสอบจะมีเทป ออกในนั้น
- 671 I: ถ้าพูดถึงกิจกรรมใน 70 ที่อ. คิดว่ามองใจเด็กนะคะ ว่าเขา
- 672 อยากจะทำอะไรเพิ่มขึ้นหรือลดลงบ้างคะ
- 673 D: มองใจเด็กนี่มันมองยากมาก เพราะเด็กมัน negative มีส่วน
- 674 หนึ่งเท่านั้นที่เด็กมันชอบ เวลาสังเกตเด็กคนไหนชอบเวลาเรา
- 675 เลิกแล้วมันจะไม่เลิก มันจะมาถามเรา ถามโน่น ถามนี่ อยากรู้
- 676 เริ่มรู้หนทางเรียน เริ่มเข้าใจบทเรียนก็เริ่มสนุก ก็อยากจะเรียน
- 677 อยากจะเรียน เพราะเขาเริ่มรู้จุดมุ่งหมายในการเรียนเริ่มรู้เรื่อง
- 678 เริ่มใช้ได้ เริ่มเข้าใจภาษา เด็กก็อยาก จะต่อเนืองมาขึ้นก็มี
- 679 ส่วนหนึ่งที่มาหา ตอน break ถามอันโน้นอันนี้ใหญ่เลย
- 680 I: นอกจากถามมีอะไรที่บอกอยากได้เพิ่มเติมมีมั๊ยคะ
- 681 D: มีเหมือนกันอยากพูดเป็น อยากฟังเพลงฝรั่งให้เข้าใจ ร้องได้
- 682 แต่ไม่รู้ว่ามันแปลว่าอะไร (หัวเราะ) อยากให้เอาเพลงมาสอน
- 683 ในห้อง ร้องเพลงด้วยให้รู้ด้วยว่าแปลว่าอะไร สรุปลก็คือเด็ก
- 684 อยากเรียนภาษาอย่างมีความหมายงัย เพราะเรียนไปแล้วก็ไม่
- 685 รู้ความหมาย เรียนไปเท่านั้นก็จบ แต่มันไม่เข้าใจ ถ้าทำให้เข้าใจ
- 686 ใจ อย่างเพลงมันสื่อกันอย่างเข้าใจ อย่างเอาหนังสือไอวี่ดีโอ
- 687 มาตัดตอนให้ดู มันเริ่มเข้าใจมันมีความหมายนะ เด็กจะชอบ
- 688 มาขึ้น ถ้ามันมีเนื้อหาจริงๆ เด็กก็จะรู้สึกว่ามัน abstract เรา
- 689 ก็ต้องมีสอดแทรกบ้างมีอะไรบ้าง อย่างเช่นหนึ่งชอบทำ
- 690 เด็กมันเริ่มชอบ เวลามันประเมินหนึ่งมันได้ที่หนึ่งตลอดเลยนะ
- 691 เพราะเด็กชอบมันมีความหมายเข้าใจ
- 692 I: แล้วผู้เรียน 70 อ.คิดว่าเขามีความจำเป็นอะไรที่ต้องเรียน
- 693 ภาษาอ. มั๊ยคะ
- 694 D: ความจำเป็นก็คือ requirement ของมหาวิทยาลัย ว่าถ้าไม่ผ่าน
- 695 ตรงนี้ก็ไม่สามารถไปเรียน 71 72 ได้ เป็นข้อบังคับของหลักสูตร
- 696 นั่นก็คือความจำเป็น ข้อที่สองก็คือ ความจำเป็นในด้าน
- 697 ความสามารถทางภาษาของเขาว่าเขาไม่ถึงระดับของ ม.ที่
- 698 เรามืออยู่ฉะนั้นเราก็ต้องเตรียมความพร้อมเขาให้เข้าสู่ระดับ
- 699 course ปกติที่มีเกรด เราก็ต้องยอมรับตัวเองก่อน แต่เขาก็
- 700 ยอมรับตัวเองว่าทำไมเขาต้องอยู่ 70
- 701 I: แล้ววิชานี้มันสนองความจำเป็นเหล่านั้นได้มากน้อยแค่ไหนคะ
- 702 D: คิดว่าเด็กไม่มีทางเลือกอื่นมากกว่านี้เด็กยังงัย ๆ เด็กก็จำเป็นที่
- 703 ต้องลงเรียน เป็นหนทางสุดท้าย one day to heaven

- 704 (หัวเราะ) เด็กต้องเรียนคือไม่มีทางอื่นในชีวิตเขาที่จะทำได้
 705 เพราะมีคนที่อยู่ปีหนึ่ง แล้วๆ ไปเอ็นมาใหม่ เข้าคณะใหม่
 706 คณะเขาก็อยู่ 70 เหมือนเดิม เราก็คิดว่า course ของเรา
 707 เนี่ยไม่ได้พัฒนาความรู้. ปลายเขาให้ดีขึ้นเลยเหอ เนี่ย เราก็
 708 สงสารเขาเนาะว่าเรียนมาแล้ว เราเจอมันเราก็ทุกข์ใจมากกว่ามัน
 709 อีคนะ เราก็ ยอมนะให้ได้ 71 72 สงสารมันด้วยนะ เพราะต้อง
 710 มาเจอชั้นเดิม ตำราเล่มเดิม เรียนมาแล้วทั้งนั้น
- 711 I: ขอดูถึงห้อง SALC นะคะ อ. วัตถุประสงค์ของห้องนี้คืออะไร
 712 D: ก็คือการสนับสนุนการฝึกทักษะ ทางภาษาของนักเรียนตาม
 713 ความถนัดหรือความสามารถ เช่นตัวเองถนัดทาง skill ไหน
 714 และก็มีความสามารถที่จะมาได้มากน้อยแค่ไหน คือเราไม่ได้
 715 จำกัดว่าคนหนึ่งเข้าได้กี่ชั่วโมง จะมาทั้งวันทุกวัน เสาร์อาทิตย์
 716 เราก็เปิดนะ เราเอื้อให้เด็กมากที่สุด เพราะเรามีความเชื่อว่า
 717 practice makes perfect ถ้าเราใกล้ชิดกับภาษา มากขึ้นฝึก
 718 ฝนบ่อยๆ มันเป็น skill นะ เราอาจจะได้อย่างอื่นได้ context
 719 จากที่อ่านอีกด้วย เด็กก็จะมีโลกทัศน์มากขึ้น มันก็เป็นอะไร
 720 หละ... เป็นนโยบายของสถาบันภาษา แม้แต่เจ้าของภาษา
 721 เขาเองเขาก็มีห้องแบบนี้ และก็มีการทดลองปรับการเรียนการ
 722 สอนนักเรียนนานาชาติก็พบว่ามันกระตุ้นให้เด็กได้ฝึกฝนและ
 723 มีการพัฒนาทางภาษาอย่างต่อเนื่องเขาก็เลยลงทุน ฉะนั้นของ
 724 เราเนี่ยพอเขาเห็นผลเขาก็ให้ทุนเรามากขึ้นเมื่อก่อนเราให้
 725 ทุนตัวเอง ค่าหนังสือ 150 เราเก็บ 180 เก็บมาเป็นค่าใช้จ่าย
 726 เดียวนี้เขาเห็นประโยชน์จากการวิจัยของเราเนี่ยว่าประโยชน์
 727 ได้อะไรบ้างเขาก็ให้งบเรามาสร้างโนนสร้างนี้ สร้างตึกอะไรให้
 728 เรามากขึ้น อุปกรณ์ ก็ให้มากขึ้น
- 729 I: แล้วถือว่าบรรลุวัตถุประสงค์มีัยคะ
 730 D: บรรลุวัตถุประสงค์ของการก่อตั้งว่ามัน serve ไม่ใช่นักศึกษา
 731 อย่างเดียวเนาะ ยังมีบุคคลากร เข้าไปใช้ และเราก็เอาสถานที่
 732 ไปใช้ในการอบรมบุคคลข้างนอกโดยเฉพาะอ. สอนภาษาอ.
 733 ทั่วประเทศ เรามีสอนทฤษฎี แล้วตอนบ่ายให้ไปห้อง SALC
 734 ปรากฏว่าเขาชอบมากเพราะว่าเขามี motivation ในตัวเอง
 735 I: ในแง่การศึกษาของเราหละคะ
 736 D: นักศึกษาที่มีความสนใจ ภาษาเนี่ยจะสังเกตเห็นได้ว่า ผมไป
 737 อ่านนั้นมาไปดูที่ริมา อะไรแบบนี้ และรู้สึกว่าเขาได้จากที่เรา
 738 เตรียมให้เยอะแทนที่เขาจะไปเรียนอะไรเพิ่มเติมซึ่งเสียตั้งค์
 739 ไข่ม้อยเข้าไปที่นี้ฟรี จะไปตอนไหนก็ได้ หนังสือได้ดู ชาวก็ได้ดู
 740 อะไรทุกอย่างในนั้น ไม่ต้องเสียตั้งค์มันก็มีนักศึกษาประมาณ
 741 10% ที่แบบเป็น self motivated ที่ได้ benefit จากตรงนี้
 742 เพราะเวลาสอนเด็กที่จะถามเขา เขาก็บอกหนูใช้ประจำเลยหนู
 743 อยู่หอไม่ได้ไปไหน ไม่มีอะไรทำ หนูก็ไปดูหนังสือก็ได้คำศัพท์
 744 ได้สำนวนมาเยอะแยะ ได้เยอะ
- 745 I: อยากให้อ. ช่วยพูดเกี่ยวกับการทำงานของห้อง SALC
 746 D: การทำงานของห้องนี้เนะครับเราทำ เป็น team เรามีผู้จัดการ
 747 ดูแลที่จะคอยดูแลความ การดำเนินงานของศูนย์ให้เป็นไป

748 อย่างเรียบร้อยไม่ว่า เอกสารเครื่องมือเครื่องไม้และเจ้าหน้าที่
 749 ซึ่งตอนต้นเราไม่ได้มีการจัดการแบบนี้ ตอนแรกเราใช้อ. เรา
 750 ลงไปทั้งหมดเลยซึ่งตอนนั้นอ. เรามีน้อย มากนะแต่อ.ก็เข้าไป
 751 คือเป็นอ. รุ่น เดอะ ทำจริงๆ นักศึกษาก็ไม่ได้เยอะขนาดนี้
 752 ก็ไปทำจริงๆ ก็เห็นว่าความสนใจของเด็กที่มาเจออ. มันจะมี
 753 เยอะกว่าที่เด็กมาเจอเจ้าหน้าที่ พอเด็กเจออ. ปุ่มมีปัญหาที่วิ่ง
 754 มาถาม ๆ อ.ก็อธิบายๆ ไปเด็กรู้สึกว่ามันมีความมั่นใจในตัว
 755 เองมากขึ้น ถ้าเป็นเจ้าหน้าที่ พอเด็กเกิดปัญหาไม่รู้จะไปถาม
 756 ใครสังเกตว่าบทบาทของอ.ที่ไปคุมห้อง SALC เนี่ยถ้าเทียบกับ
 757 ตอนแรกกับตอนนี้จะลดลง เพราะทัศนคติของอ.กลุ่มใหม่ที่
 758 เข้าไปดูห้อง SALC เนี่ยเขาไม่เห็นความสำคัญแต่ที่จริงไม่ได้
 759 ให้เขาไปทำฟรีนะ เมื่อก่อนทำฟรีกันหมดเลยนะเด็กมารุม เรา
 760 ก็เหนื่อยมากเลย แต่เราก็สนุกเห็นว่ามันสนใจมาก เราก็ต้อง
 761 อธิบาย ๆ บางทีเด็กไปอ่านบอกว่า key ทำไม่ไม่ตรงอ.
 762 เราก็ต้องกลับไปอ่านแล้วอธิบายมันว่าทำไมต้องเป็นข้อนี้ มัน
 763 ก็เป็นการเพิ่มงานให้อ. แต่มันเป็นงานที่มีประโยชน์สำหรับ
 764 นักศึกษา และเราก็ใช้เวลาของเราได้คุ้มแทนที่จะมานั่งเฉยๆ
 765 ไม่เกิดประโยชน์ หลังๆ อ. เด็กๆ เขาไม่รู้ว่ามันเป็นหน้าที่สำคัญ
 766 รองจากการสอน ไม่ใช่เป็นหน้าที่ที่มัน tedious อะไร
 767 ขยับแขนงว่าต้องไปอีกแล้ว ไม่ใช่เพราะหลายคนได้ผล.จาก
 768 ตรงนี้ เวลาที่ประชุมที่บอกว่ามันคือชมทรัพย์ มันคือ treasure
 769 สำหรับทุกคนที่ต้องไปสร้างตัวเองที่นี่ เพราะมีคนไปวิจัยเด็ก
 770 ได้ ผศ. รศ. จากตรงนี้เยอะแยะ ไม่มีใครได้มา pure ๆ เพราะ
 771 เขาทำจากตรงนี้ศึกษาจากการใช้ของเด็ก เยอะแยะ ต่างปท.
 772 ก็เยอะแยะ ม.อื่นเขาก็ใช้จุดนี้มาเป็นแหล่งทำวิจัยค้นคว้า
 773 ปรับปรุงการเรียนการสอน ฉะนั้นการจกการตอนนี้ก็โดยเฉพาะ
 774 อ. อาทก็เป็นคนทุ่มเท ก็เตรียมงานอะไรแบบนี้ ซึ่งเราจะให้
 775 เวลาจัดการปีหรือสองปีเขาจะได้ต่อเนื่องถ้าเปลี่ยนคนใหม่ทุก
 776 ปีทุกเทอมมันจะไม่ต่อเนื่องผลประโยชน์มันก็จะไม่เกิดกับ
 777 นศ. เราก็จัดให้เขาดูแลสักสองปีแล้วค่อยเปลี่ยน คนที่ไปต่อก็
 778 คือคนๆไปช่วยพอช่วยก็รู้งาน การจัดการที่เรามีอยู่ทุกวันนี้มัน
 779 ค่อนข้างเป็นระบบที่ดี แต่ว่าจุดต่อยก็คืออยากให้อ. ที่ไป ช่วย
 780 ไปนั่งห้อง SALC มีความตั้งใจมี attitude ที่ดีว่าตัวเองมาทำหน้าที่
 781 ที่ให้ค่ารักษานะ ถ้านศ.ไม่มาปรึกษา เราก็ค้นคว้าอะไรได้
 782 มากมาย ไปนั่งทำ observation มานักเรียนคนนี้เรามาเราเจอ
 783 ทุกครั้งเลย ทำ case study มันเลยเราก็ได้วิจัยอีกมีแต่บวก
 784 เป็น win win situation ไม่มีผลเสียหรือแม้แต่ในภาพรวมลอง
 785 ถามอ. พรสิริ อ.สุพงศ์ อะไรพวกนี้ชิวทุกคนจะ happy ลองถาม
 786 นศ. ก็ happy ว่าการจัดการแบบนี้โอเคใช้ได้เพียงแต่ว่าห้อง
 787 มันแยกกัน งบประมาณไม่ได้มาที่เดียวให้มีเด็กที่เดียวหลายๆ ชั้น
 788 แล้วก็ให้มันอยู่ด้วยกันทั้งหมด หรือมันอาจจะลำบากที่ต้องดู
 789 หลายชั้นเจ้าหน้าที่เราไม่พอ ถ้าให้เป็นชั้นเดียวกว้างๆ มันก็หา
 790 ที่ไม่พอที่จะทำได้ จุดอ่อนมันก็คือมันมีเป็นชั้นๆ ทำให้คนคุม
 791 ไม่ทั่วถึง แต่ถ้าว. เราอุทิศตนมากขึ้นเราก็จะไม่มีปัญหา

- 792 I: แล้ว resources ที่เรามีให้หละคะ
 793 D: ตอนนี้ของเราถ้าจัดว่าในระดับประเทศนะ เราไม่น้อยหน้าใคร
 794 เรามี material เยอะ เยอะมาก เราพยายามจะ เพิ่มพวก CD
 795 มากขึ้น ซึ่งบางอันเราซื้อมาจากต่างประเทศแพงมาก เรา
 796 พยายามเพิ่มตรงนั้นให้มากขึ้น เราพยายามให้เด็กไปใช้ com
 797 เพราะ com จะเป็นตัวดึงดูดเด็กได้มากขึ้น และเราก็อยากให้
 798 อ. เราทำที่บอกว่า material ในห้องให้เป็นหมวดหมู่ตามระดับ
 799 ความยาก มากขึ้น สามารถให้เด็กสามารถจะมาเลือกอะไรได้
 800 ตามใจชอบและทำเป็นเล่มถาวรดีๆ ปกแข็งเลยดีๆ เลยถ้า
 801 เป็นแผ่นๆ ก็ หุ้มพลาสติกอย่างดีเลยเพราะเด็กบางคนมือมัน
 802 บอนมันเขียนในนั้น เขียนบ้างดึงบ้าง ถ้าเราบอกว่าจะออกข้อ
 803 สอบในนั้น เด็กบางคนก็ขโมยออกไปเลยทั้งปีก็บ้างดึงข้างใน
 804 บ้าง มีทั้งคนดีคนไม่ดี รวมกันแต่เราก็ปรับปรุงนะพยายามให้
 805 มันมีมากขึ้น
 806 I: แล้วมีอะไรที่ควรลดลงมั้ยคะ
 807 D: ลดลงนี้เราไม่ค่อยคิดอยากลดลงเลย คิดแต่อยากจะมี
 808 com มากขึ้นอยากจะมีสถานที่อะไรมากขึ้น ตอนนี้เราหุ้ฟงเรา
 809 ก็มีไม่พอ และอีกอย่างอยากจะทำ home theatre ให้เด็กแต่
 810 เราก็งงไม่มี อยากเอาภาพยนตร์ที่ทันสมัย classic แล้วจะขึ้น
 811 บอร์ดว่าวันไหนเวลาไหนฉายเวลาไหน ให้เด็กไปฟังถ้าเป็นเด็ก
 812 ในหลักสูตรให้เด็กไปชม แล้วมาเอา sheet ไปทำการบ้านส่ง
 813 เด็กจะดูอย่างมีความหมายว่าทำไมคนนี้พูดอย่างนี้ เพราะอะไร
 814 เด็กก็จะดูอย่างมีความหมาย
 815 I: อันนี้ที่อยากจะทำคือห้องไหนคะ
 816 D: ก็ยังไม่มีห้องให้เราเราอยากจะทำที่ห้องเราห้องเด็กเราเนี่ยชั้น
 817 2 หรือ 3 เนี่ยมันมีห้องที่เราวางแผนจะทำ แต่มันจะต้องมีที่นั่ง
 818 ให้เด็ก ตอนที่จันทบุรีเขาทำแผนอยู่มันโดนตัดไป เป็นห้อง
 819 multimedia มาตรฐานที่ได้วันละหลายๆ คนดูได้วันละหลาย
 820 รอบ วันนี้ 70 นะมาดูเรื่องนี้ เราก็ดูตารางสอนเด็กที่มีเวลา
 821 I: การที่ห้อง SALC มันอยู่คนละตึกกับตึกเรียนห่างไกลกัน อ.
 822 มองว่ามันเป็นปัญหามั้ยคะ
 823 D: ถ้าเราดูของต่างประเทศมันก็อยู่คนละตึกนะ มันมีตึกของมัน
 824 เลยต่างหาก แต่พอดีคนต่างประเทศโดยเฉพาะนักเรียนต่าง
 825 ชาติเขาคงจะเสียดายตึก สองคืออยากเก่งเพราะมี motivation
 826 ให้ตัวเอง ไหนๆ ไปแล้วก็ต้องเก่งเขาก็พยายามไปใช้มาก
 827 ขึ้น เขาก็ต้องพยายามไปใช้มากขึ้นๆ แต่ของเราเด็ก motivation
 828 มันต่ำไม่ว่าอยู่ใกล้ไกลไม่ยากไปก็ไม่ไป
 829 I: เมื่อกี้.. พูดว่าจะมีสัก 10% ที่เด็กจะได้ประโยชน์จากห้องนี้จริงๆ
 830 D: คือเด็กที่มี attitude ดีๆ เนี่ยประมาณ 10% ของ 4, 5000 เนี่ย
 831 ก็เยอะนะ ก็สังเกต เวลามันขึ้นปีสอง เราคิดว่าเด็กมัน AFS
 832 หรือเปล่าไม่ใช่มันชอบดู ทีวี ซีดี วีดีโอ มันก็พูดเหมือนในนั้น
 833 เลยแล้วก็ อยู่รังสิต ดูบ่อยมัย ดูบ่อยดูทุกอันที่มีในนั้น อยู่หอ
 834 พักไม่ได้ไปไหน ไม่ต้องไปดูหนังโรง หนูก็พูดตามในนั้น พอ
 835 ให้มา present หน้าห้องมันพูดเป็นฝรั่งเลย

- 836 I: อ. บอกว่ามันได้ประโยชน์แล้วมันได้ประโยชน์มากน้อยแค่
837 ไหน แล้วทำไมคิดว่าได้ประโยชน์
- 838 D: ได้ประโยชน์คืออันที่หนึ่งดูจากพัฒนาการของเด็กเนี่ยนะ
839 เพราะเด็กไม่เคยไปต่างประเทศ แล้วทำไม accent ดีๆ พูดได้
840 คล่องมากเลยใส่อารมณ์ในการพูดด้วย เน้นอะไรได้อย่างถูก
841 ต้องซึ่งเราคิดว่าเป็นนักเรียน exchange แต่ไม่ใช่ เขาฝึก
842 จาก ซีดี หรือดูมาตั้งแต่เด็ก ขอบดู หนึ่ง ไปนั่งดูเย็นสบายก็
843 เลยได้ประโยชน์เยอะเลย เราดูจากการแสดงออกของเด็ก
844 เราถามเด็กเด็กก็ confirm ว่าเขาได้จากตรงนั้น
- 845 I: แล้วลักษณะการใช้ห้องของเด็กโดยส่วนรวมมันแตกต่างกันไป
846 จากที่อ.คาดหวังให้เขาทำมี่ยะ
- 847 D: สิ่งที่เราคาดหวังคืออยากให้เขาไปพัฒนาตนเองฝึกฝนทักษะ
848 ทางภาษาของตนเองตามระดับที่ตัวเองมีอยู่ 70 ก็พัฒนาใน
849 ระดับ 70 ให้ดีขึ้น ต่อไปเป็น 71 สามารถ ถ้าสมมุติใช้ไป
850 ตลอดในหนึ่งปี ความรู้ของตัวเอง ระดับ 70 น่าจะเพิ่มขึ้นมา
851 เหมือนกับเพื่อน 72 ได้ให้ตัวเองตามเขามาได้ในระดับนั้น
852 นี่คือความคิดนะ แต่เท่าที่ผ่านมายังไม่ได้สัมผัส 70 ว่าเข้าไป
853 ใช้มากน้อยแค่ไหนแต่ส่วนใหญ่ที่สอนจริงๆ จะเป็น 71 72 ที่
854 เข้าไปใช้ พอเรามาสอนวิชา 2,300 ขึ้นไปเนี่ย เจอเด็ก เราก้
855 ถามว่าทำไมเธอคล่อง ทำไมเธออย่างนั้นอย่างนี้เขาจะตอบ
856 มาว่าเขาไปฝึก เขาไปใช้ห้อง SALC ที่หอพักไม่มี com ไม่มี
857 อะไรทำหนุกก็ไปห้อง SALC ไปฝึกเล่น net ดูหนังดูอะไรด้วย
- 858 I: เท่าที่อ. สัมผัสแสดงว่า เด็กเท่าที่เจอมาจะมีบางคนที่สอ
859 คล่องกับความคาดหวังของอ.
- 860 D: สอคล่องเพราะว่าที่สอนจะสอนคณะบัญชี ซึ่งคณะบัญชีจะ
861 อยู่ใน 10% กลุ่มเก่ง ฉะนั้นกลุ่มเก่งก็จะมี attitude ของเขา
862 มากอยู่แล้ว เขาก็สามารถทำตามสิ่งที่ตัวเองต้องการได้ ไม่
863 ต้องบังคับตัวเองมาก
- 864 I: เด็กที่อ. ได้พบมาเขาพอใจมี่ยะ
- 865 D: เขาพอใจในระดับมาก เพราะบางคนที่ผ่านมาโรงเรียนเขาไม่
866 มีด้วยซ้ำ พอมาเรามีให้เต็มที่ตามใจชอบจะมารวันไหนก็ได้
867 ก็ชั่วโมงก็ได้ เย็นสบายอย่างเนี่ย ชอบ ถ้าเป็นห้องสมุดมันก็
868 ไม่ได้เป็นหมวดหมู่แบบนี้ ที่นี้เป็นหมวดเป็นหมู่มาที่เดียวได้
869 โนนได้เนี่ยชอบ
- 870 I: แล้วห้อง SALC 4 เท่าที่ทราบผ่านๆ มาเด็กไม่คิดที่จะเดินขึ้นไป
871 เลยบางคนยังไม่รู้เลยว่าห้องข้างบนมีอะไรบ้าง
- 872 D: ก็เพราะว่าห้องข้างบนเดี่ยวเปิดเดี่ยวเปิด สาเหตุก็เพราะว่า
873 พนักงานไม่พอเพียงที่จะดูแลนะครับ นั่นคือปัญหาเพราะมัน
874 อยู่คนละชั้น เราจะต้องทำอย่างไรที่จะประชาสัมพันธ์ ให้คน
875 ไปใช้และก็มีอ.ประจำวิชาของเขารออยู่ เด็กมันรู้. อยู่ตรง
876 ไหนมันก็ไปตรงนั้นแหละ เด็กขึ้นไปไม่มีใครรออยู่ มันไม่ยาก
877 ไปอยู่แล้ว ก็ต้องมีอ.ผู้สอนไปอยู่เป็นเพื่อน ไปให้คำแนะนำ
878 อย่างใกล้ชิดเราก็เอาการบ้านไปนั่งตรวจรอเขา เขาเห็นเราเขา
879 ก็ไป ถ้าไปไม่เห็นใคร เขาก็ไม่ไป ก็เหมือนเราให้เราไปไม่เจอ

- 880 ใครสักคนเราก็ไม่อยู่แล้ว(หัวเราะ) ก็ต้องประกอบกันหนะ
 881 มันมีหลายส่วน
 882 I: แล้วสิ่งที่เราจัดไว้ให้ในห้องข้างบนหละคะ
 883 D: ข้างบนนะมันเป็น อะไรนะ เราเคยกลัวว่ามันจะหายตัวของ
 884 อุปกรณ์ ของชั้นบน กลัวมันจะหายง่ายนะ ถ้าอยู่ข้างล่าง เราก็
 885 ย้ายไปข้างบน แล้วก็ ถ้าเรามีป้ายบอกอะไรอยู่ตรงไหนให้ชัด
 886 เจน แล้วก็เขียนคำชักชวนให้มันดู convincing เด็ก.. คือ
 887 ธรรมชาติของเด็กไทย self-motivated มันค่อนข้างจะน้อยนะ
 888 แต่ถ้ามันมีคะแนนจูงใจคะแนน อ. เก็บคะแนน อยู่เนี่ยเด็กก็จะ
 889 ต้องไป ไปรออยู่ตรงนั้น ไปรับ sheet ด้วยกันนะ ไปนั่งฟัง
 890 เดี่ยวสงอ. อ. ดิกชื่ออะไรแบบนี้ มันน่าจะใช้วิธีแบบนี้มากกว่า
 891 I: ถ้าเป็น listening material ที่อยู่ข้างบน
 892 D: ข้างบนที่จริงหนะ มันหลังๆ เนี่ย เท่าที่ดูนะไม่ค่อยมีของใหม่
 893 เกิดขึ้นนะ อาจจะให้ปรับ listening exercise ที่ให้เขาฟังให้
 894 มันทันสมัยอยู่ตลอดเวลา ให้มีมากขึ้นให้มี assignment จาก
 895 อ. ว่าให้คุณไปฟัง listening หมายเลข 1A มาเติม แล้วส่งครู
 896 ครูรออยู่ เนี่ยคือมันต้องบังคับหนะ ต้องใช้คะแนนบังคับพอไม่
 897 มีคะแนนบังคับ และไม่มีใครไปนั่งรอเขา เขาก็ไม่อยากทำ
 898 เพราะว่าทำแล้วมันไม่มีความหมายมาก อยากเก่งมีอยาก
 899 เก่ง แต่ทำไมอยากทำถ้าไม่มีแรงจูงใจมากเพียงพอ
 900 I: แล้วอ. บอกว่ามันไม่ค่อยทันสมัยถ้าอยากจะเพิ่มหรือปรับให้
 901 ทันสมัยเนี่ยควรจะเป็นลักษณะไหนคะ
 902 D: อยากให้เอาการฟังที่มันเป็นเหตุการณ์ปัจจุบันมากขึ้น เกิด
 903 อะไรขึ้นบ้างที่มันสามารถใกล้เคียงกับเหตุการณ์ ในอดีตหรือ
 904 ต่อไปได้ เช่นแผ่นดินไหวมันเกิดตลอดเวลา ซึ่งศัพท์มันจะไป
 905 โยงกันได้เอางเนี่ย พวกก่อการร้ายแผ่นดินไหวอะไรก็ว่าไป
 906 สิ้นค้าราคาแพงอะไรก็ว่าไป
 907 I: ทักษะการฟังเนี่ยอ. คิดว่าถ้าฝึกแล้วจะเป็นอย่างไรคะ
 908 D: ฟังมากได้มากฟังน้อยได้น้อย
 909 I: แล้วถ้าเขาไปห้อง SALC ไปฝึกฟังจริงๆ จะเป็นอย่างไรบ้างคะ
 910 D: ถ้าฟังหลายๆ ก็เหมือนเด็กคนนั้นที่เขาไปดูหนังดูอะไรก็จะ
 911 ได้อะไรเยอะแยะ accent ต่างๆ
 912 I: แล้วในชีวิตประจำวันของเขาหละคะ เขาฝึกอะไรมั๊ย
 913 D: คิดว่าถ้าเป็นวันของเขาเขาจะไม่มีโอกาสเช่นอยู่หอพักมัน
 914 ไม่มีอะไรให้ฟังเลย ฉะนั้นมันมีที่เดียวที่เขาจะบันเทิง เช่นไป
 915 ดูหนังก็จะได้รับความบันเทิงไปด้วยอะไรแบบนี้
 916 I: แล้วบางคนไม่เคยคิดที่จะเข้าไปฝึกฟังเลยส่วนใหญ่อาจจะไป
 917 อ่านไปเล่นเกม net
 918 D: ก็มีสวนนั่นอยู่ก็ว่ามีอยู่เยอะพอสมควร
 919 I: อ.คิดว่าเป็นเพราะเหตุผลอะไร
 920 D: อันนั้นเป็น low motivation มองไม่เห็นอนาคตตัวเอง
 921 I: ของอนุญาตเอาตัวอย่าง 4-5 ตัวอย่างจากห้อง SALC มาให้อ.
 922 ดู อันแรกมาจากห้องแรกซึ่งเขาจะมี sheet สั้นๆ ไว้ให้ เป็น
 923 listening practice 1-22 ให้นักศึกษาทำแล้วเอามาส่งเป็น

