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

<table>
<thead>
<tr>
<th>Destination</th>
<th>Time of Departure</th>
<th>Platform</th>
<th>Calling at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bristol</td>
<td>13.17</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

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)

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

<table>
<thead>
<tr>
<th>Stage of Listening Instruction</th>
<th>Related Metacognitive Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning/predicting stage</td>
<td></td>
</tr>
<tr>
<td>1. Once students know the topic and text type, they predict types of information and possible words they may hear.</td>
<td>1. Planning and directed attention</td>
</tr>
<tr>
<td>First verification stage</td>
<td></td>
</tr>
<tr>
<td>2. Students listen to verify initial hypotheses, correct as required and note additional information understood.</td>
<td>2. Monitoring</td>
</tr>
<tr>
<td>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.</td>
<td>3. Monitoring, planning and selective attention</td>
</tr>
<tr>
<td>Second verification stage</td>
<td></td>
</tr>
<tr>
<td>4. Students selectively attend to points of disagreement, make corrections and write down additional details understood.</td>
<td>4. Monitoring and problem-solving</td>
</tr>
<tr>
<td>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.</td>
<td>5. Monitoring and evaluation</td>
</tr>
<tr>
<td>Final verification stage</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>6. Selective attention and monitoring</td>
</tr>
<tr>
<td>Reflection stage</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>7. Evaluation</td>
</tr>
</tbody>
</table>

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 MALQ\(^2\) (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,
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 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; Strohmeyer & 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) cooperating 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 (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). 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

<table>
<thead>
<tr>
<th>Source</th>
<th>Aims</th>
<th>Participants</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pengsritong (2000)</td>
<td>• Problems of listening</td>
<td>• 250 university students</td>
<td>• Questionnaires, listening exercises, examination papers</td>
</tr>
<tr>
<td>Junwanna (2006)</td>
<td>• Factors affecting the listening skill</td>
<td>• 168 high school students</td>
<td>• Questionnaires, listening comprehension test</td>
</tr>
<tr>
<td>Maneekul (2002)</td>
<td>• The use of authentic materials and tasks to enhance the listening skill</td>
<td>• 5 English major secondary school students</td>
<td>• Native speakers’ video programme, questionnaires</td>
</tr>
<tr>
<td>Wannadit (2003)</td>
<td>• Attitudes towards the benefits of studying and applying phonetic to teach listening and speaking</td>
<td>• 20 secondary school teachers</td>
<td>• Questionnaires</td>
</tr>
<tr>
<td>Paesupatana (1998)</td>
<td>• Abilities in listening to different English genres</td>
<td>• 877 vocational level college students</td>
<td>• Listening ability tests</td>
</tr>
<tr>
<td>Payaprom (2000)</td>
<td>• The relationship between listening strategies and listening ability</td>
<td>• 60 university students</td>
<td>• Questionnaire, listening comprehension test</td>
</tr>
<tr>
<td>Kusolsong (2000)</td>
<td>• A comparison of students’ listening and speaking performance and attitude through instruction based on the Natural Approach</td>
<td>• 40 secondary school students</td>
<td>• Experiments (using pre-test and post-test)</td>
</tr>
<tr>
<td>Malai (2006)</td>
<td>• A comparison of students’ listening and speaking performance and self-confidence in English through the instructional method based on Total Physical Response</td>
<td>• 40 secondary school students</td>
<td>• Experiments (using pre-test and post-test)</td>
</tr>
</tbody>
</table>

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. Kiani 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 automated. Mecartty (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 automatised, 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)

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

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)

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

<table>
<thead>
<tr>
<th>COGNITIVE STRATEGIES</th>
<th>METACOGNITIVE STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inferencing (Filling in missing information)</td>
<td>1. Pre-listening Preparation (Preparing mentally for a listening task)</td>
</tr>
<tr>
<td>Use contextual clues</td>
<td>Preview contents</td>
</tr>
<tr>
<td>Use information from familiar content words</td>
<td>Rehearse sounds of potential content words</td>
</tr>
<tr>
<td>Draw on knowledge of the world</td>
<td>2. Selective Attention (Noticing specific aspects of input)</td>
</tr>
<tr>
<td>Apply knowledge about the target language</td>
<td>Listen to words in groups</td>
</tr>
<tr>
<td>Use visual clues</td>
<td>Listen for gist</td>
</tr>
<tr>
<td>2. Elaboration (Embellishing an initial interpretation)</td>
<td>Listen for familiar content words</td>
</tr>
<tr>
<td>Draw on knowledge of the world</td>
<td>Notice how information is structured (e.g. discourse markers)</td>
</tr>
<tr>
<td>Draw on knowledge about the target language</td>
<td>Pay attention to repetition</td>
</tr>
<tr>
<td>3. Prediction (Anticipating the contents of a text)</td>
<td>Notice intonation features (e.g. fall and rise tones)</td>
</tr>
<tr>
<td>Anticipate general contents (global)</td>
<td>Listen to specific parts of the input</td>
</tr>
<tr>
<td>Anticipate details while listening (local)</td>
<td>Pay attention to visuals and body language</td>
</tr>
<tr>
<td>4. Contextualisation (Relating new information to a wider context)</td>
<td>3. Directed Attention (Avoiding distractions)</td>
</tr>
<tr>
<td>Place input in a meaningful context (e.g. social, linguistic)</td>
<td>Concentrate hard</td>
</tr>
<tr>
<td>Find related information on hearing a key word</td>
<td>Continue to listen in spite of difficulty</td>
</tr>
<tr>
<td>Relate one part of text to another</td>
<td>4. Comprehension Monitoring (Checking/confirming understanding while listening)</td>
</tr>
<tr>
<td>5. Visualisation (Forming a mental picture of what is heard)</td>
<td>Confirm that comprehension has taken place</td>
</tr>
<tr>
<td>Imagine scenes, events, objects etc. being described</td>
<td>Identify words or ideas that are not understood</td>
</tr>
<tr>
<td>Mentally display the shape (spelling) of key words</td>
<td>Check current interpretation with context of the message</td>
</tr>
<tr>
<td>6. Reconstruction (Using words heard to create meaning)</td>
<td>Check current interpretation with prior knowledge</td>
</tr>
<tr>
<td>Reconstruct meaning from words heard</td>
<td>5. Real-time Assessment of Input (Determining the value of specific parts of the input)</td>
</tr>
<tr>
<td>Reconstruct meaning from notes taken</td>
<td>Assess the importance of problematic parts that are heard</td>
</tr>
<tr>
<td></td>
<td>Determine the potential value of subsequent parts of input</td>
</tr>
<tr>
<td>SOCIAL-AFFECTIVE STRATEGIES</td>
<td>6. Comprehension Evaluation (Checking interpretation for accuracy, completeness and acceptability after listening)</td>
</tr>
<tr>
<td>1. Cooperation (Asking the speaker for help)</td>
<td>Check interpretation against some external sources</td>
</tr>
<tr>
<td>Ask for repetition</td>
<td>Check interpretation by drawing on prior knowledge</td>
</tr>
<tr>
<td>Ask for explanation/clarification</td>
<td>Match interpretation with the context of the message.</td>
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<tr>
<td>Use paraphrase to verify interpretation</td>
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<tr>
<td>2. Confidence Building (Encouraging oneself)</td>
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<td>Tell oneself to relax</td>
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<tr>
<td>Use positive self-talk</td>
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</table>

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)

<table>
<thead>
<tr>
<th>Type of Strategy</th>
<th>Strategy Use in the Interviews</th>
<th>Strategy Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social-Affective</strong></td>
<td><strong>Cooperation</strong>&lt;br&gt;• Ask for information in a polite way&lt;br&gt;• Ask for examples and repetition&lt;br&gt;• Ask for explanation&lt;br&gt;• Tell people to write down unfamiliar words&lt;br&gt;• Ask people to slow down&lt;br&gt;• Use paraphrase to verify interpretation&lt;br&gt;<strong>Confidence building</strong>&lt;br&gt;• Tell oneself not to be shy&lt;br&gt;• Tell oneself not to be afraid&lt;br&gt;• Try to relax</td>
<td><strong>Cooperation</strong>&lt;br&gt;• Ask the teacher to play recordings again to check comprehension&lt;br&gt;<strong>Confidence building</strong>&lt;br&gt;• Try to relax</td>
</tr>
<tr>
<td><strong>Metacognitive</strong></td>
<td><strong>Pre-listening preparation</strong>&lt;br&gt;• Preview questions&lt;br&gt;• Predict what people will say&lt;br&gt;<strong>Directed attention</strong>&lt;br&gt;• Concentrate hard&lt;br&gt;<strong>Selective attention</strong>&lt;br&gt;• Pay attention to key words&lt;br&gt;• Be aware of body language, eye contact, and gestures&lt;br&gt;<strong>Comprehension monitoring</strong>&lt;br&gt;• Listen to recorded interviews&lt;br&gt;• Check comprehension by repeating</td>
<td><strong>Pre-listening preparation</strong>&lt;br&gt;• Read questions before listening to get main ideas&lt;br&gt;• Try to remember questions&lt;br&gt;• Use questions to predict the contents&lt;br&gt;<strong>Directed attention</strong>&lt;br&gt;• Try to concentrate&lt;br&gt;• Follow the contents&lt;br&gt;• Skip difficult information and continue listening&lt;br&gt;<strong>Selective attention</strong>&lt;br&gt;• Focus on key words&lt;br&gt;• Listen carefully for main ideas&lt;br&gt;• Follow information relevant to questions about the contents&lt;br&gt;• Pay attention to structure&lt;br&gt;• Focus on the beginning part of a text&lt;br&gt;<strong>Comprehension monitoring</strong>&lt;br&gt;• Check answers by recalling what is heard&lt;br&gt;• Draw on prior experience to check understanding</td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td><strong>Prediction</strong>&lt;br&gt;• Predict the contents of a text&lt;br&gt;<strong>Elaboration</strong>&lt;br&gt;• Use background knowledge to interpret new information&lt;br&gt;<strong>Visualization</strong>&lt;br&gt;• Try to imagine a picture of the speaker or words heard&lt;br&gt;<strong>Contextualization</strong>&lt;br&gt;• Place information in a meaningful context</td>
<td></td>
</tr>
<tr>
<td><strong>Perceived Problems</strong></td>
<td><strong>Feeling shy and nervous</strong>&lt;br&gt;<strong>Lack of fluency</strong>&lt;br&gt;<strong>Lack of confidence</strong>&lt;br&gt;<strong>Afraid to ask for repetition</strong>&lt;br&gt;<strong>Have problem with abbreviations</strong>&lt;br&gt;<strong>Cannot understand Singapore English</strong>&lt;br&gt;<strong>Fast speed</strong>&lt;br&gt;<strong>Limited vocabulary</strong></td>
<td><strong>Miss upcoming information when thinking about word meaning</strong>&lt;br&gt;<strong>Limited vocabulary</strong>&lt;br&gt;<strong>Cannot get details when the speed is too fast</strong>&lt;br&gt;<strong>Cannot segment streams of speech</strong>&lt;br&gt;<strong>Unable to understand structure</strong>&lt;br&gt;<strong>Cannot concentrate all the time</strong>&lt;br&gt;<strong>Forget what is heard</strong>&lt;br&gt;<strong>Cannot recognize words known</strong></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>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.</td>
</tr>
<tr>
<td>Step 2</td>
<td>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.</td>
</tr>
<tr>
<td>Step 3</td>
<td>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.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Third listen—Students listened to the text for the third time in order to check if they had missed any important information.</td>
</tr>
<tr>
<td>Step 5</td>
<td>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.</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passage title:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

BEFORE LISTENING

**Goal Definition**
What is my purpose for listening to this recording?

**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?

AFTER LISTENING

**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?

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)

<table>
<thead>
<tr>
<th>Reflection after first guided-listening lesson</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive comments</strong></td>
<td><strong>Negative comments</strong></td>
</tr>
<tr>
<td>a. It was a more efficient way of listening.</td>
<td>a. I got only a general idea.</td>
</tr>
<tr>
<td>b. Pre-listening activities helped me to understand better.</td>
<td>b. I cannot get much content.</td>
</tr>
<tr>
<td>c. I hope to have this method of listening often.</td>
<td>c. My prediction was not mentioned.</td>
</tr>
<tr>
<td>d. Discussions helped us to check main ideas and details.</td>
<td></td>
</tr>
<tr>
<td>e. I could get a good comprehension of the text and a clearer structure of the text.</td>
<td></td>
</tr>
<tr>
<td>f. It enabled me to have a focus: first on main ideas, second on details.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection after second guided-listening lesson</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive comments</strong></td>
<td><strong>Negative comments</strong></td>
</tr>
<tr>
<td>a. The method makes listening easier, and we become more confident.</td>
<td>a. Prediction was useful only for tests.</td>
</tr>
<tr>
<td>b. It makes us more familiar with listening strategies.</td>
<td>b. It was a waste of time.</td>
</tr>
<tr>
<td>c. We can improve listening comprehension step by step.</td>
<td></td>
</tr>
<tr>
<td>d. Background knowledge is so important. This method activates that.</td>
<td></td>
</tr>
<tr>
<td>e. Prediction is very important because we can have a good preparation.</td>
<td></td>
</tr>
<tr>
<td>f. The teacher helped us to pick up main points and helped us understand bit by bit.</td>
<td></td>
</tr>
<tr>
<td>g. We can understand more through discussions.</td>
<td></td>
</tr>
<tr>
<td>h. I can concentrate on listening.</td>
<td></td>
</tr>
<tr>
<td>i. I can learn how my partners listen to English.</td>
<td></td>
</tr>
<tr>
<td>j. I hope I can have more such listening activities.</td>
<td></td>
</tr>
<tr>
<td>k. Second listen made me improve a lot.</td>
<td></td>
</tr>
<tr>
<td>l. I can learn how to take notes/improve note-taking skills.</td>
<td></td>
</tr>
</tbody>
</table>
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 sensitize 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>
<thead>
<tr>
<th>Source</th>
<th>Aims</th>
<th>Participants</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottom-up approach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiany &amp; Shiramiry (2002)</td>
<td>• Effects of frequent dictation on listening comprehension ability</td>
<td>• 60 elementary-level adult EFL learners</td>
<td>• Experiment (using pre-test and post-test)</td>
</tr>
<tr>
<td>Jensen &amp; Vinther (2003)</td>
<td>• Effects of exact repetition and reduced speech rate on comprehension, acquisition of decoding strategies and linguistic features</td>
<td>• 84 Danish university students learning Spanish</td>
<td>• Experiment (using pre-test and post-test)</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Focus</td>
<td>Participants</td>
<td>Methodology</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mecartty (2000)</td>
<td>The relationship between lexical and grammatical knowledge to reading and listening comprehension</td>
<td>154 university students learning Spanish</td>
<td>Experiment (using tests of lexical knowledge and grammatical knowledge)</td>
</tr>
<tr>
<td>Osada (2001)</td>
<td>The listening process of less proficient EFL learners</td>
<td>91 less proficient Japanese EFL learners</td>
<td>Experiment (using free written recall task)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Top-down approach</strong></td>
<td><strong>Developing metacognitive knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goh (2000)</td>
<td>Real-time listening difficulties learners faced during listening</td>
<td>40 university-level Chinese students</td>
<td>Self-reports (learner diaries, small group interviews, immediate retrospective verbalizations)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zhang &amp; Goh (2006)</td>
<td>Students’ metacognitive knowledge about strategies for learning to listen and speak ESL</td>
<td>278 Singaporean secondary school students</td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandergrift (2002)</td>
<td>Student responses to learning instruments used to raise their awareness of the processes involved in successful L2 listening comprehension</td>
<td>420 beginning-level core French primary school students</td>
<td>Listening comprehension tasks, Reflective exercises, Questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandergrift (2003)</td>
<td>Effects of two tasks designed to teach students how to listen in attempting to bridge the gap between L2 listening theory and practice</td>
<td>41 Canadian beginning-level university students learning French as SL</td>
<td>Experiment (using two listening tasks)</td>
</tr>
<tr>
<td>Goh &amp; Taib (2006)</td>
<td>Primary school pupils’ metacognitive knowledge about listening in English</td>
<td>10 Singaporean primary school pupils</td>
<td>A series of process-based listening lessons</td>
</tr>
</tbody>
</table>
### Top-down approach