- 924 proof ได้ ฟังแล้วเรียงลำดับรูป ตอบคำถามสั้นๆ มีคนสองคน
 925 คุยกันแสดงความคิดเห็นสิ่งที่เขาจะทำหลังเลิกงานให้เราใส่
 926 opinion ของคนเหล่านั้นลงไป อันนี้ฟังแล้วตอบคำถามที่เรา
 927 ได้ยิน อันนี้พอแม่ไปซื้อของแล้วถามหา size, color ที่ต้อง
 928 การ ที่มีขาย ตกลงซื้อมียี่ห้ออะไร ราคาเท่าไรอะไรแบบนี้
 929 อันนี้ก็ให้เรียงลำดับ conversation ตามที่ได้ยิน อันนี้ตอบ
 930 คำถามเกี่ยวกับ Earnest Hemmingway สั้นๆ อันนี้มีการคุย
 931 กันแล้วเล่าเรื่องไป San Francisco เป็นอย่างไร transportation,
 932 hotel, restaurant เป็นอย่างไร มีเลขามา brief ให้นาย
 933 ฟังว่ามีโรงแรมสามโรงแรมนะ ในเมืองนี้ อธิบาย...
 934 เท่าที่เล่าให้อ. ฟัง อ. รู้สึกอย่างไร และมันส่งเสริม 70 มัย
 935 D: อันนี้มันก็ relate อันนี้โดยทั่วไปโดยรวมแล้วใช้ได้เพราะมัน
 936 ไม่ยาวมาก ศัพท์ก็ไม่ยาก พอได้นะ
 937 I: แล้วรูปแบบของแบบฝึกหัดหละคะ สอดคล้องกับในหนังสือมัย
 938 ให้หนังสือมีติ๊กมีเติมค่า
 939 D: มันคล้ายๆ กัน มีเรียงลำดับมีติ๊กมีอะไรเติมโน่นนี่เล็กๆ น้อยๆ
 940 พอได้ อันนี้ได้ พอได้เหมาะสม
 941 I: อันนี้มีสี่อันเอามาจากห้องข้างบนที่เป็น commercial ทั้งเล่ม
 942 แล้วดึงมาเฉพาะบางอัน อันแรก อธิบาย...
 943 แล้วอ. คิดว่าแบบฝึกหัดนี้มันเหมาะสมกับ 70 มัย เป็นไปตาม
 944 วัตถุประสงค์ของวิชามัยคะ
 945 D: ถ้าเทียบกับอันแรกนะอันนี้จะยากกว่า แต่เติม pre-listening
 946 เด็กก็ไปไม่รอดแล้ว อันนี้น่าจะเป็น 71 มากกว่า เพราะบาง
 947 ครั้งเด็กก็อาจจะไม่รู้พวกนี้ด้วย
 948 I: แล้วถ้าทำเองโดยไม่มีคน guide ด้วยจะเป็นอย่างไร
 949 D: อันนี้ถ้าไม่ guide เด็กจะแย่นะ อันแรกยังพอได้เพราะมันเป็น
 950 คอนข้างเป็นชีวิตประจำวันที่เด็กเห็น ได้ยิน อันนี้จะยากไป
 951 I: อันที่สอง อธิบาย...
 952 D: ถ้าเป็นพีให้ทำนะพีจะ fill in the blank เพราะเด็ก 70 มันเกิน
 953 ระดับเขาจะ
 954 I: แล้วมันเกินไปสำหรับวัตถุประสงค์ของ 70 มัยคะ
 955 D: มันก็เกินไปหน่อยนะ เพราะเด็กที่เราเตรียมมามันจะอยู่ในภาพ
 956 ชีวิตประจำวันที่มีอะไรสื่อให้เขาได้เห็นมากขึ้น อันนี้มันสื่อ
 957 อะไรได้ตั้งแต่ภาพแล้ว เติมนี่ไม่ได้เติมอะไรมากมาย
 958 (listening practice) อันนี้มันไม่เติมก็จริงแต่ choice อย่าง
 959 เช่นข้อ 8 ดูซิ the speaker a, b, c มันไม่มี clue อะไรให้
 960 มากไปกว่านั้น อันนี้จะยากถ้าเทียบกันนะ อัน listening
 961 practice จะดีกว่า
 962 I: แล้วรูปแบบแบบฝึกหัด อันนี้ choice มันถ้าเป็นใจอ. อ.อยาก
 963 จะทำอย่างไรคะ
 964 D: เป็น blank เป็นสั้นๆ มากกว่า
 965 I: อันที่สาม อธิบาย...
 966 D: อันนี้น่าจะเป็น 71 นั้นแหละ ยากไป 70 วัตถุประสงค์ไปถึงกับ
 967 reproduce หรือก แต่ recall ก็สุดแล้ว

- 968 I: อันที่สี่สุดท้าย อธิบาย...
- 969 D: อันนี้โอเค อันนี้มันใกล้เคียงกับที่เขาฟังอยู่ใน 70 ของเขา
- 970 เพราะอันนี้อย่างน้อยจะช่วยให้เขาได้คำตอบ อันนี้ดี สอด
- 971 คล้อง
- 972 I: ขอขอบคุณค่ะ

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Transcriptions (English version)

Director and Deputy Director interview

1	I:	In your view, what are the goals (focus) of listening in EL070?	
2	D:	I need to read the course description first to find out: one, the	
3		level of listening; two, what the listening exercises are about.	
4		The difficulty levels of English I, II and III are different. The	
5		English I students are the low proficiency ones so they would	
6		not have to understand everything and every sentence. They	
7		should understand easy keywords and able to identify the	
8		important keywords. If they have to listen to long phrases or	
9		long sentences, they would not understand. It's the primary	
10		level of listening so it should be at the very easiest level with the	
11		focus on listening to keywords. The content of the listening	
12		should relate to content of the units. The topic of listening	
13		should lead into the units with the purpose to stimulate students'	
14		schemas.	
15	I:	So, can I say that it's listening for keywords?	
16	D:	Yes, it's listening for keywords and the students would only	
17		understand on things that are explicitly stated in the listening.	
18	I:	Do you think listening in the course is meeting its goals?	
19		How/Why (not)?	
20	D:	I've once had a chance to teach this course. I think teachers	
21		teaching the course don't really devote themselves to teach	
22		listening that much. Listening in English I is like a stepping	
23		stone to other skills such as reading and grammar. Therefore,	
24		listening is just a skill that leads into the units. The focus was	
25		not really for the students to be able to use the skill that much.	
26	I:	Can you talk about the emphasis/focus of English I?	
27	D:	The main focus is on reading with the least focus on listening	
28		and writing.	
29	I:	And speaking?	
30	D:	Both speaking and listening get the least focus in class.	
31		Sometimes students get to listening to tapes only 10 minutes in	
32		class so that doesn't promote interaction. It might be because	
33		the listening part is short with only two listening tasks which do	
34		not lead to speaking. I'd like the listening and the speaking	
35		parts to be related that is not only listening for keywords but also	
36		be able to use those keywords in the tasks such as filling in	
37		blanks with those keywords, create sentences or answer	
38		questions with those keywords, so one skill will be connected to	
39		another. For example, we try to do reading along with listening;	
40		try to do two skills at the same time. Teachers try to read out to	
41		the students with the best pronunciation; and make it sounds	
42		native like as much as possible. Next, we try to ask general	

43 44 45 46 47 48 49		questions such as who, what, when, where, why, how many, and how much, etc. Then, we would move on to the actual speaking task. This is like trying to relate reading, listening and speaking skills together. The students will then feel that listening is not neglected; it's always there. Teachers should try to use English as much as possible in class and not only let the students listen but also encourage students to interact.	
50 51 52	I:	Please look at these two listening exercises in the textbook. In your opinion, what would be the best way to teach these two exercises?	
53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69	D:	First, we should lead into the lesson by giving background and talking about something related to the lesson. Then, we should talk about the purposes of the listening and what the listening is going to be about. But if we begin with the listening, students would not know the purpose of it. Therefore, we should tell them the purposes of listening and that we'll be listening to the things we've just talked about earlier. We should speak about it so students know. It's like stimulating the students and then let them listen. Talk about the purposes before listening. Purposes of the listening should be told every time prior to listening. Not like just tell the students that today we're going to do some listening and then play the tape. Students would be very curious to know what the listening is going to be about and they would be very puzzled so teachers should not let that happen. Teachers should talk in English, of course about the purposes and the context of the listening and what they are supposed to do. It's the pre-listening; it's the preparation.	
70 71 72	I:	If teachers translate the choices into Thai, give examples, talk about the difference between the words, show authentic examples, how would you feel about that?	
73 74 75 76 77 78 79 80 81	D:	Yes, but that's too easy. When they know the words, they can simply listen and tick the answers; it's too simple. It's like guiding the students too much. We should promote thinking. Learning the language is not just skill but we should promote thinking as well. Learners should be able to think, use the psycholinguistics guessing game, have the right background knowledge, have the competence and the knowledge of vocabulary, for example, knowing which preposition to use with certain verbs, etc.	
82 83	I:	If teachers use dictations as their pre-listening activities, how would you feel about that?	
84 85 86 87 88	D:	Dictation? Yes, dictations are ok for low proficiency students. I have to admit that this group of students can't write a thing, not even a single word (laughs). Their English is VERY poor. The teachers are kind of give up their hope to make them better. Well, dictations are good pre-listening activities; they help to a	

89		certain degree. However, if the teachers' pronunciation is too	
90		different from the pronunciation of the speakers on the tape, that	
91		would not help the students. When teachers read out with their	
92		own normal pronunciation, students would understand every	
93		word because it's not authentic. Therefore, teachers should	
94		pronounce the words with the correct stress. The teachers'	
95		accent might not be very important but the teachers' word stress	
96		has to be very accurate.	
97	I:	Please look at the second listening exercise in unit 4. To what	
98		extent do you think the exercise supports English I listening	
99		goals?	
100	D:	This one is listening for comprehension at quite a high level.	
101		It's at a higher level than the first listening that requires students	
102		to only tick the keywords they hear. The first listening is at	
103		basic level; students only recognize the keywords but don't need	
104		to understand the listening. The second one, students have to be	
105		able to recognize the keywords, understand the listening and	
106		able to recall. The task requires both recall and retentions. It's a	
107		bit difficult; difficult but the students would be very active	
108		because they need to try hard to understand. Therefore, this	
109		exercise should be placed towards the end of the textbook as it is	
110		at the moment, is good. Exercises towards the front should be	
111		the keyword ones; ones that require only recall.	
112	I:	Can you say something about the level of difficulty of this	
113		exercise?	
114	D:	Well, I think it's the right level for English I but this kind of	
115		exercise should be placed towards the end. It's not too difficult;	
116		students not only need to understand the vocabulary but also	
117		need to understand the sentences and the conversations, so it's	
118		not only understanding the keywords but also understanding the	
119		content of the listening, therefore, it's comprehension.	
120	I:	Please take a look at the warm-up activities at the beginning of	
121		each unit. If the teachers begin their listening lessons with these	
122		warm-up activities without adding any other pre-listening	
123		activities of their own prior to the actual listening tasks, how	
124		would you feel about that?	
125	D:	I think it's ok but the teachers have to always tell the students	
126		the purposes of listening and what the listening is going to be	
127		about before listening. The same thing happens with reading	
128		and writing; students should be told what the reading is going to	
129		be about and what the writing is going to be about. Everything	
130		must have a purpose.	
131	I:	How about the listening activities in SALC, to what extent do	
132		you think the listening activities in SALC support English I	
133		listening goals?	
134	D:	We have various materials in SALC but I'm not sure whether	

135		English I students receive any advices from the teacher	
135		attending SALC at that time or not about which listening	
136		exercises are suitable for them and whether the materials are	
137		already assigned or noted that they are suitable for English I	
138		students or not. I'm not sure about that. Well, in my opinion,	
139		the listening materials should be in groups according to the level	
140		of difficulty; starting from the easiest ones to the difficult ones,	
141		so students would know which one they should start with and	
142		then move on to the more difficult ones. Soon we'll have a	
143		meeting about this, about grouping the listening materials in	
144		SALC. The materials as they are now don't really help the	
145		students because the students would not know which ones are	
146		suitable for them to work on; we need to label them first.	
147	I:	What are the aims/objectives of English I?	
148	D:	It's to review the basic knowledge of English; the knowledge	
149		that they have learned. The English of these students are below	
150		standard which can be from many different reasons, so we need	
151		to review them. We need to improve them to a certain standard.	
152		Some of them don't even know what 'active' means; what is 'an	
153		adjective', and what is 'a verb', etc. It's a remedial course; we	
154		need to brush-up on the things they've already learned. But	
155		somehow they haven't improved.	
156	I:	Do you think the course is meeting these objectives? How/Why	
157		(not)?	
158	D:	No because out of 400 or 500 students, how many got 'A'.	
159		These students when they get to English II and III, there's no	
160		way for them to get A, no way. We can at least wish for them to	
161		get 'C+'. There's no way for them to get better. There's no	
162		way for English I students to get 'A' in English II and III.	
163	I:	Why do you think it is like that?	
164	D:	Their knowledge of English is rusted. It might be because of	
165		their previous schools and how their previous teachers taught	
166		them; we don't know. These students also have very bad	
167		attitudes towards English. The teachers didn't do anything to	
168		motivate their students to have better attitudes towards English.	
169		Some students from schools out of Bangkok are good at English	
170		because they are motivated since they were young; they like	
171		English and their teachers are very eager to teach. Some schools	
172		are strong in Math but weak in English; some are strong in	
173		English but weak in Math. In some schools, the head teachers or	
174		the heads of the English department never encourage their	
175		teachers to be good teachers or never motivate their students to	
176		like English, so they tend to hate English. When they get to us,	
177		to be our students in the university; it's quite too late to change	
178		their attitudes. Their attitudes have to be changed when they're	
179		still in school. Things have to be changed at the schools. We	

180		are their last stops (laughs). Their hatred of English has been	
181		accumulated for six years from M.1- M.6 (Grade 7 - Grade 12).	
182		There is no way for us to change within one or two terms.	
183	I:	Are there any changes you'd like to make to English I course? If	
184		so, what? Why?	
185	D:	English I students have low motivation because they know that	
186		it's a non-credit course and there's no grade. When there's no	
187		grade, students would not take it seriously, they would not care	
188		to come to class and they are not motivated. But when there are	
189		grades and they can fail the course, the students would then take	
190		it seriously. Therefore, I'd like the teachers to take it seriously	
191		as well. Teachers have to really fail the students even though	
192		it's half the class; they have to do it. This would then motivate	
193		the students. If we always tell them that 99% you'll pass the	
194		course and you'll fail the course only when you miss the exams,	
195		the students would not care a thing about the course. Why do	
196		we have to care so much about the students and not let them	
197		fail? Students have to work hard to pass the course and if they	
198		fail, just let them because they can retake the course next year,	
199		anyway.	
200	I:	What kinds of activities would you like to see the teachers do	
201		more of on the course? Why?	
202	D:	First, according to the Philosophy of Language Teaching and	
203		Learning, it has to begin with listening. When you're able to	
204		listen, you'll then be able to speak about the things you've	
205		listened to, as in this saying: 'You can speak what you can hear.	
206		You can read what you can speak. You can write what you can	
207		read.' Therefore, I'd like the teachers to tie these four skills	
208		together. It's the theory called Language Experience Approach.	
209		If we do this and tie the four skills together, students will then	
210		understand that language is communication and not words in	
211		isolation. Knowing isolated words without knowing how to use	
212		the words to communicate does not mean knowing the language.	
213	I:	What kinds of activities would you like the see the teachers do	
214		less of? Why?	
215	D:	Do less? Nothing is too much; it about right. However, there's	
216		no exercise after each lesson. I'd like teachers to prepare short	
217		exercises for the students to complete after each lesson. It can	
218		be on a single sheet for the students to complete about 15-30	
219		minutes after each lesson and hand in to the teachers before the	
220		end of class. Teachers would then find out how much is learned	
221		after each class. It would also be our feedback. Once we've	
222		corrected it, we can explain their mistakes and use it as a review	
223		of the unit. If the students make lots of mistakes, we'll then	
224		know where our teaching has gone wrong.	
225	I:	Is it similar to our supplementary exercises (reading and	

226		grammar) that we have at the moment?	
227	D:	Yes, quite but it has to be corrected with points given every time	
228		after class. For grammar exercises, teachers don't have to	
229		correct them. Students can exchange their works and correct	
230		them together in class but for the writing works, teachers have to	
231		correct them. This way the students will then be motivated. But	
232		what we're doing with the supplementary exercises at the	
233		moment is that we just give out to the students and give out the	
234		answers on the next day. Students don't even have to do the	
235		exercises because they know that soon their teachers will then	
236		give out the answers, and why bother doing it!	
237	I:	Can you say something about the English I textbook?	
238	D:	The Head of the English Department is the reader of this	
239		textbook and she said that the English I textbook has greatly	
240		uses and perfectly uses the theory of language teaching. There	
241		is a great unity between the first half and the second half of the	
242		textbook and the content of the textbook is not too difficult for	
243		English I students, so the textbook is rated as a grade 'A'	
244		textbook. It is a very good textbook and it's the best one that	
245		she has ever read.	
246	I:	What kind of rationale/methodology does the English I textbook	
247		follow?	
248	D:	This textbook has perfectly applied the language teaching	
249		theory. It highly uses the communicative approach. Everything	
250		is smooth; it's highly communicative. Teachers can smoothly	
251		use the textbook, students can smoothly learn from the textbook	
252		and the teaching of this textbook can be done smoothly.	
253		However, the teachers using this textbook have to be active and	
254		prepare the lessons well.	
255	I:	To what extent do you think the English I textbook helps the	
256		course meets its objectives? Why?	
257	D:	I've seen from the course evaluation that students tick about the	
258		textbook; they said the textbook is good. The students I've	
259		taught also said that the textbook is good and it's a fun textbook	
260		better than the ones in high school.	
261	I:	Completing the SALC portfolio is one of the assignments in the	
262		course. Can you say something about this assignment?	
263	D:	It's to motivate the students so they would practise their English	
264		continuously. It's to motivate the students with something	
265		systematic. If there's no system or there's nothing to force	
266		them, they would not do it. It's a way of motivating the students	
267		whether they like it or not. They will at least learn something	
268		from the things they've done in SALC. There will be some	
269		students who like to complete it, take it seriously and try to do a	
270		good job. But those who don't want to do it will at least learn	
271		something from it. Overall, there's a good point about the	

272		portfolio. I've supported the idea of portfolio since the	
273		beginning. It's for the students to learn with objectives.	
274	I:	I've heard people saying that students copy each other's works.	
275		Can you say something about that?	
276	D:	I have to admit that it's the habit of Thai students. They like to	
277		copy because they have nothing in mind; they have no	
278		aims/objectives in learning and they are careless. Well, there are	
279		two groups of students: the first group is the good group and is	
280		very determined to do the works themselves; the second group is	
281		the bad group that copies everything. We know about this, so	
282		teachers have to be consistent in failing the ones with low	
283		marks. It doesn't have to be only one or two that fail; it can be	
284		up to 20-30%. Failing students who deserve to fail has nothing	
285		to do with humanity. Teachers can even fail the students on	
286		their first term if they deserve it, students will then learn that	
287		they have to study harder.	
288	I:	Can you say something about summary writing assignment?	
289	D:	For this assignment, we can see how much students understand	
290		the lessons. I support the use of this assignment, so teachers	
291		would know whether students understand or not.	
292	I:	What do you think the students would learn from this	
293		assignment?	
294	D:	Students have to review the lessons and they will get the whole	
295		concept of each unit. Students might not understand things	
296		during the lessons but after they have to write the summary,	
297		review the lessons and reread their notes; I'm sure they will get	
298		the whole concept and understand the lessons more.	
299	I:	How do you think the students feel about this assignment?	
300	D:	How students feel about this? Well, from guessing, I think there	
301		are two groups of students with different feelings: the first group	
302		will like the assignment because they are the good students and	
303		they want to be good at English; the second group will not like	
304		the assignment because they are the bad and lazy students. It's a	
305		good assignment and it motivates the students. Teachers	
306		assigning this assignment have also increased their work load in	
307		correcting the students' works.	
308	I:	Can you say something about paragraph writing assignment?	
309	D:	I also like this assignment. Students can apply the knowledge	
310		learned in their writing. It's a good assignment for English I.	
311	I:	How do you think the students feel about this assignment?	
312	D:	Again there are two groups: the bad students would feel	
313		uncomfortable and feel that their life is so difficult; the good	
314		group would feel happy and like the assignment. The good	
315		students would be able to write and be very creative using the	
316		approach called Language Experience Approach. The bad	
317		students would not be able to write even a single sentence or it	

318		might take them over half an hour to write a simple sentence. I	
319		also like to assign students to do paragraph writing. I have to	
320		mark lots of written assignments because I like to assign	
321		students to write. I also learn lots of things from their written	
322		assignments and see how well they can apply the knowledge	
323		learned into their writings. It's also a good feedback, so I do	
324		support this assignment.	
325	I:	Can you say something about the news clipping assignment (cut	
326		out, read, and translate)?	
327	D:	I've used this assignment myself too. The purpose is to promote	
328		students' world knowledge and students will gain up-to-date	
329		vocabulary.	
330	I:	How do you think the students feel about this assignment?	
331	D:	I've once asked the students in my 005 class (Business English)	
332		and they liked it very much, even the poor students. They like it	
333		because they get to learn lots of vocabulary. For example, I've	
334		asked them to clip articles about accidents; students get to learn	
335		words such as collide, crash, etc. from the articles. Students like	
336		this kind of assignment.	
337	I:	Can you say something about boards decorating assignment?	
338	D:	This type of assignment involves only a group of students and	
339		not every student gets to participate. Also the occasions are not	
340		frequent enough for the students to decorate boards. We should	
341		try to find more occasions for the students to decorate boards	
342		and give them the opportunities to search for information, read	
343		and learn the vocabulary on those important days. It can be Thai	
344		and foreign important days such as Columbus Day, Father's	
345		Day, Mother's Day, etc. Students should get to decorate four	
346		boards in the term (16 weeks). This type of assignment	
347		promotes creativity and working in groups.	
348	I:	What do you think the students would learn from this	
349		assignment?	
350	D:	If we want the students to learn something, it has to be	
351		academic. Grammar? No, I don't think the students would read	
352		it. We then have to decorate boards according to topics such as	
353		corruptions, tsunamis, earthquakes, drugs, terrorists, etc. It'll be	
354		topic base. Teachers have to give marks for creativity, accuracy,	
355		beauty, etc. And it can be done in a form of competition.	
356	I:	How do you think the students feel about this assignment?	
357	D:	I think they will be excited. Students tend to be more interested	
358		in exciting things.	
359	I:	How do you think the students feel about how they are assessed?	
360		Why? (show the course outline on how students are assessed)	
361	D:	From my own experience, students are never opposed to the	
362		assessment procedure. They never come to us and complain	
363		about the attendance points. Our purpose for giving high	

364		attendance points is to encourage the students to attend classes.	
365		In the past, there were no attendance points; there were only	
366		midterm and final exams and because of that, students half the	
367		class disappeared; they only showed up for exams. Their	
368		performances were VERY bad; they got just about the passing	
369		points. But after we start giving attendance points, there are	
370		high attendances with better performance. All courses of our	
371		institution and other courses in the university including post	
372		graduate courses have attendance points.	
373	I:	In what ways do you think the assessment procedure could be	
374		altered? Why? Would it work better?	
375	D:	The current procedure is ok but as I said earlier I'd like the	
376		teachers to really fail the students. If the students deserve to get	
377		an 'F', they should get it. If the passing point is set at 60% and	
378		above, those who get below the passing point should fail the	
379		course, simple as that.	
380	I:	Would it work better?	
381	D:	Yes because students would take it seriously. Once there was	
382		this teacher who said our passing point for a particular term	
383		should be lower because the students studying that term were	
384		poorer. That's crazy. There should be one standard; 'A' in term	
385		one should be the same as 'A' in term two; the exams in term	
386		one should be parallel to the exams in term two; and the summer	
387		term should follow the same standard. Teachers should know	
388		that humanity and evaluation is two different things and they	
389		have nothing to do with sympathy. It would not be fair for term	
390		one students if the standard is lower in term two.	
391	I:	Can you say something about the lack of listening test in	
392		EL070?	
393	D:	No listening test. Um, yes, we should have got one. Do you	
394		know why? It's because it's a non credit course. In the future,	
395		we should have one. It's to create similarities between the three	
396		Fundamental English Courses and the courses will then follow	
397		the same assessment procedure. It's also to familiarise students	
398		with the test right at the first course.	
399	I:	Is it true that one of the reasons for not having a listening test in	
400		English I is because there's a lack of listening labs to carry out	
401		tests?	
402	D:	No, no, I don't think so. I think it's because it's a non credit	
403		course. The course has been neglected and hasn't received	
404		much attention. No teachers are determined to teach the course.	
405		In the past, no young teachers wanted to teach the course and	
406		only the old teachers were assigned to teach the course.	
407	I:	On the other hand, there is a listening test in English II and III	
408		but there's no teaching of listening in class. Teachers neglected	
409		the listening part.	

410	D:	Really?	
411 412	I:	Listening was left out because time was needed to do the other skills.	
413 414 415 416 417 418 419 420 421 423 424	D:	Oh, so no course is perfect then! (Laughs). It should be integrated skill, every skill should be taught equally. You shouldn't be testing on the things you didn't teach. We should have a meeting about this and try to find a way for the teachers to be able to teach listening in class more. We can't just ignore the listening part or give it a little attention and then wait for the test. We should have the students do enough listening in class at least to a certain degree so the students would be motivated enough to further their listening practice in SALC. Well, if the teachers don't practise listening in class, they must assign the students to visit SALC to practise listening on their own.	
425 426 427	I:	What kinds of activities do you think the students would like to do more of and less of? Why do you think they feel this way? How do you know they feel this way?	
428 429 430 431 432 433 434 435 436 437 438 439 440	D:	It's hard to know how they feel about this because students are negative, only some of them like English. I can tell which students like English because they would come to me after class or during break to ask lots and lots of questions about the lesson. They not only ask questions but they also want to be able to speak English, be able to listen to English songs. They can sing along but don't understand the lyrics (Laughs). They want teachers to teach English through songs because songs are meaningful. I can conclude that students like to learn something that is meaningful. Students tend to like more when we add songs, films, or videos into the lessons. For example, Teacher Wjn always adds songs to her lessons and the students like it. She is always ranked first from the students' evaluation.	
441	I:	Can you say something about the students' needs?	
442 443 444 445 446 447 448	D:	It's a requirement of the university for the students to pass the course in order to go on to English II and English III. It's the requirement of the programme. That's their first need. Their second need is about their English proficiency. These students' English proficiency is below the standard set by the university, therefore we need to prepare them to be able to study advanced courses (the credit bearing courses).	
449 450	I:	To what extent do you feel the English I course meets students' needs?	
451 452 453	D:	I think the students have no choice. They must take the course, it's their only choice. "One way to heaven" (Laughs). They have to, there's no other way for the students.	
454	I:	What are the aims/objectives of the SALC?	
455 456	D:	It's to support the students' practice of English skills according to their interest on their free time. We don't set the number of	

457		hours students have to come to SALC. They can come at any	
458		time, even on Saturdays and Sundays. We're also open at	
459		weekends. We try very much to favour the students because we	
460		believe that "practice makes perfect". If we expose the students	
461		to the language and let them practise more, their English will	
462		improve. English is a skill and when context is added, students	
463		will gain a better outlook of the world. It's the... what; it's the	
464		policy of the institution. Even the native speakers, they do have	
465		this kind of centre. In the past, we have to fund our own SALC.	
466		Now the university sees the benefit of SALC from our research	
467		and gives us a budget to run, renovate, build new buildings, and	
468		buy new materials.	
469	I:	Do you think the SALC is meeting these objectives? How/Why	
470		(not)?	
471	D:	Yes, the aims/objectives in setting up the SALC are met. SALC	
472		not only serves the students but also serves the staff. SALC has	
473		been used as part of the teacher training programme we once	
474		offered to English teachers all over the country. Courses were	
475		held in the morning and the participants were assigned to spend	
476		time in SALC in the afternoon. The participants really liked	
477		SALC because they are motivated.	
478	I:	And in the case of our students?	
479	D:	For students who are interested in English, they would come and	
480		tell us about the things they've been reading, watching and	
481		doing in SALC. I do feel that they gain lots of things from the	
482		things we've prepared for them. Instead of having to waste their	
483		money on tutorial courses, they can visit SALC whenever they	
484		want and do whatever they want such as watching films, reading	
485		newspapers, etc free of charge. There are only 10% of the	
486		students who are self motivated and gain benefit from SALC. I	
487		always ask my students about SALC and they've told me they	
488		regularly use SALC. Students living on campus have no where	
489		to go and nothing to do so they go to SALC to watch films and	
490		says they gain a lot from SALC.	
491	I:	Can you say something about how the SALC operates?	
492	D:	For SALC, we work as a team. There's a manager to look after	
493		and run SALC. The manager has to take care of everything:	
494		equipments, materials, etc. In the past, there was no SALC	
495		manager. Every teacher has to help run the SALC. There were	
496		fewer teachers and students at that time. Teachers especially the	
497		senior ones really worked hard to get SALC going. I've seen	
498		that students are more interested to come to SALC to consult the	
499		teachers and not the staff. I've noticed that the role of the	
500		teachers attending SALC has been decreased. It's because the	
501		attitudes of the new teachers towards SALC are different from	
502		the pioneers of SALC. They don't see the importance of	

503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534	<p>attending SALC and they were not asked to attend SALC for free. In the past, the teachers did it for free. Lots of students came to consult us about the things they didn't understand. We were exhausted in explaining and helping students to understand but we had fun seeing how interested the students were. It was an extra work for the teachers but it was for the benefit of the students. We, the teachers, had used our time worthwhile. The new teachers don't see it as the second important job apart from teaching and it's not a "tedious" work or anything. Many teachers got their assistant professor title from SALC. In meetings, I always state that SALC is like a "treasure" for teachers to promote themselves. Many teachers did some research on SALC and got promoted to assistant professor or associate professor. Now, the management of SALC is in good hand. The present manager is really devoting himself to manage SALC. And the management of SALC is systematic. The weakness of SALC is the attitudes of the teachers attending SALC. I'd like to see the teachers' willingness and good attitudes towards their responsibilities in SALC. We are there to help the students and when no students come for help, we can do our own work or even conduct a research on SALC during our hours in SALC. It's a "win-win situation" with no loss. In general, try asking the members of the Board (mentions two names) and you'll find that they are "happy" or try asking the students and again you'll find that they are "happy" with the management of SALC, everything is OK except the fact that the SALC rooms are separate from each other. We didn't get the whole budget in one large lump so we could locate SALC in one building and we didn't have enough space to combine all the SALC rooms into one which is also another weakness of SALC. However, if our teachers devote themselves to SALC, there would not be a problem.</p>	
535	I: And the resources?	
536 537 538 539 540 541 542 543 544 545 546 547 548	<p>D: At the moment, our SALC is no inferior to any other SALCs in Thailand. We have lots of materials and we are trying to increase our supply of the CDs some of which were imported with a high cost. We try to encourage the students to use the computers in SALC because students are attracted to computers. We also want our teachers to organize the SALC materials into their difficulty levels so the students would be able to choose according to their levels and according to their needs and interest. The materials and the exercises should be in hardbacks or at least laminated to protect the materials because some students love to ruin or nick them especially when parts of them will be on the examinations. Well, there are both good and bad people. Anyway, we're trying to improve our materials.</p>	

549	I:	What kinds of activities would you like to do less of? Why?	
550 551 552 553 554 555	D:	Do less of...I don't think there's anything to do less of but we always want more. We want more computers, larger rooms and a better location, etc. Now, we don't have enough headphones. "Home Theatre" is another thing that we would like to provide for the students so they can come watch interesting films on certain days/times and complete the worksheets for homework.	
556	I:	And where are you thinking of doing it?	
557 558	D:	We haven't got a room yet but we're planning to do it at our building either on the second or the third floor.	
559 560	I:	Do you think it is a problem that SALC is located at some distance away from the lecture buildings?	
561 562 563 564 565 566	D:	SALCs in other countries are also located in buildings away from the lecture buildings but the differences are that students studying abroad pay way higher tuition fees and they are highly motivated to improve their English. But our students are very low motivated and they wouldn't go to SALC no matter how far or how close it is.	
567 568	I:	Earlier you said that only 10% of the students would really benefit from SALC.	
569 570 571 572 573	D:	Yes, they are the students with good attitudes. It's 10% out of 4000 or 5000 students which is a lot. I've seen some of these students when they are in their second year that they really like to watch films, TV, CDs and videos and they speak with a good pronunciation because they listen and practise.	
574 575 576	I:	Is there any difference between the way you'd like students to use the SALC and the way you suspect they use the SALC? If so, why do you feel this way?	
577 578 579 580 581 582 583 584 585 586 587 588	D:	The way I'd like the students to use SALC is I'd like them to practise their English skills according to their levels and improve themselves from one level to another. For example, starting at the level of English I and improve themselves up to the level of English II in one year and eventually improve themselves up to the level of English III. That's what I think but so far I don't really know how much the English I students use SALC because I've taught only English II and III. However, from my experience in teaching the advanced courses, I've seen students with good English and I've asked them about it. They said they often come to SALC to practise their English skills, watch films and use the internet.	
589 590	I:	Can I say that the way you'd like the students to use SALC and they way you suspect they use SALC is quite similar?	
591 592 593 594	D:	Yes because I always get to teach students from the Faculty of Commerce and Accountancy and these students are in the 10% group with good attitudes. They are the motivated ones that can fulfill their own needs.	

595 596	I:	To what extent do you feel the students are satisfied with the SALC? Why?	
597 598 599 600 601	D:	I think they are highly satisfied because they've never had one in their schools. And when we offer one for them, they are happy and they like it. They can come at any time, as often as they want and the rooms are also fully air-conditioned. And the materials are in categories unlike the ones in the library.	
602 603 604	I:	I've seen that there are some students who didn't visit SALC 4 to practice their listening skills. What do you think were the reasons?	
605 606	D:	Yes, I think there are lots of students who don't want to practise their listening skills in SALC.	
607	I:	And what do you think were the reasons?	
608 609 610 611 612 613 614 615 616 617 618	D:	One thing is because they have "low motivation" and don't seem to have a bright future and another is because the room is often close. We are short of staff and that's our problem. We have to promote SALC 4 to the students more and a teacher should be regularly assigned to attend SALC 4 to help and give advice to the visiting students. Students will go to places wherever there are teachers. They won't be there when there's no one there to help. There is a need for a teacher to be there to assist and to give advice to the students. It's normal; no one would want to be alone in a room (Laughs). There are certain things that have to work together.	
619 620	I:	Can you say something about the listening materials in SALC 4 (the sound lab)?	
621 622 623 624 625 626 627 628 629	D:	As far as I know, there are very few new materials. I'd like to see new/modern listening exercises all the time. And I'd like teachers to give specific listening assignments, for example, assign the students to work on the listening exercise 1A as homework and hand it in for points. We have to force the students to do the work for points because they wouldn't do it when there's no reward; it's meaningless, it's worthless. They surely want to be good at it but they wouldn't want to do it when there's lack of motivation.	
630 631 632	I:	You said you'd like to see new/modern listening exercises all the time. Can you explain about the kinds of new/modern listening exercises you'd like to see?	
633 634	D:	I'd like it to be a listening of interesting incidents around the world such as earthquakes, terrorist attacks, inflation, etc.	
635 636	I:	To what extend do you feel the students' listening skills could be improved through the use of SALC? Why?	
637 638 639 640	D:	The more you practise, the better you will become. And they are going to be just like that student of mine I told you about; she got the "accent" and many more from watching films and other things.	

641 642	I:	Do you think the students practise their listening skills out of SALC? If so, how/why (not)?	
643 644	D:	I think they would do something entertaining such as watching films, movies because they like to be entertained.	
645 646 647	I:	I've taken five examples from the listening materials in SALC 1 and 4 for you to please comment. This is the first example (show the listening practice 1-22 and explain the details).	
648 649	D:	In general, this one is OK because it's not too long with not too difficult vocabulary.	
650	I:	And the type of exercise?	
651 651 653	D:	Well, there are reordering, filling in blanks with short answers. I think they are OK and suitable for the English I students. Also the types are similar to the ones in the textbook.	
654 655	I:	The next four examples come from SALC 4. Here is the first example (show the exercise and explain the details).	
656 657 658 659 660 661	D:	Comparing with the first set you showed me, this example is more difficult. Students wouldn't be able to do even the pre-listening task. This one should be for English II students not English I. It's impossible to them to do it especially when there's no one to guide them. The first set was more like a listening about daily life. This one is too difficult.	
662 663	I:	This is the second example (show the exercise and explain the details).	
664 665 666 667 668 669 670 671 672 673	D:	I would change the type of this exercise to filling in the blanks with short answers instead because it's over the English I students' abilities. It's even beyond our aims/objectives. The listening on the course is about daily activities, daily life, etc. And there are pictures to guide them and only require short answers. For this one, truly there's no writing involved but look at the choices, for example, item 8, 'the speaker... a, b, and c' and there's no clue given. This one is also too difficult when compared with the listening practice. I would prefer the listening practice.	
674 675	I:	This is the third example (show the exercise and explain the details).	
676 677 678	D:	This one should be for English II. It's too difficult for English I. The reproducing is way over our aims/objectives, only the recalling is already difficult for them.	
679 680	I:	And this is the last example (show the exercise and explain the details).	
681 682	D:	This one is OK and it's about the same as the listening they are doing in English I. I think this one is good and suits them.	
683	I:	Thank you.	

Textbook writer interview

- 1 I: อยากให้อาจารย์ช่วยพูดอะไรเกี่ยวกับหนังสือเล่มนี้หน่อยคะ
 2 TW: ในฐานะเป็นผู้แต่งใหม่มีคะ
 3 I: คะในฐานะเป็นผู้แต่งหนังสือ
 4 TW: หนังสือเล่มนี้เป็นวิชา EL070 เป็นวิชาพื้นฐานและก็ชื่อคือ
 5 English I เป็นเล่มแรกและผู้ที่เรียนวิชานี้ก็คือคนที่ส่วน
 6 ใหญ่เป็นลักษณะของ remedial course ก็คือไม่ได้เข้าเรียน
 7 เลยแต่เป็นการเตรียมผู้เรียนเพื่อที่จะไปเรียน Eng 2, Eng 3
 8 ต่อไป ในฐานะผู้เขียนสถาบันภาษาให้เรามีสิทธิ์เลือกว่าเราจะ
 9 เขียนหนังสือเล่มใดในพื้นที่ 3 เล่มนี้เราจะเขียนเล่มไหน
 10 ก็ได้แต่สาเหตุที่เลือก remedial course นี้ก็เพราะว่ามีความ
 11 รู้สึกว่าชอบเขียนหนังสือที่มีกิจกรรมที่มี activities เยอะเพราะ
 12 ว่าเป็นคนสนใจในเรื่องของการสอนโดยใช้กิจกรรมไม่ว่าจะ
 13 เป็น เกมส์หรือ activities คะ ในวิชา Eng 2, 3 จะทำได้ยาก
 14 เพราะเป็นวิชาของเด็กค่อนข้าง level ค่อนข้างสูงหน่อยแต่
 15 วิชานี้เป็นตัวอ่อนที่สุดเพราะฉะนั้นน่าจะเขียนพวกเกมส์
 16 activities อะไรได้เยอะมากก็เลยเลือกเล่มนี้เขียนขึ้นมาและ
 17 ในเรื่องของการสอนก็คิดว่าเขียนให้มี style ลักษณะแบบ
 18 สบายๆ เพราะว่าผู้เรียนไม่ได้มี pressure ว่าจะต้องสอบได้
 19 เกรด A, B, C, D เพียงแต่ว่าสอบให้ได้ผ่านหรือไม่ผ่านแค่นั้น
 20 เองเพราะมันเป็น remedial course ก็เลยคิดว่า style ของ
 21 หนังสือน่าจะแบบสบายๆ สนุกๆ เลยเขียนเล่มนี้ขึ้นมาและ
 22 อยากให้มีความสนุกในตัวของมันเองฉะนั้นจะเห็นว่ามีรูปเยอะ
 23 และมีกิจกรรมต่างๆ อะไรทั้งกิจกรรมคู่เดียวและกลุ่ม มีทั้ง
 24 individual work, pair work, group work ก็จะออกแบบให้มี
 25 ลักษณะเป็นลักษณะแบบนี้ซึ่งจะทำได้ใน 70 มากกว่าวิชาอื่น
 26 I: แสดงว่าตอนที่ได้รับมอบหมายทางสถาบันปล่อยให้เลือกได้
 27 ว่าจะให้เลือกหนังสือได้แล้วเรื่องเนื้อหาในหนังสือ หรือลักษณะ
 28 การเอาเกมส์เข้ามาใช้เรามีสิทธิ์ที่จะตัดสินใจตรงนั้นได้เลย
 29 หรือเปล่าคะ สถาบันบอกมัยว่าจะต้องต้องมีเรื่องอะไรบ้างหรือ
 30 รูปแบบเป็นอย่างไร
 31 TW: รูปแบบหรือ pattern ก็ไม่ได้บอกละเอียดมากนักแต่มันก็ต้อง
 32 มีให้ครบ 4 skills คือทั้งฟังพูดอ่านเขียน แต่ลักษณะของการ
 33 นำเสนอในแต่ละ skill เขาให้สิทธิ์แก่เราเพราะว่าเขาให้เราทดลอง
 34 ลองเขียนไป 1 บทก่อนแล้วก็มีคณะกรรมการมาให้ comment
 35 ในบทแรกคะว่าแนวทางแบบนี้ โอเคมีคณะกรรมการฝ่าย
 36 วิชาการเนี่ยโอเคมีเขาก็จะ comment มาเราก็เอามาปรับปรุง
 37 แก้ไขตรงนั้นเราก็พอจะเห็นแนวทางแล้วว่าสถาบันต้องการ
 38 อะไร
 39 I: เมื่อก็อ.บอกว่า 4 skills แนวความเท่าเทียมกันใน 4 skills มี
 40 TW: เท่ากันคะเพราะวิชานี้ไม่ได้เน้นไปที่ ฟังพูด อย่างเดียวหรือ
 41 อ่านเขียนอย่างเดียวคะ พื้นฐานต้อง integrated skills
 42 I: พื้นฐานนี้หมายถึงทั้ง 70 71 72

- 43 TW: หมายถึง foundation courses จะต้องมียัง 4 skills ค่ะ
- 44 I: ถ้าจะพูดถึงหลักการ rational ว่าหนังสือเล่มนี้มีหลักการและ
- 45 เหตุผลในการสร้างหนังสือเล่มนี้ขึ้นมาเพื่ออะไร
- 46 TW: ซ่อมเสริมค่ะ
- 47 I: ซ่อมเสริม
- 48 TW: ใช้ remedial เตรียมผู้เรียนให้พร้อมก่อนที่จะไปเรียนวิชาตัว
- 49 สูงต่อ
- 50 I: หนังสือเล่มนี้ใช้ approach อะไรคะ
- 51 TW: ค่ะการเขียนหนังสือทุกเล่มต้องมี approach คือผู้วิเคราะห์
- 52 หนังสือเนี่ยเขาดูแล้วรู้เลยว่าคนเขียนเนี่ยใช้วิธีใดในการสอน
- 53 อย่างเล่มนี้เขาดูแล้วก็ตอบได้เลยว่า communicative app
- 54 หลักการเขียนหนังสือผู้แต่งจะต้องมี base อะไรของตัวเองว่า
- 55 เราใช้ approach ใดในการที่จะนำเสนอ
- 56 I: แล้วอ.คิดว่าหนังสือวิชานี้เนอะคะ ช่วยให้วิชานี้มันบรรลุวัตถุประสงค์
- 57 ประสงค์มีัยคะ
- 58 TW: วิชานี้ช่วยให้วิชานี้มัน ถ้าเราตั้งจุดประสงค์ว่าเด็กต้องฟังพูด
- 59 อ่านเขียนได้ใช้มีัยคะ ก็คิดว่าน่าจะได้ในระดับหนึ่งคะ
- 60 I: ขยายความหน่อยได้มีัยคะ ระดับนี้หมายความว่าอย่างไร
- 61 TW: เนื่องจากตัวผู้เรียนคะ เขาหลากหลายมากเลย และก็ก็เป็นเด็กที่
- 62 ค่อนข้างอ่อนมาก เพราะฉะนั้นคำว่าระดับนี้ก็ถือว่าถ้าเขา
- 63 improve ตัวเองมี improvement ขึ้นมาจากเดิมไม่ว่าจะมาก
- 64 น้อยก็ตามซึ่งเราวัดไม่ได้เพราะว่าเราไม่ได้เป็นเกรด เอ บี แค
- 65 ่ว่าผ่านหรือไม่ผ่านเท่านั้นเอง เขามาจากคือสอบ English
- 66 Entrance Exam คือเขาดกมา แต่พอมาถึงจุดนี้เรามีตั้งเกณฑ์
- 67 เอาไว้ใช้มีัยว่า 60% เพราะฉะนั้นถ้าเขาเกินกว่า 60% แสดงว่า
- 68 เขาก็ผ่านแล้ว เขาก็คือขยับจากไอ้ที่เขาต่ำกว่าเกณฑ์ในระดับ
- 69 ของเขาดอน ent แล้วก็ขึ้นมาเกิน 60 ก็เรียกว่าเขาผ่านมาจน
- 70 ถึงจุดนี้ได้ แต่ก็วัดไม่ได้ว่าคนไหนที่ได้ เอ บ้าง บีบ้างเพราะ
- 71 ว่าเราไม่ได้วัดโดยการให้เกรดเพราะฉะนั้นถ้าเขาสามารถผ่าน
- 72 ขึ้นไป % ของการผ่านขึ้นไปเกิน 60% ก็คิดว่าเขาก็น่าจะ
- 73 รับการพัฒนาจากการใช้หนังสือเล่มนี้ในการเรียนการสอนได้
- 74 I: หนังสือเล่มนี้มี 8 บทใช้มีัยคะ
- 75 TW: ค่ะ
- 76 I: ออยากให้อ. ช่วยพูดอะไรเกี่ยวกับความเหมือนความต่างของ
- 77 แต่ละบทหน่อยซีคะ
- 78 TW: หนังสือเล่มนี้มีผู้แต่งสองท่าน อ.อีกท่านที่รับผิดชอบคือ อ.
- 79 พรรณานะคะ เวลาเราแต่งหนังสือร่วมกันเนี่ย จำเป็นอย่างยิ่งที่
- 80 เราสองคนต้องมาคุยกันมาวางแผนกันล่วงหน้าและในระหว่าง
- 81 ที่เขียนก็เอามา share ความคิดเห็นกันด้วย ก่อนหน้านั้นที่เรา
- 82 วางแผนกันล่วงหน้าเราก็ต้องเขียนมา 1 บทเพื่อมาให้กรรมการ
- 83 เขาดู กรรมการก็จะประเมินเรา แล้วเราก็ลงมือเขียนต่อไป
- 84 ขณะนั้น เราก็ต้องคุยกันอยู่ตลอดเวลา ส่วนเรื่องของการแบ่ง
- 85 นั้น เราแบ่งกันคนละครึ่งเล่ม คนละ 4 บท คือเราไม่ได้ตั้งใจ
- 86 หรือกว่าใครจะเขียนบทที่ 1,2,3,4 คือเราคิด 4 หัวข้อกันขึ้นมา

- 87 ก่อนแล้วเดี๋ยวเราเอามาเรียงกันทีหลัง โดยการที่ลักษณะ ของ
 88 หัวข้อเราก็ดูหนังสือเล่มเดิมเป็นหลักด้วย เรามีหนังสือก่อนหน้า
 89 นี้ 2 เล่มฉะนั้น เราก้หยิบหนังสือของเดิมเขามาดู เราไม่ได้ทำ
 90 survey ก่อนว่าหัวข้อใดบ้างที่จะเป็นที่สนใจของเด็ก แต่เราก้
 91 สามารถ ที่จะคิดแทนเด็กได้ว่าหัวข้อไหนบ้างที่เด็กน่าจะสนใจ
 92 เราก้ดึงหัวข้อมาแล้วก้ list หัวข้อมาแล้วเราสองคนก็มาดูว่าหัว
 93 ข้อไหนที่น่าจะเป็นไปได้บ้าง โดยเทียบกับหนังสือเล่มเก่า
 94 ประกอบด้วยมันก็เลยออกมาเป็นหัวข้อดังต่อไปนี้ 8 หัวข้อที่
 95 คิดว่าเด็กน่าจะสนใจ และใกล้ตัวเด็กมากขึ้น แล้วพอได้หัวข้อ
 96 เรียบร้อยแล้วเนี่ย เรามี form เดียวกันแล้วและจากที่สถาบัน
 97 ภาษา comment เราเราเราก้รู้เราก้ลงมือทำกันคนละบทแล้ว
 98 เราก้ก็กลับมาตกลงกันอีกครั้งว่าบทไหนควรจะเป็นบทต้น บท
 99 ไหนควรจะเป็นบทรองๆ ลงมาโดยอาจจะดู grammar เป็นหลัก
 100 ด้วย grammar เรื่องไหนที่เราควรจะต้องนำเสนอก่อนอย่าง
 101 เช่น ในบทแรกเนี่ยคะ articles เป็นเรื่องที่น่าจะนำเสนอก่อน
 102 บทนี้เราก้เอาขึ้นมาเป็นบทแรก แล้วก็ไล่ต่อๆ มาว่าควรจะเอา
 103 grammar เรื่องไหนมาก่อนมาหลัง
- 104 I: ตอนแรกนี้ทำ list อย่งไรขึ้นมานะคะ
- 105 TW: list จาก topic และก้ grammar ด้วยคะ เวลาเราหาเรื่องเนี่ย
 106 content มันก็จะเกี่ยวข้องกับ topic และก้ grammar ด้วย
 107 มันก็จะมี แผนภูมิคะที่เรา list เอาไว้เลยว่าในเรื่องนี้มี
 108 grammar เรื่องอะไรบ้างจะได้ไม่ซ้ำซ้อนกันและดูว่า cover
 109 หมดทุกเรื่องมั้ยที่จำเป็นที่จะต้องเรียนก่อนจะไปในระดับ
 110 ประโยคส่วนใหญ่อันนี้ยังไม่ถึงระดับประโยคเป็น grammar
 111 ย่อยๆ ไปก่อนแต่จะเป็นเรื่อง tense หลักๆ เช่น present,
 112 past, future
- 113 I: เมื่อก้อ. พุดว่าเอาเล่มเก่าๆ 2 เล่มมาดู เป็นแนวทางแล้วผู้แต่ง
 114 ระหว่าง 70 71 72 พุดคุยประสานกันมัยคะว่าเล่มไหนจะมี
 115 เนื้อหาอะไรบ้าง เพื่อไม่ให้เกิดความซ้ำซ้อน ไม่ต่อเนื่องกัน
- 116 TW: มีคะ เรามีการประชุมกันก่อน และมีผู้ใหญ่ของสถาบันภาษา
 117 มาให้ความคิดเห็นว่าที่ผ่านมาเป็นอะไรอย่างไร เพราะฉะนั้น
 118 คนเขียนตำราทั้ง 70 71 72 ได้มีการร่วมประชุมกันมากกว่า 1
 119 ครั้ง หลายครั้งที่เดี๋ยวก่อนจะมาเป็นหนังสือนี้คะ
- 120 I: อยากรู้. พุดเกี่ยวกับว่า listening, speaking, reading,
 121 writing ในแต่ละบทมันมีความสัมพันธ์กันอย่างไรบ้างคะ
- 122 TW: มันจะสัมพันธ์กันคะอย่างเช่นบทที่ 3 ชื่อเรื่อง Safety
 123 Instruction เอาตั้งแต่หัวข้อเลยก็ได้คะว่าสังเกตว่า 70 นักกีฬา
 124 เยอะและนักกีฬาที่ต้องเดินทางไปต่างประเทศ ไปแข่งกีฬา
 125 บ่อยก้จะมีประสบการณ์เคยขึ้นเครื่องบิน และคิดว่าในอนาคต
 126 เด็กพวกนี้พอโตขึ้นก้จะมีโอกาส ได้ใช้ transportation อะไร
 127 พวกนี้บ้าง ก้คิดว่าน่าสนใจดีที่จะเอาจุดนี้มานำเสนอให้ผู้เรียน
 128 ฉะนั้น ชั้นแรกสุดในการ warm-up เนี่ย ก้จะเป็นการพุดเกี่ยวกับ
 129 เรื่องของบรรยากาศที่อยู่บนเครื่องบินว่าเคยมัย อะไรมัย
 130 ซึ่งตรงนี้จะป็น individual work ก้ได้คะ หรือครูจะทำเป็น

- 131 group work หรือ pair work ก็ได้ ลองช่วยกันสองคนดูซิว่า
 132 อะไรเคยไม่เคยทำบนเครื่องบิน จะเป็นอย่างไร listening ก็
 133 เป็นเรื่องเดิมอยู่เรื่องบนเครื่องบิน reading ก็เป็นเรื่อง For
 134 your safety เป็นเรื่อง instruction ที่ผู้โดยสาร passengers
 135 จะต้องใช้บนเครื่องบิน grammar นี้ก็นำเสนอเหมือนกับเป็น
 136 โครงสร้างเดียวกับ giving instruction คือ imperative ฉะนั้น
 137 มันก็จะสอดคล้องกันหมดเลย giving instruction, giving
 138 direction ในการนำเสนอเนื้อหาที่อยู่บนเครื่องบิน แล้ว
 139 speaking นี้ก็คืออาจจะเป็นการ giving advice, giving
 140 instruction โดยการใช้ context อื่นเข้ามาเกี่ยวข้องใน
 141 exercise ตรงที่เป็น practice แบบฝึกหัดที่เราสามารถใช้
 142 เรื่องอื่นเข้ามาได้ด้วยแต่เราดึง main อันใหญ่คือเรื่องของ
 143 giving instruction มา
- 144 I: เท่าที่ อ. เล่าให้ฟังว่าบทที่ 3 เนี่ยว่า listening, speaking,
 145 reading, writing มันสัมพันธ์กัน และยึด topic เดียวกันแล้ว
 146 บทอื่นๆ มีลักษณะเป็นอย่างไรคะ
- 147 TW: pattern จะเป็นแบบเดียวกันค่ะ การเขียนหนังสือที่ดีเนี่ยทุก
 148 บทจะต้องเป็น style เดียวกันหมด แต่การเรียงแล้วแต่เราเรียง
 149 นะคะ เราอาจจะขึ้น reading มาก่อนแล้ว เอา listening
 150 ไว้ตอนหลังก็ได้
- 151 I: หมายถึงการสอนของครูหรือคะ
- 152 TW: หมายถึงในการแต่งหนังสือค่ะ คือบทหนึ่งจะเอา reading ขึ้นมา
 153 ก่อนอีกบทจะเอา listening ขึ้นมาก่อนไม่ได้ pattern ของ
 154 หนังสือต้องเหมือนกันทุกบท หนังสือเล่มนี้มีผู้แต่ง 2 คนใช่ไหม
 155 ค่ะเราก็ต้องตกลงกับผู้เขียนร่วมกับเราว่าเราจะเรียงอย่างนั้น
 156 เราจะขึ้นที่ warm-up, listening, reading แต่ในเรื่องการสอน
 157 แล้วผู้สอนสามารถสลับได้ เพราะฉะนั้น เราอาจจะสอนศัพท์
 158 กับ reading ก่อนได้แล้วไปสอน listening ที่หลังก็ได้ แล้ว
 159 แต่ครูผู้สอนคะ ทำได้ทั้ง 2 แบบ
- 160 I: อยากให้ อ. อธิบายถึงตอนที่เขียน listening ค่ะว่าอยากจะให้
 161 อ. ผู้สอนสอนอย่างไรคะ
- 162 TW: เทคนิควิธีมันเป็นเรื่องเฉพาะตัวนะคะ แต่ถ้าว่าให้ผู้สอนสอน
 163 อย่างไรก็จะต้องเตรียมผู้เรียนให้พร้อมก่อนฟังไม่ใช่ว่าอยู่
 164 ก็เอาฟังเทปเลยนะ กาเลยนะ ไม่ใช่ เราก็ต้องเตรียม warm
 165 up ก่อน listening ที่เรียกว่า pre-listening ค่ะ อันนี้คือตัว
 166 listening เลยใช่ไหมคะ ฉะนั้นเขาก็จะใช้กลวิธีไหนก็ได้ในการ
 167 ฟังแต่ว่ามันต้องมี pre-listening ก่อนเพื่อเตรียมผู้เรียนให้
 168 พร้อมแล้วถึงจะลงมือฟัง ฟังแล้วถึงจะ check เขาว่าเขาฟัง
 169 เป็นอย่างไรซึ่งการฟังในห้องมันก็แค่ครั้งเดียว หรือ 2 ครั้ง เท่า
 170 นั้น มันต้องฟังบ่อยๆ และนี่ก็คือเหตุผลที่หนังสือเล่มนี้เนี่ย
 171 เราแจกซีดี ของ listening พร้อมทั้ง tape script ไปด้วย
 172 ฉะนั้น ผู้เรียนจะได้พัฒนาในเรื่องของการฟังนี่ต่อเมื่อเขาได้
 173 กลับไปฟังมาก ๆ ด้วยตนเองอีกครั้งนึงคะ แต่ในห้องเรียน
 174 เราควรต้องสอนวิธีการฟังก่อนเป็นอันดับแรก อันนี้คือบทที่ 3

- 175 แต่ก่อนที่จะบทที่ 3 ในบทที่ 1 เนี่ยต้องสอนเขาก่อนว่ามันมี
 176 listening technique มันมีการฟัง listening comprehension
 177 technique อย่างไรบ้าง เช่นการฟังอย่างไรอันนี้เราสอนก่อน
 178 ตอนแรกเลยว่าฟังอย่างไร สอนก่อนเลยเวลาผู้สอนเข้าไปจับ
 179 แต่บทอื่นเราไม่ต้องสอนแล้ว เช่น จาก context หรือว่าจาก
 180 คำไหนจะฟังอย่างไรมีวิธีการฟังอย่างไร ฟังครั้งแรกถ้าไม่เข้าใจก็ให้ปล่อยผ่านไปก่อน ยังไม่ต้องกังวลหรือตกใจ เลยไป
 181 เดี่ยวค่อยกลับมาฟังเที่ยวที่สอง หรือว่าก่อนจะฟังแล้วตอบ
 182 เนี่ยหนูต้องอ่านคำถามก่อนว่าเขาถามอะไรเราจะรู้
 183 purpose ของการฟัง เราต้องสอนเขาให้อ่านคำในนี้ก่อน แล้ว
 184 ก็ตรงนี้ถ้าเราออกเสียงได้เราก็จะได้ยินคำที่อยู่ในเทป อันนี้มัน
 185 เป็นเทคนิคในการสอน listening ซึ่งครูผู้สอนต้องสอนอันนี้
 186 ก่อนนะคะ แต่เราจะไม่ต้องทำอย่างนี้ทุกบทใหม่มีคะ เราทำ
 187 อย่างนี้แค่ครั้งแรกแต่ว่าการที่จะ pre-listening เราทำอย่างนี้
 188 ทุกบทได้คะ เช่นว่าเราอาจจะมีการ warm-up และพูดกันก่อน
 189 ว่าถ้าอยู่บนเครื่องบินหนูจะเห็น instruction card มีอะไรบ้าง
 190 และก็ต้องการพูดคุยกันก่อนว่า electric appliances คือ
 191 อะไร และ electronic equipment คืออะไรหรือเราออกเสียง
 192 ให้เขาฟังก่อนถ้าอันนี้เป็นบทฟังเพื่อที่จะดีกว่าเราได้ยินอะไร
 193 บ้าง เราก็ต้องให้เขาค้นกับเสียงก่อนคะ
 194
 195 I: ฉะนั้น listening ของ อ. แค่ warm-up ตรงนี้เท่านั้นไม่พอ
 196 TW: ใช่ ครูผู้สอนควรจะอ่านคำเหล่านี้ให้ฟังก่อนว่าออกเสียงอย่างไร ฝรั่งเขาออกเสียงแบบนี้คะ คุณจะได้รู้ว่ามันคืออะไรคะ
 197 warm-up อันนี้ไม่ใช่ เป็น pre-listening คะ warm-up อันนี้
 198 เป็นของ reading คะแต่ว่ามันก็อาจจะใช้ก่อน listening ได้
 199 แต่ warm-up เสร็จแล้วก็ต้องมี pre-listening ก่อนทุกครั้งคะ
 200
 201 I: ถ้าผู้สอนไม่มี pre-listening แค่เปิดเทปให้ฟังแล้วถามหาคำ
 202 ตอบเฉย อ. จะรู้สึกอย่างไรบ้างคะ
 203 TW: ถ้าเราเป็นเด็ก เอาใจเขามาใส่ใจเรา ก็อาจจะพบว่ามันก็ยากกับ
 204 เด็กกว่าที่ครูเขาจะเตรียมตัวเด็กก่อนมันก็อาจจะ ยากกว่าสัก
 205 หน่อย การที่ครั้งแรกให้เด็กฟังเลย ฟังอะไรซักอย่าง อันดับ
 206 แรกเลย เด็กก็จะตกใจเพราะว่ามันไม่ใช่ภาษาของเรา และก็
 207 ไม่ได้ออกจากครูผู้สอน แต่ไปออกจากเทป ซึ่งพูดโดยเจ้า
 208 ของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็
 209 อาจจะทำได้ แต่มันก็จะลำบากกับเด็กน้อยคะ ที่ฟังไม่ทัน
 210 I: ในความคิดของ อ. อ.คิดว่าผู้สอนรู้สึกอย่างไรกับหนังสือเล่มนี้
 211 บ้างคะ
 212 TW: หนังสือเมื่อเขียนออกมาแล้วนะคะ มันก็เป็นแค่ guideline มัน
 213 ไม่ใช่คัมภีร์ ที่ว่ามันจะต้องดีไปหมดคะ เพราะฉะนั้น ก็อาจจะ
 214 มีข้อเสียด้วย หนังสือมันก็แล้วแต่ว่าแต่ละคนมีความคิดเห็น
 215 เป็นอย่างไร แต่ละคนคิดไม่ตรงกันหรือคะบางคนก็อาจจะ
 216 คิดว่าฉันพอใจ happy กับการสอนหนังสือเล่มนี้ แต่บางคนก็
 217 อาจจะไม่ happy ต่อการสอนหนังสือเล่มนี้ก็ได้ มันน่าๆ จิตตั้ง
 218 เราก็ไม่สามารถไปตอบแทนเขาได้ เราในฐานะคนเขียนเราก็