**Using prior knowledge**

<table>
<thead>
<tr>
<th>Study</th>
<th>Focus</th>
<th>Participants</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elkhafafi (2005)</td>
<td>Effect of pre-listening activities and repeated listening exposure</td>
<td>111 Arabic-as-a-foreign-language intermediate-level university students</td>
<td>Experiment (using pre-listening activities and a listening comprehension test)</td>
</tr>
<tr>
<td>Chung (2002)</td>
<td>Effects of two advance organizers-question previewing and vocabulary pre-teaching</td>
<td>188 Taiwanese college students</td>
<td>Experiment (using two advance organizers and a listening comprehension test)</td>
</tr>
<tr>
<td>Jones &amp; Plass (2002)</td>
<td>Effects of pictorial support and written annotations on comprehension of aural texts in multimedia environments</td>
<td>171 English-speaking students studying a French course at a university in the south central United States</td>
<td>Experiment (using pictorial and written annotations)</td>
</tr>
</tbody>
</table>

### Integrated-approach

<table>
<thead>
<tr>
<th>Study</th>
<th>Focus</th>
<th>Participants</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mareschal (2007)</td>
<td>Replicated Vandergrift’s pedagogical cycle</td>
<td>Adult French learners</td>
<td>Experiment (using Vandergrift’s pedagogical cycle)</td>
</tr>
<tr>
<td>Vandergrift (2007)</td>
<td>Replicated Vandergrift’s pedagogical cycle</td>
<td>Intermediate-level university learners of French</td>
<td>Experiment (using Vandergrift’s pedagogical cycle)</td>
</tr>
</tbody>
</table>

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) SALT 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 SALT can be broadly defined as “any purpose-designed facility in which learning resources are made directly available to learners” (p.114). SALTs 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)

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 (Dornyei, 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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Sex</th>
<th>Age</th>
<th>Education</th>
<th>Teaching Experience</th>
<th>Training Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A. in Linguistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>40</td>
<td>B.A. in English</td>
<td>18 years</td>
<td>Workshop on English Test Construction, Language Institute, Thammasat University, Thailand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.Ed. in English</td>
<td></td>
<td>Workshop on Implementing Teaching English through English, Language Institute, Thammasat University, Thailand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Workshop on Teaching for Thinking in Higher Education, Language Institute, Thammasat University, Thailand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Workshop on Thinking through Creativity: Why we are wiser than Einstein and poorer than Bill Gates, Language Institute, Thammasat University, Thailand</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>33</td>
<td>B.A. in English</td>
<td>7 years</td>
<td>Certificate in Overseas Teacher Update Courses, St. Mary’s College, University of Surrey, U.K.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A. in Language and Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate in Teacher Update Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>F</td>
<td>35</td>
<td>B.A. in English</td>
<td>7 years</td>
<td>Certificate in Overseas Teacher Update Courses, St. Mary’s College, University of Surrey, U.K.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A. in Language and Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate in Teacher Update Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>46</td>
<td>B.Ed. in TELF</td>
<td>27 years</td>
<td>Workshop on Computer Based Instruction, SEAMEO, Thailand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A. in Teaching English</td>
<td></td>
<td>Certificate Course in Teaching English as a Foreign Language, Chulalongkorn University, Thailand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate in TELF</td>
<td></td>
<td>Workshop on English Language Fellowship, Georgetown University, Washington DC, U.S.A.</td>
</tr>
</tbody>
</table>

(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. Dornyei (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)

<table>
<thead>
<tr>
<th>Time</th>
<th>Tuesday/Thursday</th>
<th>Wednesday/Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:30-11:00</td>
<td>Class 1 Teacher 5</td>
<td>Class 3 Teacher 1 (39 students)</td>
</tr>
<tr>
<td></td>
<td>Class 2 Teacher 5</td>
<td>Class 4 Teacher 2 (36 students)</td>
</tr>
<tr>
<td>11:00-12:30</td>
<td></td>
<td>Class 5 Teacher 3 (36 students)</td>
</tr>
<tr>
<td>13:30-15:00</td>
<td>Class 6 Teacher 2</td>
<td>Class 7 Teacher 1</td>
</tr>
<tr>
<td>15:00-16:30</td>
<td>Class 8 Teacher 4 (32 students)</td>
<td>Class 9 Teacher 4</td>
</tr>
<tr>
<td></td>
<td>Class 10 Teacher 5</td>
<td>Class 11 Teacher 5 (35 students)</td>
</tr>
<tr>
<td></td>
<td>Class 12 Teacher 6</td>
<td>Class 13 Teacher 2</td>
</tr>
</tbody>
</table>
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 though 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.

LISTMETGOALS(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 it 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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Numbers of EL070 students</th>
<th>Numbers of EL171 students</th>
<th>Numbers of EL172 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Films</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Listening Practice (SALC 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Listening to songs (SALC 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Vocabulary Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Vocabulary Supplementary Exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Speaking Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Grammar Supplementary Exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Board games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Internet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**

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

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

<table>
<thead>
<tr>
<th>Research questions</th>
<th>Data sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>Classroom observations, Interviews, EL070 documents</td>
</tr>
<tr>
<td>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?</td>
<td>Interviews</td>
</tr>
<tr>
<td>RQ 2a: What are the attitudes of the teachers, students, board of directors and the SALC manager towards the listening resources in the SALC?</td>
<td>Interviews</td>
</tr>
<tr>
<td>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?</td>
<td>Interviews, Informal SALC observation forms, Self-access learning reports/portfolios</td>
</tr>
</tbody>
</table>

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 SALT observation forms completed by the students using the SALT; (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 SALT manager towards the listening resources in the SALT. The fourth section presents and discusses the findings in relation to RQ 2b regarding the students’ study habits concerning listening in the SALT, and their attitudes towards the assessment within the SALT, and how these compare with the attitudes of the teachers, board of directors and the SALT manager towards the students’ study habits and assessment within the SALT. 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 Teachers’ pedagogical approaches to the teaching of listening

<table>
<thead>
<tr>
<th>Pedagogical approaches</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U3</td>
<td>U4</td>
<td>U3</td>
<td>U4</td>
<td>U3</td>
</tr>
<tr>
<td><strong>Pre-listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Explaining objectives of the units and/or the lessons</td>
<td>×</td>
<td>×</td>
<td>✓</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>(2) Doing Warm Up activities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>P</td>
</tr>
<tr>
<td>(3) Personalising</td>
<td>×</td>
<td>×</td>
<td>✓</td>
<td>×</td>
<td>✓</td>
</tr>
<tr>
<td>(4) Reading out instructions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>(5) Paraphrasing, explaining, and/or exemplifying instructions</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>(6) Asking students to read aloud and/or silently</td>
<td>×</td>
<td>×</td>
<td>✓</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>(7) Checking and/or supplying vocabulary</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>(8) Checking and/or supplying spelling</td>
<td>×</td>
<td>✓</td>
<td>×</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>(9) Showing authentic examples</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>(10) Asking students to predict answers</td>
<td>×</td>
<td>✓</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>(11) Giving advice on how to complete the listening exercises</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>(12) Departing from textbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adding comprehension questions</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>• Checking and/or supplying related vocabulary</td>
<td>✓</td>
<td>✓</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>• Doing pre-listening games</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
</tbody>
</table>
Table 4.1 (continued)

<table>
<thead>
<tr>
<th>Pedagogical approaches</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U3</td>
<td>U4</td>
<td>U3</td>
<td>U4</td>
<td>U3</td>
</tr>
<tr>
<td><strong>Post-listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Peer consultation</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>(2) Whole class checking</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>(3) Supplying techniques to memorise vocabulary</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>(4) Advising students to practise listening repeatedly</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>(5) Checking and/or supplying spelling of vocabulary related with listening exercises</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Throughout the lesson</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Using L1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Repeating and/or explaining instructions/questions in L1</td>
<td>N/A</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>• Checking comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Accepting answers to vocabulary comprehension checks in L1</td>
<td>N/A</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>o Explicitly asking students for L1 equivalent of the target vocabulary</td>
<td>N/A</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>o Explicitly allowing students to provide answers in L1</td>
<td>N/A</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>• Providing students with L1 equivalent of the vocabulary</td>
<td>N/A</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>(2) Echoing students’ answers</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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.} คิดว่าเป็นรูปภาพเกี่ยวกับอะไร {what are these pictures about?}

Ss: Family.

T4: Family, ใช่มั๊ยคะ {right?} เรื่องพ่อแม่ลูกฉะนั้นบทนี้เน้นเรื่องการบรรยายคนว่ามีลักษณะอย่างไร {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

<table>
<thead>
<tr>
<th>Unit III</th>
<th>Unit IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit the student will:</td>
<td>In this unit the student will:</td>
</tr>
<tr>
<td>1. be exposed to a reading selection about safety instructions</td>
<td>1. be exposed to a reading selection about a family</td>
</tr>
<tr>
<td>2. learn how to use imperative and modal verbs</td>
<td>2. learn how to use adjectives and adverbs</td>
</tr>
<tr>
<td>3. practice writing an instruction</td>
<td>3. practice writing a letter to describe a person</td>
</tr>
<tr>
<td>4. practice listening and speaking about giving instructions and advice</td>
<td>4. practice listening and speaking about describing people</td>
</tr>
</tbody>
</table>
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?
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.
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 {Who has been abroad? Where did you go?}

Where did you go?

S1: กาตาร์ {Qatar}

T5: […] anybody else? Have you ever been abroad? มีใครอีกมั๊ยมีใคร เคยขึ้นเครื่องบิน

ในประเทศหล่ะ ถ้าไม่เคยไปต่างประเทศแล้วในประเทศก็มั๊ย {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 {Bangkok to Ubon Ratchathani}

T5: ถ้า 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. |
|---|---|---|---|
| ✔ Sleep | ✔ Watch a video |
| ✔ Smoke | ✔ Use a computer |
| ✔ Read a newspaper | ✔ Play a CD |
| ✔ Use a cellular phone | ✔ 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

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

- instruction card
- safety card
- seat pocket
- seat belt
- sleep
- smoke
- electric appliances
- electronic equipment
- paper and pen
- newspaper
- headphones
- cellular phone
- international flights
- domestic flights
- meal and drink
- 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
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 {wear glasses}

T2: ใส่แว่นตา {wears glasses} and black hair?

Ss: ผมด า {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?
(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: …ให้เวลาหนึ่งนาทีดูค่าตอบของแต่ละข้อ เริ่มข้อที่หนึ่งลองอ่านดูค่าตอบที่มีก่อนให้เรารู้ว่าคำตอบจะเป็นอะไร นักเรียนในห้องแต่ละกลุ่มจะต้องมีผู้คุมไม่ให้ที่สุดท้ายจะมีค่าตอบที่มีอยู่ด้วยกัน ทุกครั้ง … {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

Listening

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

- instruction card
- safety card
- seat pocket
- seat belt
- sleep
- smoke
- electric appliances
- electronic equipment
- paper and pen
- newspaper
- headphones
- cellular phone
- international flights
- domestic flights
- meal and drink
- 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: โทรศัพท์มือถือ {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: เที่ยวบิน {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’ ต่างกัน ‘electronic equipment’ อย่างไรคะ {How is ‘electric appliances’ different from ‘electronic equipment’}? Can you give me some examples of electric appliances? ต่างกัน ‘electric appliances’ อย่างไรคะ {Can you give examples, for example …?} ‘electric’ แปลว่าอะไร {What does, ‘electric’ mean?}, ‘electric’ กับ ‘electronic’ เหมือนกันมั๊ย {Are ‘electric’ and ‘electronic’ the same?}
Ss: ไม่เหมือน {Not the same}
T5: ไม่เหมือน {not the same}, electric or electricity ก็ใช้ได้ {is electricity} และ {and} appliance คือเครื่องใช้ {is appliance} ไม่เหมือนกัน ‘electric appliances’ หรือ ‘electronic’ คือเครื่องใช้ไฟฟ้า หรือ ‘electric appliances’ ที่ต้องการใช้ไฟฟ้า หรือ ‘electronic’ {Let’s give me some examples of electric appliances, electric appliances are appliances that need to be … what?}
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. อนั้นก็คือลักษณะของแต่ละคนในบ้านเราลองดูว่าใครมีลักษณะใดบ้าง ‘fat’ เป็นอย่างไร {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: ผอม {thin}
T1: Thin, OK, ‘charming’, do you know, ‘charming’?
Ss: [Inaudible]
T1: น่ารัก {charming}, ‘polite’, ‘polite’? …

Figure 4.9 Unit IV Warm Up (number 3)
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?  {Are there any other words? A moment ago, someone said something, what was it?} 'pretty'  {Can we use 'pretty' with men?}
Ss: ไม่ได้ {No.}
T2: มีอะไรอีกที่ไม่มีในนี้ {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'
S4: Father.
T2: Your father, okay. What else?