- 219 รู้สึกพอใจที่เราได้เขียนนำเสนอไปแบบนี้ แต่คนใช้น้องอ๋อ
 220 ต้องไปถามเขาเองว่าเขาพอใจหรือเปล่าถึงจะได้คำตอบที่แน
 221 นอนเพราะเราไปตอบแทนเขาก็ไม่ได้ แต่ก็ตอบได้เลยว่าก็มี
 222 ทั้งคนที่ชอบและไม่ชอบค่ะ แต่ก็ยังมีปัญหาจะคะ ในขณะที่สอนคะ
- 223 I: อ. ช่วยเล่าให้ฟังได้มั้ยคะว่าปัญหาคืออะไร
 224 TW: คือพี่คิดว่าอยากสอนให้ได้หมดทุก part เลยคะแต่มันไม่
 225 สามารถทำได้หมดคะ เนื่องจากเวลามีจำกัดจะนั้น part
 226 writing นี้เคยสอนแรกๆ แต่หลัง ๆ นี้มันไม่ทันหนะคะ เนื่อง
 227 จากว่า ในการสอบเนี่ยตอนนี้เราเน้น reading คำศัพท์
 228 grammar จะนั้นเราก็อยากทุ่มเทให้เขาเข้าใจในจุดนี้มากๆ เรา
 229 ก็เลยจะละเลย speaking กับ writing ไปแต่ speaking เนี่ย
 230 พอขึ้น 71 72 แล้วเขาจะต้องมีสอบ speaking ด้วย ถ้าเขาไม่
 231 มีโอกาสได้พูดเลยก็จะเป็นที่น่าเสียดาย เพราะวิชานี้มันคือเป็น
 232 การเตรียมเขาให้ได้ไปเรียนในวิชาสูงต่อไป เพราะจะนั้น ก็
 233 เน้น listening กับ speaking แต่ writing เนื่องจาก เขาไม่
 234 ต้องเขียนเป็น paragraph หนะคะ ทั้งๆ ที่เราอยากสอน
 235 writing เขาแต่เราก็ไม่มีเวลาสอนเขาคะ และ writing มันก็
 236 สอนยากสำหรับเด็กอ่อนแบบนี้ เนื่องด้วยเวลาที่เป็นแบบนี้ มัน
 237 ไม่ใช่วิชา writing โดยเฉพาะเคยสอนแล้วมันมีปัญหามากคะ
 238 สอนยังไงเขาก็ไม่เข้าใจอยู่ดี
- 239 I: อ. รู้สึกอย่างไรบ้างคะกับการที่หนังสือเล่มนี้เตรียม 4 skills
 240 แต่เวลาสอบไม่มีสอบ listening
 241 TW: อ๋อ ไม่ใช่ไรคะ เพราะว่าชื่อมันก็บอกอยู่แล้วคะว่า remedial
 242 เป็น ช่อมเสริมคะ จะนั้นตรงไม่มีสอบ listening that's okay
 243 อยู่แล้วคะ เพราะว่ามันเป็นการเตรียมเขาเพราะถ้าสอบ เขาก็
 244 จะตกใจอีกคะ เพราะเขาไม่สามารถทำได้ จะนั้นพอเขาคุ้นเคย
 245 กับการฟัง ง่ายๆ แล้ว พอไปขึ้น 71 72 เขาก็จะมีความมั่นใจ มี
 246 ความสามารถ ยิ่งขึ้นแต่ถ้าเป็น pressure ตอนนั้นว่า you ต้อง
 247 ฟังและต้องสอบด้วยเนี่ยยิ่งตกใจใหญ่แล้วยิ่งจะไม่อยากฟังยิ่ง
 248 กลัวใหญ่ เลยคะ จะนั้นดีแล้วคะที่ว่ายังไม่ต้องสอบ listening
 249 ในตอนนี้คะ
- 250 I: ย้อนนิดนึงนะคะ เมื่อก็บอกอาจจะมีทั้งชอบและไม่ชอบแล้วใน
 251 ความรู้สึกของ อ. เท่าที่สัมผัสมาเท่าที่เจอกับผู้ร่วมงาน เป็น
 252 พวกไหนมากกว่ากันคะ
 253 TW: ถ้าเขาไม่ชอบเขาคงไม่บอกเรามั้ง เขาคงไปพูดกันเองเพราะว่า
 254 ไม่เคยได้ยินใครบอกว่าไม่ชอบ ได้ยินแต่ชอบ คือถ้าเขาไม่
 255 ชอบเขาคงไม่มาบอกเรามั้ง (หัวเราะ) จะนั้นพี่ตอบไม่ได้ว่าได้
 256 ยินชอบมากกว่า มันไม่ใช่ซะ
- 257 I: แล้วจากนักเรียนหละคะ คิดว่าเขารู้สึกอย่างไรบ้าง
 258 TW: ตอบยากนะคะนักเรียนเนี่ย บางทีเราอาจจะต้องดูจากใบ
 259 ประเมินที่เขาเขียนมาให้เรานะคะ ซึ่งเท่าที่เห็นเขาเขียนมาให้
 260 เรา เขาก็ไม่เคยจะว่าอะไรนักเรียนไม่ค่อยแสดงความคิดเห็น
 261 อะไรเท่าไรนักคะ เลยตอบยากคะ
- 262 I: แล้วตอนที่สอนอยู่ในห้อง มีอะไรบ่งบอกบ้างมั๊ยคะว่าเขารู้สึก

- 263 อย่างไรกับหนังสือ
- 264 TW: ไม่มีไม่มีนะคะ ค่ะ
- 265 I: แล้วอ.คิดว่่านักเรียนเขารู้สึกอย่างไรกับ listening exercises
- 266 ในหนังสือ 70 บ้างคะ
- 267 TW: ยากคะ เท่าที่สอนไปถามเขาว่าฟังรู้เรื่องมั๊ย ฟังออกมั๊ยเขาฟัง
- 268 ไม่ออกคะ เขารู้สึกว่าฟังยากคะ แต่แบบฝึกหัดที่เราให้เขาทำ
- 269 ให้เขาฝึกที่มันเปลี่ยนไปแต่ละบทเนี่ยมันคงจะทำให้เกิดความ
- 270 หลากหลายไม่ใช่เป็นวิธีเดียวกันหมด เป็น choice หมด อะไร
- 271 แบบนี้คะ เพราะเวลาเราสอบ listening ใน 71 มันก็มีเขียน
- 272 บ้าง เขาคงจะเห็นเองว่ามันมีความหลากหลายในจุดนี้ แต่ว่า
- 273 อย่างที่เคยถามเด็กว่าฟังแล้วเป็นอย่างไรบ้าง เขาก็จะบอกว่า
- 274 ฟังไม่ออก ฟังยากคะ ฟังไม่รู้เรื่อง มันก็จะเป็นแบบนี้ คือเขา
- 275 ฟังได้เป็นคำๆ ค่ะ แต่ถ้ารู้เรื่องทั้งหมด มั๊ยจะไม่นะคะ นี่คือ
- 276 เหตุผลที่เราต้องให้ tape script เขาไป และให้เขาไปฝึกซ่อม
- 277 ใหม่ บ่อยๆ เพราะการที่จะฟังเก่งๆ จะต้องฟังมากๆ และ ภาษา
- 278 มันเป็น skill เราต้อง practice ไม่ใช่ทำครั้งเดียวแล้วก็ทำ
- 279 ได้เลย มันเหมือนกับกีฬาห้คะ ที่ต้องฝึกซ้อมตลอดเวลา
- 280 ฉะนั้น มันต้อง repeat ๆ ๆ ๆ ทำซ้ำ ๆ ๆ ๆ ถึงจะเกิดความเคย
- 281 ชิน ฟังซ้ำ ๆ ฟังอีก ๆ แต่เนื่องจากในห้องมันไม่สามารถทำได้
- 282 เวลามันจำกัดเราจะให้เด็กฟัง 3, 4 เทียวมันก็คงไม่ได้ เพราะ
- 283 ว่าใน 2 เทียวเนี่ยคนที่ตอบได้ คือเรา assume เอาเองว่าพอมิ
- 284 คนพูดขึ้นมาเนี่ยเอาเด็กตอบได้แล้ว มันก็อาจไม่ใช่ 50, 60
- 285 % ของทั้งห้องมันแค่พอมิ คน 2 คนตอบขึ้นมาครูก็บอกว่าใช่
- 286 ส่วนที่เหลืออาจจะฟังไม่ออกเลยก็ได้
- 287 I: ในความคิดของ อ. อยากให้ผู้สอน สอนทุกอย่างในเล่มมั๊ยคะ
- 288 TW: ใช่คะ ในความคิดของพี่ อยากให้สอนทุกอย่างคะ แต่ในทาง
- 289 ปฏิบัติทำไม่ได้คะ แม้กระทั่งตัวเองยังทำไม่ได้เลยคะ เวลามัน
- 290 ไม่สัมพันธ์ กับตัวเนื้อหาคะ
- 291 I: อยากให้อ. พูดถึง goal, focus ของ listening ในหนังสือคะว่า
- 292 คืออะไร
- 293 TW: จริงๆ แล้วสาเหตุที่เอา listening ขึ้นก่อน reading เนี่ยนะคะ
- 294 เป็นการนำเข้าสู่ reading โดยการฟังก่อนนะ ถึงได้เอามาไว้
- 295 หน้าแรกก่อน ไม่เช่นนั้นเราก็สามารถเอาไปไว้ข้างหลังได้ใช่
- 296 มั๊ยคะ เราต้องการให้เด็กสร้างความคุ้นเคยก่อนที่เด็กจะไป
- 297 อ่านเรื่องต่อไป เราถึงเอามาไว้อันแรกสุด แต่รายละเอียดย่อย
- 298 ย่อย ว่าฟังเพื่อจับใจความได้ฟังเพื่ออะไรมันมีอยู่แล้วของทุก
- 299 บทอย่างเช่น บทแรกเนี่ยฟังเพื่อตอบได้ว่าเพื่อไ้ความรู้ว่า
- 300 อะไรนะคะ ว่าวันไหนตรงกับอะไรอย่างไรมันก็เป็น aim ของ
- 301 แต่ละ listening ไป แต่ถ้า aim ใหญ่ก็คือเราออกแบบ
- 302 listening อันนี้มาเพื่อสร้างความคุ้นเคยให้กับเด็กก่อนที่เขาจะ
- 303 ลงมืออ่านต่อไป aim ใหญ่จะมองว่าเป็น listening เพื่อ
- 304 comprehension ก็ได้นะคะ เพราะมันก็เกี่ยวข้องกับ reading
- 305 ใช้มั๊ยคะ เพราะเรากำลัง listening comprehension กับ
- 306 reading comprehension อยู่ใช่มั๊ยคะเพราะมันเป็นเรื่องเดียวกัน

- 307 I: ถ้าเด็กเขาฟัง listening ex 1 and 2 แล้วสามารถเอาไปทำ
 308 oral activities เป็น speaking เลย อ.มองว่าจะเป็นไปได้มั๊ยคะ
- 309 TW: จริงๆ แล้วมันก็ได้ทุกอย่างแล้วแต่ครูจะออกแบบได้หมดเลย
 310 ค่ะ อย่างสมมติเรื่อง hobby ใหม่มั๊ยคะ พอเราฟังเรื่อง hobby
 311 จบ แล้วเราก็ปรับเอาไปใช้ใน speaking เช่น อาจจะทำให้มีการ
 312 ซักถามกันว่า hobby ของคุณคืออะไร อย่างคราวที่แล้ว เรื่อง
 313 นี้ พี่ก็ให้ speak กันโดยการทำเป็นกิจกรรมห้องทั้งห้องเลย
 314 แล้วก็เดินถามกันว่าใครมี hobby อะไรแล้วก็ take notes ไว้
 315 อะไรแบบนี้ค่ะ คือผู้สอนจะต้องแนะนำโครงสร้างให้กับเด็กว่า
 316 ถ้าจะพูดอย่างนี้ใช้โครงสร้างอะไรยังไงให้ตัวอย่าง หรือเด็ก
 317 อาจจะได้สิ่งเหล่านี้มาจากการฟังแล้วด้วยว่าในชีวิตประจำวัน
 318 ของคนเรามันมี hobby อะไรบ้าง ได้จากการอ่าน ฟัง เสรีจ
 319 แล้วก็อ่านใหม่มั๊ยคะ และในการอ่านมันก็มีตัวอย่าง hobbies
 320 เยอะแยะ ฉะนั้น พอให้เขามาพูดเขาก็จะนึกออกกว่ามี hobbies
 321 อะไรที่คนเขาทำกันบ้าง รู้สึกมันมีเนื้อหาที่จะออกมาพูด อย่าง
 322 เนี่ยค่ะ มันก็จะโยงไปสู่ speaking ทั้งนี้ทั้งนั้นขึ้นอยู่กับครูว่า
 323 ครูมีความสามารถในการ link skill แต่ละ skill ให้มันเชื่อม
 324 โยงกันใน period เดียวกันในคาบเดียวกันอย่างไร
- 325 I: แล้วเจตนาของครูผู้เขียนต้องการให้มันเป็น listening for
 326 comprehension หา details ได้ หา keywords ได้ตอบคำ
 327 ถามได้หรืออยากให้ออกถึงขั้นผลิต oral work ออกมาได้
- 328 TW: อันที่สองค่ะ ถ้าผู้สอนทำได้นะคะ ถึงระดับนั้นก็ยิ่งดี แต่ถ้าครู
 329 ไม่ทำถึงระดับนั้น แค่ทำแค่นี้ก็แล้วแต่เขา ในฐานะผู้เขียนเรา
 330 ก็อยากให้เรา link กันหมดเลยคะ ทุกเรื่องทั้งฟัง พูด อ่าน
 331 เขียน มาอยู่ร่วมกันหมด ซึ่งเขาจะปรับ skill เป็นอะไรก่อน
 332 หลังก็ได้ไม่ต้องตามหนังสือ ฉะนั้นก็อยากให้เป็นแบบที่ 2 ให้
 333 เขาคิดให้มัน link กันอย่างไรก็ได้คะ
- 334 I: อันนี้เป็น listening exercises ที่ อ้อ เอามาจากห้อง salc 4
 335 ข้างบน จะอธิบายให้ฟังนะคะ ว่าแบบฝึกหัดมันเป็นอย่างไรบ้าง
 336 แล้วอยากให้อ. แสดงความคิดเห็นว่ากิจกรรมเหล่านี้มันช่วย
 337 ส่งเสริม listening ใน 70 มั๊ย อันไหนส่งเสริม 70 ได้บ้างใน
 338 เรื่องลักษณะแบบฝึกหัดและเนื้อหา (อธิบาย ทั้ง 4 ตัวอย่าง)
- 339 TW: เอกสารพวกนี้จะมี pre-listening มาให้ก่อนในขณะที่ความ
 340 แตกต่างของหนังสือเล่มนี้ก็คือจะไม่มี pre-listening มาให้คือ
 341 ครูจะต้องคิดเอง และมันก็จะมีส่วน listening task เลย ฉะนั้น
 342 แต่ละอันก็จะมี listening task ลักษณะเหมือนกับในหนังสือนี้
 343 แล้วก็แบบฝึกหัดนี้เรื่องนี้เท่าที่ดูนะมันก็ไม่มีเรื่องไหนที่จะ
 344 สอดคล้องกันเท่าไรนะ topic หนึ่งนะคะโยคะเนี่ยนะ อาจจะมี
 345 เรื่องของคนเข้ามาหน่อยก็จะมีบทเรื่องของคน describing
 346 people เข้ามาเกี่ยวข้องบ้าง เท่าที่ดู style ของ exercise
 347 นี้สอดคล้องกับในหนังสือนะคะ อย่างตรงนี้เป็น multiple
 348 choice ในหนังสือก็มีลักษณะคือเป็น listening comprehension
 349 คือฟังเพื่อความเข้าใจแล้ว check comprehension
 350 หรืออย่างอันนี้ที่ฟังว่าได้ยินอะไรบ้าง check what you hear

- 351 ก็เป็นลักษณะของแบบฝึกหัดที่เหมือนกับในหนังสือซึ่งเขาก็จะ
 352 ได้ฝึกฟังในห้องแล้วก็จะได้มาฝึกฟังในนี้อีก หรือแม้แต่การ
 353 เติมคะ ก็มีคะ คือผู้เรียนเขาต้องฟังคะ อันนี้ออกแบบไว้ให้ฟัง
 354 จากครูอ่านคะ จริงๆ แล้วบางครั้ง 70 ถ้าเราคิดจะเริ่มจากการ
 355 ที่เราอ่านก่อนก็ได้คะคือบางทีที่เคยใช้เทปหนึ่งครั้งแล้วครั้ง
 356 ต่อไปตอนเฉลยก็ก็อ่านเอง แล้วพออ่านเองเราก็ถามคำตอบ
 357 เขาตรงนั้นคือเราเปลี่ยนได้คะจากฟังเทปเป็นครูอ่านเองก็ได้
 358 คะ ทั้งนี้ทั้งนั้นเราก็ต้องปรับกับ level ของเด็ก ถ้าคิดว่าเด็กฟัง
 359 เข้าใจแล้วเราก็ใช้เทปไปได้ทุกครั้งหรือถ้าฟังเทปแล้วยังไม่
 360 ค่อย clear เเท่าไหนเอาครั้งนี้ครูอ่านเองฟังครูอ่านบ้าง ซึ่งเรา
 361 ก็ลด speed ของการอ่านให้ช้าลงกว่าในเทปได้ ซึ่งอันนี้คะ
 362 คล้ายกันเลยมีให้เขียนและให้ติกว่าได้ยินอะไรบ้าง ในส่วน
 363 ของรูปแบบยังมีส่วนคล้ายบ้างแต่ topic ไม่เข้ากันไม่คล้ายกัน
 364 เลยคะ ซึ่งเราต้องทำให้มัน parallel กัน หนังสือเล่มนี้ยังไม่มี
 365 แต่เล่มก่อนหน้านี้มีคะ เล่มก่อนหน้านี้จะตั้งกรรมการเลยคะว่า
 366 ใครจะผลิต SALC supplement ถ้าเป็น listening ก็ให้
 367 parallel กับในหนังสือคะ แต่พอเปลี่ยนหนังสือใหม่แล้วเนี่ย
 368 เอกสารที่เคยทำก็ยังมีอยู่เดิมเราก็ใช้อันเดิมไป มากกว่าที่จะ
 369 เป็น commercial เพราะ commercial มันไม่มีทางที่จะ เรื่อง
 370 topic มันจะสอดคล้องกันได้
 371 I: ถ้าผู้สอนจะไปเอาอะไรที่มัน authentic มาอ.จะรู้สึกอย่างไร
 372 บ้างคะ เพราะว่าอันนี้มันไม่ authentic
 373 TW: ก็มีบางอันที่มัน authentic เลยนะคะ อย่าง for your safety
 374 นี้ authentic เลยนะคะแล้วจดหมายอันนี้ก็จริง ๆ เลยคะ
 375 จาก student weekly
 376 I: แล้ว listening นอกจาก for your safety นี้มีอีกมัยคะที่ authentic
 377 TW: มีอันเดียวคะ แต่ reading บางอันก็มาจากหนังสือ net บางอัน
 378 ก็จะเป็น authentic คะ อันจดหมายภูเก็ตก็ authentic เช่นเดียวกัน
 379 I: แล้วถ้าผู้สอนไปหาอะไรที่มัน authentic มาอีกหละคะ
 380 TW: ก็ยังดีใหญ่ซิคะ ๆ เพราะครูมีหน้าที่หา supplement ให้เด็กคะ
 381 แล้วใน reading เนี่ยเรามี supplement ด้วยนะคะ มีแจกด้วย
 382 ทั้งที่เป็น grammar และ reading มีทุกบทเลยคะ และใน
 383 supplement อย่างเรื่อง giving instruction นี้ก็ authentic
 384 เหมือนกันคะ
 385 I: มีอะไรที่อ. อยากจะเสริมบ้างมัยคะ
 386 TW: ก็เขาจะเลิกใช้แล้วคะ (หัวเราะ) เพราะมันหลายปีแล้วคะ
 387 หนังสือเนี่ยนะคะมันไม่มีเล่มไหนที่จะดีไปหมด 100% มันขึ้น
 388 กับครูว่าสามารถจะนำเสนอได้ดีแค่ไหน หนังสือมันก็เป็นแค่
 389 just book มันก็ไม่สามารถบอกได้หรอกว่าหนังสือเล่มนี้ดีมาก
 390 มาก เลย หนังสือเล่มนี้แย่มาก ๆ เลยนะ มันไม่ใช่คะ ตัว
 391 หนังสือมันไม่ใช่ มันอยู่ที่คนเอาไปใช้มันถึงจะบอกได้ว่า
 392 หนังสือมันดีหรือไม่ดีคะ

Transcriptions (English version)

Textbook writer interview

1	I:	Can you say something about the English I textbook?	
	TW:	This textbook is the textbook for English I which is the first course of the Fundamental English Courses. It's a remedial course which prepares students to be able to study advanced courses: English II and English III. The institution gave us opportunities to choose the course book we'd like to write for from the three courses. The reason I chose to write for this remedial course is because I like to write a textbook which I can put loads of activities in it. I'm interested in the teaching through the use of activities or games. And it's difficult to do that for English II or English III because they are courses for students at a higher level. The English I is the lowest, therefore it's ok to put loads of games and activities in it. That's why I chose to write it. And because it's a non-credit remedial course, the learners have no pressure in taking the course and whether to get 'A', 'B', 'C', or 'D' and there's only a 'pass' or 'fail' criteria, therefore the style of this textbook came out as an entertaining one. I wanted it to be a fun and entertaining textbook so as you can see, there're lots of pictures and activities in the form of individual work, pair work and group work. Activities can be done in English I more than any other courses.	
	I:	You said earlier that the institution allowed you to pick the course you want to write for and you chose to write for English I. Did they give you the freedom to decide or tell you what should be included in the content of the textbook?	
	TW:	They didn't really direct us or tell us much about the structure or the pattern of the textbook but it should at least cover the four skills: listening, speaking, reading and writing. The institution was flexible and allowed us to present the textbook and the skills in our own ways. We started off by writing one unit and presented it to the committee (The Academic Writing Review Committee) for their comments. We then revised the textbook according to their comments. From that comments on the first unit, we also learned and understood what the committee or the institution wanted us to include in the textbook or how they wanted us to present the textbook.	
	I:	You said earlier that four skills are included in the textbook. Are they equally presented in the textbook?	
	TW:	They are all equally presented because this course doesn't focus only on listening and speaking or reading and writing. It is a foundation course, therefore it must be "integrated skills".	

I:	What kind of rationale/methodology does the English I textbook follow?	
TW:	It's a remedial textbook.	
I:	Remedial textbook?	
TW:	Yes, it's a remedial textbook to prepare students to study advanced courses.	
I:	And can you say something about the approach of this textbook?	
TW:	Yes. In writing a textbook, every textbook has to follow some kind of approach. I'm sure that the committee or those who have seen or used this textbook would definitely say that this textbook follows the communicative approach.	
I:	To what extent do you think the English I textbook helps the course meets its objectives? Why?	
TW:	Yes, I think this textbook has helped improve the students' abilities to a certain degree.	
I:	Can you please elaborate on the term "to a certain degree"?	
TW:	Yes, what I meant by saying "to a certain degree" is that I think the students' abilities have improved but I couldn't say exactly how much because we don't give out grades in English I. We only give students either a pass or fail. To pass the course, the students have to get at least 60% or more. These students got into the university with a very low mark (below 40/100) on their English Entrance Examination. When they pass English I, it would mean that their English proficiency has improved.	
I:	I can see that there are 8 units in the textbook. Can you say something about the similarities/differences of the units?	
TW:	The English I textbook was written by two writers; Ajarn (teacher) PN is the other writer. When there were two writers, it was very important for us to discuss and make plans together. Also during the writing procedures, we had to share our ideas and opinions about the book. We started off by writing the first unit for the committee to comment. We then continued writing the following units after we've have made changes and revised the first unit according to the committee's comments. We continuously talked about the textbook throughout the writing process. We agreed to write four units each. We made a list of topics and also used the two previous textbooks as our guide on the topics. We did not do a survey to find out what topics would interest the students, but we were positive that we knew what topics would interest the students. We carefully selected eight topics from the list. The eight topics were chosen according to the students' interest and familiarity. We then started writing; we used the same format and followed the committee's comments. Once the eight units	

		were written, we helped decide which topic should be the first unit, which topic should be the second unit, and so on. Our decisions were made according to the grammar points taught in the units. For example, the unit with the grammar point on 'articles' was put down as the first unit of the textbook.	
	I:	You said you made a list of topics...	
	TW:	Yes, we not only made a list on the topics but also on the grammar points English I students need to learn before they move on to sentence level in English II. And we had to make sure that there were no repetition and we covered all the simple grammar points and the major tenses such as present tense, past tense, and future tense.	
	I:	Do you and the English II and English III textbook writers talk among yourselves about what to be included in the contents of the three textbooks to prevent repetitions?	
	TW:	Yes, we all had several meetings with the committee about that.	
	I:	Can you please talk about the listening, speaking, reading, and writing parts and how they are related?	
	TW:	They are all related to each other. For example, the topic of unit 3 is 'Safety Instruction'. The unit starts with the 'Warm Up' part which allows the class to talk about the things passengers can do and cannot do on the plane. This 'Warm Up' part can be done in pairs, groups or individually. The Listening part in the unit is also about instructions on the plane. The Reading part, 'For Your Safety', is also about instructions for passengers traveling on a plane. And the Grammar and Writing part is about 'Imperative' which is used to give orders, give warning, make offers, suggestions and requests. Also the Speaking part is about giving advice and instructions. Therefore, you can see that every part is related. Every unit follows the same pattern. In a good textbook, every unit has to follow the same pattern and the same sequencing but the writer can choose to begin the units with any part they like, for example, the writer may choose to begin with the reading part or the listening part, and so on. For this textbook, we also had to decide the sequencing of the parts between us before we started writing. However, it's different in teaching, the teachers can ignore the sequencing and teach in any order they like, for example, they can start with reading and follow with listening, or vice versa. It's up to their consideration.	
	I:	Can you say about how you would like the teachers to teach the listening part in English I?	
	TW:	I believe that different people have different techniques. I personally think that teachers have to prepare the students before they get to listen to anything. I think it's not right to	

		<p>start with the actual listening without having any pre-listening activities. We need to warm up the students with what we call pre-listening activities. And listening only once or twice in the classroom is not enough. Practice needs to be done repeatedly. This is the reason why we give out CDs and scripts with the textbook so the students would then have a chance to do lots of listening practice on their own to improve their listening skills. Teachers should talk about listening techniques on the very first listening lesson. What I usually tell my students on the first listening lesson is before listening they have to read all the instructions and by reading the instructions they will then understand the purposes of the listening. I always tell my students not to panic when they couldn't understand on the first listening because they can always go back and listen to it later. These general listening techniques can be given only once at the very beginning but teachers need to provide students with pre-listening activities before the actual listening tasks. It can be any kind of warm-up activities, any kind of pre-teaching vocabulary or any kind of discussions. Teachers can even pronounce the words for the students to help the students learn how to pronounce the words correctly.</p>	
	I:	Can your 'Warm Up' part be used as pre-listening activity?	
	TW:	No, the 'Warm Up' is not a pre-listening activity. It's the warm up for the Reading part. Well, the teachers can use it before the listening but after it there needs to be a pre-listening activity before the actual listening part, always.	
	I:	What if the teachers did not do any pre-listening activities, they just play the tape, ask for and give out answers? How would you feel about that?	
	TW:	Well, if I were in the students' shoes, I'd be shocked and feel that it's too difficult to understand without any pre-listening. It's not wrong for the teachers to do that but it's hard for the students.	
	I:	How do you think the English I teachers feel about the textbook?	
	TW:	This textbook is just a guide and I would not say that it's an absolute error-free textbook, so there might be weak points as well. Different people have different opinions; some might be satisfied and happy using this textbook but some might not. I cannot speak for them. However, as the writer, I'm satisfied with the textbook and the way I've presented it. For the teachers' side, I think you have to ask the teachers themselves in order to get the correct answers whether they are satisfied or not. I really cannot speak for anyone but I can say that there are both satisfied and unsatisfied teachers. And when they are unsatisfied or unhappy with the textbook, I don't think they	

		would come and tell me about it but they would talk among themselves, I guess (Laughs). However, there is a problem in teaching this textbook.	
	I:	Can you say something about the problem?	
	TW:	I wanted to teach everything, every part in this textbook but in reality it is impossible because of the time pressure. Normally, every part can be taught at the beginning of the term but the writing part has to be omitted towards the end because in teaching we mainly focus on reading, vocabulary, and grammar. The listening and speaking parts also receive attention because students will be assessed on listening as speaking when they get to English II and III. The writing part is unfortunately neglected because the course does not require the students to be able to do paragraph writing. It's difficult to teach writing especially to these low level students. Also it's not a writing course and there's a time pressure.	
	I:	Can you say something about the lack of listening test in English I?	
	TW:	It's not a problem because it's a remedial course and it's ok not to have a listening test. If there were a test, the students would panic because they wouldn't be able to do it anyway. They need time to get used to listening and when they move on to English II and III, they would be more confident and have the abilities to listening by then. I think it's good not to have a listening test for English I as it is at the moment. We don't want to pressure or panic the students. And we don't want to make them scare of listening.	
	I:	How do you think the students feel about the textbook?	
	TW:	It's difficult to say about how they felt about the textbook because students normally don't express their opinions about anything much. They also didn't comment anything about the textbook when they had to evaluate the course.	
	I:	And during your teaching, did the students show any signs of satisfaction or dissatisfaction?	
	TW:	No.	
	I:	How do you think the students feel about the listening exercises in the textbook?	
	TW:	Difficult. I've asked them about this and they said the exercises are difficult and they didn't understand the whole thing but they understood the individual words. However, I think the students must have noticed that there is a variety of the type of the exercises such as multiple choice questions, filling in the blanks, etc. They said the exercises are difficult and they couldn't follow. Students can only understand the isolated words but not the whole listening. And this is why we have to give out the scripts, so the students can do more	

		practice on their own. Well, to be good at listening, students have to do lots of practice. Language is a skill, and it can be achieved through lots of practice, just like sports. Due to time constraint, students are allowed to listen to the tape no more than two times.	
	I:	In your opinion, do you want the teachers to teach everything in the textbook?	
	TW:	Yes, of course. I do want the teachers to teach everything in the textbook but in practice, it's impossible, even I could not do it. The volume of the material to be covered in class and the time given are not equivalent to each other.	
	I:	Can you say something about the goal/focus of listening in this textbook?	
	TW:	Actually, the reason of having listening before reading is to introduce the reading part with listening. We want to familiarize the students with the listening before they get to read the passages. There is a separate aim for each listening task. For example, the aim of the first listening exercise in unit 1 is for the students to be able to match the holidays with the dates. However, the general aim of listening is to introduce the reading part but the aim for the listening tasks is listening for comprehension.	
	I:	I've taken four examples from the listening materials in SALC 4 for you to please comment.	
	TW:	These four examples provide the students with pre-listening activities but there's no pre-listening activity in the English I textbook, teachers have to supplement their own pre-listening activities. The listening part in the textbook starts with the listening tasks. The listening tasks in the examples are similar to that in the textbook but not the topics. None of the topics matches with the topic of the listening tasks in the textbook. They types of exercises are similar to that in the textbook i.e. multiple choices. The 'check what you hear' task is similar to that in the textbook, and also the 'fill in the blanks'. In English I, teachers can also read out the words for the students instead of having them listen to the tapes, like one of the exercises in these four examples. I think it's a good idea and I've done this sometimes myself in class. Students can always listen to us in stead of listening to the tapes. This can be an alternative to help the poor students who have difficulties in listening to the native speakers on the tape. I don't think we have any listening material in SALC that is parallel to the listening in the current English I textbook. However, we do have supplementary exercises on listening that are parallel to the previous English I textbook. And it would be better for the teachers to use those ones instead of using the commercial	

		ones because there is no way for the topics to be related or similar to the topics in the textbook.	
	I:	How would you feel if the teachers supplement with authentic materials as there are no authentic materials in the textbook?	
	TW:	Well, I can say that some of the materials are authentic. For example, the 'For Your Safety' in the listening part in unit 3 is authentic and the letter (a reading passage) in unit 4 is also authentic, it was taken from Student Weekly (newspaper), etc. I think it would be great if the teachers can find authentic materials to supplement to students because it's their job to do so.	
	I:	Before I end this interview, is there anything you would like to add?	
	TW:	Well, this textbook will come to an end soon (Laughs) because it has been used for several years. There is no textbook that is 100% perfect; it's up to the teachers and how well they can use the book. Textbooks are just texts, and it's not possible to point out which is good and which is bad. It's not up to the textbooks but it's up to the users and how they use the textbooks. And as the writer of this textbook, I would like the teachers to link all the skills: listening, speaking, reading, writing and grammar together. They don't have to teach according to the sequence of the parts in the textbook; they can adjust anything but the most important point is to link all the skills together.	
	I:	Thank you.	