**Figure 4.10 Unit IV Warm Up (number 4)**

4. Can you think of any other words that might describe him or her?
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 เครา {beard}

Figure 4.11 Unit IV Listening Exercise I

(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

<table>
<thead>
<tr>
<th>Listen to the tape. Tick only the words and phrases you hear.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ instruction card</td>
</tr>
<tr>
<td>□ safety card</td>
</tr>
<tr>
<td>□ seat pocket</td>
</tr>
<tr>
<td>□ seat belt</td>
</tr>
<tr>
<td>□ sleep</td>
</tr>
<tr>
<td>□ smoke</td>
</tr>
<tr>
<td>□ electric appliances</td>
</tr>
<tr>
<td>□ electronic equipment</td>
</tr>
</tbody>
</table>

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”: 
Figure 4.13 Unit IV Listening Exercise I

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: คุณควรศึกษาคำที่ต้องฟังในคู่กันระหว่าง ‘instruction card’ กับ ‘safety card’, ได้ยินคำไหน
คู่ที่สองได้ยิน ‘seat pocket’ หรือ ‘seat belt’. บางคู่อาจจะได้ยินคำใดคำหนึ่ง บางคู่อาจจะได้ยิน
คำทั้งคู่ได้ค่ะ พร้อมมั๊ยตั๊งใจฟังนะ เปิดหูด้วยนะ (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**

<table>
<thead>
<tr>
<th>I</th>
<th>Listen to the tape. Tick only the words and phrases you hear.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ instruction card</td>
<td>☐ paper and pen</td>
</tr>
<tr>
<td>☐ safety card</td>
<td>☐ newspaper</td>
</tr>
<tr>
<td>☐ seat pocket</td>
<td>☐ headphones</td>
</tr>
<tr>
<td>☐ seat belt</td>
<td>☐ cellular phone</td>
</tr>
<tr>
<td>☐ sleep</td>
<td>☐ international flights</td>
</tr>
<tr>
<td>☐ smoke</td>
<td>☐ domestic flights</td>
</tr>
<tr>
<td>☐ electric appliances</td>
<td>☐ meal and drink</td>
</tr>
<tr>
<td>☐ electronic equipment</td>
<td>☐ food and beverages</td>
</tr>
</tbody>
</table>

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: รับชม [What does she do?]

T2: รับชม [What does she do?], okay and then we will check the answers together.

Figure 4.15 Unit IV Listening Exercise II

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brother</td>
<td>tall, with glasses, black hair</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

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:  … อุทิศกับเพื่อนๆ ในสนามเครื่องรึไม่รู้ว่าใช้ศัพท์ว่าซื่ออะไร {Do you know the English word for ‘crew’?}
S1:  สื่อวัด {steward}
T1:  สื่อวัด ผู้หญิงหรือผู้ชาย {Is a steward female or male?}
Ss:  ผู้ชาย {male}
T1:  ผู้ชาย แล้วถ้าผู้หญิงหล่ {Male and what about a female?}
Ss:  สจ๊วต {Air hostess}
T1:  สจ๊วต {Air what?}
Ss:  สจ๊วต {Air hostess}

... คุณมีศัพท์อีกคำหนึ่งจาก ‘steward’, ‘stewardess’ หรือ ‘air hostess’ ที่คุณทรงคาว่า ‘crew’ [T1 writes ‘crew’ on the board] {OK, there is another word apart from ‘steward’, ‘stewardess’ or ‘air hostess’ which is the word, ‘crew’}
### Listening

**I**

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

- instruction card
- safety card
- seat pocket
- seat belt
- sleep
- smoke
- electric appliances
- electronic equipment
- paper and pen
- newspaper
- headphones
- cellular phone
- international flights
- domestic flights
- meal and drink
- 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

---

(33) T1: ... หนวดภาษาอังกฤษว่าอะไร {What is ‘moustache’ in English?} {รู้จักหนวดมั้ย (Do you know the word for ‘moustache’?) [T1 writes ‘moustache’ on the board] ... และ} และเคราหล่ะเครา {and what about, beard?}

S1: Beard
T1: Beard สกัดอย่างไร {How do you spell, ‘beard’?} B-E-A-R-D

Class: E-A-R-D

T1: [Inaudible]
S2: [Inaudible]

T1: อะไรนะ จอนเหรอ จอนภาษาอังกฤษก็มีฉะนั้นภาษาอังกฤษเรียกว่า sideburns {What, sideburns? There is an English word for ‘sideburns’. ‘Sideburns’ in English we call them, ‘sideburns’} [T1 writes ‘sideburns’ on the board] ติ่ง ‘s’ มีสองข้าง {add ‘s’ because there are two sides}
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’ แล้วถ้าอายุเยอะกว่า ‘grandfather’ and ‘grandmother’ 滃iou วลiouพ nhiêuอะเรยำ {What do you call those who are older than ‘grandfather’ and ‘grandmother’?}
S: Old grandfather, old grandmother ((laughs))
T3: เที่ยงกว่า ‘great grandfather’ หรือ ‘great grandmother’ นะคะ คือคุณทวด {We call them ‘great grandfather’ or ‘great grandmother’, OK? They are ‘great grandfather/great grandmother’}
S: กลับจะได้ จะมี ‘grandfather’ หรือ ‘grandmother’ คะ แต่ที่นี่จะมีคำสำหรับ {For ‘son’ and ‘daughter’ will have the word, ‘in-law’ at the end which means by marriage}
T3: เที่ยงกว่า ‘stepfather’ or ‘stepmother’, ลูกเขย {a son by marriage is a son-in-law and a daughter by marriage is a daughter-in-law} และเสียง ‘stepmother’ ‘stepfather’, ลูกเขยที่ {a stepchild is} ‘stepchild’, ‘stepchildren’, ‘stepson’, ‘stepdaughter’ ก็ได้จะกระทำคือในครอบครัว {either one is okay, and these are the people in our families} ...

Figure 4.17 Unit IV Listening Exercise I
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: *… 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: ค่ะ [Yes]

T5: ต้องใช้สัญลักษณ์ที่ไม่เหมือนกันเพราะคุณครูจะใช้กันว่าใครได้มากกว่ากันจะเป็น the winner ค่ะ

Okay ค่ะ [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: ตีบ [Yes]

T5: Ready?

Ss: Ready

T5: ค่ะ [the first one is] seat pocket เนื่องด้วยคุณครู [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 อีกขั้นกัน พวกคุณจะต้องหาคู่กับคนที่นั่งใกล้ๆกัน ถึงได้แล้วหน้าตา 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 worksheet for each person.}
Class: [Walk to the front of the class to get the worksheets] T5: ให้คนนึงอ่านจดหมายฉบับนี้เป็น pair work คู่กันกัน พวกคุณจะต้องหาคู่กับคนที่นั่งใกล้ๆกัน ถึงได้แล้วหน้าตา worksheet ไป คนนึงได้ worksheet A อีกคนได้ worksheet B ไปคนละแผ่น {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 ให้เติมค่าที่หายไปโดยไม่ดูชิ้น {Fill in the missing words without looking at your partner’s sheet}
EL070: 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 picture of your _________. 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 _________. We play and enjoy being together. My sister looks like her _________ 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 ________ 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 _________.

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 practice 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 หยิบกระดาษมาด้วยค่ะ {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 คำแปลไม่ต้องตัวสะกดอย่างเดียวค่ะ {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 จากนั้น 56 แต่ ใครเขียนถูกกี่คำรักษาได้มากสุดค่ะ {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?} ใครได้เท่าไหร่คะ {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 {Anyone got more than 18?} ไม่มีนะคะ ดีกว่าค่ะ Deer is the winner! {No one? No, so Deer [S3’s nickname] is the winner!} [Everyone applauds]

Figure 4.21 Unit IV Warm Up (number 3)

<table>
<thead>
<tr>
<th>3. Choose a person in your family and underline the adjectives that you think describes him or her:</th>
</tr>
</thead>
<tbody>
<tr>
<td>fat</td>
</tr>
<tr>
<td>thin</td>
</tr>
<tr>
<td>charming</td>
</tr>
<tr>
<td>polite</td>
</tr>
<tr>
<td>smart</td>
</tr>
</tbody>
</table>

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’:
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:

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:

…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 เพื่อนไดยินอะไรไดยินเหมือนกันมั๊ย {What did your friends hear? Are your answers the same?} same or different answers? ลองดูซิใครมีไม่มี {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: ได้ยินมั๊ยคะ safety card ได้ยินมั๊ย เอาอย่างนี้อันไหนที่ได้ยินบอกมาเลยแล้วกัน ถ้าไม่ได้ยินก็บอก {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 /pt/ (close, not permitted, not allowed, forbid):

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

(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 {‘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 และ {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 ใครอยู่ข้างตัวกันอยู่ {‘mother’, let’s spell the word} M-O-T-H-E-R

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

T5: เขียนไปข้างต่อลงภายใต้ช่องที่ 3 ค่ะ {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: ถูกมั๊ยคะ {correct, right? Correct, OK} perfect, excellent ทำมาดีค่ะ {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. ลองคิดซิอีกสองอย่างที่ ท าไม่ได้นอกจากที่กล่าวมาแล้ว {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)

3. Think of two more things that you can or can’t do on the plane.

(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):
‘Seat pocket’ and then ‘seat’ ‘seat belt’, you can see the picture in number 1, right? ‘Seat belt’, what is it in Thai?

T2: เค็มขัดนิรภัย [Seat belt] Okay and then?

‘You are not allowed’, what does it mean in Thai? ‘You are not allowed’ …ไม่อนุญาติ, ให้สูบบุหรี่ [you are not allowed to smoke], right?


Ss: เป็นมิตร [friendly]

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:

Play a CD, what do you think?

Ss: Yes

T2: Yes and listen to the radio?

Ss: No

T2: No, why not? มีคนบอกว่าไม่เพราะจะ {Someone said ‘no’, why?}

S1: Um...

T2: เพราะจะ {why?}

S1: Um...

T2: ตอบเป็นภาษาไทยได้ {you can answer in Thai.}

S1: ไม่แน่นอนครับไม่รู้ว่าโทรศัพท์กับวิทยุเป็นยังกันหรือไม่หรือไม่ใช้สัญญาณชั่วคราวว่าต้องใช้สัญญาณเพราะจะทำให้เครื่องบินตกได้ {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: บนเครื่องก็มีเพลงให้ฟัง {on the plane you can listen to music.}

T2: [To S2] บนเครื่องก็มีเพลงได้ {Have you been on a plane?}

S2: ไม่เคย [No]

T2: ไม่เคย แต่คิดว่า มันคงมีเพลงเพราะจะไม่ได้ใช้สัญญาณ บนเครื่องมีเพลงให้ฟังแล้วไม่ต้องใช้สัญญาณ {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: ครับเป็นซีดี ไม่ใช้สัญญาณข้างบนคงไม่มีสัญญาณ  {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] ไม่มีใช่ไหม แต่เราก็ยังฟังเพลงได้ใช่ไหม 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 คือใบหรือแผ่นที่พูดถึงคำแนะนำ  {It’s a card with printed information that tells you what to do.} ‘Safety card’ ก็คล้ายๆ แต่ได้ยินคำไหนจะเป็นคู่เลย ต่อไปอะไรคะ {Safety card and instruction card are similar but which one will you hear. They are in pairs. What’s the next word?}


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 แล้วก็ {and?}
Ss: Newspaper
T3: Newspaper แล้วก็ {and?}
Ss: Headphones
T3: Headphones แล้วก็ {and?}
Ss: International flights
T3: International flights มีอะไรอีกคะ {what else?}
Ss: Domestic flights
T3: Domestic flights มีอะไรอีกมั๊ย {anything else?}
Ss: Meal and drink
T3: Meal and drink นะคะ โอهىเก่งจังเลย {very good}

(72) T4: คู่แรกติ๊กคำไหนคะ {which words did you tick for the first pair?}
Ss: 'Instruction card'
T4: 'Instruction card' คู่ที่2 {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 “ask 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—\textit{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-translation 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 is 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 rearrange 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

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<th>I</th>
<th>Listen to the tape. Tick only the words and phrases you hear.</th>
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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:
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”:

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:

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:

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.
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

<table>
<thead>
<tr>
<th>I</th>
<th>Listen to the passage about American national holidays. Then match the names of the holidays on the left with their dates on the right.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday</td>
<td>Date</td>
</tr>
<tr>
<td>New Year’s Day</td>
<td>July 4</td>
</tr>
<tr>
<td>Martin Luther King’s Birthday</td>
<td>The third Monday in January</td>
</tr>
<tr>
<td>Memorial Day</td>
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<tr>
<td>Presidents’ Day</td>
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<tr>
<td>Independence Day</td>
<td>The first Monday in September</td>
</tr>
<tr>
<td>Veterans’ Day</td>
<td>December 25</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>The third Monday in February</td>
</tr>
<tr>
<td>Labor Day</td>
<td>The fourth Thursday in November</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>The last Monday in May</td>
</tr>
<tr>
<td>Christmas</td>
<td>The second Monday in October</td>
</tr>
</tbody>
</table>
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
- Eight Days
- Christmas Cards
- Christmas Songs

Figure 4.27 Unit I Listening Exercise II

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

<table>
<thead>
<tr>
<th>Places</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cape:</td>
<td>1. windsurfing</td>
</tr>
<tr>
<td>Beach:</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>2. Nai Han</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Bay:</td>
<td>1. Kata</td>
</tr>
<tr>
<td></td>
<td>2. Karon</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

1. windsurfing
2.           
3.           
4.           
5. snorkeling
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.
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
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”.


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
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**

![Image of listening exercise](image-url)
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
- Eight Days
- Christmas Songs
- 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

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

A. 
B. 
C. 
D. 
E. 

1. 
2. 
3. 
4. 
5. 
6. 
7.
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**

![Diagram](image)

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

1. a. fasten your seat belt while seated
   b. fasten your seat belt at all times
   d. smoke
   e. do not smoke

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

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

4. 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

<table>
<thead>
<tr>
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<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year’s Day</td>
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<td>The last Monday in May</td>
</tr>
<tr>
<td>Christmas</td>
<td>The second Monday in October</td>
</tr>
</tbody>
</table>

(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.
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.
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 belon[g] 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,
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 unsuccessfu

lly 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 SACLE. 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**

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).
(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.
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.
(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**
(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.
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).
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)

Figure 4.48 Example Five (Listening Practice 2)
(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)**

![Listening Practice 22](image)

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](image.png)

(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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Student interviews</th>
<th>Self-access learning reports/portfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numbers of students</td>
<td>Numbers of reports</td>
</tr>
<tr>
<td>Reading</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Grammar exercises</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Vocabulary Practice</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Listening Practice (SALC 1)</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Listening to songs</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Speaking Practice</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Internet</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Board games</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Films</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Karaoke singing</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>UBC</td>
<td>3</td>
<td>-</td>
</tr>
</tbody>
</table>

(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

<table>
<thead>
<tr>
<th></th>
<th>Activities</th>
<th>Numbers of students</th>
<th>Numbers of reports submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Films</td>
<td>65</td>
<td>82</td>
</tr>
<tr>
<td>2</td>
<td>UBC</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Listening Practice (SALC 1)</td>
<td>81</td>
<td>171</td>
</tr>
<tr>
<td>4</td>
<td>Listening to songs (SALC 4)</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary Practice</td>
<td>83</td>
<td>201</td>
</tr>
<tr>
<td>6</td>
<td>Vocabulary Supplementary Exercises</td>
<td>1</td>
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<tr>
<td>7</td>
<td>Reading</td>
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<td>271</td>
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<td>8</td>
<td>Reading Supplementary Exercises</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Speaking Practice</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>Grammar Supplementary Exercises</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>11</td>
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<td>12</td>
<td>Internet</td>
<td>65</td>
<td>73</td>
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<td>13</td>
<td>CD-ROMs</td>
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</tr>
<tr>
<td>14</td>
<td>Karaoke singing</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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’s 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 SACL 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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Numbers of EL070 students</th>
<th>Numbers of EL171 students</th>
<th>Numbers of EL172 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Films</td>
<td>-</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Listening Practice (SALC 1)</td>
<td>-</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Listening to songs (SALC 4)</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Vocabulary Practice</td>
<td>-</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Vocabulary Supplementary Exercises</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Reading</td>
<td>1</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Speaking Practice</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Grammar Supplementary Exercises</td>
<td>1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Board games</td>
<td>-</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Internet</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

#### 4.4.1.3 Discussion

According to the findings on the students’ study habits and behaviour in the SACL from three different sources, i.e., student interviews, students’ self-access learning reports/portfolios, and informal SACL 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” (Dickinsion, 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

A thesis submitted for the degree of Doctor of Philosophy

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 meet 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 meet 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.