SALC Manager interview

- 1 I: ในฐานะที่เป็นผู้จัดการดูแลห้อง SALC นะคะ อ. คิดว่าวัตถุประสงค์
2 ประสงค์ของห้อง SALC คืออะไร
- 3 M: วัตถุประสงค์คือเพื่อส่งเสริมการเรียนรู้ด้วยตนเองครับ เพื่อส่งเสริม
4 ให้ให้นักศึกษามีทักษะในการเรียนรู้ด้วยตนเองครับ ซึ่งคิดว่า
5 ว่าจะที่เขาคิดข้อนี้ขึ้นมาเหมือนมันก็สอดคล้องกับใน พรบ
6 การศึกษาฉบับใหม่ ที่เหมือนกับส่งเสริม lifelong learning
7 ครับ อันนี้เหมือนกับเราสอน สร้างมาเพื่อเป็นการสอน
8 learning strategies แคนั้นเองครับ เป็นวัตถุประสงค์หลักนะ
9 ครับส่งเสริมการเรียนรู้ด้วยตนเองและอีกอันที่สองคือเพื่อที่จะ
10 เหมือนกับให้เขาได้มีโอกาสได้ไปฝึกเพื่อพัฒนาทักษะภาษาอังกฤษ
11 ของตนเองครับ ก็เพราะว่าภาษา อ. เป็นทักษะใช้มี
12 ครับและก็ เจอนักศึกษาแค่นี้ก็ชั่วโมงต่อสัปดาห์คิดว่าไม่น่า
13 จะพอ และก็สาเหตุมันมาจาก ครูก็ไม่พอด้วย อ. ที่สอนไม่พอ
14 section มันก็ใหญ่ใช้มีมีครับก็เลยอยากจะแก้ปัญหาเรื่องครู
15 ไม่พอและจำนวนนักเรียนเยอะด้วยมันก็เลยเกิดห้องนี้ขึ้นมา
16 ให้นักเรียนได้ไปฝึกครับ
- 17 I: แล้วเท่าที่ผ่านมามีคนบรลวัตถุประสงค์มีกี่คน
- 18 M: ก็คือยังไม่ได้มีการประเมินเป็นเรื่องเป็นราวนะครับ อย่างเช่น
19 เรื่องวัตถุประสงค์ข้อแรกที่ส่งเสริมการเรียนรู้ด้วยตนเอง ถ้าจะ
20 มาวัดจริงๆ มาประเมินจริงๆ ว่ามันบรลหรือเปล่านั้น เห็นต้อง
21 มีการติดตามหลังจากที่เขาจบวิชาเราไปแล้วว่าเขามีทักษะการ
22 เรียนรู้ด้วยตนเองมากน้อยขนาดไหน แต่เราก็ไม่ได้ทำ ก็คิดว่า
23 อดบไม่ได้ครับข้อนี้ ส่วนเรื่องทักษะซึ่งเป็นวัตถุประสงค์ข้อ
24 ที่สอง เพื่อพัฒนาทักษะภาษาอ. ซึ่งคิดว่าอย่างไรก็คงจะดีขึ้น
25 อยู่แล้วครับถ้าได้เขามาฝึกเรื่อยๆ คิดว่าบรลในระดับนี้ครับ
- 26 I: อยากรู้ว่า พุดเกี่ยวกับ วิธีการดำเนินงานของห้อง SALC
27 นะคะว่าเป็นอย่างไรบ้าง
- 28 M: ถ้าพุดถึงเรื่องเอาตั้งแต่เรื่องบริหารนะครับก็คือ เขาก็จะ ทาง
29 สถาบันก็จะตั้งอ. หนึ่งเป็นผู้จัดการดูแลก็อยู่ภายใต้การดูแลอีก
30 ที่ของรองผู้อำนวยการนะครับทั้งฝ่ายบริหารและวิชาการแล้ว
31 ก็จะมีทีมของอ.ผู้สอน วิชาภาษาอ. พื้นฐานเนี่ยนะครับมารับ
32 ผิดชอบ แต่ละ corner และแต่ละทีมก็จะมีหัวหน้าทีม ก็จะมี
33 แลแต่ละ corner ก็ดูแลความเรียบร้อยของวัสดุอุปกรณ์ใน
34 ห้องและทำ material เข้าไปเสริมบ้าง นี่ก็คือการบริหาร และ
35 ในแต่ละห้องก็จะมีเจ้าหน้าที่ ธุรการ มี technician นะครับ
36 และก็มีนักการ และมีอาจารย์ไปนั่งเป็นที่ปรึกษาอยู่ตลอดทั้ง
37 วันทุกวันสลับกันไป คอยตอบปัญหาทั้งเรื่องเกี่ยวกับการเรียน
38 รู้ด้วยตนเองและก็เรื่องภาษาครับ
- 39 I: พุดเกี่ยวกับสิ่งที่เรามีให้กับเด็กในห้อง SALC หน่อยซิคะ
- 40 M: เราแบ่งเป็น 4 ห้องนะครับ ห้องแรกเป็น reading-writing นะ
41 ครับ ก็จะมีอย่าง reading ก็จะมีเป็น work sheet เป็นแบบ
42 ฝึกหัด ครับ สอนทักษะการอ่านก็จะสอดคล้องกับในหนังสือ
43 ด้วยก็มี คือเราก็พยายามจะเชื่อมโยงเข้ากับ วิชาที่นักเรียน

- 44 เรียนด้วยครับมีพวก work sheet ทั้งหลายมีทั้งที่ครูทำเอง
 45 และที่เป็นของ commercial ครับ ที่เราซื้อมาเป็น package
 46 มาเลยครับ และก็มีพวก magazine เราได้รับประมาณ 65 เล่ม
 47 พยายามให้มันหลากหลายหลายสาขาครับมีทั้งบันเทิง business
 48 วิทยาศาสตร์ ธุรกิจ มีหลายอย่างและก็มี นสพ ภาษาอ. 2
 49 ฉบับ ส่วนมุม writing ส่วนใหญ่ก็จะเน้น grammar ครับ ก็จะ
 50 เป็นของ commercial เหมือนกันครับ และก็จะมีการเขียนที่
 51 เป็น writing จริงๆ เช่นเขียน paragraph สั้นๆ จะมีอยู่คนเดียว
 52 มีอยู่แค่นี้ก็อันครับ
- 53 I: writing นี้มีผลงานของอ.ด้วยมั๊ยคะ
- 54 M: มีด้วยครับ ส่วนใหญ่ก็คิดว่าแทบไม่มีอะไรที่ original เลยครับ
 55 ส่วนใหญ่ อ. ก็ copy มาแล้วก็มาจัด ซึ่งมันก็จะผิดเรื่อง
 56 copy right ครับ
- 57 I: แต่เราก็มีเล่ม original อยู่ใช่มั๊ยคะ
- 58 M: มีเล่ม original อยู่ครับ แต่เราก็ไม่ได้ display นะครับคือตาม
 59 วิธีที่เคยรู้มาก็คือว่า ถ้าเราจะ copy อันนี้เราก็ต้อง display
 60 ของจริงให้นักเรียนได้ดูเพื่อที่เขาจะได้ไปตามหาได้ หรือเรา
 61 อาจจะทำของจริงแล้วใช้ ฉีกออกมาเป็นบท ๆ หรือมา
 62 laminate อันนี้ก็ทำได้แต่เราก็ไม่ได้ทำแบบนั้นครับ ที่เราทำ
 63 อยู่คือ Xerox อย่างเดียวและมาแบ่งเป็นบทๆ และก็ส่วน
 64 เราก็มียี่ห้อ computer ในห้องก็จะมี CD-ROM การเรียนการ
 65 สอนภาษาอ. มีอยู่หลายชุดครับมีเป็น 10 ๆ ชุดที่เรา load ไว้
 66 และนักเรียนสามารถให้ internet ได้ครับ
- 67 I: surf ได้ทุกอย่างไม่มี lock อะไรใช่มั๊ยคะ
- 68 M: surf ได้ เราก็พยายามกัน มีการกันมีการ lock ไว้ว่าไม่ให้เข้า
 69 website ที่ไม่เหมาะสมและเราก็จะมีเหมือน suggested web
 70 sites ที่ควรจะเข้าไป และตอนนี้เราจะมี web ของ SALC เอง
 71 นะครับซึ่งนักเรียนสามารถเข้าไปดูได้และก็มี website ที่น่า
 72 สนใจซึ่ง link ไปให้ได้เลย และจะมี work sheet ที่นักเรียน
 73 สามารถ download และ print ออกมาได้ นั่นคือห้อง คอมฯ
 74 อีกด้านก็จะเป็นห้อง วีดีโอครับมีหนัง sound track และก็
 75 มีวีดีโอการเรียนการสอนภาษาอังกฤษที่เราซื้อไว้มีหลายชุด
 76 เหมือนกันมีทั้งของอังกฤษ ของ อเมริกันนะคะ และก็จะ
 77 มีสาระคดี ซึ่งก็แอบอัด ไม่ถูก copy right อีกแล้วอัดจาก UBC
 78 อัดไว้เยอะครับ และที่ห้องนี้ก็จะมีเกมส์ฝึกภาษาครับ และก็มีทั้ง
 79 พวก board game อะไรแบบนี้ครับ และก็มี karaoke ใน
 80 ห้องนั้นด้วย ส่วนอีกห้องเป็นห้อง เหมือนห้อง sound lab
 81 เป็น language lab มี booth และก็มี headphones อะไรแบบ
 82 นี้ครับ ให้เด็กฟัง listening เนี่ยนะครับก็ เราก็มียี่ห้อสื่อที่
 83 ฝึก listening นะครับ ของ commercial นะครับ มีทั้งที่ฝึก
 84 แยกเสียง ฝึกอะไรหลายๆ อย่างเนี่ยนะครับ มีเทปให้เด็กมา
 85 ยืม นะครับและก็มี listening อีกส่วนที่ฝึกส่วนที่สอดคล้อง
 86 กับในหนังสือและก็จะจัดไว้เป็นแถวครับเช่นแถวนี้สำหรับวิชา
 87 70 แถวสองเป็น 71 และ 72 ครับ คือเราไม่อยากจะเด็กมายืม

- 88 และมาหยิบไปเดี๋ยวมันจะวนวายคือเราจะ lock ไว้เลยคือจะ
 89 มีฝึกทั้ง ฟังที่ขนานกับในหนังสือกับฝึกข้อสอบครับ ให้เด็กได้
 90 ค้นเคยกับข้อสอบ listening รูปแบบก็จะเหมือนกับข้อสอบ
 91 จริงๆ และก็ในห้อง listening ก็จะมี UBC cable television
 92 ด้วยครับ มีรายการของ UBC ก็จะมี เปิด ไว้ให้เด็กมาดู และก็
 93 ในห้องนี้ก็จะเพิ่มมุม speaking นะครับ เมื่อก่อนจะจัดเป็น
 94 เหมือนแคมป์โซฟา มีตัว work sheet ซึ่ง ลักษณะส่วนใหญ่จะ
 95 เป็น pair work ให้เด็กมาฝึกพูดกัน แต่ก็ไม่มีวิธีที่จะให้ feed-
 96 back หรือเป็นที่ให้ อ. มาจัดเป็น group discussion อ. มา
 97 เป็น คน lead discussion เด็กก็มาฝึกพูด ครับ เหมือนกับว่า
 98 เริ่มเทอมนี้เราแบบฝึกหัดใหม่ของ speaking ครับ คือให้เด็ก
 99 มาเลือกหัวข้อ และให้เวลาเตรียมสัก 1 นาที วางแผนแล้วให้
 100 พูดอัดเทปสัก 2 นาที แล้วเอาเทปใส่ในช่องพร้อมทั้ง feed-
 101 back form เป็นงานเดี่ยวแล้วเราก็ตัดต่อ อ. ฝรั่งเศสให้มา pick
 102 up ไปแล้วให้เวลา 1 นาที เขาจะเขียน comment มาแล้ว
 103 เด็กก็มาเอาคืนไป เพิ่งเริ่มเทอมนี้เทอมแรกครับ ขอลกลับไป
 104 ห้องแรกหน่อยครับ ตอนนี้มีเด็กพิเศษ ครับพวกเด็ก
 105 พิการที่ต้องนั่งรถเข็นเพิ่งรับมาได้สักปีกกว่าๆ สองปีครับ เขา
 106 อาจจะไปฝึกฟัง listening ข้างบนไม่ได้ ฉะนั้นในห้องแรกก็
 107 เลยเอาเทปของเก๋วิทยเทปมาวางและมีพวก แบบฝึกหัดฝึก
 108 listening มาเสริม และตอนนี้ก็จะขยายไปสู่ ESP สำหรับ
 109 เด็กที่เรียน ESP ครับก็เลยเริ่มมี material ของ 296 ครับ
 110 คือ Eng for Science and Technology ตอนนี้มีชุดสำหรับ
 111 listening ก็จะครบขนานกับในหนังสือ นะครับ และก็จะมีพวก
 112 reading, writing ของ 296 ก็จะครบแล้วครับ อย่าง 296 จะ
 113 เป็นเหมือนกับในหนังสือมันจะเน้นพวก how to เช่น how to
 114 take notes, how to compare and contrast, how to give
 115 instruction ทั้ง listening, reading ก็จะมีหัวข้อพวกนี้หมด
 116 เลยครับก็จะครบ
- 117 I: แสดงว่าตอนแรกเนี่ย SALC มีไว้รองรับเด็กพื้นฐานก่อน
 118 M: ใช่ครับเด็กพื้นฐานก่อน
- 119 I: แล้วเริ่มมาขยาย มี 296 แล้วมีแนวโน้มที่จะมีวิชาอื่นเข้ามาด้วยคะ
 120 M: ครับตอนนี้ก็พยายามเนื่องจากว่าจะย้ายมาที่นี่ ปีหน้าตอนนี้ก็
 121 เริ่มมาบ้างแล้วก็จะขยายไปสู่พวก business ครับ เพราะมัน
 122 คลุมได้หลายคณะแต่คือตอนนี้เราก็เปิดโอกาสให้เข้าเราทำ
 123 หนังสือบอกอ. ที่สอน ESP ว่าให้เด็กมาเข้าได้เพราะพวก
 124 business ทำอะไรก็ได้เพราะ magazine เรามีเยอะอยู่แล้ว
 125 พวก grammar หรือพวก CD-ROM มีการเขียนจดหมายซึ่ง
 126 เขาก็มาใช้ได้อยู่แล้ว ความจริงวัตถุประสงค์เนี่ยนะครับที่เขียน
 127 ไว้ตั้งแต่แรกไม่ใช่แค่ของพื้นฐานอย่างเดียว เป็นของนศ. มธ.
 128 ทั้งหมดและของบุคคลกรด้วยอาทิตย์นี้เพิ่งคุยกับ อ. จุนมาว่า
 129 ให้เริ่มโฆษณาให้เด็ก ESP มาเข้าได้แล้วคะ แล้วให้บอกด้วย
 130 ว่าข้าราชการมธ. มาเข้าได้ครับ
- 131 I: เมื่อก็บอกว่าสำหรับนักศึกษาทั้งหมด พอจบพื้นฐานตรงนี้ไป

- 132 แล้วและอาจจะไม่ได้เรียน ESP ก็มาเข้าใช้ได้ไหมคะ
- 133 M: ครับจบไปแล้ว ลงเรียนหรือไม่ได้เรียนก็มาใช้ได้ครับ แต่อันนี้
- 134 ไม่ได้คุยรายละเอียดว่าถ้าเราไม่ได้เจ็บค่าธรรมเนียมเนี่ยมันจะ
- 135 ดีมั๊ยเพราะเด็กที่มาเข้าเราเราก็เก็บค่าธรรมเนียมบ้างอยู่แล้ว
- 136 ก็ไม่เชิงค่าธรรมเนียมแต่มันก็รวมอยู่ในค่านั่งสื่ออะไรอยู่
- 137 แล้วครับ แล้วมันจะ fare มั๊ยถ้าเด็กที่ไม่ได้เรียนกับเราแล้วมาเข้า
- 138 I: อยากจะย่อยไปนิดนะคะ เมื่อกี้พูดถึง material ใน reading
- 139 ในห้องแรก แล้วพูดถึงรับ magazine อะไรต่างๆ เนี่ย เป็น
- 140 รายเดือนหรือคะ
- 141 M: ก็แต่ละเล่มจะไม่เหมือนกันบางเล่มออกรายเดือนบางเล่มก็
- 142 ออกเป็นแบบ weekly เช่น Times อะไรแบบนี้ครับ บางเล่มก็
- 143 ออกปีละ 2 ฉบับ มีทุกแบบเลยครับ แต่เราต้องมาเลือกกัน
- 144 แล้วเสนอกรรมการ แต่เขาพยายามให้หลากหลาย มีอาหาร
- 145 มีห้องเที่ยวมีด้านการแพทย์มีอะไรแบบนี้มีทุกสาขา ให้เป็น
- 146 ประโยชน์กับ ESP มาเข้าได้ครับ ผมขอย้อนกลับไปเรื่อง
- 147 ระบบการใช้ห้องด้วยนะครับ เรามีพวกนี้ให้เด็กและเราก็จะมี
- 148 work sheet เราก็พยายามจะออกแบบรูปแบบการเข้ามาใช้
- 149 ศูนย์นี้ะครับก็เปลี่ยนมาหลายอันนะครับ เอาแค่ปัจจุบันนะ
- 150 ครับอย่างปัจจุบันก็ เด็กเข้าแต่ละครั้งเด็กก็จะมีใบ report
- 151 ให้เด็กได้กรอกนะครับ เพื่อจะ reflect ว่า เขาเข้ามาทำอะไร
- 152 บ้าง มีปัญหาอะไร รู้สึกอย่างไร รวมทั้งพวกเนื้อหาภาษาอ. ที่
- 153 เขาได้ด้วย แล้วพอท้ายเทอมให้เขา เลือกใบ report นะครับ
- 154 มา 4 ชั้นที่มันแสดงถึงการเรียนรู้ด้วยตัวเองที่ดีที่สุดของเขา
- 155 เลือกออกมาแล้วมารวมเป็น portfolio ก็จะมีใบบันทึก
- 156 ประสิทธิภาพการเรียนรู้อะไรทั้งหมด และมีใบปะหน้าแล้ว
- 157 ก็รวบรวมมาส่งครู นอกจากมีใบ report แล้วแต่ละอันก็จะมี
- 158 เหมือนเป็นหลักฐานการเข้าแต่ละครั้ง แต่ละมุม เช่นถ้าเข้าไป
- 159 อ่านนสพ. นะครับก็จะมีใบกรอกว่าอ่านเรื่องอะไร headline
- 160 คืออะไร มีคำศัพท์อะไรบ้าง หรือเข้าไปใช้ คอมฯ ก็จะมีใบให้
- 161 กรอกว่าเข้า web อะไร แบบนี้ครับ แล้วให้มีการประเมิน web
- 162 นี้ด้วยครับ นอกจากอันนี้แล้วก็จะมีการจัดกิจกรรมการเรียนรู้
- 163 ด้วยตัวเองให้นักเรียนเพิ่มเติมอย่างเช่น มีประกวดร้องเพลง
- 164 เด็กก็มาเข้าร่วม มาเข้าก็ได้กรอกใบมาแนบใน portfolio ได้
- 165 หรือมีเชิญคนมีชื่อเสียงมาพูดเชิญดารามา หรือนิมนต์พระมา
- 166 เทศน์เป็นภาษาอังกฤษ หรือมีจัดงานให้มีการแข่งขันตอบ
- 167 ปัญหา สะกดคำอะไรพวกนี้ครับ จัดให้เขาตลอดทั้งปี
- 168 I: นอกจากจะกรอกแบบฟรอมทำเป็น portfolio แล้ว ยังต้องมีใบ
- 169 เกี่ยวกับ activities ที่เข้าไปทำด้วยก็ขึ้นคะ
- 170 M: หนึ่งชั้นครับคือมี ใบ report การเข้าใช้ เลือกมา 4 ชั้นจากที่
- 171 ชั้น จาก 50, 100 ชั้นที่เขาเข้าก็แล้วแต่เลือกมาแต่ละชั้นก็จะ
- 172 มีหลักฐาน จะเป็นคำตอบอะไรที่เขาเขียน จะเป็นคำศัพท์ที่เขา
- 173 บันทึกไว้แล้วก็จะมาบวกกับใบการเข้าร่วม activity 1 ครั้ง
- 174 I: อยากจะถามเรื่องเมื่อกี้พูดถึง magazine หนังสือ ในห้องแรก
- 175 ไปแล้วนะคะ อย่างในห้องแรกมี grammar แล้วเรา update

- 176 พวกนี้บ่อยแค่ไหน อย่างห้องอื่นๆ อย่างซีดีรอม เพิ่มสิ่งใหม่ ๆ
 177 เข้ามาบ่อยแค่ไหน วีดีโอเกมส์ อะไรต่างๆ หรือพวก listening
 178 materials ช่างบน
- 179 M: ครั้นแต่ละมุมจะมีกรรมการรับผิดชอบ อยู่นะครั้นก็จะมี
 180 พยายามที่จะ ทำอะไรเพิ่มไปบ้างแต่ก็ไม่ได้บ่อยนักนะครั้น
 181 เพราะว่าหนังสือและเนื้อหาอะไรค่อนข้างจะเหมือนเดิม อยู่
 182 grammar point อะไรก็ค่อนข้างจะเหมือนเดิมอยู่ แต่ก็มี อ.
 183 บางคนเนื่องจากว่าเราเปิดโอกาสให้อ. ได้สร้างผลงานเข้าไป
 184 ใหม่มั้ยครั้นเหมือนกับได้ promotion ด้วยเขาก็ทำเข้าไปได้
 185 คะแนนได้อะไรแบบนี้ครั้น มันก็จะมีอ. ที่ทำเป็นส่วนตัวเข้าไป
 186 บ้างแต่ก็ อย่างมุม reading กับ writing ไม่ค่อยมีอะไรใหม่เข้า
 187 ไป นะครั้นแต่อย่าง magazine เนี่ยมันก็จะมีใหม่เรื่อย ๆ มันก็
 188 มาเรื่อย ๆ อย่างทุก เดือน ทุก อาทิตย์ อะไรแบบนี้ใหม่มั้ยครั้น
 189 แต่อย่างวีดีโอเนี่ยเราจะอัดใหม่ ๆ เข้าเรื่อย ๆ สารคดีก็จะมีอัด
 190 ไปตลอด อัดไปเรื่อย ๆ ส่วนพวก คอมฯ นี้เรียกว่าไม่ได้ทำ
 191 อะไรซีอรอบเดียวแล้วอยู่อย่างนั้นเลย ซึ่งตอนนี้ก็พยายามแก้
 192 ไขอยู่เพราะว่ามันก็คือ มันขีดความสามารถมัน ก็ไม่ ค่อยรับ
 193 กับพวกซีดีรุ่นใหม่ๆ อะไรแบบนี้ครั้น ก็ไม่ได้ซื้ออะไรเพิ่มเลย
 194 คือพยายามแก้ปัญหา ที่มีอยู่ให้มันใช้ได้เท่านั้น เพราะปกติ
 195 เรามีห้อง คอมฯ มีปัญหาเข้ามาเข้าไปนั่งแล้วใช้พร้อมกันทั้ง
 196 ห้องไม่ได้ ถ้าไปใช้ ซีดีรอม หนะ เรามีซีดีรอมอยู่ที่ตัว
 197 server ตัวกลาง พอเด็กเข้าไปนั่งจะเลือกมาดู ไม่สามารถจะ
 198 นั่งพร้อมกันทั้งแถวได้ ถ้าเป็นแบบนี้จะ hang แก้ปัญหา
 199 อย่างไรก็ไม่สำเร็จ มีการ upgrade มีการเปลี่ยนอุปกรณ์อะไร
 200 ตลอดก็ยังไม่สำเร็จครั้น แต่ อย่างมากก็พยายามกันไว้เหมือน
 201 กับที่นั่ง 10 ที่ตรงนี้ เลือกดูจาก จุดนี้ อีก 10 ที่เลือกดูจากจุด
 202 นี้ก็พอจะแก้ได้บ้างครั้น คือไม่ค่อยได้ update หรอกครั้น
 203 ส่วนใหญ่กิจกรรมที่เราทำที่ให้ห้องมันเหมือนไม่หยุดยั้งครั้น
 204 คือกิจกรรมที่เราจัดแต่ละเทอมมากกว่าแต่ material ค่อนข้าง
 205 จะเหมือนเดิมครั้น
- 206 I: มีอ. เป็นกลุ่มๆ รับผิดชอบ
- 207 M: ใช่ครั้น คือแล้วแต่ถ้าเขาว่างเขาก็ทำ บางคนส่วนตัวอยากทำก็
 208 ทำครั้น อีกอันที่ ทำให้มันเหมือน update อยู่ตลอดคือเรามี
 209 news letter ที่เราออกตลอด ทุกเดือนทุกสองอาทิตย์อะไรก็
 210 แล้วแต่ ครั้นวัตถุประสงค์คือเพื่อเป็นการสื่อสารระหว่าง SALC
 211 กับนักเรียน ส่วนใหญ่ ก็จะมีการประชาสัมพันธ์ว่าตอนนี้เรามี
 212 กิจกรรมอะไรและ โฆษณา เรื่อง SALC และก็จะมี เกล็ด เล็ก
 213 เกล็ดน้อยเรื่องภาษาอ. แทรกไปด้วยครั้น ไม่งั้นมันจะหยุดนิ่งครั้น
- 214 I: เมื่อกี้พูดถึงกิจกรรมเยอะแยะเลยนะคะในห้อง SALC แล้วใน
 215 ฐานะที่เป็นผู้จัดการอยู่ตอนนี้คิดว่าอยากจะทำอะไรหรือปรับ
 216 ปรุงอะไรเพิ่มเติมบ้างมั้ยคะ
- 217 M: คือผมก็ถ้าด้านกายภาพพวกหนังสือพวก อะไรแบบนี้บางที่ผม
 218 ก็อยากให้มันน่าตาเหมือนกับห้องสมุดภาษาอ. ด้วยคือมุมที่
 219 เป็น reading writing อย่างเนี่ยครั้นอยากจะให้มีหนังสือพวก