<table>
<thead>
<tr>
<th>exercise</th>
<th>spent</th>
<th>thing</th>
<th>rest</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakfast</td>
<td>top</td>
<td>alternatively</td>
<td>supple</td>
</tr>
</tbody>
</table>

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 are in the left-hand column of the table and 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’).
<table>
<thead>
<tr>
<th>Exercise</th>
<th>Your guess</th>
<th>Actual order</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Candle</td>
<td>SARVÂNGÂSANA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Plough</td>
<td>HALÂSANA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Fish</td>
<td>MATSYÂSANA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Forward bend</td>
<td>PASCHIHMOTTÂNÂSANA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Cobra</td>
<td>BHUJANGÂSANA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Locust</td>
<td>SHALABHÂSANA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Bow</td>
<td>DHANURÂSANA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Spinal twist</td>
<td>ARDHA-MATSYENDRÂSANA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Headstand</td>
<td>SHIRSÂSANA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Exercise diagrams](D, E, F, G, H, I)
Appendix III: Example Two

Example Two (Unit 1, 1.3: Please Sir, *Progressive Listening*, 1990, pp. 12-13)

1.3 *Please, Sir*

<table>
<thead>
<tr>
<th>Pre-listening task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make brief notes to answer the following questions, then discuss your answers with a partner.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What are or were your best subjects at school?</td>
</tr>
<tr>
<td>2</td>
<td>What are or were your worst subjects?</td>
</tr>
<tr>
<td>3</td>
<td>Which teacher(s) do you remember best and why?</td>
</tr>
<tr>
<td>4</td>
<td>What characteristics make a good teacher?</td>
</tr>
<tr>
<td>5</td>
<td>In what order of importance would you put the following features of schools?</td>
</tr>
<tr>
<td></td>
<td>(a) what you study</td>
</tr>
<tr>
<td></td>
<td>(b) the people you meet</td>
</tr>
<tr>
<td></td>
<td>(c) the interests you develop</td>
</tr>
</tbody>
</table>
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

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.

Chinese food
hamburgers
musicals
documentaries
bowling

Mary
Stan

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.

<table>
<thead>
<tr>
<th>Size needed</th>
<th>Size available</th>
<th>Color wanted</th>
<th>Color available</th>
<th>Price</th>
<th>Bought Item</th>
</tr>
</thead>
</table>

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?
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 ........................................

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.
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.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>APPOINTMENTS &amp; EVENTS</th>
<th>Hour</th>
<th>Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
✔ save money
✔ take time off
✔ read
✔ rent movies
✔ go to a friend's cabin
✔ go waterskiing and swimming
✔ help build a dock
✔ visit uncle in Italy
✔ go to Milan
✔ go to Florence
✔ move to a new apartment
✔ organize new apartment
Listening Practice 11

LISTEN TO THIS

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

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.

<table>
<thead>
<tr>
<th>Conversation Number</th>
<th>Departments</th>
<th>Floor Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Appliances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Furniture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Garden Shop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sporting goods</td>
<td></td>
</tr>
</tbody>
</table>

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:
LISTEN TO THIS

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.

<table>
<thead>
<tr>
<th>Place Called</th>
<th>Available?</th>
<th>Why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. University of Miami</td>
<td>No</td>
<td>Lines are busy.</td>
</tr>
<tr>
<td>2. Medical Clinic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Computer City</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Global Travel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening Practice 16

LISTEN TO THIS

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.
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 paper-mâché bowl. Listen and number the steps.

Paste Recipe
1. Mix it with your hands
2. Add 1/2 cups of water to 1 cup of flour
3. Add about 1/4 cup of carpenter's glue
4. Mix it by hand again

Bowl Directions
1. Cover the balloon with plastic food wrap
2. Tear a newspaper into strips
3. Cover the plastic wrap with paste
4. Put 15 to 20 layers on
5. Let dry thoroughly
6. Put a strip of paper on the wet paste area and smooth over with more paste
7. Pop the balloon and remove it and the plastic wrap
8. Blow up a balloon
Listening Practice 19

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

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? ...........................................................
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
- the characters
- the acting
- the movie itself

Henry
- the story
- the characters
- the acting
- the movie itself

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

Conversation 2

General topic

agree strongly  agree somewhat  disagree somewhat  disagree strongly
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 advices 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
Appendix X: Completed portfolio sample

My Study Plan

Name XXX  ID No. XXX  EL 070  Section / Group 0502

I will study on my own for at least 4 hours a week.
The time of the day when I can best study is 13.00 later.
The time of the week when I can best study is Tuesday and Friday.
Number of weeks this plan covers: 4 weeks
What I need to improve most is listening and writing
I will complete at least 2 activities a week.

My study timetable

<table>
<thead>
<tr>
<th>Visit No.</th>
<th>Skill(s)</th>
<th>No. of Hours</th>
<th>Activities Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>listening</td>
<td>2</td>
<td>FM, 95.9</td>
</tr>
<tr>
<td>2</td>
<td>playing</td>
<td>1½</td>
<td>playing internet</td>
</tr>
<tr>
<td>3</td>
<td>reading</td>
<td>1</td>
<td>reading newspaper</td>
</tr>
<tr>
<td>4</td>
<td>playing</td>
<td>2½</td>
<td>playing game</td>
</tr>
<tr>
<td>5</td>
<td>listening</td>
<td>1</td>
<td>UBC</td>
</tr>
</tbody>
</table>
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 SAL1. This room have a lot of so I choose "Listening Practice 1." It's about Ellen She in introduce 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 XXXX   ID No. XXXX   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 30 minute(s)
4. What did you do?
   I went to the SALC 1 for reading student weekly magazine. I choose this magazine because it's all about teenager and in this magazine 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 his final game in UEFA Leagues 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 or to defend
   e.g. 

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 Gerrad are fantastic. Gerrad 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
3. Start time: 13.00 End time: 14.00 Duration: 1 hour (s) 0 minute (s)
4. What did you do?
   After TV class, I went to SAL 1 to do grammar exercise. It's too 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 coming.

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 and good. It’s very simple but it can show how special of our mother. I love the way they try to present on the board.

   The second board: I think “Mother’s poems” is very creative. Board showed me a beautiful feeling from leids to their mother.

4. List some new words and their meanings that you learned from each board.

   Pedal (adj): tool 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  
Section/Group: 0502

---

## My Attendance Record

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Activities</th>
<th>Skills</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 25, 2005</td>
<td>Listening Practice 1</td>
<td>listening</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug 29, 2005</td>
<td>Reading</td>
<td>reading</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sep 1, 2005</td>
<td>Listening Practice 3</td>
<td>listening</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sep 2, 2005</td>
<td>Grammar Exercise</td>
<td>grammar</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Aug 26, 2005</td>
<td>&quot;Mother's Day Exhibition&quot;</td>
<td>reading</td>
<td></td>
</tr>
</tbody>
</table>

---

**What have you learned?**

I learned about new words and practice my many skills, so it's a good experience 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: [signature]  
Date: September 12, 2005
Appendix XI: Units III and IV teaching materials and transcripts

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.

   - Sleep
   - Smoke
   - Read a newspaper
   - Use a cellular phone
   - Watch a video
   - Use a computer
   - Play a CD
   - Listen to the radio

3. Think of two more things that you can or can't do on the plane.
Listening

1. Listen to the tape. Tick only the words and phrases you hear.
   - instruction card
   - safety card
   - seat pocket
   - seat belt
   - sleep
   - smoke
   - electric appliances
   - electronic equipment
   - paper and pen
   - newspaper
   - headphones
   - cellular phone
   - international flights
   - domestic flights
   - meal and drink
   - food and beverages

II. Listen again and circle the right answer.

1. [Diagram of hands fastening seat belt]
   a. fasten your seat belt while seated
   b. fasten your seat belt at all times

2. [Diagram of person smoking]
   a. smoke
   b. do not smoke

3. [Diagram of cellular phone]
   a. use a cellular phone
   b. do not use a cellular phone

4. [Diagram of people listening to music]
   a. listen to music
   b. listen to the news

5. [Diagram of drinks]
   a. all drinks are free
   b. only champagne is charged
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

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.
   - father
   - brother
   - uncle
   - grandfather
   - mother
   - sister
   - aunt
   - grandmother
   - 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. 
6. 

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

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brother</td>
<td>tall, wears glasses, black hair</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
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 Lau Kham 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 1955, 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: Sah Phraya (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, law, 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.

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 222  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 232  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 258  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

The LANGUAGE INSTITUTE is located at The English Center, Ta Prachen Campus, Bangkok, 10260, and The LANGUAGE INSTITUTE BUILDING at Rungst Campus, Pathumthani, 12121.
GRADUATE COURSES

Remedial English Courses for Graduate Students

1. TU 006 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. Text 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:

<table>
<thead>
<tr>
<th>Application Dates</th>
<th>Test Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 5 – 20 January</td>
<td>last week of March</td>
</tr>
<tr>
<td>2. 1 – 15 March</td>
<td>last week of May</td>
</tr>
<tr>
<td>3. 1 – 15 June</td>
<td>last week of August</td>
</tr>
<tr>
<td>4. 1 – 15 September</td>
<td>last week of October</td>
</tr>
<tr>
<td>5. 1 November – first week of December</td>
<td>last week of December</td>
</tr>
</tbody>
</table>

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:

Asst. Prof. Dr. Ketsara Porakaw
TU-GET
Language Institute
Thammasat University
Bangkok 10200

For further information about TU-GET, please call 0-2225-9376 or 0-2223-3768-9.
Web site: www.tu.ac.th/login/thu/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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL 070</td>
<td>English Course I (Remedial)</td>
</tr>
<tr>
<td>EL 171</td>
<td>English Course II (Intermediate)</td>
</tr>
<tr>
<td>EL 172</td>
<td>English Course III (Advanced)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>EL 070</th>
<th>EL 171</th>
<th>EL 172</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>------</td>
<td>The Hunchback of Notre Dame</td>
<td>The Godfather</td>
</tr>
<tr>
<td>Final</td>
<td>Apollo 13</td>
<td>Dr. Jekyll &amp; Mr. Hyde</td>
<td>About a boy</td>
</tr>
</tbody>
</table>

**More explanation on the next page.**
5. Score Distribution

<table>
<thead>
<tr>
<th></th>
<th>EL 070</th>
<th>EL 171/EL 172</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Midterm</td>
<td>Final</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Reading</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Listening</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Outside Reading</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>160</td>
</tr>
<tr>
<td>Attendance**</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Speaking**</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Assignments**</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Grand Total</td>
<td>330</td>
<td>400</td>
</tr>
</tbody>
</table>

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"**

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Appendix XIV: Transcriptions of an interview (Original version)

Teacher interview

1 I: อยากให้อาจารย์เล่าเกี่ยวกับประสบการณ์การสอนคะ
2 T: ตั้งแต่แรกเลยนะ
3 I: ค่ะ ว่าเริ่มสอนมาตั้งแต่เมื่อไหร่
4 T: ก็เริ่มตั้งแต่ปี 30 พ.ศ.สอนระดับมัธยมตอนนั้นก็อัต
5 ราจ้างสอน ม.2 ม.3 หนังสือก็เป็นแบบ communicative หลังจาก
6 หนึ่งปีพิจารณาสอนบรรจุได้ ก็เป็นโรงเรียนมัธยมแล้วเป็นโรงเรียน
7 นั่นเองประจวบคบอยู่ที่นี่ ที่น้ำรา ก็สอนอยู่ที่นั้น อีก 3 ปีแรก
8 รวมเป็น 4 ปีตั้งแต่จบ ปริญญาตรี แล้วพิจารณาสอนต่อ เรียน
9 ต่อไปจนกว่าปีก็ยังสอน 8 เดือน ก็กลับไปสอนที่เดิมอีกสักปีกว่า ๆ
10 แล้วก็มีสอนที่วิทยาลัยเกษตร พืชโภชนาการที่วิทยาลัย
11 เกษตรก็ใช้เวลา เอ่อ เเอ่ย สวนใหญ่ก็สอนเป็นภาษาอังกฤษ
12 เเอ่ย เพื่ออะไรแล้ว เพื่อการเกษตร ก็ขึ้น ปส. ปวส. ก็สอนได้
13 leh เอา และ 2 ปี แล้วก็ไปสอนโภชนาการที่นี่
14 I: ตอนนั้นที่เรียนต่อปริญญาตรีนี่เรียนที่นี่หรือที่ต่างประเทศคะ
15 T: ไม่อะไรที่โรงเรียนนเรศวร มหาวิทยาลัยนเรศวร
16 I: แล้วพอมาสอนที่ธรรมศาสตร์ก็สอนวิชาอะไรบางคะ
17 T: สอน เเอ่ย รู้สึกใหม่ ๆ ก็จะเป็น 171 นะ 172 หลัง ๆ มากก็เป็น
18 070 ที่ 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: แล้วสอนฟิชย์อะไรอีกคะ
24 T: ฮอ ฮอ มีสอนป.โท ได้สัก 2-3 ปีแล้ว TU005 ก็เป็น reading
25 Skills
26 I: ดังเดิม 30 กิ้ว คิดว่าเป็นเลวะคะ
27 T: ใช่แค่ ปีแรกถึงเป็นอัตราวางอยู่ยังไม่ได้บรรจุ พวกเราก็
28 ก็มี 31 หน้า มีค่า 20 มีค่า
29 I: แล้วเสริมนี้สอน 070 ที่ห้องคะ
30 T: สองห้อง
31 I: สองห้อง ขอถามเกี่ยวกับวันนั้นที่ไปดูอาจารย์สอนมาคะ
32 ปกติการเรียนการสอน listening จะเป็นแบบนี้มีขยาย ปกติจะ
33 เป็นแบบนั้นที่ไปดูมานะคะ
34 T: ครั้งก็เป็นอย่างนั้นแหละ ครั้งนั้นก็มี warm up activities
35 ที่เดิมแล้วนี่ ก็สอนนั้นก็จะเป็นการนำไปสู่การฟัง
36 I: มีสิ่งที่น่าสนใจมากเลยที่วันนั้นดูไป คือ เเอ่ย อาจารย์จะ
37 อธิบายคำสั่งให้แล้วก็อธิบายคำศัพท์ให้ในบทที่ 3 & 4 แปลให้
38 แล้วก็ย้ายตัวอย่างให้ด้วย อย่างเช่น จะยกตัวอย่าง electric
39 appliances และ electronic equipment ให้เกิดความเข้าใจ
40 ขอถามเกี่ยวกับเทคนิคที่ครับ ว่าทำให้อาจารย์สั่งทำเช่นนี้
41 T: คิดว่าอาจารย์จะรู้นะ จริง ๆ แล้วนั้นเป็นแต่
ความหมายอันนี้