220 อาจจะเป็นหนังสือพวก general knowledge หรือ encyclopedia
 221 ลงเยอะ ๆ เหมือนเป็นห้องสมุดภาษาอ. เลยเช่นเขา
 222 อาจจะทำห้องสมุดมีแล้ว แต่วามันไม่เหมือนกันครับ เข้า
 223 ไปห้องสมุดเราจะต้องไปดูที่ catalogue หรือ search ในคอม
 224 แล้วมาเดินหาว่าอยู่ตรงไหน หนังสือกระจายกัน แต่อันนี้คือถ้า
 225 มันมารวมอยู่ที่เดียวกันจะดี คือมีไว้ครับ และก็บางที่มันนำ
 226 สนใจกว่าครับ น่าสนใจกว่า ที่จะมีแต่ work sheet นะครับและ
 227 อาจจะให้. ช่วยกันทำ เหมือนกับเป็น self develop material
 228 มากขึ้นครับ เพราะตอนนี้มีปัญหาเรื่อง ลิขสิทธิ์ แนนอน ถึง
 229 แม้เราไม่ได้เอาเป็นกำไรเป็นรายได้ แต่อย่างไรมันก็ไม่ถูกอยู่
 230 ดี ก็อยากให้อ. เขาจัดสร้าง material เข้าไปมากขึ้นครับ และ
 231 ก็ส่วนพวกด้านกายภาพมันขึ้นกับฝ่ายบริหารและงบประมาณ
 232 แต่ตอนนี้ก็พอใจในระดับนี้คิดว่ามันอยู่ตัว มันก็ค่อนข้างจะดี
 233 เลยนะครับ เพราะคนเขาก็มาดูงานกัน แล้วเราก็ไปดูที่อื่นด้วย
 234 เราก็พบว่าของเราก็ไม่ได้แย่ไม่ได้ด้อยไปกว่าเขาเลย ของ
 235 เรามันเหมือน dynamic มันเคลื่อนไหวด้วยซ้ำ ของที่อื่นค่อนข้าง
 236 ข้างจะหยุดยั้ง กิจกรรมที่คนอื่นเขามีเราก็มี และค่อนข้างจะมี
 237 เกินด้วย เรื่องกายภาพอย่างจะเปลี่ยนจาก วีดีโอเป็น ซีดี คนก็
 238 จะพยายามมาบอกว่าให้เปลี่ยนเป็น ซีดี ได้แล้วไม่มีใครใช้
 239 วีดีโอแล้ว แต่อย่าลืมว่าเป็นม. รัฐบาลหนะครับมันต้องใช้วีดีโอ
 240 ให้แจ้งไปก่อนต้องให้ฟังสนทนหนะครับแล้วจึงค่อยๆ เปลี่ยน มัน
 241 ก็ยังใช้ได้อยู่หนะครับ อ้อ อยากจะปรับปรุง อยากจะเหมือน
 242 กับ เรื่องปัญหาเรื่องทัศนคติของ อาจารย์ เรื่องเกี่ยวกับ self
 243 access learning หนะครับ ถ้าเป็นไปได้ก็อยากจะให้มีการจัด
 244 อบรมอะไรทำนองนี้ครับ เชิญวิทยากรภายนอกที่เขาชำนาญ
 245 เรื่อง self access learning มาพูดให้อ. เราฟังครับ เพื่อจะได้
 246 ฟังว่าจริงแล้วมันเป็นอย่างไรครับ
 247 I: แล้วความรู้สึกตอนนี้คิดว่าอ. เขามีทัศนคติอย่างไรคะ
 248 M: คือ ปัญหาเท่าที่อ่านมาส่วนใหญ่ซึ่งเห็นด้วยกับที่เขาเขียนเลย
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 252 check ดูใช่ไหมครับมันก็ แต่พอมันมี self-access เหมือนกับ
 253 ครูจะต้องเปลี่ยนบทบาท ครับ เหมือนกับแค่เสนอแนะให้เขา
 254 ไปใช้โน่นนี่แล้วอย่าไปอะไรมากครับ คืออย่างที่มีปัญหาอย่าง
 255 เช่นมี work sheet ไปให้เด็กทำ แล้วส่งเป็น portfolio อันนั้นะ
 256 ครับครูก็จะกังวลเกินไปว่าเด็กลอกกันครับ ว่าห้อง SALC เนี่ย
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 258 เขียนใบ report ครูก็มานั่งตรวจ grammar ทำให้เป็นภาระ
 259 หนักทำให้ครูไม่ยินดีไม่ชอบ SALC เลยครับเพราะเห็นเป็นภาระ
 260 หนัก ภาระงานที่เพิ่มขึ้น แต่ความจริงน่าจะดูว่าวัตถุประสงค์
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264 เด็กมากกว่าอย่างเช่นมีเด็กคนนึงส่งมา 5 ใบ เด็กบอกว่าฉันนี้
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 268 บ้างชีวาเป็นอย่างไรอยากจะให้ comment เรื่อง learning
 269 strategies มากกว่าและมันจะไม่เป็นภาระด้วย มันก็จะสอดคล้องกับ
 270 วัตถุประสงค์ที่เราต้องการด้วย เพราะว่าตอนนี้ครูไม่
 271 happy เลยครับ เท่าที่รู้ ไม่ happy กับการที่เรามีใบพวกนี้มา
 272 และก็ อย่างเรื่องตอนลอกกันครูก็ ไม่ใช่ห้อง SALC ทำให้เด็ก
 273 ลอกกันนะครับ ความจริงมันมีหลายปัจจัยไข่ม้อยครับ บางทีก็
 274 ต้องทำใจบ้างครับ ทำอะไรมันก็มีปัญหาอยู่แล้วแต่เขาถึงขั้น
 275 จะยกเลิกใบ report อันนี้ครับ ความจริงมันก็ถ้าพูดถึงเรื่อง
 276 มันตรงตาม ทฤษฎีมากเลยครับ เด็กได้มีโอกาสได้ reflect
 277 สิ่งที่เขาได้ประสบการณ์การเรียนรู้ด้วยตนเองเขาจะได้ค้นพบ
 278 ว่าเขาชอบเรียนอะไรเขามีปัญหาอะไรเขามีวิธีการเรียนอย่าง
 279 ไร และได้ปรับตัวเองอย่างไรแก้ไขอย่างไร เรามีใบให้เขา
 280 เขียนว่าเขาทำอะไรมาบ้าง ให้เขียนรายละเอียดว่าเขามีปัญหา
 281 อะไรมาแล้วเขาแก้ไขอย่างไรครับ แต่ครูจะให้ยกเลิกไปมันก็
 282 เหมือนเป็นการลงโทษเด็ก ที่ตั้งใจทำ ซึ่งเด็กที่ตั้งใจทำเนี่ยมี
 283 และมีเยอะด้วยเพราะผมเคยทำวิชากับอ. แหม่ม ก็ทำวิจัยเก็บ
 284 ข้อมูลเรื่องระบบพวกนี้ ผมถามว่า 10 ชั้นเนี่ยเหมือนก่อน 10
 285 ชั้นเด็กทำเองก็ขึ้น ลอกก็ขึ้น นั่งเทียนเขียนเองก็ขึ้น ผมก็พบว่าเด็ก
 286 ในจำนวน 10 ชั้นทำเองมากกว่า ที่แน่ๆ ได้ประโยชน์
 287 อย่างเนี่ยถึงทำเอง 5 ชั้น ลอก 5 ชั้น ก็ยังได้ประโยชน์ ถ้ายก
 288 เลิกเลยก็จะได้อะไรเลยครับ
 289 I: แล้วเรามีการบอกครุมียะ ว่าจริงๆ แล้ววัตถุประสงค์ของใบ
 290 report นี้เราต้องการให้ครูทำอะไรไม่ใช่มาตรวจ grammar นะ
 291 M: ครับมีการบอกในที่ประชุมของแต่ละเทอมครับจะมีการบอก
 292 ร่วมทั้งที่ทำวิจัย ผมทำ action research ฉะนั้นพอได้ผมมาก็
 293 เชิญอ. มาประชุมและจะมานอกผลว่าเป็นอย่างไร คิดว่ามัน
 294 เป็นการรับรู้แต่ว่า คือบางคนรับรู้รับทราบ แต่มันยากที่จะ
 295 เปลี่ยนความเชื่อของเขาเนี่ยครับ
 296 I: เรามีให้คะแนนมียะ portfolio เนี่ยคะ
 297 M: คือ เหมือนกับว่าตอนนี้เรากำลังเป็นกุศโลบายหนะครับ ในการ
 298 สอนกลวิธีการเรียนรู้ด้วยตนเองครับคืออย่างไรก็ต้องยอมรับ
 299 ว่าต้องมีรางวัลหรืออะไรมาล่อ ไม่งั้น จากการทำเราไปดูงาน
 300 หรือไปอบรม เนี่ยและก็รับฟังปัญหาของ ม. อื่นๆ นะครับ
 301 มหิตลหรือบางมด หรืออะไรพวกนี้ครับ อย่างบางมด เนี่ย ยัง
 302 ใจเด็กก็เข้าเพราะมันเกาะกับวิชาเลย เป็น task based ในแต่
 303 ละวิชาจะมีใบงานเลยให้คุณเข้ามาใช้ ใน salc อย่างไรก็ต้อง
 304 มาทำ อย่างของมหิตลถ้าจำไม่ผิดมีการบอยอิสระเหมือนเป็น
 305 ห้องสมุด พบว่าไม่มีคนมาเข้า ก็เลยต้องปิดรูปแบบอย่างนั้นไป
 306 ครับเพราะบางที่เราต้องบังคับนิดหน่อยต้องเอาคะแนนมาล่อ
 307 เนี่ยแหละครับ เหมือนเราก็ต้องการจำนวนเพื่อไปเสนอผู้บริหาร

- 308 ด้วยเพื่อที่จะได้งบประมาณมาทำอะไรอย่างเนี่ยครับ ถ้าพูดถึง
 309 เรื่องบริการเนี่ยครับ แต่ในขณะที่เดียวกันเราก็มีคะแนนไปสล็อตด้วย
 310 ให้เขามาเข้า และเขาก็จะได้เรียนรู้ไปเองแหละครับ แต่ว่า
 311 คะแนนที่ให้เนี่ย ก็ไม่ได้มีผล คือไม่ได้นำเกลียดคิดว่าเหมือน
 312 ไม่ได้เอาคะแนนไปฟาดหัวหรือจ้างให้เขามาเข้าเนี่ยครับเพราะ
 313 มันคือ 10 คะแนนจาก 300 กว่าหนะครับ ถ้าคุณเลือกที่จะไม่
 314 เข้านั่นก็คือสิ่งที่คุณเลือกแล้วมันก็จะไม่กระทบอะไรมาก แต่
 315 ถ้าเลือกมาเข้าก็ดี ได้คะแนนด้วยได้ทักษะด้วย
- 316 I: แล้วกิจกรรมที่ทำ ๆ อยู่เนี่ยคะ มีอะไรที่ควรจะมีเลิกไปแล้วแล้ว
 317 มั้ยเพราะมันไม่ได้ผลไม่ work หรือ material อะไรก็แล้วแต่
 318 เนี่ยคะควรจะมีเลิกใช้มั้ยคะ
- 319 M: คิดว่ามันไม่มีเนี่ยครับ คิดว่ามันไม่พอมากกว่าครับอยากจะให้
 320 ทำเพิ่มไปเรื่อย ๆ ครับ มีแต่เลิกเป็นผู้จัดการครับ (หัวเราะ)
- 321 I: อยากให้พูดถึงว่าคิดว่า เมื่อก่อนก็พูดมาบ้างแล้วเรื่องประโยชน์
 322 จากตรงนี้ แม้ว่าจจะลอกมา อยากจะให้ช่วยบอกว่ามันมากน้อย
 323 แคะไหนในความรู้สึก
- 324 M: คิดว่าได้ประโยชน์ถ้าเด็ก คือเด็กเท่าที่ผ่านมาก็เห็นว่าจากตัว
 325 สถิติที่เก็บมาจากของที่ได้เข้าไปเข้าใช้เท่าที่เก็บมาทุกวันเนี่ยนะ
 326 ครับคิดว่าเพราะเจ้าหน้าที่จะส่งให้ผมดูเนี่ยครับก็คิดว่า เด็กไป
 327 ใช้เยอะมาก เด็กคนนึงไปเข้า อาทิตย์ละครั้งอะไรแบบนี้ครับ
 328 ทุกรูปก็ได้ประโยชน์ครับ มันคือทักษะครับ ฝึกไปก็ได้อยู่
 329 แล้วเพราะเห็นจากตัวเองด้วยว่า อย่างผมดู series เยอะๆ เรา
 330 ก็จะได้ ส่วนจะได้ฝึก listening ฝึกอะไรแบบนี้เนี่ยครับ อย่าง
 331 เด็กไปดู วิดีโอก็น่าจะได้อย่างที่เรารู้ได้ คือใช้เยอะ อ่านเยอะ ก็
 332 จะได้ประโยชน์ เยอะตามไปด้วยครับ ขนาดใช้น้อยครับเดิน
 333 ผ่าน นสพ. เห็นศัพท์คำนึง ไปเปิดศัพท์ดูยังได้ประโยชน์เลย
 334 ครับ หรือแค่มานั่งดู magazine แล้วมาเปิดดูรูปสวยๆ ก็คิดว่า
 335 ก็จะได้อะไรเข้าไปก็เป็นประโยชน์ครับ ควรรักษาไว้ครับห้องนี้
 336 ครับอย่างไรก็ได้ประโยชน์คุ้มค่าการลงทุนครับ
- 337 I: มีความแตกต่างมั้ยคะกับลักษณะที่ อ. อยากให้เด็กเข้าไปใช้
 338 แล้วมันต่างจากความเป็นจริงมั้ยคะ กับสิ่งที่เราคาดหวังไว้เนี่ย
 339 มันแต่ต่างกันมั้ยคะ
- 340 M: คือผม ก็พอใจระบบทุกอย่าง หรือทุกอย่างที่เป็นอยู่ ที่ผมสร้าง
 341 เองเนี่ยครับ (หัวเราะ) ผมก็พอใจแล้วถ้าไม่พูดถึงเรื่องกายภาพ
 342 หรือเรื่องครูเรื่องอะไรคนอื่นเนี่ยเนี่ยครับ เด็กเขาก็เข้าไปใช้
 343 อย่างที่เราอยากให้เขาเข้าไปใช้ทั้งจำนวน เห็นเด็กบางคนก็ไป
 344 นั่งทำจริงๆ ครับ ไปนั่งอ่านนั่งกรอก work sheet อะไรจริงๆ
 345 ครับคือก็เหมือนกับที่เราออกแบบไว้ครับ อย่าง work sheet
 346 ที่เราไปทำ เอง original ระบบเราก็ design เอง เขาก็ทำอย่าง
 347 ที่เราอยากให้เขาทำ แต่ก็อาจจะไม่ตรงอย่างหนึ่งคือ ใน work
 348 sheet ที่เราให้กรอกครับ ต้องกรอกว่าคุณทำอะไรอยากให้
 349 เขาเขียนว่า เขียนให้ละเอียดอย่างเช่นวันนี้ทำแบบฝึกหัด
 350 grammar เนี่ยครับ ลอกเฉลยลงไปเลยเนี่ยครับโดยที่ไม่ได้ทำ
 351 เองอะไรแบบนี้ อยากให้ส่วนนี้เขาได้รู้ว่าสิ่งที่ควรจะทำคือ

- 352 อย่างไร คือสิ่งที่ว่าไม่เห็นกับที่คาดหวังอยากให้ เป็นเหมือน
353 ที่ผมนึกก็คือว่าใน work sheet เราก็มัก ให้เขียนประสบการณ์
354 การเข้าไปใช้ของเขา ก็อยากให้เขาเขียนว่าเข้าไปทำอะไร
355 อย่างเช่นวันนี้เข้าไปทำแบบฝึกหัด reading อ่านเจอคำศัพท์ที่
356 ไม่รู้มันยากเกินไป แต่วันนี้เราเรียนเรื่อง contextual clues
357 มาว่าให้เดาก่อน แต่เราไม่เดาแล้วเปิด dictionary เลย คืออยากให้
358 เขาได้ค้นพบวิธีการเรียนรู้ของเขา หรือจะเขียนปัญหาว่าวันนี้
359 ไปแล้วก็อยากฝึกอ่านแต่หาไม่เจอเลยว่า เรื่องที่จะอ่านอยู่ตรง
360 ไหนเรื่องเราไม่มี directory ไม่มีอะไรบอกไว้ นี่ครับคือสิ่งที่
361 อยากให้เขาเขียน
- 362 I: แต่ที่ผ่านๆ มาเป็นอย่างไรคะ
- 363 M: คือที่ผ่านๆ มาเขาจะเขียนว่าเข้าไปทำอะไรมาเท่านั้นเองครับ
364 ไปอ่านอะไรมา ได้เรียนคำศัพท์อะไรมาบ้าง คือดันไปเน้นทั้ง
365 เด็กและครูครับ ส่วนใหญ่เน้นที่ตัวภาษาครับไม่ได้เน้นถึง
366 เรื่องกระบวนการการเรียนรู้ครับ อยากให้มองถึงกระบวนการ
367 การเรียนรู้ครับ
- 368 I: แล้วความพอใจล่ะคะ เมื่อก็อ. บอกว่าตัวเองพอใจแล้วคิดว่า
369 เด็ก เขาพอใจมั๊ยคะ
- 370 M: คิดว่าพอใจครับเพราะได้ไปทำวิจัยมา เด็กพอใจ เด็กเนี่ย
371 เหมือนรู้ถึงความสำคัญของศูนย์นี้ด้วย และเห็นว่ามีความประโยชน์
372 ต่อตัวเขาด้วย แล้วเด็ก ก็ยอมรับปัญหาที่เกิดขึ้นบางอย่างได้
373 ในระดับนี้เด็กยอมรับระบบที่เราให้เขา เด็กรู้ด้วยว่ามีคะแนน
374 โอเคกับมันและยอมรับได้ว่ามีคะแนน อะไรแบบนี้รู้ครับว่ามัน
375 วิธีของเราที่จะจูงใจให้เด็กมาเข้า เด็กก็ยอมรับได้ คือเก็บทั้ง
376 แบบสอบถาม เด็กทั้งระดับเลยนะครับ และสัมภาษณ์ด้วยว่า
377 เด็กพอใจ มีคนที่ไม่พอใจก็มีนะครับ คือส่วนใหญ่ครับเข้าใจ
378 และพอใจ
- 379 I: ดูเฉพาะห้อง sound lab นิดนึงนะคะ อ. มีอะไรที่อยากจะพูด
380 เพิ่มเติมเรื่อง listening material ในห้องนั้นมั๊ยคะ
- 381 M: เป็นห้องที่เราให้ความสนใจน้อยที่สุดกว่าทุกห้องครับ
- 382 I: เพราะอะไรคะ
- 383 M: คือ อาจจะสาเหตุที่อยู่ข้างบนเด็กขึ้นไปน้อยนะครับ อาจจะ
384 เป็นทักษะที่เราไม่ค่อยได้สอนเป็นเรื่องเป็รราวในห้อง เรามัก
385 จะข้ามไปตลอด เหมือนกับจุดมุ่งหมายมันคือ การเรียนบ้าน
386 เราสอนแบบ teaching to the test ครับ สอนเพื่อให้ไปสอบ
387 อย่างเดียวครับเน้น reading, grammar ก็เลยตอนสอนยังไม่
388 ค่อยจะเน้น listening เลยครับ เวลาพอไปฝึกด้วยตนเองมันที่
389 จะรับกันใช้มั๊ยครับ คือไม่ได้สอนแต่แทนที่จะให้ไปฝึกมากขึ้น
390 material ที่มีอยู่เป็นอันหนึ่งที่ไม่เคลื่อนไหวเลยครับ คือเคย
391 Xerox จากหนังสือชุดไหนไว้ก็เหมือนเดิมตลอดตั้งแต่แรก
392 อาจจะ มี test เหมือน test preparation เพิ่มขึ้นมาอันหนึ่งและ
393 ก็เป็นอันเดิม ก็มีอ.ฝรั่งทำเพิ่มบ้าง อ.ฝรั่งก็ไปอัดสารคดีแล้ว
394 มาถอดมา transcribe และก็ blank ช่องว่างให้เด็กเติมมี 2,3
395 ชุดที่เขาทำไว้ครับ และก็ถ้าอยากจะเพิ่มนะครับก็อยากจะเพิ่ม

- 396 material ครับให้มากขึ้น และก็ เพลงก็มีแต่เก่ามากแล้วครับ
 397 มี อ. เขาทำเรื่องฟังเพลงนานมากแล้ว
 398 I: ที่บอกว่ายากจะเพิ่ม material แบบไหนคะ
 399 M: อย่างตอนนี้ ในนั้นมีเพลง และก็จะมีจากหนังสือที่ให้ฟังเป็น
 400 เสียง และก็ เป็น conversation ครับก็อยากจะให้เพิ่มที่มีให้มัน
 401 เป็นอีกแบบหนึ่งครับ เป็น topic หน่อยครับ ฟังเป็น paragraph
 402 สั้นๆ เป็น lecture อะไรสั้น ๆ ครับ ตอนนั้นก็ทำอยู่แต่ว่ายังไม่เสร็จ
 403 ให้อ. ช่วยทำ คือเมื่อก่อนส่วนใหญ่เราจะแบ่ง level เป็น
 404 beginners, intermediate อะไรแบบนี้ครับ ตามวิชา
 405 I: listening ก็มีเหอะคะ
 406 M: listening ไม่มีครับมีแต่ เป็น Xerox ไปเลยครับ อย่างอื่นหะ
 407 ครับรวมถึงอย่างอื่นด้วย ตอนนี้นำใหม่ จะเปลี่ยนการแบ่งเป็น
 408 อีกแบบหนึ่งคือการแบ่งตาม topic เป็นคนเป็นสัตว์ เป็นกีฬา
 409 business hobby อะไรแบบนี้ครับ อ. ก็ list มาตอนนี้อยู่
 410 ระหว่างทำอยู่ครับแล้ว ก็อัดเทปครับ
 411 I: อันนี้เพื่อห้องไหนคะ
 412 M: เพื่อทุกห้องเลยครับ มี reading listening เหลืออัดเทป คือ
 413 work sheet มันยังไม่ค่อยเรียบร้อย คืออยากจะเพิ่มอันนี้ครับ
 414 ได้ฟังอีกแบบหนึ่ง คือความสนใจมันก็จะไม่เหมือนกัน บางคนก็
 415 มาเลือกอะไรที่ level ตรงกับเราบางคนก็เลือกหัวข้อคือให้มัน
 416 หลากหลายเอาไว้ก่อน
 417 I: แล้วมี material อะไรใน sound lab ที่คิดว่ามันใช้ไม่ได้ไม่ได้
 418 มีมั๊ยคะ
 419 M: ไม่มีครับ
 420 I: แสดงถ้ามันมีหนังสือไปวางเป็นเล่ม ๆ อย่างนี้ อย่างที่ Xerox
 421 มาเนี่ยนะคะ รู้สึกอย่างไรคะ
 422 M: อันนี้ครับที่ไม่ชอบ มันเป็นหนังสือวางแม่ะ วางเป็นเล่มๆ
 423 เด็กเอามากก็ต้องมาเปิดหาอะไรแบบนี้ครับ คืออยากทำเป็น
 424 topic หรือแบ่งเป็นบทก็ยังมีดี คือปกติ material ใน SALC
 425 ควรจะแบ่งเป็นชุดๆ ที่เด็กจะฝึกความยาวควรจะประมาณ 20-
 426 30 นาที หยิบชุดนี้มาก็ฝึกในนี้ ไม่ต้องไปหามากนะว่าจะฝึก
 427 เรื่องนี้ต้องกรอเทปนะอะไรอย่างเนี่ยครับ คือเราก็ไปอัดเทป
 428 ใหม่ตัดตอนให้เป็นเรื่องนั้นๆ ไปเลยครับ มันก็เปลืองเทปนะ
 429 ครับเพราะมันไม่มีสั้นแค่ 30 มีเป็น 60, 90 ไปเลย เราใช้จริงๆ
 430 แค่นั้นๆ เอง
 431 I: อย่างที่เมื่อกี้พูดว่าไม่ชอบ ลองดูเอกสารพวกนี้ มีความคิดเห็น
 432 อย่างไรบ้างมั๊ยคะ ช่วยบอกเหตุผลให้ชัด ๆ อีกครั้งได้มั๊ยคะ
 433 ที่ไม่ชอบคะ
 434 M: ครับ คือ เหมือนกับว่า อยากให้ลักษณะของ material ในห้อง
 435 นี้เนี่ยนะครับ เหมือนควรจะสะดวกงานต่อการเอามาใช้ ถ้าเรา
 436 แบ่งเป็น เรื่องเป็น task เดียวเป็นงานเดียวเนี่ยนะครับในเวลา
 437 ที่เราอยากให้เขาทำคือความยาวควรสัก 20-30 นาทีเนี่ยนะ
 438 ครับ แบ่งเป็นชุด ๆ เลย อยู่คู่กับเทป เทปก็จะมีแต่ของแบบฝึก
 439 หัดนั้น เด็กไม่ต้องไปหาว่าอยู่ตรงไหนในเทป อะไรแบบนี้ครับ

- 440 คืออันนี้มันมาเป็นเล่มเด็กไม่รู้เลยครับว่าอยู่ตรงไหนคิดว่าไม่
 441 มีใครเคยไปฟังด้วยซ้ำ ไม่มีใครเคยไปแต่ด้วยซ้ำ ครูเองก็ไม่
 442 รู้ครับ และก็อย่างอันนี้แค่ชุดนี้มันก็ ยาวไปเด็กก็ฟังไป ไม่รู้จะ
 443 ฟังถึงตรงไหน หน้าไหนอะไรแบบนี้ครับ
- 444 I: อ.คิดว่า listening skill นี้จะ improve ได้มากน้อยแค่ไหนคะ
 445 จากการใช้ห้อง sound lab เนี่ยคะ
- 446 M: คืออาจจะมองว่าห้องข้างบนห้อง listening ใหม่นี่ยังครับแต่ใน
 447 ห้องวีดีโอ ห้อง คอมฯ ก็ฝึก listening skills เหมือนกันห้อง
 448 คอมฯก็มีพวก ซีดีรอมได้ ดูหนังได้เหมือนกันครับ คิดว่าเป็น
 449 ทักษะที่คิดว่าพัฒนาได้ด้วยตัวเองได้ดีกว่ามารอพัฒนาในห้อง
 450 เรียนด้วยซ้ำ เพราะเป็นทักษะที่ต้องฝึกบ่อยๆ เจอบ่อยๆ ใน
 451 ห้องเรียนแค่ week ละ 3 ชั่วโมงเนี่ย อย่างไรก็ตามก็ไม่พอครับ
 452 แต่ถ้าเข้าไปดูหนังบ้างฝึก ฝึกโดยดูหนังก็เหมือนอะไรที่สนุกๆ
 453 หรือทำแบบฝึกหัด ซึ่งฝึก listening แบบตั้งใจอย่างวันนี้ฝึกฟัง
 454 แยกเสียงวันนี้ฝึกฟัง main idea คือฝึกทั้งสองอย่างทั้งแบบ
 455 ธรรมชาติและ ตามแบบฝึกหัดที่ design ไว้ถ้าทำเป็นประจำก็จะดี
- 456 I: แล้วคิดว่าเด็กเขาไปฝึก listening ด้วยตนเองข้างนอกมีัยคะ
- 457 M: คิดว่าเขาไป แต่ว่าอาจจะไม่ได้ตระหนักว่าเขาได้ไปฝึก แต่มัน
 458 ได้อยู่แล้ว อย่งไปดูหนังหรือว่าไปคุยกับฝรั่งบ้าง นิดหน่อย
 459 หรืออย่างฟังเพลงอย่างเนี่ยครับ หรือว่าความจริงแล้วการ
 460 พัฒนาทักษะ listening ก็ไม่ได้เกิดจากการฟัง listening
 461 อย่างเดียว อ่านก็ถือว่ามันมี input เข้าไป ถ้าเราอ่านมาก ๆ
 462 เราเห็นคำศัพท์เห็นโครงสร้าง ก็จะช่วยพัฒนาทักษะการฟัง
 463 ด้วยครับ
- 464 I: จากประสบการณ์ของตัวเองนะคะ จะเห็นเด็กเขียน report ไม่
 465 เคยเห็นเด็กเข้าไปสนใจ listening ไม่เคยเข้าไปห้องนี้เลย
 466 อ.คิดว่าเหตุผลมันน่าจะเป็นจากอะไรคะ
- 467 M: เรื่องสถานที่ครับที่มันอยู่ข้างบนและก็มีมันเออ ตัวinput มันต้อง
 468 ง่ายต่อการเข้ามาหยิบมาใช้อะไรอย่างเนี่ยนะครับ
 469 ถ้าพูดจริงๆ ช่วงฝึกๆเด็กไม่ค่อยสนใจเข้าไปฝึกหรอกครับ แต่
 470 ช่วงให้สอบเนี่ยเด็กจะเข้าไปเต็มเลยครับ ช่วงใกล้สอบเด็กจะ
 471 เข้าไปลองฝึกฟังพวก test preparation เยอะมากแน่นเลย
 472 ครับเด็กเหมือนกับว่าเด็ก แรงจูงใจสำคัญคือว่าสอบให้ได้
 473 ค่ะเนนดีเด็กที่ว่าอยากจะฟังเก่งๆ หรืออยากจะอะไรแบบนี้
 474 มันไม่ใช่เหตุผลที่เด็กไปใช้เนาะครับ เด็กสมัยนี้หรือสมัยไหนๆ
 475 ค่ะเนนครับสำคัญ อีกประเด็นครับคือสถานที่
 476 มันอยู่ข้างบน และสมัยนี้ เรื่องเจ้าหน้าที่ น่าจะมีส่วนด้วยเพราะ
 477 เจ้าหน้าที่เป็นผู้ชายที่คุมอยู่ ห้องข้างบนน่าจะเปลี่ยวด้วยมันอับ
 478 นะครับเด็กก็ต้องระวังตัว เด็กคงมองว่าถ้ามันดูไม่ปลอดภัยก็
 479 ลงมาไม่ใช้ว่าเจ้าหน้าที่เราไม่ดีหรือดูอันตรายนะครับ แต่เราก็
 480 ไม่แนะนำให้เด็กผู้หญิงขึ้นไปเดี่ยวๆ หรือสองคนสามคนอยู่
 481 แล้วให้ขึ้นไปเป็นกลุ่ม
- 482 I: ถามความคิดเห็นนิดนึงนะคะว่า 7172 ไม่สอน listening แต่
 483 สอน แต่ในทางกลับกัน 70 สอนทุก skill แต่ไม่สอน

- 484 M: เป็นผมผมเป็นนักเรียนผมโกรธตายเลยครับ คือมาสอบเราได้อ
 485 อยากรู้ แต่ไม่สอน ซึ่งเป็นครูเราก็เข้าใจว่าข้อสอบมันเป็น
 486 แบบนี้มาตั้งนานแล้ว ข้อสอบเรา reading มี grammar ไข่ม้อย
 487 ครับ ขนาดนี้ไม่ได้สอน listening ยังสอนไม่ทันเลยครับ
- 488 I: แล้วมันไม่มีทางที่จะตัดลงไปได้ลงเลยหรือ ตัด reading &
 489 grammar แล้วเสริม listening เข้าไปเพราะ listening ก็มี
 490 ความสำคัญเทียบเท่ากันเหมือนกัน
- 491 M: ก็เป็นเหมือนโครงสร้างของข้อสอบที่กำหนดมาจากเป็นๆ
 492 กรอบที่กำหนดมาตั้งแต่สมัยไหนแล้วซึ่งไม่สามารถเปลี่ยนได้
 493 เหมือนอยู่ในหลักสูตรอย่างเนี่ยครับ ต้องเป็นแบบนี้
 494 อันนี้คือเท่าที่ฟังมานะครับความจริงไม่รู้เป็นอย่างไรนะครับ
 495 แต่ที่ว่าเรื่องสอน listening เนี่ยนะครับขึ้นอยู่กับว่ามองด้วย
 496 ครับคิดว่าถ้าเราพูดภาษาอังกฤษในห้องและมีการพูดคุยกับ
 497 นักเรียนอยู่บ้างแต่ไม่ได้มีการเปิดเทปเหมือนเป็นอ. ฝรั่งเศส
 498 ก็อาจจะถือว่าการฝึก listening ไปในตัว ถึงจะไม่ได้สอน
 499 อย่างเป็นทางการสอนอย่างตั้งใจสอนว่าต่อไปนี่ฉันจะสอน
 500 listening แล้วนะสอนโดยไม่รู้ตัว ถ้าเราไม่มองอย่างนั้นมอง
 501 ว่าเป็นการพูดคุยกัน ก็เป็นการฟังอย่างนึงแล้วก็จะถือว่า part
 502 นี้ก็จะไม่ได้ถูกตัดออกไปครับ

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Transcriptions (English version)