นักเรียนที่เราอธิบายคำศัพท์ให้เด็ก

ใช้

แล้วคิดว่ามันช่วยเข้าก่อนที่จะไปฟังมั้ยคะ

จริง ๆ แล้วพี่คิดว่ามันคงจะไม่ช่วยตรงนี้ เพราะว่าพี่ก็

แต่พี่คิดว่ามันคงจะไม่ช่วยตรงนี้ เพราะว่าพี่ก็

แต่พี่คิดว่ามันคงจะไม่ช่วยตรงนี้ เพราะว่าพี่ก็

ใจ

โดยตรงถึงหลังมีมีความคิดว่าไม่เคยเพิ่มคำถามแบบนี้

คิดว่าอันนี้ เดี๋ยวก็ลองไปดูก่อนว่าเขาถามอะไรบ้าง

หน้า 16 คะ

อันอื่นก็คือคิดว่ามันน่าจะ guided บางทีแบบว่าเด็กเขาไม่รู้

เพราะว่าเดี๋ยวก็จะเป็นแบบง่ายๆ ก่อนอย่างเช่น

What's his name? What is the brother's name? แบบนี้

เพราะตรงนี้มีบอก James ใช่มี แล้วอันนี้ tall พี่มีเหตุ

แต่พี่คิดว่าฟังชื่อนี้ก็เลยถามว่า How tall is he? เพราะว่า

อย่างเดียวกันถึงไม่ยินขัดแล้วนะ

แล้วที่สอนไปอาจารย์ พอใจในการสอน listening แบบนี้ของ

อาจารย์มั้ยคะ พอใจในประโยคจะปรับปรุงอย่างไร

หรือท่ายังไงให้มั้ย คิดว่าในความรู้สึกของตัวเองจะปรับปรุง

อย่างไรให้มั้ยคะ
ความยากง่ายก็น่าจะพอกับระดับเด็กนะ แต่เราก็อาจจะเสริมเข้าไปก็โอเคนะในระดับ 070 ก็
ความยากง่ายก็น่าจะพอกับระดับเด็กนะ แต่เราก็อาจจะเสริมเข้าไปก็โอเ

86 ถ้าภาพกับแต่เหมือนกับ อย่างงนที่ หนึ่งยังจะหยาบไป
87 หนอนนึงเพราะว่า ไม่ได้ลงรายละเอียด แนวความจริงเด็กก้า
88 จะรู้ถ้าว่าผังมีความสำคัญอย่างไร อย่างเช่น วันที่รู้ท่าไป
89 Christmas ปีใหม่ เล็กก่อนแล้ว แต่อย่างถีเน่าจะรู้ราว
90 มันเป็นมาอย่างไข่เช่น Memorial Day, Presidents' Day,
91 Independence Day พี่จะแทรกข้อความไป ส่วนใหญ่จะแทรก
92 คำถามเพิ่มด้านบนที่ หนึ่ง อย่าง Columbus Day พี่จะถาม
93 What nationality is he? When did he discover
94 America? พี่ก็จงถามไป
95 I: แล้วคำตอบเหล่านี้พิงจากในบทได้มั้ยคะ
96 T: ได้ ได้ ถืออยู่ในบท คือเด็กเขาฟังไม่ได้หรอกครั้งแรกแต่พี่
97 guide เด็กไปว่าคำถามนี้จะเขียนบนกระดาษหรือไม่ก็พูด
98 แล้วซ่อนที่ผนังที่พี่คิดว่าเป็นที่หมายในที่นั้นที่ มันฟัง
99 ง่ายๆ เด็กก็จะ tick แค่ pointอย่างอันนี้อันเดียวกว่า อย่างอันนี้ก็
100 แค่ได้ยินคำถามอะไรบ้าง อันนี้เวลาที่สอนที่นี้ก็จะให้เด็ก
101 prediction ก่อนถามมุมต่างๆ ถ้าคุณจะฟังเรื่องราวเกี่ยวกับ
102 Christmas คุณจะเจอคำถามนี้ บางอย่างพี่ก็แทรก metod
103 เพราะคิดว่าเด็กจะรู้ details อย่างเป็นเรื่องรายละเอียด
104 ว่ามันมีความสำคัญอย่างไร Memorial Day , Veterans' Day
105 มันต่างกันอย่างไรเราอาจจะรู้ ที่นี้ก็จะ เล็กก่อนไม่ได้พี่ก็จะ
106 พูดตามบทให้พี่ก็จะ pause แล้วก็ เปิดใหม่ให้พี่เจอว่า
107 เราจะบอกเรื่องราวโดยว่ามันสำคัญอย่างไร ส่วนใหญ่ที่ถาม
108 *powr ตอบเลยที่สองนะ บทนี้เด็กทำนะ ที่นี่คิดว่าปัญหาคือ
109 ภาพแรกนี้ที่พูดเสี่ยงเด็กจะฟังไม่ได้ ที่นี้ พี่ก็ สอนเด็กไปเหมือนกัน
110 จริงๆ เด็กเขาทำอันแรกไม่ได้เลย เขาดูได้ภาพ 2,3,4 แล้ว
111 ที่เหลือ เขาตะไหาคำตอบอันนี้จะเป็นที่หนึ่งเพราะมันมีบอกว่า
112 number 2 อะไรก็ได้ บางที่เหมือนกันว่ามันหมายไป
113 นิดหน่อยที่เด็กเห็นแต่กลับอะไรอย่างเนี่ย เล็กก่อนแค่ค่าๆ
114 เด็กก็ตอบได้เลยอย่างอันนี้ ที่ก็กก็ถามได้ ถ้ามัน
115 ในรูปเนี่ยคุณเห็นอะไร What is the girl doing? What is
116 the boy doing? What is he drawing? เด็กก็จะตอบได้ว่า
117 อะไร แล้วก็ให้เด็กแล้วเพิ่มอีก คุยกันว่า เขาก็จะตอบอีก
118 ว่าเขาจะต้องใจที่จะแปลไปถามเด็กๆ ถ้าเล็กก็ฟังแค่ค่าๆ
119 ได้ยินคำถามว่า drawing ไม่ได้แต่ได้ยินคำถามว่า mickey mouse
120 ตรงนี้จะเห็นว่า manchester united แค่นั้นเองเด็กก็ link มา
121 ว่าตอบเป็น football นะอันนี้ก็ รู้สึกว่า reading เนื่องเด็กจะตอบ
122 ไม่ได้เพราะว่ามันเป็นเรื่องคอนซุ่มเป็นเรื่องค่า ที่วิจวัpn
123 อะไรแบบนี้มา แล้วก็มีคำถามว่า reading แค่ค่าเดียว
124 แล้วไม่ได้คำถามมา guide เด็ก ให้เด็กฟังแต่ตัวอันนี้คำถาม
125 manchester united มี mickey mouse เด็กได้อ่านคำถาม
126 อันนี้ได้อ่าน televison เล็กก่อนคำถามนี้เลย ส่วนอันนี้ก็ใส่
127 ที่ว่า เขาไม่ได้เลิกก็จะเขียนลงไปได้แล้ว อันนี้เด็กแล้ว บางอย่างที่
128 ส่วนใหญ่ที่ก็อาจจะถามเสริมนะ เข้าไป ถ้าตอบในระดับ 070 ก็
129 ความยากง่ายก็น่าจะพอกระชับเด็กนั้นแต่เราก็จะเสริม
แทรก comprehension questions ลงไปบ้าง แทนที่จะแค่ recognition ว่าถ้าคืออะไร

I: แล้วอาจารย์พอใจโจใจวิธีการสอนของตัวเอง หรือคิดว่าน่าจะ
t้องทำอย่างนี้อย่างนี้มากขึ้นหรืออย่างไร หรือคิดว่าเราพอ
ใจแล้ว

T: ถ้าคิดว่าพอใจนะ เพราะว่าอาจารย์ได้สอนให้เข้าใจ
ประกอบด้วยจะก็มีหลากหลายที่ และคิดว่า 070 นั้น ถ้า
เปรียบเทียบว่าพอใจ ก็ 172 ให้นำเอาพอใจ 070 มาว่า
เพราะเราได้สอนทุกสิ่งสิ่งเป็น speaking, listening


แล้วอาจารย์พอใจในวิธีการสอนของตัวเอง หรือคิดว่าน่าจะ
t้องทําอย่างนี้อย่างนี้มากขึ้นหรืออย่างไร หรือคิดว่าเราพอ
ใจแล้ว

T: ก็คิดว่าพอใจนะ เพราะว่าอาจารย์ได้สอนให้เข้าใจ
ประกอบด้วยจะก็มีหลากหลายที่ และคิดว่า 070 นั้น ถ้า
เปรียบเทียบว่าพอใจ ก็ 172 ให้นำเอาพอใจ 070 มาว่า
เพราะเราได้สอนทุก skills มันขึ้นมากเป็น speaking listening


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เพราะเราได้สอนทุก skills มันขึ้นมากเป็น speaking, listening
โอเคเลยเพราะเขารู้ว่าเด็กค่อนข้างอ่อนนะ พี่ว่าเด็กอาจจะเข้าใจคือไม่ได้เปอร์เซ็นต์ อันนี้ก็แค่รู้ว่าเขาพูดถึงคํานี้ก็ถามแค่ point เดียวในแต่ละขอก็โอเค

I: แล้วแสดงว่าอาจารย์คิดว่า listening ใน 070 บรรลุวัตถุประสงค์หรือยังคะ
T: พี่ว่าจะได้มั๊ยเนี่ย โอ้ไม่ได้รู้ว่าก็คงคิดเพราะเราไม่ได้ไปดินลุ้น เล็กที่ละคนหล้าจากที่ทำไปแล้ว พีก้าถ้าหากจะรู้มันต้องให้เด็กทำ คือเราดังคำตอบแบบมาจากเหมือนเป็น 070 อย่างนี้ไม่ใช่

I: โอเคเพราะอันนี้ไม่ได้ไปดูเด็กบางที่เด็กไม่ได้เอาสิ่งอะไร
T: ตรงก็ให้เพื่อนบวกจะอย่างนี้ ฟ้าถามถ้าหากว่าได้มั๊ยได้ผลร้อยเปอร์เซ็นต์มั๊ย พี่ว่าเขาบางทีอาจมีผลคร่าวๆ แต่ถ้ามันมีผลเริ่มดีนั่นบอกเรา

I: คิดว่าเด็กเข้าใจแล้วเราไม่ได้ไปดูในรายละเอียดแต่เด็กทุกคนตอบได้อะนี้หรือเปล่า
T: แต่ถ้าแบบฝึกหัดมันส่งเสริมมั๊ยคะ

I: ส่งเสริมกับที่เราคิดว่า 070 ควรจะต้องแยกแยะ details ได้
T: ใช้

I: แต่เราไม่รู้ว่าจริงๆ สำเร็จมั๊ย
T: ใช้ไม่รู้ว่าสำเร็จมั๊ย เพราะเราแค่ตาว่าตรงนี้ พอเด็กแค่นักเรียนตอบแล้วคุณจะไม่มีติดตาม หรือเขียนอะไรลงไปเพื่อให้เขาไปดีว่า มีเวลานั้นคุณก็ต้องมีติเตอร์อย่างนี้หรือเปล่า

I: แต่ถ้าแบบฝึกหัดมันส่งเสริมมั๊ยคะ
T: ใช่
I: แล้วอาจารย์คิดว่า resources เกี่ยวกับ listening ที่เรามีให้มั๊ย
T: ห้อง SALC มันส่งเสริม 070 มั๊ยคะ ไม่ว่าจะเป็น sound lab ข้างบน ที่เรามีให้ทุกอย่าง หรือจะลงมาถึงListening practice อะไรข้างล่าง

I: อยากให้อาจารย์ดูอันนี้นะคะ อย่างนี้เอามาจากหนังสือ
T: พอพีรีแต่งไม่ได้ไปดูพีรีแต่งอะไร listening มันเป็นระดับไหน

I: แล้วคำตอบมันจะถูกต้องหรือไม่ พอแล้วคุณก็ต้องgrade จากงานไปมากนะ เท่าที่เคยเห็นแล้วสัมผัส พีรีก็จะมี tick มีเขียนบางประโยคบางประโยคไม่ได้รู้ว่าจะนำไปกับพีรีก็มี ticket ที่ไปพีรีก็คือเหมือนหนังที่เราเจอกันค่ะ แต่มันไม่มีเหมือนกันว่า pararell ที่ทำเหมือน supplement listening คุณจะถูกต้องค่ะ pararell กับ topic คือต้อง pararell กับเหมือนกับเราออกแบบมา มันคงได้skill แต่ในเนื้อหาจะมาสนับสนุน คุณมีอยู่ไม่มี

I: อยากให้อาจารย์ดูอันนี้นะคะ อันนี้เขามาจากหนังสือ
ที่เขาวางๆ ไว้ห้องข้างบน ลองดูนะคะว่าของห้องสัลค์เหรอ มันไปกันได้มันกับจะเล่าให้ฟังคร่าวๆ อย่างอันนี้เขามี pre-listening task คือให้เด็กเอาคำที่เขาให้มาแล้วเอา fill in the gaps แล้วก่อนฟังอีกถ้าให้ เด็กมันเป็นเรื่องเกี่ยวกับประโยค แล้วอันนี้เป็นชื่อของประโยคต่างๆ ลองดูซิว่า ชื่อ

ทำข้อมatch กับไหนไหม ทำไหม ทำจะเป็นชื่อแบบไหน แล้วขณะที่ฟังก่อน actual order ของเขารัจุ่ ว่าที่ฟังจะเป็นรูปล ค่ะ ว่ามันไปกันได้มันกับจะเล่าให้ฟังคร่าวๆ

ที่เขานั้นถ้าจะเล่าให้ฟังคร่าวๆ อย่างอันนี้เขามี pre-listening task คือให้เด็กเอาคำที่เขาให้มาแล้วเอา fill in the gaps แล้วก่อนฟังอีกถ้าให้ เด็กมันเป็นเรื่องเกี่ยวกับประโยค แล้วอันนี้เป็นชื่อของประโยคต่างๆ ลองดูซิว่า ชื่อ

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T: อันนี้ค่อนข้างต้องใช้เวลาเพราะตัวที่จะรู้มัย ว่าตรงนี้ต้องเป็น noun ตรงนี้ต้องเป็น verb น่ะ มี spent ด้วยมี adverbด้วย

ที่นี่พี่ว่าช่างเกินไปน่ะ ของเด็ก 070

ยาง ท่องเนื้อหา เนื้อเรื่องที่พิ้งกี่ยาง

ใช้ยาง

แบบฝึกหัดก็ยากด้วย

ใช้ยาง เพราะอย่างนี้มันเหมือนอ่าน reading หนึ่ง paragraph เลยนะ แล้วต้องมาดูอะไรอะไร มันมีคำศัพท์มากมายตึก

ที่ดูยาวมากนี่ อย่างน้อยตึกต้องอ่านเรื่องหนึ่งหมดก่อน

แล้วไปดูตรงนี้ต้องดิ่งอะไร เดิ่งตั้ง 12 ช่วงเวลาในหนึ่ง

paragraph อันนี้อาจจะยากไปเพราะมันเหมือนกับว่าตัวความรู้เรื่องคำศัพท์ไวยกรณ์โครงสร้างประโยค ต้องใช้เวลา ทั้งนี้ เรียนอย่างน้อยกี่ 15 นาที ตรงนี้ทำ activity นี่ แล้ว listening task เนี่ยนะ ให้ guess ก่อน จริงๆ การ guess ก่อนที่ว่าสินะแล้วปัญหาทำว่า คำศัพท์อาจจะยากไปเลย髀ด้วย มีทั้งหมด 9 ทาง แบ่งไปเลยทั้งสิ้น

อันที่ 2 คือตอนค่าน้ํามาเกี่ยวกับของตัวเองก่อนแล้วไปฟิงเรื่องเกี่ยวกับครูแล้วตอบค่าน้ําที่เกี่ยวกับที่พิ้งกี่ที่ก่อน

ที่ว่าจ政府采购อาจจะเยอะไปหน่อยนะ แล้วก็ค่าน้ํา

คำถามที่ว่าอาจจะต้องตั้งไปหน่อย 5 คำถาม คำถามนั้น

อาจจะแล้วไปเล่นดีๆ ไม่ค่อยตอบอาจจะเยอะๆ อีก หรือไม่คิดเป็นภาษาไทยแต่ว่าก็ไม่ค่อยกลับพูดแค่เท่าที่สองมาเด็ก 070 จะกลับมา 172 นะ เด็ก 172 ความสวยงามด้วย

ไม่กลับพูดแล้วจริงๆ อ้างให้พูดพูดได้ แต่เด็ก 070 รู้ไม่รู้ก็จะพูดภาษาไทยไว้ก่อน ก็ยังย่างเราถ้าอะไรแต่ค่าน้ําที่ว่าเราไป

หน่อย เราจะถ้าจะรู้ประเด็นสำคัญที่เราจะฟิตใน listening ต่อไปได้อะไรอย่างน้อย เราจะไปตามแบบ listening เท่านั้น 070 อันนี้เป็น listening task เล็กก็ต้องใช้เวลาอ่านเยอะมาก ถ้าพิ้งก่อนที่ต้องแปลงมาเป็นตึก รู้มัยไปในแต่ละคำนั้นอะไร คำศัพท์

เด็กจะต้องอ่านก่อนฟิ้งเพราะจะได้เตรียมตัวแล้วไปฟิต แล้วก็ยังมีข้อไหน อันนี้มีคำถามอะไร describe อะไร เลิกเขาต้องอาจจะ take notes ไว้เก็บ ว่าเขาได้ยินอะไร ที่คิดว่าตรงนี้ต้องกลับก่อน ต้องใช้เวลาอ่านก่อน คำถามเก็บไป

แล้วถ้าถามได้มากทำให้เป็นเรื่องเกี่ยวกับครู เกี่ยวกับโรงเรียนจริงๆ น่าสนใจสินะที่ว่า จะแต่ค่าน้ําที่ว่า เราจะเห็นว่า the speaker เนี่ยมันจงหมดเลยไม่รู้ว่าจริงๆ เลิกถามอะไรทำไม่ไปค่าน้ํามา details ไปเลย ที่ว่ามานา คำถาม details ไปเลยว่าเราจะถามอะไร who what when where why how อะไรอย่างนั้น

ที่ว่าคำถามแบบนี้ติดกับพวกเขามันต้องใช้เวลาในการอ่านด้วยแล้วค่าน้ํามาในแต่ละประโยคเขามันต้องกลับจะสับสนไม่ได้แล้วถ้าอ่านยากไปแล้วก็จะเกิดความรู้สึกกลัวแล้วก็ไม่สนใจไม่อยากทำอะไรแบบนี้ก็มันก็ตามง่ายๆไป

แล้วถ้าเป็น listening จะเหมาะสมกับ 070 มากกว่าใช้ยังดีเพื่odetails ที่ว่าต้องมีคำน้าวเนี้ยเด็กจะได้มีวิเคราะห์ให้ได้
มันคืออะไรเห็นคำถามแล้วเป็น choice เนื่องก็เคยแต่อย่างนี้
มันเหมือนกับว่าต้องการความสามารถในการอ่านความเข้าใจ
ในการอ่านด้วยว่าอ่านแต่ละ choice เข้าใจนี่ เพราะว่าแต่ละ
อันไม่ได้ guide เด็ก เลยทุกข้อขึ้นด้วย the speaker ที่นั่น
แล้วแต่การเปลี่ยนรูปแบบคำถามนั้นจะดีกว่าเด็กก็เลยฉันไม่
ได้พิจารณาเนื่องด้วยอะไร

I: อันนี้ 3 คือ oral activity คือ เริ่มจากฟังก่อน ฟังผู้ใดคุยกัน
แล้วดูให้ว่าตรงกันมั้ยปรับความเข้าใจ เอาไปแต่เรื่องของตัว
เอง
T: ฟีว่าอันนี้ถ้าสอนก็จะดีนะแต่ถ้าเปลี่ยนรู้
แบบคำถามมันน่าจะดีกว่าเด็กก็เออฉันไม่
ได้ฟังว่าเด็กได้อะไร

I: ผมไม่มีวิธีนี้ใน 070 นะ ผมมีที่ฟังแล้วตอบอะไรเท่านั้น
ส่วนใหญ่ที่ว่าจะตอบไม่ได้ล่ะได้ก็ได้กำหนดเก่งก็ได้เลย
ไม่เกิดก็ไม่ได้ เลยก็ไม่มีอะไรออกมาพูดฟีว่า
T: แล้วลักษณะของกิจกรรมอันนี้หล่ะ
I: ว่าอันนี้ถ้าสอนก็ดีนะเพียงแ
ต่่ว่าใช่เวลา หนึ่งคาบเลย แต่เรา
ไม่เคยมีวิธีแบบนี้ใน
070 นะ ไม่มีมีฟังแล้วตอบอะไรเท่านั้น

I: ผมไม่ได้ฟังแล้วตอบอะไร
T: อันนี้ถ้าสอนก็ดีนะเพียงแ
แต่ที่ว่าจะตอบไม่ได้ล่ะได้ก็ได้กำหนดเก่งก็ได้เลย
ไม่เกิดก็ไม่ได้ เลยก็ไม่มีอะไรออกมาพูดฟีว่า

I: ผมไม่ได้ฟังแล้วตอบอะไร
T: แต่ 070 เราไม่มีแบบนี้
I: แต่ฟังแล้วก็ได้เรื่องอื่น ๆ

T: ใช้ ใช้ เราไม่มีออกดังนี้ไม่รู้ว่าเด็กจะมีปัญหาอะไร
มีอย่าง ๆ ถ้า design ออกมาเป็นแบบนี้นั่นก็จะนำไปสู่ให้เด็กม
พูดได้พุฒพัฒน์นี้แต่เจอกันเป็นเรื่องที่ไม่เหมือนเป็น
production ภาษา ออกมาเจอกัน อาจมีแบบฝึกหัดแบบนี้บาง
นี้ที่ว่ามาที่เรามาจะต้องการทำให้เด็กมุ่งในที่นี้
เพราะเราเคยพิพิธพัฒน์ที่จะต้องไปทำสุขภาพิตถูกต้องจากตัวเด็กไม่มี
อันอาจจะเป็นจุดตอน อย่างนี้ก็ได้ พอฟังเรื่องครอบครัวแล้ว
เด็กไม่ได้ฟังถึงครอบครัวเลยอย่างนี้ก็ต้อง assign ถ้า

I: อันนี้ครู กำลังจะให้เด็กพูด ก็ต้อง assign มาว่า talk about your
Family
I: ผมไม่ได้ฟังแล้วตอบอะไร
T: dictation อันนี้เป็น pre-listening ใช่มั้ย
I: ค่ะ pre-listening
T: แต่ฟังแล้วก็ได้เป็นสิ่งที่น่าสนใจ เพราะเราไม่เคยวัด
ความสามารถในการฟังแล้วเขียนของเด็กเลยจริง ๆ สมมุติ
รูป spelling คำนี้อย่างไรนี่ คำว่า moustache เป็นต้นมีคน
เด็กที่จะตอบได้ คนอื่นก็ตอบไม่ได้ อันนี้ก็เกิดฟังไปเลย
อย่างอันนี้เด็ก อาจจะไม่เอา คือครูเป็นผู้ตอบอยู่แล้วว่าจะ
ต้องตอบอะไรคำตอบมี key อันนี้แล้วเด็กไม่มี เลย ก็ฟีว่า
และจะฟังดังนี้เมื่อมีคำถาม guide นั่นก็มีอย่างไร ที่ก็
ต้องมาน่ากว่า look at his face, what's on is his face?