SALC Manager interview

1	I:	Can you say something about how the SALC operates?	
2	M:	The institute assigns one of the teachers to be the manager of SALC. Teachers teaching foundation courses will also be assigned to be responsible for each corner in the centre. They will be responsible to look after the materials in the centre. There's also one technician in each room. Teachers will take turn to be as consultants in the SALC.	
3	I:	Can you say something about the resources in the SALC?	
	M:	There are four rooms. SALC 1 is the reading and writing room. For reading, there are lots of reading worksheets for the students to work on. There are both commercial worksheets and in-house worksheets. There are about 65 different magazines in many fields of studies: business, science, etc. There are newspapers in English and Thai. In the writing corner, there are commercial grammar books. We have only a few paragraph writing books for the students. In the computer room, there are lots of CD-ROMs for the students to use. They can also surf the Internet. In the sound lab or the language lab, we provide students with commercial listening materials. They can also practise their listening with cable TV, UBC. We also have a speaking corner for the students.	
	I:	What are the aims/objectives of the SALC?	
	M:	The main aim is to promote self-access learning. It is to promote the students' self-study skills. I think we've set the aim to conform to our new legislation of education that is to promote 'lifelong learning'. In other words, SALC aims to promote students' learning strategies and that is our main aim. Our second aim is to give students opportunities to practice and improve their English skills. English is a skill that needs lots of practice. Only three hours of English class per week is definitely not enough, therefore SALC was established for the students to practise their English.	
	I:	Do you think the SALC is meeting these objectives? How/Why (not)?	
	M:	Oh, there was no proper evaluation, we haven't had one before. Well, for our main aim of promoting self-access learning, I think if we really want to evaluate whether SALC is meeting its aim or not, we would have to evaluate or measure the students' improvement of their self-study skills, however nothing was done to evaluate or measure it. Therefore, I don't think I can answer this question. For the answer to our second aim of SALC, to improve students' English skills, I think it is meeting	

		its aim as I believe that students' English skills have improved, more or less depends on how often they've visited SALC to practise their English.	
	I:	Can you say something about the self-access learning tasks?	
	M:	Yes, about the self-access learning tasks, in the past we've tried so many things, so many kinds of assignments concerning SALC. Now we're doing the portfolio thing, we provide worksheets and reports for the students to reflect on their learning experience in SALC. Students have to choose their four best reports to form a portfolio and submit at the end of term. Students also have to attach the worksheets they've done to the reports as proof of attendance. Moreover, we set up self-access learning activities for the students to attend throughout the term such as 'Karaoke Singing Contest', 'Spelling Bee', 'Mastermind Quiz Game' and many more. Therefore, one portfolio consists of four reports of the self-access learning tasks and one report of the self-access learning activity.	
	I:	Are there any other changes you'd like to make to the SALC? If so, what? Why?	
	M:	In terms of resources, I'd really like to transform SALC into a library. I'd like to put lots of general knowledge kinds of books or encyclopedias in SALC and transform it into a language library. People might say that we already have these kinds of resources in our main library but no, I would say that it's different. In our main library, we have to search from the online catalogue and then go look for the books on the shelves, the whole process takes time because our main library is huge. However, it would be very convenient for the students to search through a language library. Also I think SALC would be more interesting that way and not just providing only worksheets. In addition, I'd like our instructors to help produce more of the 'self-developed materials' for SALC. Well, I'm quite satisfied with the overall picture of SALC; everything about SALC is quite good and OK. Instructors from other universities came to observe our SALC, and we also visited theirs. From visiting and observing other universities' self-access learning centres, we've found that ours are no inferior to any other centres. Moreover, we're even more dynamic than the others; others are at a standstill. Also about changing video players to CD players, so many people have talked about it but I'd like to remind us all that we are a public university and it is normal for us to keep using the same materials or equipment until they are completely broken before we are permitted to get new ones. Well, I think the current ones are still OK to use. Oh, another thing that I would really like to improve is the instructors' attitudes towards self-access	

		learning. If possible, I would like to set up a training session by inviting guest speakers or experts to train our instructors and talk about what self-access learning really is.	
	I:	Can you say something about the teachers' attitudes towards SALC?	
	M:	<p>The main problem is that our teachers or instructors do not want to change their roles. With the use of SALC, we, instructors, have to change our roles to only guide our students to do certain things in SALC and that's all. With our present portfolio assignment, our instructors worry too much about students copying each other's work. Also they said that SALC promotes the students' copying of work. Moreover, when the students hand in their reports and some teachers try to correct all the grammar mistakes, they would then see it as a burden. Therefore, those instructors dislike and are not happy with SALC because they felt that SALC is a burden and their work load increases. However, they should have looked that the main objective of SALC which is to promote self-access learning. Those reports are not assignments for a paragraph writing course. Instructors are not to correct the grammar mistakes. I would like them to read and comment on the students' learning strategies. For example, when a student hands in a portfolio with four reports and all of which are reports on film review. Nothing's wrong about that but we can comment or suggest doing something else or to improve other skills such as using the Internet, reading a magazines, etc. I'd like the instructors to comment on the learning strategies instead of correcting their writing mistakes. It would then agree with our objective and also it would not be a burden to the instructors themselves. As far as I know, the instructors are not happy at all with our portfolio assignment especially the copying of work. It is not the centre that promotes the copying but I think there are many other factors to it. Problems can and sometimes occur, it's normal about that but to cancel the reports... Generally speaking, we've followed the theory and given the students opportunities to reflect on their learning experience. Students can then discover their own interest, learning strategies, problems and how to minimise those problems. We've designed these reports for the students to reflect on their learning experience but if the instructors want to cancel it, it would then be like a punishment to the good students who are really determined to complete the portfolios themselves and I believed that there are lots of good students. I've done a research on this with another instructor and I've found that out of the ten pieces of reports [previous SALC assignment required the students to complete ten reports to form a portfolio], the students completed it themselves more than copying it from</p>	

		others. And most important of all, I believed that the students benefited from completing the reports. They still benefit from it even though they've copied half of it but they would not gain anything if we cancel it.	
	I:	Have the instructors been informed about the objective of the reports and how they should correct them?	
	M:	Yes, the instructors have been informed in the meetings at the beginning of each term. They've acknowledged it but it's difficult to change their beliefs about SALC and the portfolios.	
	I:	Can you please talk about the points given for the portfolios?	
	M:	Yes, we give points for completing the portfolios and it's like our sound strategy to have the students attend SALC regularly to practise their English skills and their self-study skills. We have to admit that there have to be some kinds of rewards to attract the students' attention, otherwise ... I've heard problems from other universities, for example, University M, they operated their SALC like a library and their students were not directed to visit SALC, they had freedom to choose to visit or not to visit SALC and as a result, no students chose to visit SALC. At the end, they had to change the way they operated their SALC. I personally believe that we have to control the number of students visiting SALC by giving points as a reward. Well, we're not giving away a very huge point for this but we're giving away only 10 points out of a total of over 300 points and that's not going to affect their grades or anything. In terms of management, we need a good number of students visiting SALC each year in order to get a budget to run the SALC from the university. Not only that, the students themselves will benefit from it—they'll gain 10 points and will definitely improve their English skills for visiting and working in SALC.	
	I:	To what extent do you feel the students benefit from the SALC? Why?	
	M:	I believe that the more the students practise, the more they'll benefit from SALC. And from the reports [of the number of students visiting SALC per day] I've received from our SALC staff, I can see that lots of students visited SALC and they visited like once a week or something like that. Anyway, students would benefit from SALC as English is a skill and the more you practise, the more you'll be better at it. I can say this because it happens to me as well, I like watching 'series' and from that I've learned lots of idiomatic expressions and my listening skills have improved. The same things will definitely happen to the students from watching films, reading magazines, newspapers, etc. SALC should be kept because it's worthwhile.	
	I:	Is there any differences between the way you'd like students to use SALC and they way you suspect they use the SALC? If so,	

		why do you feel this way?	
	M:	<p>I'm satisfied with everything about SALC and the current system that I've initiated (laughs). Despite the physical aspects of SALC and the teachers' attitudes, I'm satisfied with SALC. The students use SALC in the way I wanted them to, including the number of students visiting SALC. I've seen students really DID work in SALC; they DID read and complete the worksheets themselves. They really did what I wanted them to, except one thing about answering the questions in the worksheets. I wanted them to explain in details about the activities they've done, the problems or difficulties they've encountered, and how they've overcome the problems. For example, the students can write something like this, "Today, I completed a grammar exercise by copying the answers from the key at the back of the exercise." Well, it can be something like that or like this, "Today, I did a reading exercise and there were lots of difficult words I did not know. I remember the things I've learned in class about 'contextual clues' that I should try to guess the meaning of those difficult words but I did not try guessing, instead I turned to a dictionary." I want them to be able to discover their own learning strategies. They can even write something like this, "Today, I wanted to practise my reading skills but I did not know where to look for." or "I needed to look words up in the dictionary but I could not find a dictionary." This is how I wanted the students to write. At the moment, the students only write about the activities they've done and the vocabulary they've learned, the students including teachers focused only on the product or the outcome and not the process of language learning. I want them to consider the process of learning or the learning strategies as well.</p>	
	I:	To what extent do you feel the students are satisfied with the SALC? Why?	
	M:	<p>I think the students are quite satisfied. Results from the research I've conducted earlier show that the students are satisfied with SALC. They understand and see the importance of SALC and they know that they benefit from SALC. Moreover, they accept the current operating system of SALC. They know that SALC gives the students points as a reward for attending; they know that it's our strategy to attract the students' attention or motivation to come to SALC and they accept that. Results from the questionnaires and interviews of the entire students taking Fundamental English Courses show that a significant number of students understand the purposes of SALC and they are satisfied with SALC.</p>	
	I:	Can you say something about the listening materials in SALC 4 (the sound lab)?	

	M:	SALC 4 is the room that receives the least of our attention.	
	I:	Why?	
	M:	It might be because the room is situated on the second floor of the building and only few students were interested to visit the room. Moreover, it's the skill [listening] that we did not seriously teach in class and we always tend to skip that part. Our aim is 'teaching to the test', therefore we emphasize on reading, grammar and not listening. When listening is not taught in class, listening materials should be well provided in SALC and the students should be encouraged to visit the sound lab and independently practise the skill, but in reality it's the opposite. The listening materials are at a standstill; some time ago only one or two in-house listening materials were added. What I would like to do is to add more listening materials to our sound lab.	
	I:	What kinds of listening materials?	
	M:	The listening materials that I would like to add to our resources are the ones that are grouped into topics; it can be short paragraph listening or lecture listening, something like that.	
	I:	Can you say something about the current ones?	
	M:	I don't like them; we just place them on shelves and let the students search through the materials for a suitable exercise themselves. I would like them to be grouped according to topics or in units. Well, normally materials in SALC should be in sets consisting of one short exercise and a cassette tape only for that listening exercise; each exercise should be only about 20-30 minutes long. Students can pick one set to work at a time without having to search for the right exercise from a commercial listening material and also without having to forward or rewind the tape to find the right spot to listen. For our current commercial listening materials, I don't think anyone has ever used them or touched those materials at all, even the teachers themselves. I don't think they know what they are and how to use them. Moreover, the exercises are too long and the students would not know where to start or where to stop.	
	I:	To what extent do you feel the students' listening skills could be improved through the use of SALC? Why?	
	M:	Actually it's not only in the sound lab that the students can practise their listening skills, the students can practise their listening skills in the computer room or the video room as well. They can practise listening through CD-ROMs and watching films. I think that listening is the skill that can be best improved through self-learning and practising than receiving listening lessons in the classroom because it's the skill that needs a lot of practising. I don't think the three hours per week in class would be enough but I believe that the students' listening skills will	

		definitely be improved through watching films or something entertaining, or through doing listening worksheets regularly in the SALC.	
	I:	From the student reports, I've found out that there are some students who didn't visit SALC to practice their listening skills. What do you think were the reasons?	
	M:	I think it's because of the location and the listening resources in SALC 4 are not easy access. Frankly, I don't think the students are interested in practising during the term but they are interested in practising the test preparation kits nearer the time of their examinations. The sound lab is full with students when their examination dates are approaching. It seems that the students are motivated to practise only with the purpose to pass their examinations and not with the purpose to improve their English skills or to be proficient in English. Grades or marks are always and had always been the most important thing for the students. Another reason for the students to not visit the sound lab is its location which is situated on the second floor of the building. Also having a male technician based in our sound lab might be another possible reason for the students not to visit. I'm not saying that our technician is dangerous or anything but it is possible for our female students to feel a bit unsafe about this. We never advice our female students to visit the sound lab alone or even with a friend, instead we would like them to go in groups for their own safety.	
	I:	Thank you	

Appendix XV: Classification of codes (interviews)

Teacher Interviews

I. The English I Course: Listening

This group consists of categories concerning the general aspects of listening and the teaching of listening on the course.

CODE	DEFINITION
1. LISGOAL(S) Goals of listening on the course	The participants' stated aims of the goal(s) of listening on the English I course.
2. DISSAT:LISGOAL(S) Dissatisfaction with the listening goal(s) on the course	The participants' comments about their dissatisfaction with the listening goal(s) on the course.
3. LISMETGOALS(NOT) Listening on the course is meeting its goals or not	The participants' comments about whether or not they think that listening in English I course is meeting its goals.
4. ATT:LISTEACHING Attitudes towards the teaching of listening	The participants' attitudes towards the teaching of listening.
5. EXT:SAT:LISTEACHING The extent to which participants are satisfied with their teaching of listening in English I	The participants' reports on the extent to which they are satisfied with their teaching of listening in English I course. If the participants comment on how they would teach differently in the future, it is included in this category.
6. PCPTS:SS'ATT:DIFFLISTSK Perceptions about students' attitudes towards difficult listening tasks	The participants' perceptions about students' attitudes towards difficult listening tasks in general.
7. LISADVS Advices given to students on listening	The participants' advices on listening
8. PCPTS:DictA:NT/NNT Perceptions of possible differences between the dictation tasks from native-and-non-native teachers	The participants' perceptions of possible differences between the native and non-native teachers teaching listening.

II. The English I Course: Listening in the Textbook

This group consists of categories concerning the listening exercises in the English I course textbook.

CODE	DEFINITION
1. EXT:TXTLISEXSSPTLISGOALS The extent to which participants think listening exercises in English I textbook help achieve listening goals in English I course	The participants' reports on the extent to which they think the listening exercises in English I textbook help achieve the listening goals in English I course.
2. SSATTLISEX Comments about students' attitudes towards listening exercises	The participants' comments about the students' attitudes towards the listening exercises in the English I textbook.

3. ATT&EVLS:TXTLISACT&DIFF Attitudes towards listening exercises and evaluations of textbook listening activities and difficulty	The participants' attitudes towards the listening exercises and their evaluations of the textbook listening activities and difficulty
4. EVLS:ACCENTS Evaluations of accents of speakers on the tape	The participants' evaluations of the accent of the speakers on the listening tape in the English I course textbook.
5. BLFS:SS'ACHVMT(TXTLISACT) Beliefs about what students achieve by doing textbook listening activities	The participants' beliefs about what students achieve by doing textbook listening activities.
6. PLANS:LIST/ING Plans of the teaching of listening	What participants plan to do differently in the teaching of listening on the English I course.
7. ADAPTING Adapting of listening exercises in English I textbook	How and why participants adapted the listening exercises in the English I textbook.
8. PFRD:EXTYPE Preferred alternative exercise type	The participants' preferred alternative exercise type.

III. The English I Course: Listening in SALC

This group consists of categories concerning the listening exercises in the Self-Access Learning Centre.

CODE	DEFINITION
1. EXT:SALCLISSPTLISGOALS The extent to which participants think listening activities in SALC 4 help achieve listening goals in English I course	The participants' reports on the extent to which they think the listening activities in SALC 4 help achieve the listening goals in English I course.
2. PCPTS:SALCLISEX1 Perceptions about the listening exercise example 1 in SALC 4	The participants' perceptions about the listening exercise example 1 in SALC 4.
3. PCPTS:SALCLISEX2 Perceptions about the listening exercise example 2 in SALC 4	The participants' perceptions about the listening exercise example 2 in SALC 4.
4. PCPTS:SALCLISEX3 Perceptions about the listening exercise example 3 in SALC 4	The participants' perceptions about the listening exercise example 3 in SALC 4.
5. PCPTS:SALCLISEX4 Perceptions about the listening exercise example 4 in SALC 4	The participants' perceptions about the listening exercise example 4 in SALC 4.
6. PCPTS:LISPRCT Perceptions about the listening practice 1-22 in SALC 1	The participants' perceptions about the listening practice 1-22 in SALC 1.
7. BLFS:SS'ACHVMT(SALC4LISEX1) Beliefs about what students achieve by doing listening exercise (example 1) in SALC 4	The participants' beliefs about what students achieve by doing listening exercise (example 1) in SALC 4.

8. SALC:LISIMPV Measure of improvement on listening through SALC	The participants' opinions about the measure of improvement on listening through SALC.
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IV. The English I Course: Observations

This group consists of categories concerning the observations of the teaching of listening on the course.

CODE	DEFINITION
1. TYPLISLSSN Comments about typical listening lesson	The participants' comments about whether or not the listening lesson observed is a typical listening lesson.
2. ACTN:PRE-TEACHVOCAB Explanation of participants' action: pre-teaching vocabulary	The participants' explanation of their actions. The participants explain the reason/justification for the pre-teaching of vocabulary by reading out the vocabulary, translating into Thai, explaining the meanings, and giving examples of the vocabulary.
3. ACTN:SUPPVOCAB Explanation of participants' action: supplementing related vocabulary	The participants' explanations of their actions. The participants explain the reason/justification for supplementing students with related vocabulary.
4. ACTN:EXPINST Explanation of participants' action: explaining instructions	The participants' explanations of their actions. The participants explain the reason/justification for explaining instructions of the listening exercises to the students.
5. ACTN:READVOCAB Explanation of participants' action: reading out vocabulary but not pre-teaching	The participants' explanations of their actions. The participants explain the reason/justification for not pre-teaching the vocabulary but only reading the vocabulary out to the students.
6. ACTN:GIVEADV Explanation of participants' action: giving advice on how to complete task	The participants' explanations of their actions. The participants explain the reason/justification for giving advice to the students on how to complete the listening task.
7. ACTN:GIVETECHNQS Explanation of participants' action: giving techniques on how to memorize words	The participants' explanations of their actions. The participants explain the reason/justification for giving students techniques on how to memorize words.
8. ACTN:SUPPCOMPREQS Explanation of participants' action: supplementing comprehension questions on listening	The participants' explanations of their actions. The participants explain the reason/justification for supplementing comprehension questions on the listening.
9. ACTN:USEVOCABGAME Explanation of participants' action: using vocabulary game	The participants' explanations of their actions. The participants explain the reason/justification for using vocabulary game.

10. ACTN:USEDICTA Explanation of participants' action: using dictation task	The participants' explanations of their actions. The participants explain the reason/justification for using dictation task.
11. ACTN:USEPRE-LISGAME Explanation of participants' action: using pre-listening game	The participants' explanations of their actions. The participants explain the reason/justification for using pre-listening game.

V. The English I Course: General

This group consists of categories concerning the general aspects of the English I course.

CODE	DEFINITION
1. AIMS/OBJS Aims/objectives of English I	The participants' views about the aims/objectives of the English I
2. AIMS/OBJSMET(NOT) Opinion about aims/objectives of English met or not	The participants' opinions about whether or not the aims/objectives of the English I are met.
3. DISSAT:AIMS/OBJS&POLICY Dissatisfaction with English I course aims/objectives and the institution's policies	The participants' dissatisfaction with English I course aims/objectives. If the participants report on their dissatisfactions with the institution's policies, it is also included in this category.
4. EMP/FCS Emphasis/focus of English I course	The participants' reports about the emphasis/focus of English I course.
5. SKLLTAUGHT Skills taught on English I course	The participants' reports about what skills are taught in the English I course.
6. TEACHOFSPK Comments about the teaching of speaking in classroom	The participants' reports about whether or not they teach speaking in class.
7. ATT:ENGI&DIFFLVL Attitudes towards English I course and its level of difficulty	The participants' attitudes towards the English I course and their opinion about the difficulty level of difficulty.
8. ATT:CLSIZE Attitudes towards class size	The participants' attitudes towards the English I class size.
9. IMPVCOURSE Suggestions on how to redesign and make changes to improve English I course	The participants' suggestions on how to redesign and make changes to improve the course. If the participants comment about the activities they would like to do more or less of on English I, it is included in this category.
10. ENGI:SS:DOMORE Opinion about what students would like to do more of on the course	The participants' opinions about what students would like to do more of on the course.
11. ENGI:SS:DOLESS Opinion about what students would like to do less of on the course	The participants' opinions about what students would like to do less of on the course.

12. VOL:MAT/ACT Volume of material and activity covered in class	The participants' reports on the volume of material covered in class.
13. T/PRESSURE Time pressure	The participants' reports on time pressure in English I course.

VI. The English I Course: Textbook and Supplementary Exercises

This group consists of categories concerning the English I textbook and Supplementary Exercises.

CODE	DEFINITION
1. TXT:RAT/METH&EVL Rationale/methodology and evaluations of English I textbook	The participants' comments about the rationale/methodology of English I textbook and the extent to which they think the rationale/methodology is successful. It also includes the participants' comments about the extent to which they think the English I textbook helps the course meets its objectives. The participants' evaluations of the textbook are also included in this category.
2. BLFS:IN-H/COMTXT Beliefs about in-house vs. commercial textbooks	The participants' beliefs about the in-house vs. commercial textbooks.
3. ENHANCE:TXT Suggestions for enhancing English I textbook	The participants' suggestions for enhancing the English I textbook.
4. SUPPEXS Supplementary exercises	The participants' comments about the supplementary exercises used in the English I course.

VII. The English I Course: Assignments

This group consists of categories concerning the English I course assignments.

CODE	DEFINITION
1. PCPTS&ADAPTING:ASSIGNMENTS Perceptions about assignment on the course and its adaptations	The participants' perceptions about the assignment on the course. If the participants comment on how and why they adapted the assignments, it is included in this category.
2. REASONS:BRDDECOR Reasons for giving board decorating as the course written assignment	The participants' reasons for assigning students to decorate boards as the written assignment.
3. REASONS:PARAWT Reasons for giving paragraph writing as the course writing assignment	The participants' reasons for assigning students to do paragraph writing as their written assignment.
4. REASONS:SUMWT Reasons for giving summary writing as the course writing assignment	The participants' reasons for assigning students to do summary writing as their written assignment.

5. EXPKNWL:BRDDECOR Expected knowledge gain from board decorating	The participants' comments about the expected knowledge gain from board decorating.
6. EXPKNWL:PARAWT Expected knowledge gain from paragraph writing	The participants' comments about the expected knowledge gain from paragraph writing.
7. EXPKNWL:SUMWT Expected knowledge gain from summary writing	The participants' comments about the expected knowledge gain from the summary writing assignment.
8. SS'ATT:SUMWT Opinion about students' attitudes towards summary writing as the course written assignment	The participants' opinion about the students' attitudes towards summary writing as the course written assignment.
9. SS'ATT:BRDDECOR Opinion about students' attitudes towards board decorating as the course written assignment	The participants' opinion about the students' attitudes towards board decorating as the course written assignment.
10. SS'ATT:PARAWT Opinion about students' attitudes towards paragraph writing as the course written assignment	The participants' opinion about the students' attitudes towards paragraph writing as the course written assignment.

VIII. The English I Course: Assessment

This group consists of categories concerning the assessment on the English I course.

CODE	DEFINITION
1. FCS:EXAMS Focus of English I examinations	The participants' reports about what the English I examinations focus on.
2. ATT:EXAMS/ASSESSMENTS Attitudes towards English I examinations and assessments	The participants' attitudes towards the English I examinations and assessments.
3. SS'ATT:ASSM Opinion about students' attitudes towards the assessment	The participants' opinions about the students' attitudes towards the assessment.
4. ALTER:ASSM Opinion about the alterations of the assessment	The participants' opinions about the alterations of the assessment.
5. SS'ABLTYASSMS Assessment of students' abilities	The participants' views about the assessments of students' abilities.

IX. The SALC

This group consists of categories concerning the Self-Access Learning Centre.

CODE	DEFINITION
1. SALC:AIMS/OBJS Aims/objectives of SALC	The participants' views on the aims/objectives of SALC.

2. SALC:OBJSMET(NOT) Opinion about objectives of SALC met or not	The participants' opinions about whether or not SALC is meeting its objectives.
3. ATT:SALC Attitudes towards SALC	The participants' attitudes towards all four rooms of SALC.
4. ATT:SALC:RESOURCES Attitudes towards SALC resources	The participants' attitudes towards all the resources in all four rooms of SALC.
5. IMPVSALC Suggestions on how to make changes to improve SALC	The participants' suggestions on how to make changes to improve SALC. If the participants comment about the activities they would like to do more or less of in SALC, it is included in this category.
6. SALC:SS:DOMORE Opinion about what students would like to do more of in SALC	The participants' opinion about what the students would like to do more of in SALC.
7. SALC:SS:DOLESS Opinion about what students would like to do less of in SALC	The participants' opinion about what the students would like to do less of in SALC.
8. DIFFER:SALC:USE The difference between the way participants would like students to use SALC and the way they suspect the students use SALC	The participants' views on the difference between the way they would like the students to use SALC and the way they suspect the students use SALC.
9. SALC:SSTSKS SALC student tasks	The participants' opinions about the SALC student tasks.
10. EXT:SS'SALCSAT The extent to which participants feel students are satisfied with SALC	The participants' opinions about the extent to which participants feel students are satisfied with SALC.
11. EXT:SALC:SSBNFT The extent to which participants feel students benefit from SALC	The participants' opinions about the extent to which participants feel students benefit from SALC.
12. PCPTS:N/VSTSALC4 Perceptions of why some students have not visited SALC 4	The participants' views of why some students have not visited SALC 4.
13. BLFS:SALC:SDYHBTS&BHVR Beliefs about students' study habits and behaviour in SALC	The participants' beliefs about the students' study habits and behaviour in SALC.
14. BLFS:IN-H/COMSALCMAT Beliefs about in-house vs. commercial SALC materials	The participants' beliefs about the in-house vs. the commercial SALC materials.

X. The English I Course: Students

This group consists of categories concerning the English I students.

CODE	DEFINITION
1. BLFS:SS&SS'ABLTS Beliefs about English I students and their abilities	The participants' beliefs about English I students and their abilities.
2. PCPTS:SS'NEEDS Perceptions of students' needs	The participants' perceptions of students' needs.
3. BLFS:SS'BHVR/LISPRC Beliefs about students' behaviour/listening practice out of class	The participants' beliefs about the students' behaviour/listening practice out of class.

XI. The English I Course: Teachers

This group consists of categories concerning the English I teachers.

CODE	DEFINITION
1. T:PROFILES Teacher's profiles	The participants' teaching experience.
2. CLTKNWL Knowledge of CLT	The participants' reports on their knowledge of communicative language teaching.
3. BLFS:T/METHOD&CLT Beliefs about teaching methodology and CLT	The participants' beliefs about teaching methodology and communicative language teaching.
4. BLFS:T/ENGI Beliefs about teaching English I	The participants' beliefs about teaching English I.
5. BLFS:IMPVKEY Beliefs about key to improving English	The participants' beliefs about key to improving English.
6. BLFS:TS:RSPN Beliefs about teachers' responsibilities	The participants' beliefs about teachers' responsibilities.
7. PFRD:SPKTSK Preferred speaking task	The speaking task participants prefer the students to perform. If the participants comment about their preferred class speaking activities related to the listening exercises in English I textbook, it is included in this category.
8. PFRD:TACTICS Preferred tactics to get students to work	The participants' preferred tactics to get the students to work.

Student Interviews

I. The English I Course: Listening

This group consists of categories concerning the general aspects of listening and the teaching of listening on the course.

CODE	DEFINITION
1. LISGOAL(S) Goals of listening on the course	The participants' stated aims of the goal(s) of listening on the English I course.
2. LISMETGOALS(NOT) Listening on the course is meeting its goals or not	The participants' comments about whether or not they think that listening in English I course is meeting its goals.
3. CHNG: TEACHLIS Changes to the teaching of listening	The participants' comments about the changes to the teaching of listening

II. The English I Course: Listening in the Textbook

This group consists of categories concerning the listening exercises in the English I course textbook.

CODE	DEFINITION
1. ATTLISEX3 Attitudes towards the listening exercise (Unit 3)	The participants' attitudes towards the listening exercise (Unit 3).
2. ATTLISEX4 Attitudes towards the listening exercise (Unit 4)	The participants' attitudes towards the listening exercise (Unit 3).
3. PFRD: LISTSK Preferred listening task	The participants' preferred listening task.

III. The English I Course: Listening in SALC

This group consists of categories concerning the listening exercises in the Self-Access Learning Centre.

CODE	DEFINITION
1. PCPTS: LISPRCT Perceptions about the listening practice 1-22 in SALC 1	The participants' perceptions about the listening practice 1-22 in SALC 1.
2. PCPTS: SALCLISEX1 Perceptions about the listening exercise example 1 in SALC 4	The participants' perceptions about the listening exercise example 1 in SALC 4.
3. PCPTS: SALCLISEX2 Perceptions about the listening exercise example 2 in SALC 4	The participants' perceptions about the listening exercise example 2 in SALC 4.
4. PCPTS: SALCLISEX3 Perceptions about the listening exercise example 3 in SALC 4	The participants' perceptions about the listening exercise example 3 in SALC 4.

5. PCPT: SALCLISEX4 Perceptions about the listening exercise example 4 in SALC 4	The participants' perceptions about the listening exercise example 4 in SALC 4.
6. SALC: LISIMPV Measure of improvement on listening through SALC	The participants' opinions about the measure of improvement on listening through SALC.

IV. The English I Course: Observations

This group consists of categories concerning the observations of the teaching of listening on the course.

CODE	DEFINITION
1. EXPL:T/ACTN Explanations of teachers' actions	The participants' explanations of teachers' actions
2. ATT: T/ACTN&PRE-LISACT Attitudes towards teachers' actions & pre-listening activities	The participants' attitudes towards teachers' actions & pre-listening activities.
3. PTTCONFLTS Potential conflicts between teachers' practices and preferences and students' preferences on listening	The potential conflicts between teachers' practices and preferences and students' preferences on listening.

V. The English I Course: General

This group consists of categories concerning the general aspects of the English I course.

CODE	DEFINITION
1. AIMS/OBJS Aims/objectives of English I	The participants' views about the aims/objectives of the English I
2. AIMS/OBJSMET(NOT) Opinion about aims/objectives of English met or not	The participants' opinions about whether or not the aims/objectives of the English I are met.
3. EMP/FCS Emphasis/focus of English I course	The participants' reports about the emphasis/focus of English I course.
4. IMPVCOURSE Suggestions on how to redesign and make changes to improve English I course	The participants' suggestions on how to redesign and make changes to improve the course.
5. ENGI: DOMORE Opinion about what participants would like to do more of on the course	The participants' opinions about what they would like to do more of on the course.
6. ENGI: DOLESS Opinion about what participants would like to do less of on the course	The participants' opinions about what they would like to do less of on the course.

VI. The English I Course: Textbook and Supplementary Exercises

This group consists of categories concerning the English I textbook and Supplementary Exercises.

CODE	DEFINITION
1. ATT: TXT Attitudes towards English I textbook	The participants' attitudes towards English I textbook.
2. SAT: TXT The extent to which participants are satisfied with the textbook	The participants' reports on the extent to which they are satisfied with the textbook.
3. EXT: TXTSPTOBS The extent to which participants think English I textbook helps the course meets its objectives	The participants' reports on the extent to which they think English I textbook helps the course meets its objectives.
4. ATT: SUPPEXS Attitudes towards supplementary exercises	The participants' attitudes towards supplementary exercises used in the English I course.

VII. The English I Course: Assignments

This group consists of categories concerning the English I course assignments.

CODE	DEFINITION
1. ATT:BRDDECOR Attitudes towards the written assignment (group work: board decorating)	The participants' attitudes towards the written assignment (group work: board decorating).
2. ATT:PARAWT Attitudes towards the written assignment (individual work: paragraph writing)	The participants' attitudes towards the written assignment (individual work: paragraph writing).
3. ATT: TRANSLATING Attitudes towards the written assignment (individual work: cutting out news, read, and translate)	The participants' attitudes towards the written assignment (individual work: cutting out news, read, and translate)
4. ATT:SUMWT Attitudes towards the written assignment (individual work: summary writing)	The participants' attitudes towards the written assignment (individual work: summary writing).
5. ATT: WTCONTEST Attitudes towards the written assignment (individual work: writing contest).	The participants' attitudes towards the written assignment (individual work: writing contest).
6. EXPKNWL:BRDDECOR Expected knowledge gain from board decorating	The participants' comments about the expected knowledge gain from board decorating assignment.
7. EXPKNWL:PARAWT Expected knowledge gain from paragraph writing	The participants' comments about the expected knowledge gain from paragraph writing assignment.
8. EXPKNWL: TRANSLATING Expected knowledge gain from cutting out news, read and translate	The participants' comments about the expected knowledge gain from cutting out news, read and translate.

9. EXPKNWL:SUMWT Expected knowledge gain from summary writing	The participants' comments about the expected knowledge gain from the summary writing assignment.
10. EXPKNWL: WTCONTEXT Expected knowledge gain from writing contest	The participants' comments about the expected knowledge gain from the writing contest.

VIII. The English I Course: Assessment

This group consists of categories concerning the assessment on the English I course.

CODE	DEFINITION
1. ATT:ASSM Attitudes towards the assessment	The participants' attitudes towards the assessment.
2. ALTER:ASSM Opinion about the alterations of the assessment	The participants' opinions about the alterations of the assessment.
3. ATT: NOLISTEST Attitudes towards the lack of listening tests	The participants' attitudes towards the lack of listening tests.

IX. The SALC

This group consists of categories concerning the Self-Access Learning Centre.