เด็กก็จะรู้ว่าหนวดแต่ไม่รู้ว่าภาษาอังกฤษเรียกว่าอะไรเพราะ

ท้องนี้ไม่มีบอก ตรงนี้พี่ว่าสนิสนิทดัง dictation นะคะ

จะอ่าน แต่งบนข้อจะมากไปพอประมาณ คือครูด้อยังนี้ไป

เมื่อแล้วเด็กเขียน ทีว่านะสนิทเด็ก

355 I: แล้วก่าเป็นอันนี้แหละ พี่แล้ว ดีกว่า

356 T: อันนี้ก็เหมือนกับที่ 070 ทำ ว่าได้อ่านค่าหนึ่งหรือไม่ แต่งนี้

ท้องนี้เรียกไม่ได้ไปฟังดูว่า speed ตากอน ถ้า speed แบบ

Edward เด็กก็จะทำได้อยู่แต่อย่างนั้น เพราะไม่มีการ

ให้เด็กตอบแล้วมาดู จะก่อนตรงนี้ว่าเรียกได้ก็ถูกกับคะแนน

มันไม่ได้มีการรับผลกันอย่างแท้จริงผานแต่ฟังพอตอบอะไร

จะตอบบ้างไม่เกิน เราถือว่าเด็กเขียนแล้ว

352 I: อาจารย์คิดว่า 070 เมื่อ normal speed คงจะไม่ work คงจะ
d่องแบบข้างกว่าใช่มั๊ย

353 T: ต้องอย่าง Edward นะ รู้สึกว่าผู้หญิงจะเร็วไปจะเป็น normal

speed นี่จะเขาจะฟันที่กว่า normal speed บิดหน่อยแล้วจะ

กว่า Edward นะ

354 I: ในความคิดของอาจารย์นะคะ อาจารย์คิดเขารู้สึกอย่างไรกับ

activities listening ที่มีอยู่ในนี้จะรู้สึกอย่างไรบ้าง

355 T: ที่กว่าความยากก็ คิดไม่เคยได้อ่านแต่จากสีหน้าจากอาการ

การตอบอะไรอย่างนี้ก็คิดว่าเด็กจะพอใจนะ แต่เราไม่เคย

วัดผลจะจริงๆ ว่าเบื้องต้นถูกก็คงจะบอกแล้วจะ

แบบนี้เลยแลกกันตรวจแล้วได้ก็คะแนนนักก็จะรัดแต่ฟังไม่เคย

ลองทำเลย

356 I: แล้วอันนี้เรื่องทั่วไปเกี่ยวกับ 070 นะคะ ว่าในความคิดของ

อาจารย์วัตถุประสงค์ของ 070 คืออะไร

357 T: ก็เป็นการเตรียมความพร้อมของเด็กที่จะเรียน เนื้อหาที่ยากต่อ

ไปใน 171 172 ส่วนใหญ่เด็กก็จะรู้ อย่างเช่น

358 ไวยกรณ์เด็กก็จะเรียนมาแล้ว ไม่ว่าจะเป็น article finite verb

imperative หรือ modal verbs แต่ถือโอกาสเป็นการทน

359 ทนเพื่อที่จะพอไปเรียนใน 171 ไวยกรณ์ ก็จะเริ่มจาก simple

sentence นะ แลกก็มี compound, complex แลกก็ มานาย

360 ก่อนเทคนิคแล้วอาจจะมีความยากเพิ่มมากขึ้นแล้วมันจะต้องเข้า

ไปสู่การเขียน ก็ตัดทิ้งนี้ที่นั้นเราก็ยังไม่ได้ ประเมินคือบาง

อย่างเนีย อย่างไวยกรณ์ Tipo อย่างเช่น adj adv หรือ

361 comparison constrast เล็กก็จะเราไม่เคยให้เล็ก ไวยกรณ์

ไม่เคยให้เด็กคิดเขียนประโยคง่ายเลย ส่วนใหญ่เวลาที่ก็สอน

ไวยกรณ์เพื่อให้เด็กอ่านประโยคเป็นขั้นตอนประโยคกว่าใช

adj adv ถูกก็เป็น comparison จะร่างนี้ บางที่เด็กได้แก่

ไวยกรณ์แต่ไม่ได้ถึงความหมาย อย่างเช่นใน comparison

362 T: ก็เป็นการเตรียมความพร้อมของเด็กที่จะเรียน เนื้อหาที่ยากต่อ

ไปใน 171 172 ส่วนใหญ่เด็กก็จะรู้ อย่างเช่น

363 ไวยกรณ์เด็กก็จะเรียนมาแล้ว ไม่ว่าจะเป็น article finite verb

imperative หรือ modal verbs แต่ถือโอกาสเป็นการทน

364 ทนเพื่อที่จะพอไปเรียนใน 171 ไวยกรณ์ ก็จะเริ่มจาก simple

sentence นะ แลกก็มี compound, complex แลกก็ มานาย

365 ก่อนเทคนิคแล้วอาจจะมีความยากเพิ่มมากขึ้นแล้วมันจะต้องเข้า

ไปสู่การเขียน ก็ตัดทิ้งนี้ที่นั้นเราก็ยังไม่ได้ ประเมินคือบาง

อย่างเนีย อย่างไวยกรณ์ Tipo อย่างเช่น adj adv หรือ

comparison constrast เล็กก็จะเราไม่เคยให้เล็ก ไวยกรณ์

ไม่เคยให้เด็กคิดเขียนประโยคง่ายเลย ส่วนใหญ่เวลาที่ก็สอน

ไวยกรณ์เพื่อให้เด็กอ่านประโยคเป็นขั้นตอนประโยคกว่าใช

adj adv ถูกก็เป็น comparison จะร่างนี้ บางที่เด็กได้แก่

ไวยกรณ์แต่ไม่ได้ถึงความหมาย อย่างเช่นใน comparison

366 อย่างเช่น ฟังตลอดให้เด็กเขียนประโยคเป็น elephant กับ giraffe

แล้วให้ค่าคำว่า tall แล้วที่ให้ใช้ as...as พอเด็กบอกว่า

367 giraff is not as tall as ล้มที่ให้คำว่า giraff กับ elephant

เด็กก็จะได้ grammar point ในจุดนี้พบกับประโยครound
กันเด็กก็จะลืม point ที่ตัวเองเรียนไปตั้งแต่แรกเลย Giraffe
กับ elephant giraffe is not as tall as elephant พอแปลออก
เมื่อเด็กยังไม่เข้าใจว่าสัตว์ต่างๆ นั้นต่างกันอย่างไร
แต่ประโยคแบบอังกฤษแต่ไม่คิดถึงความหมาย ฟีว่าใน
ส่วน production เราถ้างำหนด ต้องออกหลังจากพูดทิ้งแล้วเด็กก็
ต้อง produce พี่เห็นด้วยกับ activity อันนั้นเท่านั้นที่พิจารณา
ต้องอะไรรูบที่จะวางแผนเด็กแล้วกันอันนี้ก็เป็น
information graph transfer เด็กก็จะสื่อสารกันได้แล้วออกมา
แต่เป็นเรื่องราว สำนักใหญ่เรา input เช้าไป เขาไม่ได้ output
ออกมา เราถ้าจะให้เป็นอย่างไรมันจะออกมาอย่างนี้ โดยเด็ก
ถูกใจตรงนี้แต่ความ meaningful มันยังไม่ใช่ ที่กิจจำา
พูดให้มันเข้าใจ แม้ว่าเด็กจะเข้าใจเรื่องนี้แต่ไม่คิดถึงความหมาย
point นั้น point นั้นเด็กยังไม่ถึงขั้นเตรียมประเด็น เช่น He likes study
อย่างนี้ ถ้าป่วยว่าต้อง He likes to study. He likes studying
พอใจ เด็กแล้วเกิดขึ้นเรื่องนี้ เพราะเราไม่ด่า แบบผิด
ห้าวไปค่อยให้เด็กออกมาจากตัวเอง

I: อย่างนี้จะมองว่ามันบรรลุวัตถุประสงค์มั๊ยคะ ว่าเราเตรียมความ
พร้อมเขา
T: ฟีว่าจะให้ออกมาเขียนได้มั๊ย เด็กต้องเขียนภาษาออกมาจาก
ตัวเองนะแต่เด็กที่ทุกอย่างเหมือนกันเราจะมีการเขียนอยู่ในระดับ
ประโยค อย่างเช่นข้อสอบ เราจะมีประโยคมาแล้วก็มี past simple tense
มี adj, adv คือมันจะเป็นการเลื่อน carriage การเดิมเป็นบางคำ
อย่างนี้ แต่ความว่าให้นำเข้ามา มีอันเดียวที่จะเป็นระดับ
ประโยคที่เหมือน paraphrase อย่าง switch direct กับ
indirect obj ตรงนี้เด็กรู้ว่าต้องเอกสารตรงอย่างไรความ
หมายเหมือนเดิม

I: มันยังไม่ถึงระดับประโยค ยังเป็นระดับคำ แล้วอาจารย์มองว่า
T: ด้านประสบความสำเร็จค่ะ
I: มันยังไม่ถึงระดับประโยค ยังเป็นระดับคำ แล้วอาจารย์มองว่า
T: ด้านประสบความสำเร็จค่ะ
I: คือเราการ์ดไปถามเหมือนกับว่าเราสอนอย่างนี้เราก็สอนอย่างนี้
นั้นเราจะรู้ไปตามนั้น แต่ที่ว่าอย่างน้อยขณะเราจะเขียน para-
graph สิ่งๆ เล็กๆ ออกมาจากตัวเองได้ สมุดว่าให้เขียนเข้า
topic สำนักใหญ่ที่จะให้assignment เป็นงานเขียน คือเราจะ
เห็นเลยว่าเขียนจะคิดอย่าง 070 ที่สิ่งไปแล้ว assignment ที่
อย่างในบทที่ หนึ่งจะฟุ้ะลงมาใคร ที่ให้เข้าทางงานคู่จะ
ให้เขียน list of holidays ผสมให้เขียนลงมาที่จะมี
guided คำาถามแล้วให้เข้าไปเขียนมาเด็กกันคนเกิดคำถาม
ใช้ความสำรคบความต้องการพยากรณ์ตอบคำถามก็ยังมีคิด
ถ้ายังมีเรื่อง article ถ้า มีเรื่อง subject-verb agreement ก็ถูกต้อง
ดังกล่าวงานนี้ ไปลองมายังที่จะรู้ว่าไม่ใช่ภาษาของเข้า
I: ถ้าถูกต้องค่ะ
T: ทำเป็นรูป
I: มีทุกบทเหมือน
เรื่อง my family ก็ดีเหมือนกันว่าพูดถึงครอบครัวตัวเอง แต่เทอมนี้ยังไม่ได้

ให้เขียนเกี่ยวกับวันสําคัญไป แต่เทอมนี้ยังไม่ได้ให้นะว่า routine activities หรือว่า free time activities พี่เคยให้เด็ก

อย่างไร ก็ต้องดูคําถามแนวนี้ได้เลยคําถามเขามีอยู่แล้ว

เรื่อง a, an, the แล้วใช่มั๊ยยังผิดเหมือนเดิมเห็นมั๊ยตรง
นี้ แต่เราไม่มีเวลาไปบอกว่าตรงนี้คืออะไรแต่ก็แก้ไปให้ แต่ยังคิดถึง อะไรอย่างนี้ให้สังเกตุการใช้
I: มีอะไรที่อย่างจะทำเพิ่มขึ้นใน 070 มั๊ยคะ อะไรก็ได้ที่เราจะนำไป
T: ทำการร่างว่ามีให้มาหมดแล้วแต่ถ้าเพิ่มส่วนใหญ่ครูทุกคนก็ทําอยู่มั๊ยว่าจะทวนบททวน supplementary sheet นะจริงของ sheet เขามั๊ยเป็นรายบทอยู่แล้ว เขาด้วยว่า consolidation ใหม่นี้ อย่างแปลกใหม่ สิ บทความมาว่ากันเป็นภาษาชมเมืองเนืองจากเราไม่ได้เก็บคะแนนอยู่ในแต่ละบทเราไปılลิวแล้ว midterm เลย พิว่าเริ่มาจากครบทุกคน
หลายคนนะ ตอนที่สลับมือเริ่ม จะเข้า เพราะว่าเป็นคะแนนเฉพาะจุดประสงค์เป็นรายหลักมีตัวเป็นระดับมียั้น article ฟังด้วยเนื่องกันดังก็จะทำ quiz บ่อยแล้วเราก็จะประเมินดังก็จะดันตัว
I: เป็นเรื่องๆ ไปเลย
T: เป็นเรื่องๆ ไปเลยสมบูรณ์ article จบแล้ว เล่าด้วย quiz 10 ข้อ เด็กก็ต้องกลับไปทำงานนะแล้วก็ถามเขาใจมั๊ยอะไรอีกแบบนี้มันวัดผลได้มันตอบได้ครูเองก็ต้องทำมันได้บ่อยมันก็ต้องทำมันได้บ่อย แต่ไม่ต้องทำมันก็มีโอกาสสรุปเวลา เลยจะไม่เริ่มจากครบทุกคน
เขาให้เราเราก็คัดเนื้อหาเดียวแล้วอ่านจากประสงค์เป็นบทใดไปดิบในการสอนระดับมีมีอาจมีจุดประสงค์รายข้อเลย ฟังอะไรระดับไหนพูดอะไรระดับไหน มีคะแนนวัดตามจุดประสงค์นั้น เด็กๆ โดยมีขึ้น ผ่านมันเรารับดังให้คะแนนเด็กในแต่ละมันเรารับไม่ได้รับก็มีภัย คะแนนเราไม่ได้ทำแบบเก็บคะแนนแบบรายบทเลยไม่รู้ว่าเด็กได้หรือไม่ได้ไปรู้ถึงที่ก็ใช้ midterm แล้วมันช่วยอะไรเด็กไม่ได้แล้วก็คิดว่าเราจะเพิ่มเติมเป็นแบบสรุปทบทวนส่วนใหญ่ที่ทำก็คือโปรแกรมเท่านั้นเอง พวกนี้ไม่ได้เรียน แต่พี่เคยเห็นของหลานพี่เขามาให้ดู สร้างเรื่องนี้ก็น่าสนใจมีสีสันมีคนนี้พูดอย่างนี้คนนี้พูดอย่างนั้น มันเหมือนเป็น opinion คุยเรื่องใดเรื่องหนึ่งเอาสองคนมาเปรียบเทียบกันก็น่าสนใจกว่าที่เราทําเอง
I: อาจารย์ว่า 4 skills ในหนังสือ มันเหมือนกันมั้ย
T: เท่าที่เคยเห็นกันมั้ย
I: น้ำหนักมันพอกันมั้ยหรือนเน้นอะไร
T: พี่ว่าเน้น grammar มากกว่า เพราะถ้าถามว่า reading โคงะ listening คืออะไร แต่ถามว่า speaking
I: เน้นเด็ก speaking น้อยไปแล้วคิด grammar เยอะ อย่างอื่น
T: อธิบาย article เหมือนบางการใช้แต่กิดปัจจุบันที่ทำ
I: เต็กลำการไปสู่เด็กแล้ว อธิบายเราก็ต้องอธิบายทุกข้อทุกประเด็น
T: แล้วมีอะไรที่อยากเปลี่ยนในวิชานี้ล่ะเปลี่ยนแปลงได้
I: จริงๆที่กี้ข้องเต่านิชานี้วิทยัหนังสือกันนะ แต่พี่ว่าอาจจะเป็นภาษาอังกฤษนะที่มัน authentic มากกว่านี้ให้ เป็นแบบว่าเป็นของการจริงๆมา ยกตัวอย่างนะคือก้อนนี้ เขาใจว่าพี่เขามาด้วยให้ลูกสิ่งของจริงะเขียนลงตามก็โคง
T: ให้ทำกระดาษเด็กนี่พี่ว่าจะยากมากนะ เลยถามมาเป็นรูปแบบว่าถ้าจะถามซื้อมันก็จะแต่งซื้อมานะ ถ้าเรา
I: authentic ได้ก็จะค่อยถามไปมากกว่า ก็คิดว่าอ่านห้องกุฬา หรือ reading passage ให้เป็น authentic นะ เอาของจริงะ
T: น่าจะดีกว่า ที่แต่งมากก็อ่านนะคะ
I: เอกสาร material ที่ใช้ เขียน ใน 070 นอกจากนี้ มี textbook
T: มี supplement มีอะไรอย่างอื่นนี้ มีที่ทำบทวน มีอะไรอีก
I: มียัง
T: ใช้ ๆ ส่วนใหญ่จะทำบทวนก่อนสอบ midterm, final พี่จะทำเพิ่ม
I: แล้วเพราะอะไรถึงทำเพิ่มเรื่องบทวนค่ะ
T: เพราะเราไม่มีเวลาตั้งไปได้ในแต่ละ point แล้วว่าเป็นอะไร ถ้ากระทันหันมา สองหน้านี้นี้เองถ้าจะพบว่าเป็นอย่างนี้ ๆ น่าจะทำก็จะเด็กด้วยกันเนื่องจาก ต้องไปเขียนข้อสอบ seen, unseen topic ต้อง pararell กันมีแน่นอนนี้ถ้าทำให้เรา
I: ประหยัดเวลาในการพูด แล้วเราไปเขียนกระดาษก็เสียเวลา
T: พอเป็นแผ่นใสเด็กก็ทำบ้างไม่ทำบ้าง
I: อาจารย์ว่าหนังสือเล่มนี้เขาใช้ methodology อะไร
T: น่าจะเป็น communicative มากกว่า 172 นะ เพราะว่า
I: design แบบฝึกหัด มี game มี pair work อะไรแบบนี้
T: ได้ดีนะคะใช่ได้ดี
I: แล้วมัน successful มั้ยคะ
T: successful มีเยอะหรือหรือไม่ได้รับผล ฟังก์ชั่นนี้มันดูไม่ออก
I: มันต้องมีการวัดผลคร่าวๆ เหล็กได้ที่จริงๆแล้วผลผลิตอะไรได้
T: มีอะไรทำเองเลย
I: แต่หนังสือเล่มนี้เขา follow methodology communicative
T: ได้มั้ยคะ
I: ได้มั้ยคะ
T: ได้มั้ยคะ
I: หนังสือช่วยสอน objective ของวิชาสิ่งนี้ใน course
T: outline อื่นๆจะเขียนว่าเพื่อ หรือใน course description ว่า
I: เพื่อเป็นการเตรียมไปเรียน advance courses คิดว่าอย่างไรคะ
T: คิดว่ามันเราเขียนแย่ที่บ้างการวัดผลคร่าวๆ พร้อมที่จะไปเรียน
I: 171 172 มันมันก็ยังแย่เราตู่า ว่าสอบผ่านหรือไม่ผ่านแล้วค่ะ
นั้นเองนะ แต่ถามว่าเด็กนี่เราไม่ได้วัดต่ำอย่างนั้นคือ 070 ไม่ได้ ไม่มีการพิสูจน์ชัดเจน เราถึงไม่ได้วัดเลยว่าเด็กฟังได้ระดับไหน

I: แล้วอาจารย์คิดว่าเราไปสอบฟังจะดีมั้ย อยากให้มีสอบฟังมั๊ย

T: ที่ไหนเนื้อเรามีสอบฟังนะ เราจะสอบฟังด้วยนะ ฟังก็คือความยากง่ายก็ต้องดูระดับเขา เราไม่ได้มีการสอบฟังเลย