CODE	DEFINITION
1. SALC:AIMS/OBJS Aims/objectives of SALC	The participants' views on the aims/objectives of SALC.
2. SALC:OBJSMET(NOT) Opinion about objectives of SALC met or not	The participants' opinions about whether or not SALC is meeting its objectives.
3. ATT:SALC&SALCREOURCES Attitudes towards SALC and its resources	The participants' attitudes towards all four rooms of SALC and the resources.
4. PFRD: VDO Preferred videos to tapes	The participants' preferred videos to tapes
5. IMPVSALC Suggestions on how to make changes to improve SALC	The participants' suggestions on how to make changes to improve SALC.
6. SALC:DOMORE Activities would like to do more of in SALC	The participants' opinion about the activities they would like to do more of in SALC.
7. SALC:SS:DOLESS Activities would like to do less of in SALC	The participants' opinion about the activities they would like to do less of in SALC.
8. EXT:SALCSAT The extent to which participants feel they are satisfied with SALC	The participants' opinions about the extent to which they are satisfied with SALC.
9. EXT:SALCBNFT The extent to which participants feel they benefit from SALC	The participants' opinions about the extent to which they benefit from SALC.

10. PCPTS:N/VSTSALC4(OTHERSS) Perceptions of why other students have not visited SALC 4	The participants' views of why other students have not visited SALC 4.
11. REASONS:N/VSTSALC4 Why participants haven't visited SALC 4	The participants' reasons why they haven't visited SALC 4.
12. SALC:SDYHBTS&BHVR Participants' study habits and behaviour in SALC	The participants' study habits and behaviour in SALC.

X. The English I Course: Students

This group consists of categories concerning the English I students.

CODE	DEFINITION
1. BLFS:SELF:ABLTS Beliefs about oneself and abilities	The participants' beliefs oneself and abilities.
2. PCPTS: NEEDS Perceptions of needs	The participants' perceptions of needs.
3. NEEDSMET (NOT) Opinions about participants' needs met or not	The participants' opinions about whether they think their needs are met or not.
4. BHVR/LISPRC Listening practice out of class	The participants' listening practice out of class.
5. VSTPLANS Participants' SALC visiting plans	The participants' SALC visiting plans.

XI. The English I Course: Teachers

This group consists of categories concerning the English I teachers.

CODE	DEFINITION
1. ATT: TS Attitudes towards teachers	The participants' attitudes towards the teachers.
2. ATT: TS: SHOULDDO Attitudes towards what teachers should do	The participants' attitudes towards what teachers should do.

Board of Directors Interviews

I. The English I Course: Listening

This group consists of categories concerning the general aspects of listening and the teaching of listening on the course.

CODE	DEFINITION
1. LISGOAL(S) Goals of listening on the course	The participants' stated aims of the goal(s) of listening on the English I course.
2. LISMETGOALS(NOT) Listening on the course is meeting its goals or not	The participants' comments about whether or not they think that listening in English I course is meeting its goals.
3. G/PNCPS:LIS/T General principles on the teaching of listening	The participants' views about the general principles on the teaching of listening.
4. PCPTS:LISTEACHING Perceptions about the teaching of listening on the course	The participants' perceptions about the teaching of listening on the course.
5. ATT:LISTEACHING Attitudes towards the teaching of listening on the course	The participants' attitudes towards the teaching of listening on the course.
6. PCPTS:DICTA:NT/NNT Perceptions of possible differences between the dictation tasks from native-and-non-native teachers	The participants' perceptions of possible differences between the native and non-native teachers teaching listening.

II. The English I Course: Listening in the Textbook

This group consists of categories concerning the listening exercises in the English I course textbook.

CODE	DEFINITION
1. ATT&EVLS:TXTLISACT&DIFF Attitudes towards listening exercises and evaluations of textbook listening activities and difficulty	The participants' attitudes towards the listening exercises and their evaluations of the textbook listening activities and difficulty
2. BLFS:SS'ACHVMT(TXTLISACT) Beliefs about what students achieve by doing textbook listening activities	The participants' beliefs about what students achieve by doing textbook listening activities.

III. The English I Course: Listening in SALC

This group consists of categories concerning the listening exercises in the Self-Access Learning Centre.

CODE	DEFINITION
1. EXT:SALCLISSPTLISGOALS The extent to which participants think listening activities in SALC 4 help achieve listening goals in English I course	The participants' reports on the extent to which they think the listening activities in SALC 4 help achieve the listening goals in English I course.
2. PCPTS:SALCLISEX1 Perceptions about the listening exercise example 1 in SALC 4	The participants' perceptions about the listening exercise example 1 in SALC 4.
3. PCPTS:SALCLISEX2 Perceptions about the listening exercise example 2 in SALC 4	The participants' perceptions about the listening exercise example 2 in SALC 4.
4. PCPTS:SALCLISEX3 Perceptions about the listening exercise example 3 in SALC 4	The participants' perceptions about the listening exercise example 3 in SALC 4.
5. PCPTS:SALCLISEX4 Perceptions about the listening exercise example 4 in SALC 4	The participants' perceptions about the listening exercise example 4 in SALC 4.
6. PCPTS:LISPRCT Perceptions about the listening practice 1-22 in SALC 1	The participants' perceptions about the listening practice 1-22 in SALC 1.
7. SALC:LISIMPV Measure of improvement on listening through SALC	The participants' opinions about the measure of improvement on listening through SALC.

IV. The English I Course: Observations

This group consists of categories concerning the observations of the teaching of listening on the course.

CODE	DEFINITION
1. ATT:TS'ACTN:PRE-TEACHVOCAB Attitudes towards teachers' action: pre-teaching vocabulary	The participants' attitudes towards teachers' action: pre-teaching vocabulary.
2. ATT:TS'ACTN:USEDICTA Attitudes towards teachers' action: using dictation task	The participants' attitudes towards teachers' action: using dictation task.
3. ATT:TS'ACTN:USEWARM-UP Attitudes towards teachers' action: using warm-up activities	The participants' attitudes towards teachers' action: using warm-up activities.

V. The English I Course: General

This group consists of categories concerning the general aspects of the English I course.

CODE	DEFINITION
1. CURRICULUMS The university curriculums	The participants' views about the university curriculums.
2. AIMS/OBJS Aims/objectives of English I	The participants' views about the aims/objectives of the English I
3. AIMS/OBJSMET(NOT) Opinion about aims/objectives of English met or not	The participants' opinions about whether or not the aims/objectives of the English I are met.
4. EMP/FCS Emphasis/focus of English I course	The participants' views about the emphasis/focus of English I course.
5. SKLLTAUGHT Skills taught on English I course	The participants' views about what skills are taught in the English I course.
6. BLFS:ENGI Beliefs about English I course	The participants' beliefs about English I course.
7. ATT:ENGI&DIFFLVL Attitudes towards English I course and its level of difficulty	The participants' attitudes towards the English I course and their opinion about the difficulty level of difficulty.
8. IMPVCOURSE Suggestions on how to redesign and make changes to improve English I course	The participants' suggestions on how to redesign and make changes to improve the course.
9. ENGI:DOMORE What participants would like to be done more of on the course	The participants' opinions about what they would like to be done more of on the course.
10. ENGI:DOLESS What participants would like to be done less of on the course	The participants' opinions about what they would like to be done less of on the course.
11. ENGI:SS:DOMORE Opinion about what students would like to do more of on the course	The participants' opinions about what students would like to do more of on the course.
12. ENGI:SS:DOLESS Opinion about what students would like to do less of on the course	The participants' opinions about what students would like to do less of on the course.

VI. The English I Course: Textbook and Supplementary Exercises

This group consists of categories concerning the English I textbook and Supplementary Exercises.

CODE	DEFINITION
1. TXT:RAT/METH&EVL Rationale/methodology and evaluations of English I textbook	The participants' comments about the rationale/methodology of English I textbook and the extent to which they think the rationale/methodology is successful. It also includes the participants' comments about the extent to which they think the English I textbook helps the course meets its objectives. The participants' evaluations of the textbook are also included in this category.
2. AUTHENTICITY:MAT The authenticity of the materials in the English I textbook	The participants' comments about the authenticity of the materials in the English I textbook.
3. SUPPEXS Supplementary exercises	The participants' comments about the supplementary exercises used in the English I course.
4. SS' ATT:TXT Opinions about students' attitudes towards English I textbook	The participants' opinions about students' attitudes towards English I textbook.

VII. The English I Course: Assignments

This group consists of categories concerning the English I course assignments.

CODE	DEFINITION
1. PCPTS&ADAPTING:ASSIGNMENTS Perceptions about assignment on the course and its adaptations	The participants' perceptions about the assignment on the course. If the participants comment on how and why they adapted the assignments, it is included in this category.
2. PFRD:WTASSNMTS Preferred written assignments	The participants' preferred written assignments.
3. ATT:BRDDECOR Attitudes towards the written assignment (group work: board decorating)	The participants' attitudes towards the written assignment (group work: board decorating).
4. ATT:PARAWT Attitudes towards the written assignment (individual work: paragraph writing)	The participants' attitudes towards the written assignment (individual work: paragraph writing).
5. ATT:SUMWT Attitudes towards the written assignment (individual work: summary writing)	The participants' attitudes towards the written assignment (individual work: summary writing).
6. ATT: TRANSLATING Attitudes towards the written assignment (individual work: cutting out news, read, and translate)	The participants' attitudes towards the written assignment (individual work: cutting out news, read, and translate)

7. EXPKNWL:BRDDECOR Expected knowledge gain from board decorating	The participants' comments about the expected knowledge gain from board decorating.
8. EXPKNWL:PARAWT Expected knowledge gain from paragraph writing	The participants' comments about the expected knowledge gain from paragraph writing.
9. EXPKNWL:SUMWT Expected knowledge gain from summary writing	The participants' comments about the expected knowledge gain from the summary writing assignment.
10. EXPKNWL:TRANSLATING Expected knowledge gain from news clipping and translating	The participants' comments about the expected knowledge gain from news clipping and translating.
11. SS'ATT:BRDDECOR Opinion about students' attitudes towards board decorating as the course written assignment	The participants' opinion about the students' attitudes towards board decorating as the course written assignment.
12. SS'ATT:PARAWT Opinion about students' attitudes towards paragraph writing as the course written assignment	The participants' opinion about the students' attitudes towards paragraph writing as the course written assignment.
13. SS'ATT:SUMWT Opinion about students' attitudes towards summary writing as the course written assignment	The participants' opinion about the students' attitudes towards summary writing as the course written assignment.
14. SS'ATT:TRANSLATING Opinions about students' attitudes towards news clipping and translating as the course written assignment	The participants' opinion about the students' attitudes towards news clipping and translating as the course written assignment.

VIII. The English I Course: Assessment

This group consists of categories concerning the assessment on the English I course.

CODE	DEFINITION
1. ATT:ASSM Attitudes towards the assessment	The participants' attitudes towards the assessment.
2. SS'ATT:ASSM Opinions about students' attitudes towards the assessment	The participants' opinions about students' attitudes towards the assessment.
3. ALTER:ASSM Opinion about the alterations of the assessment	The participants' opinions about the alterations of the assessment.
4. ATT: NOLISTEST Attitudes towards the lack of listening tests	The participants' attitudes towards the lack of listening tests.

IX. The SALC

This group consists of categories concerning the Self-Access Learning Centre.

CODE	DEFINITION
1. SALC:AIMS/OBJS Aims/objectives of SALC	The participants' views on the aims/objectives of SALC.
2. SALC:OBJSMET(NOT) Opinion about objectives of SALC met or not	The participants' opinions about whether or not SALC is meeting its objectives.
3. BLFS:TS'ATT:SALC Beliefs about teachers' attitudes towards SALC	The participants' beliefs about teachers' attitudes towards SALC.
4. ATT:SALC Attitudes towards SALC	The participants' attitudes towards SALC.
5. ATT:SALC:RESOURCES Attitudes towards SALC resources	The participants' attitudes towards SALC resources.
6. IMPVSALC Suggestions on how to make changes to improve SALC	The participants' suggestions on how to make changes to improve SALC. If the participants comment about the activities they would like to do more or less of in SALC, it is included in this category.
7. DIFFER:SALC:USE The difference between the way participants would like students to use SALC and the way they suspect the students use SALC	The participants' views on the difference between the way they would like the students to use SALC and the way they suspect the students use SALC.
8. SALC:SSTSKS SALC student tasks	The participants' opinions about the SALC student tasks.
9. EXT:SS'SALCSAT The extent to which participants feel students are satisfied with SALC	The participants' opinions about the extent to which participants feel students are satisfied with SALC.
10. EXT:SALC:SSBNFT The extent to which participants feel students benefit from SALC	The participants' opinions about the extent to which participants feel students benefit from SALC.
11. PCPTS:N/VSTSALC4 Perceptions of why some students have not visited SALC 4	The participants' views of why some students have not visited SALC 4.
12. BLFS:SALC:SDYHBTS&BHVR Beliefs about students' study habits and behaviour in SALC	The participants' beliefs about the students' study habits and behaviour in SALC.

X. The English I Course: Students

This group consists of categories concerning the English I students.

CODE	DEFINITION
1. BLFS:SS&SS'ABLTS Beliefs about English I students and their abilities	The participants' beliefs about English I students and their abilities.
2. PCPTS:SS'NEEDS Perceptions of students' needs	The participants' perceptions of students' needs.
3. EXT:SS'NEEDSMET The extent to which participants feel students' needs are met	The participants' reports on the extent to which they feel students' needs are met.
4. BLFS:SS'BHVR/LISPRC Beliefs about students' behaviour/listening practice out of class	The participants' beliefs about the students' behaviour/listening practice out of class.

XI. The English I Course: Teachers

This group consists of categories concerning the English I teachers.

CODE	DEFINITION
1. BLFS:ENGI:TS Beliefs about English I teachers	The participants' beliefs about English I teachers.
2. BLFS:TS:SHLDDO Beliefs about what teachers should do	The participants' beliefs about what teachers should do.

Textbook Writer Interviews

I. The English I Course: Listening

This group consists of categories concerning the general aspects of listening and the teaching of listening on the course.

CODE	DEFINITION
1. LISGOAL(S) Goals of listening on the course	The participants' stated aims of the goal(s) of listening on the English I course.
2. G/PNCPS:LIS/T General principles on the teaching of listening	The participants' comments on general principles on the teaching of listening.

II. The English I Course: Listening in the Textbook

This group consists of categories concerning the listening exercises in the English I course textbook.

CODE	DEFINITION
1. SS'ATT:LISEX Opinions about students' attitudes towards the listening exercises in English I textbook	The participants' opinions about the students' attitudes towards the listening exercises in the English I textbook.
2. OBJS:WARM-UP Objectives of textbook warm-up activities	The participants' comments about the objectives of the textbook warm-up activities.
3. PRE-LIS Pre-listening activities	The participants' comments about the textbook pre-listening activities.

III. The English I Course: Listening in SALC

This group consists of categories concerning the listening exercises in the Self-Access Learning Centre.

CODE	DEFINITION
1. PCPTS:SALCLISEX1 Perceptions about the listening exercise example 1 in SALC 4	The participants' perceptions about the listening exercise example 1 in SALC 4.
2. PCPTS:SALCLISEX2 Perceptions about the listening exercise example 2 in SALC 4	The participants' perceptions about the listening exercise example 2 in SALC 4.
3. PCPTS:SALCLISEX3 Perceptions about the listening exercise example 3 in SALC 4	The participants' perceptions about the listening exercise example 3 in SALC 4.
4. PCPTS:SALCLISEX4 Perceptions about the listening exercise example 4 in SALC 4	The participants' perceptions about the listening exercise example 4 in SALC 4.
5. PCPTS:LISPRCT Perceptions about the listening practice 1-22 in SALC 1	The participants' perceptions about the listening practice 1-22 in SALC 1.

6. PCPTS:SALCLIS/RES Perceptions about the listening resources in SALC	The participants' perceptions about the listening resources in SALC.
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IV. The English I Course: General

This group consists of categories concerning the general aspects of the English I course.

CODE	DEFINITION
1. AIMS/OBJS Aims/objectives of English I	The participants' views about the aims/objectives of the English I

V. The English I Course: Textbook and Supplementary Exercises

This group consists of categories concerning the English I textbook and Supplementary Exercises.

CODE	DEFINITION
1. INSTPOL:IN-H/MAT Institutional policy on the writing of in-house materials	The participants' comments about the institutional policy on the writing of in-house materials.
2. REASONS:WTENGI Participants' reasons for choosing to write English I textbook	The participants' reasons for choosing to write English I textbook.
3. TXT:RAT/METH&EVL Rationale/methodology and evaluations of English I textbook	The participants' comments about the rationale/methodology of English I textbook and the extent to which they think the rationale/methodology is successful. It also includes the participants' comments about the extent to which they think the English I textbook helps the course meets its objectives. The participants' evaluations of the textbook are also included in this category.
4. TXT:CONTENT The contents of English I textbook	The participants' comments about the contents of English I textbook.
5. EXT:TXTSPTOBS The extent to which participants think the textbook supports the course aims/objectives	The participants' comments about the extent to which they think the textbook supports the course aims/objective.
6. WTPROCESS English I textbook writing process	The participants' comments about English I textbook writing process.
7. T/PRESSURE Time pressure in writing the English I textbook	The participants' comments about the time pressure in writing the English I textbook.
8. RELATIONSHIP:SKILLS The relationship between the skills	The participants' comments about the relationship between the skills.
9. UNITS:SIM/DIFF The similarities/differences of the units	The participants' comments about the similarities/differences of the units.

10. ATT:TXT Participants' attitudes towards English I textbook	The participants' attitudes towards the English I textbook.
11. TS'ATT:TXT Opinions about teachers' attitudes towards English I textbook	The participants' opinions about the teachers' attitudes towards English I textbook.
12. SS'ATT:TXT Opinions about students' attitudes towards English I textbook	The participants' opinions about the students' attitudes towards English I textbook.
13. TEACHING:TXT The teaching of the English I textbook	The participants' comments about the teaching of English I textbook.
14. TEACHING:ORDERS The orders in the teaching of English I textbook	The participants' comments about the orders in the teaching of English I textbook.
15. TEACHING:TXT:PROBLEMS The problems in the teaching of the English I textbook	The participants' comments about the problems in the teaching of the English I textbook.
16. AUTHENTICITY:MAT The authenticity of the materials in the English I textbook	The participants' comments about the authenticity of the materials in the English I textbook.
17. SUPPEXS Supplementary exercises	The participants' comments about the supplementary exercises used in the English I course.

VI. The English I Course: Assessment

This group consists of categories concerning the assessment on the English I course.

CODE	DEFINITION
1. ATT: NOLISTEST Attitudes towards the lack of listening tests	The participants' attitudes towards the lack of listening tests.
2. SS'ATT: NOLISTEST Opinions about students' attitudes towards the lack of listening tests	The participants' opinions about the students' attitudes towards the lack of listening tests.

VII. The English I Course: Students

This group consists of categories concerning the English I students.

CODE	DEFINITION
1. BLFS:SS&SS'ABLTS Beliefs about English I students and their abilities	The participants' beliefs about English I students and their abilities.

The SALC Manager Interview

I. The English I Course: Listening in SALC

This group consists of categories concerning the listening exercises in the Self-Access Learning Centre.

CODE	DEFINITION
1. SALC:LISIMPV Measure of improvement on listening through SALC	The participant' opinions about the measure of improvement on listening through SALC.

II. The SALC

This group consists of categories concerning the Self-Access Learning Centre.

CODE	DEFINITION
1. SALC:AIMS/OBJS Aims/objectives of SALC	The participant' views on the aims/objectives of SALC.
2. SALC:OBJSMET(NOT) Opinion about objectives of SALC met or not	The participant' opinions about whether or not SALC is meeting its objectives.
3. BLFS:TS'ATT:SALC Beliefs about teachers' attitudes towards SALC	The participant' beliefs about teachers' attitudes towards SALC.
4. ATT:SALC&SALC/RES Attitudes towards SALC and its resources	The participant' attitudes towards SALC and its resources.
5. ATT:SALC4&SALC4/RES Attitudes towards SALC 4 and its resources	The participant' attitudes towards SALC 4 and its resources.
6. IMPVSALC Suggestions on how to make changes to improve SALC	The participant' suggestions on how to make changes to improve SALC.
7. IMPVSALC4 Suggestions on how to make changes to improve SALC 4	The participant' suggestions on how to make changes to improve SALC 4.
8. SALC:DOMORE What participants would like to be done less of in SALC	The participant' opinion about what they would like to be done less of in SALC.
9. DIFFER:SALC:USE The difference between the way participants would like students to use SALC and the way they suspect the students use SALC	The participant' views on the different between the way they would like the students to use SALC and they way they suspect the students use SALC.
10. SALC:SSTSks SALC student tasks	The participant' opinions about the SALC student tasks.
11. BLFS:TS'ATT:SALC:SSTSks Beliefs about teachers' attitudes towards SALC student tasks	The participant' beliefs about teachers' attitudes towards SALC student tasks.

12. EXT:SS'SALCSAT The extent to which participants feel students are satisfied with SALC	The participant' opinions about the extent to which participants feel students are satisfied with SALC.
13. EXT:SALC:SSBNFT The extent to which participants feel students benefit from SALC	The participant' opinions about the extent to which participants feel students benefit from SALC.
14. PCPTS:N/VSTSALC4 Perceptions of why some students have not visited SALC 4	The participant' perceptions of why some students have not visited SALC 4.
15. BLFS:SALC:SDYHBTS&BHVR Beliefs about students' study habits and behaviour in SALC	The participant' beliefs about the students' study habits and behaviour in SALC.

III. The English I Course: Students

This group consists of categories concerning the English I students.

CODE	DEFINITION
1. BLFS:SS&SS'ABLTS Beliefs about English I students and their abilities	The participant' beliefs about English I students and their abilities.

Appendix XVI: Transcriptions of a classroom observation

Note:

1. Three dots indicate that part of the transcript has been omitted.
2. Square brackets [] indicate that additional information has been added by the researcher.
3. Curly brackets { } are placed around the English translation for the preceding Thai.
4. Underlining indicates that the word(s) are emphasised by the participants.
5. Double brackets (()) describe the participants' paralinguistic actions, gestures, note-taking, etc.

<p>Unit 4</p> <p>1 T: First we look at the objectives of this unit, page 56.</p> <p>2 The first one is the reading skill, we will read a story</p> <p>3 about a family. And number 2, we will learn about how</p> <p>4 to use adjectives and adverbs. And number 3, we will</p> <p>5 practice writing a letter to describe a person. Number 4</p> <p>6 which we will be doing today is practice listening and</p> <p>7 speaking about describing people. First, we will start</p> <p>8 with the warm-up activity. Look at the pictures. How</p> <p>9 many pictures can you see?</p> <p>10 Class: Three pictures.</p> <p>11 T: Three pictures, right? In the first picture, how many</p> <p>12 people?</p> <p>13 Class: Three.</p> <p>14 T: Three, and the second one?</p> <p>15 Class: Two.</p> <p>16 T: Two persons, and the third picture?</p> <p>17 Class: Four.</p> <p>18 T: Four people, four persons in the family. So, you can see</p> <p>19 three families and with different numbers. So, number 1,</p> <p>20 I'd like to know how many people there are in your family,</p> <p>21 one by one?</p> <p>22 S1: Four.</p> <p>23 T: Four.</p> <p>24 S2: Three.</p> <p>25 T: Three, so that means you are the one child in your family,</p> <p>26 right. Your mother, your father, and you, the only child.</p> <p>27 Ss: [Inaudible]</p> <p>28 T: right? And you?</p> <p>29 S3: Five.</p> <p>30 T: Five.</p> <p>31 S4: Four.</p> <p>32 T: Four.</p> <p>33 S5: Six.</p> <p>34 T: Six.</p> <p>35 ((continues to ask everyone in the class))</p> <p>36 The highest number in the family is...?</p> <p>37 Ss: Six.</p> <p>38 T: Six, right? And on average. What is the average number?</p>	
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39 โดยเฉลี่ย {the average}

40 Ss: Four.

41 T: Three or four?

42 Ss: Four

43 T: Okay. Number 2, tick the boxes of the people who live
44 with you. As you said, three persons in your family, four
45 persons in your family, and six persons in your family.
46 So, who are they? Tick the persons who live with you,
47 father, yes or no?

48 Ss: Yes.

49 T: Mother?

50 Ss: Yes.

51 T: Brother?

52 Ss: Yes.

53 T: Sister?

54 Ss: Yes.

55 T: For those who said three persons that means, father,
56 mother and you, right? Okay. Now, tick. So if you have
57 two sisters, please write number 2, 2 sisters, 2 brothers,
58 1 sister, 1 brother, okay? Do your uncle and aunt stay in
59 your family, yes or no?

60 Ss: No.

61 T: How about your grandfather, grandmother do they stay
62 in your family? Does anyone here have your grandmother
63 or grandfather stay with you? ((To S1)) How about you,
64 you have six persons in your family. Who are they?

65 S1: Father, sister,

66 T: How many sisters?

67 S1: Two.

68 T: Two sisters and who?

69 S1: Grandfather

70 T: Grandfather. How about grandmother?

71 S1: No.

72 T: No, okay. So, father, two sisters, grandfather, you and?

73 S1: Uncle.

74 T: Uncle, okay. ((To S2)) How about you, six persons?

75 S2: [Inaudible]

76 T: Father, mother,

77 S2: [Inaudible]

78 T: Two sisters, right?

79 S2: [Inaudible]

80 T: One brother and you, okay.

81 Now. Number 3, choose a person in your family and
82 underline the adjectives that you think describes him or
83 her. Suppose you want to describe your father. Is he fat,
84 thin, charming? What does it mean 'charming'?

85 คำว่า 'charming' แปลว่าอะไรคะ {What is 'charming' in Thai?}

86 คำว่า 'charming', 'attractive' คือมีเสน่ห์ {charming} 'polite',

- 87 what does it mean 'polite'?
- 88 S: สุภาพ
- 89 T: สุภาพ, 'smart'?
- 90 S: [Inaudible]
- 91 T: It can mean 'intelligent', ฉลาด {intelligent} okay.
- 92 Column 2, 'tall' or 'short', 'friendly', what is it in
- 93 Thai, 'friendly'?
- 94 Ss: เป็นมิตร [friendly]
- 95 T: Okay. 'boring'?
- 96 Ss: น่าเบื่อ {boring}
- 97 T: Is there anyone in your family who is boring? Yes? Who?
- 98 Ss: ((Laugh))
- 99 T: And 'talkative'?
- 100 Ss: ช่างพูด {talkative}
- 101 T: ช่างพูด {talkative}. Column 3, 'young', 'beautiful',
- 102 and 'handsome', 'intelligent', 'untidy'. What does it
- 103 mean, 'untidy'?
- 104 'un' means 'not', 'un' means 'not'
- 105 ไม่เรียบร้อย {untidy}. The last column, 'healthy', 'strong' and
- 106 'healthy' means having a good health. สุขภาพดีแข็งแรง
- 107 {healthy}. 'Middle-aged', what does it mean, 'middle-aged'?
- 108 วัยกลางคน {middle-aged} 'nice', 'good-looking'
- 109 S: น่าตาดี {good-looking}
- 110 T: 'cheerful'
- 111 S: ร่าเริง {cheerful}
- 112 T: So, choose a person in your family, only one person
- 113 maybe your mother, your father, your brother, your sister,
- 114 your uncle, your grandfather. And then underline the
- 115 adjectives that describes him or her best.
- 116 Every student said that your father is fat and handsome,
- 117 right? And what else? Okay, number 4, can you think of
- 118 any other words that might describe him or her? มีคำอื่นมั้ย
- 119 เมื่อกี้ มีใครพูดถึงคำว่าอะไรนะ {Are there any other words?}
- 120 A moment ago, someone said something, what was it?}
- 121 'pretty' ใช้กับผู้ชายได้มั้ย {Can we use 'pretty' with men?}
- 122 Ss: ไม่ได้ {No.}
- 123 T: มีอะไรอีกคะที่ไม่มีในนี้ {What else, what other words that are
- 124 not in here?}
- 125 S: 'Ugly'
- 126 T: 'Ugly', ใคร {who?} who? Who in your family is ugly? You?

Appendix XVII: Classification of codes (classroom observations)

Pre-listening

This group consists of categories concerning the teachers' pedagogical approaches in the pre-listening phase.

CODE	DEFINITION
1. OBJ Explaining objectives of the units and/or the lesson	The teachers explain objectives of the units and/or the lesson.
2. WRM-UP Doing warm-up activities	The teachers do warm-up activities.
3. PERSON Personalising	The teachers personalise the listening for students.
4. RD-INS Reading out instructions	The teachers read out instructions.
5. EXP-INS Paraphrasing, explaining, and/or exemplifying instructions	The teachers paraphrase, explain, and/or exemplify the instructions.
6. RD-ALD/SLT Asking students to read aloud and/or silently	The teachers ask students to read aloud and/or silently.
7. CHK/SUP-VOCAB Checking and/or supplying vocabulary	The teachers check and/or supply vocabulary.
8. CHK/SUP-SPL Checking and/or supplying spelling	The teachers check and/or supply spelling of the vocabulary.
9. ATHN-EX Showing authentic examples	The teachers show authentic examples.
10. PRDCT-ANS Asking students to predict answers	The teachers ask the students to predict answers.
11. ADV-COMP Giving advice on how to complete the listening exercises	The teachers give advice on how to complete the listening exercises.
12. DPRT-ADD-QS Depart from textbook by adding comprehension questions	The teachers depart from the textbook by adding comprehension questions.
13. DPRT-CHK/SUP-VOCAB Depart from textbook by checking and/or supplying related vocabulary	The teachers depart from the textbook by checking and/or supplying related vocabulary.
14. DPRT-GMS Depart from textbook by doing pre-listening games	The teachers depart from the textbook by doing pre-listening games.

While-listening

This group consists of categories concerning the teachers' pedagogical approaches in the while-listening phase.

CODE	DEFINITION
1. MNT Monitoring	The teachers walk around the classroom to monitor the students while they are listening.

Post-listening

This group consists of categories concerning the teachers' pedagogical approaches in the post-listening phase.

CODE	DEFINITION
1. PEER Peer consultation	The teachers ask the students to do peer consultation.
2. WHL-CHK Whole class checking	The teachers do whole class checking of answers.
3. MEM-VOCAB Supplying techniques to memorise vocabulary	The teachers supply techniques to memorise vocabulary.
4. RPT-PRCT Advising students to practise listening repeatedly	The teachers advise students to practise listening repeatedly.
5. CHK/SUP-SPL Checking and/or supplying spelling of vocabulary related with listening exercises	The teachers check and/or supply spelling of vocabulary related with listening exercises.

Throughout the lesson

This group consists of categories concerning the teachers' pedagogical approaches throughout the lesson.

CODE	DEFINITION
1. L1-EXP-INS Repeating and/or explaining instructions/questions in L1	The teachers use L1 to repeat and/or explain instructions/questions.
2. L1-ACPT-ANS Accepting answers to vocabulary comprehension checks in L1	The teachers use L1 to accept answers to vocabulary comprehension checks.
3. L1-EQL Explicitly asking students for L1 equivalent of the target vocabulary	The teachers explicitly ask the students for L1 equivalent of the target vocabulary.
4. L1-ALW-ANS Explicitly allowing students to provide answers in L1	The teachers explicitly allow the students to provide answers in L1.
5. L1-PVD-EQL Providing students with L1 equivalent of the vocabulary	The teachers provide students with L1 equivalent of the vocabulary.
6. ECHO Echoing students' answers	The teachers echo the students' answers.