สวัสดีค่ะออกมาเราถ้าว่ามันจะวัด reading writing grammar เกณฑ์นี้เราไปไว้ก็คงไม่ได้วัด ระดับโครงสร้างประโยคระดับเป็น paragraph ออกมา

I: แล้วเด็กจะได้ประโยชน์กับมันถ้าเราสอบฟังด้วย

T: ถ้าอาจารย์คิดว่าเราไปสอนฟังนะ เราน่าจะสอบฟังด้วยนะ ฟังก็คือความยากง่ายก็ต้องดูระดับเขา เราไม่ได้มีการสอบฟังเลยค่ะ

แต่.getConfig แล้วเราก็ไม่ได้วัดเลยว่าเด็กฟังได้ระดับไหน

โดยทั่วไปคิดว่าฟังเป็นที่มั่นคง

I: แล้วอาจารย์คิดว่าเราไปสอบฟังจะดีมั้ย อยากให้มีสอบฟังมั๊ย

T: อาจารย์คิดว่าเราไปสอบฟังจะดีมั้ย

I: แล้วอาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย

T: อาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย

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T: อาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย

I: แล้วอาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย

T: อาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย

I: แล้วอาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย

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I: แล้วอาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย

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I: แล้วอาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย

T: อาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย

I: แล้วอาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย

T: อาจารย์คิดว่าเราวิจัยเกี่ยวกับการฟังจะดีมั้ย
แต่จะไปตกสิ่งลักษณะภาษาอังกฤษ เขาคงผลขึ้นว่าพื้นฐานสอนอะไร เด็กเราไปได้นั้นจริงๆ ว่าจะเน้นการพูดนะจริงๆ
มันมีความสำคัญในทุก skill เท่ากันแต่เราไปเน้น อ่าน เขียนก็ไม่ได้เขียนจริงๆ มันเป็นเครื่องทรงกระดับประโยชน์ เราไม่เคยสอนเด็กเขียนเป็น paragraph

T: ไม่มี ไม่มี เพราะเวลาสอนไปแล้วต้องไปสอบ เขาค็ก้าว จะปล่อยอีกจริงๆ ถ้าปล่อยพี่ว่าแค่ 10 คะแนนเองนะ
มาไม่เกินหรอกแต่เด็กต้องมีท่า outline มีข$m$ีเป็น paragraph พี่ว่าเราจะยังอ่อนไปในส่วนที่เป็น listening-speaking ในการวัดผล เป็น conver หรือเขียนออกมาเป็น paragraph

I: อย่างอันนี้ขอพูดข้างนอกนิดนึงนะคะอย่างนี้จะเขียนว่าเน้น 4 skills
T: ใช่ๆ แต่ในทางปฏิบัติมันเน้น reading writing บน speaking listening เน้นต่อไปเลยที่จะพี่สอน listening 72 แนต
พอคนหลังเราสิ่งก็ไม่มีใครสอนกันแล้วเราจะสอนไปทำไม住房和 แล้ว เล่าอย่างนี้บอกอะไรไปแล้ว อะไรให้ต้องมีแนว

I: ตรงนี้บอกให้ไปฝึกพิ้ง
T: อ๋อ บอกให้ไปฝึกฟัง

I: ตรงนี้บอกให้ไปฝึกฟัง
T: อ๋อ บอกให้ไปฝึกฟัง ใช่ๆ
แต่จริงๆ ในทางปฏิบัติมันไม่ใช่ คือเราสอนแบบ content base เน้นเนื้อหาเน้น รายกรณ์ นะ แล้วกันนั้น seen อย่างนี้
พี่ว่าในชีวิตจริง เด็กเขาไม่ไปหน้าหรือ作品内容 คือผู้บริหาร
อาจจะมองว่ามันจะซับซ้อน เด็กๆ ไม่ใช่ยังเห็น น่า แต่ถึงไปไหนๆ ดังนั้นอาจจะไปมีการ
ประเมินก่อนสูงก่อน seen กับ unseen อันไหนช่วยหรือไม่ ซับ เรื่องๆ อาจจะให้ซับแต่ในชีวิตจริง ไม่ได้กลับไปอ่านแล้ว
นั่นมีแล้วอ่านแล้วอ่านเลยไป

I: หนังสือพยายาม design ออกมาให้เป็น communicative แต่ เราสอนพิเศษเลยอาจจะไม่เป็น communicative
T: ใช่ๆ ไม่เป็น communicative มันก็ว่า reading writing

I: อาจารย์ว่าเด็กละมีความจำเป็นอะไรต้องเรียนภาษาอังกฤษคะ
T: จำเป็นนะ เพราะเราต้องคะแนนจากสอบ entrance เข้ามาตึก
ก็ยังไม่ผ่านตรงนี้ ฉะนั้นเขาต้องเรียน 070 71 72 ไป ถามว่า
จะเป็นเนื้อ เลือกเริ่มคะแนนจากสอบ entrance เข้ามาตึก

I: แต่ foundation กับ ESP ถ้ามีความจำเป็นที่ต้องกันนี้จะ พวก foundation เหมือนกับเรียนเพื่อสอบหนัง
T: ใช่เรียนเพื่อสอบ จุดมุ่งหมายแบบนี้ แต่พิมพ์เพื่อ 296 เป็น
เด็กส่วนใหญ่เป็นเด็กที่เรียน science ให้กับคือว่าเด็กที่เรียนไปคุณอาจไม่ได้เลย คือมันเรียนเพื่อสอบว่ามันไม่ได้คือเด็กที่เรียนไปแล้วเพื่อสอบมันไปได้เกิดจากความรู้เกี่ยวกับว่า, a, b, c, d แต่ลูกต้องติดภาษาจากความรู้เด็กจะต้องรู้อย่างเช่นที่ให้เขียน definition ใน 296 article ต้องมีแต่แรกแล้วเราให้ which แล้วก็อะไรเรียนนะ active, passive ไม่รู้เลยข้อมูล เพราะเรียนไปเพื่อสอบแต่แรกก่อน

I: อาจารย์คิดว่าเด็กเขามีความต้องการอะไรบ้างมั๊ยคะ
T: คือไม่ได้ถามเด็กว่าเขาต้องการอะไร เราน่าจะมีแบบสอบถามให้ข้อมูลว่าต้องการอะไร แต่เรายังไม่เคยทำ
I: อาจารย์คิดว่ามันช่วยแบบฝึกหัดตรงนี้ส่งเสริมกับเรื่อง
T: คือพี่ไม่ได้บอกว่าไอ้เนี่ยนะ เหมาะกับเรื่อง

I: โทษอีกสิ
T: ใช่ทั้งหมดนะ ทั้งหมดได้ 55 แสดงว่าประโยคนี้ได้ 10 กว่าท้อง
I: โทษอีกสิ
T: เหมาะกับเรื่อง

I: เพาะว่าเด็กเนี่ย คือมี commercial ไปวางๆ กับมีอันนี้
T: ถ้าต้องการมาวางกับมันแต่ก็เป็น 172 เหมาะกับเรื่อง
I: พ่อไปทำอะไรได้ไหม
t: ไม่รู้ไปฟังสักแค่ไหน
ที่ว่าอะไรเกี่ยวกับ

I: อาจารย์คิดว่า วัตถุประสงค์ของห้อง salc คืออะไรคะ
T: salc เพื่อให้เด็กไปเรียนรู้ด้วยตนเอง จริงๆแล้วพื้นที่

I: ถ้าไม่มีข้อบังคับว่าเด็กไปไม่ได้ยิน
T: คิดว่าไปไม่ได้มีแค่บ่อยครั้ง ที่ให้เด็ก salc บ่อยครั้งอย่างนี้

I: ถามว่าเด็กอยากเรียนรู้ด้วยตนเองมั๊ย
T: ถามว่าเด็กก็มีตัวบังคับให้ส่งเพื่อให้เข้า

I: อาจารย์ช่วยพูดอะไรก็ได้เกี่ยวกับสิ่งที่เรามีให้กับเด็กในห้อง resources
t: ถ้าเราเป็นเด็กนะแล้วเรามี recource centre แบบนี้นะพี่ว่าน่าจะดี

I: อาจารย์คิดว่าถ้าเราไม่บังคับแล้วเขาจะไม่เข้าเพราะอะไร
t: เช่นอย่างดู vdo เขาก็วัดไม่ได้ ว่าเด็กก็ไม่ไปแล้วก็ได้

I: อาจารย์คิดว่าถ้าเราไม่บังคับแล้วเขาจะไม่เข้าเพราะอะไร
t: เช่นอย่างดู vdo เขาก็วัดไม่ได้ แต่ถ้าเป็นส่งใกล้ส่งงานที่ครูสั่งว่าต้องส่งแล้วนะเด็กก็จะ
หมายจะไป เพราะมี wb ที่บ้านก็ได้ ใช่เหรอ.
หรือเปล่าเรื่องนี้มีใน salc หรือเปล่า เด็กก็จะเขียนอะไรง่ายๆ อย่างเช่นให้ไปดูหนังเด็กก็จะเขียน Shrek เล่นๆได้ก็มี
เรื่องที่เด็กๆ เรื่องที่เคยดูแล้ว แล้วว่า เด็กก็จะเขียน Shrek เล่นๆได้ก็มี
เราถ้าไปแล้วเด็กๆจะเข้าใจบางคนทำแล้วกล่อกันได้เด็ก
ไปทำ salc หย่อนลงกล่องเลย ก้อง บังคับอยู่ดี ก้อง
ให้ไปทำอะไร บังคับแต่เด็กไม่เคยมีว่าเธอไปไม่รู้พี่เราก็จะทำไป
แล้วว่า summer ว่าระหว่าง พี่จะมี assignment ให้เด็กทำ
ระหว่าง user กับ non-user แล้วผลการวิจัยเป็นอย่างไร
ลองไปถามดู

I: คะครับเคยได้ยินเหมือนกันว่าคนเข้าจะประสบความสำเร็จกว่าคน
ไม่เข้าหรือเปล่า
T: ใช่ มันต้องลองทำวิจัยดูนะ
I: แล้วมีกิจกรรมอะไรหรืออะไรที่เกี่ยวกับห้อง salc ที่อยากจะ
ให้เสริมมากขึ้นมั้ย
T: ที่ผ่านว่าพวกโคโคน่า แต่ก็ยังว่าแฟนๆ เราถ้าจะได้เป็น
activity อีกท่านหนึ่งไปเพื่อทำ activity บังคับเด็กทำเพื่อ
ต้องส่งงาน จะมันต้องไปทำนะ activity แบบนี้เหมือนกับเราก็
ทำเพื่อที่จะให้เด็กมี activity เชน singing contest เป็นก็ได้
ไปดูเพื่อบรรยายเฉพาะภาษาจริงๆ แล้วเข้าเรียนอะไรก็ได้
ภาษาอะไรในเพลงนี้ เล็อก็ได้รู้สึกละนี่ที่ถูกไปรู้ว่าใน
แบบประเมินเข้ามีอะไรมี แต่จะมีแบบให้ไปเขียน บางคนก็
ไปดู Mother's Day Exhibition เล็กก็จะไปดูผลข้อมูลความ
ลองทำเรื่องอย่างน้อยก็ได้ เรียนรู้ภาษาเองด้วย
I: แล่มีอะไรที่อาจารย์คิดว่าควรจะมีเพิ่มมากขึ้นมั้ยคะ
T: รู้สึกว่าเราต้องบังคับไปหมดนะที่ว่าอย่างเป็นงานเขียนนี้
เห็นกับครูทำกิจกรรมอะไรก็จะไปประชาสัมพันธ์ในห้อง
ต้องที่ต้องเป็นเจ้าของโครงการ อย่างท่านทำ writing
competition เหมือนกัน ที่เป็นเจ้าของโครงการที่ก็ไปประชา-
สัมพันธ์เด็กแต่เหมือนกันบางทีไม่บังคับ อย่างท่านจะ เขาเรารัก
ต้องกับที่คือไม่บังคับแต่ต้องส่ง assignement เลยเป็น written
assignment คือให้เป็นคะแนนตรงนี้ แล้วครูเองก็จะเป็นคน
screen มาจากตรงนี้ว่าโอเคสมควรผ่านแล้วก็ สมทบกับกลุ่ม
อีนเหมือนกับพวกพวกอย่างตรงนี้บังคับ เด็กให้เขียนพวกทุกอย่าง
ต้องบังคับเด็กก็จะทำ แต่ไม่บังคับเด็กคงไม่ทำก็ทำ
อย่างสอนไปให้ทำมากุ้มเด็กบางทียังไม่ทำเลย
I: แห้วว่าresources ที่เรามีให้คิดว่าเพียงพอหมดครับ
T: พอจะแต่เพียงว่าเด็กไปไม่ใช้
I: แล้วมีอะไรที่มันมากไปมั้ยนี่จะหยุดได้แล้วพอได้แล้ว
T: เกินครับ
I: มีเยอะเกินไป อยากทำอะไรทำหางานนี้
T: ถ้าว่าอะไรนะ เพราะว่าในเมื่อเราต้องห้อง salc มากไป
บังคับนะ บางทีก็ว่าไม่ต้องบังคับได้ยิน ไปบังคับอย่างไหน
อย่างนี้ จะเรื่องนี้ แต่ไม่บังคับ เด็กก็ไปห้อง salc
เลยนะอย่างน้อยก็ยังได้เขียนอะไรบาง ได้มาเขียนรายงาน


ให้ครูฟังอย่างนี้อย่างนี้ อย่างนี้ อะไรแบบนี้

I: แล้วมีอะไรที่อาจารย์จะเปลี่ยนแปลงมั๊ย ถ้ามีอะไรที่อาจารย์

T: คือสถานที่ที่分开 separate ไปเลย คือ ภาษาอังกฤษเรียนที่ไหน

ห้อง resources กันน่าจะอยู่ใกล้กัน เหมือนกับว่ามันไม่เดือก

อ่านยังมีปัญหาเหมือนต้องนั่งรถเพื่อไปเข้าห้อง salc

แต่ทำไม่ได้ เพราะตรงนี้ห้อง resource กันน่าจะอยู่ตรงนี้ที่

ระหว่างนั้นขึ้นเกณฑ์นั่งรถก็เข้าไปใช้ห้องได้ เข้าไม่ถ้ามัน

ที่นั้นค่ะ มันอาจจะไม่ยาจากไปทำ salc ก็ได้แต่ฉันนี่เหมือน

กับจุดหน้านามไป salc ก็ต้องไป ไปยืนไม่ต้องไปทำ salc

อย่างเดียวถ้าได้ มันไม่ได้เหมือนกับถ้าพวกท่านข้ามกันไปค่อย

สะดวก คือบางอย่างเหมือน ย้ายข้อมูลไป salc ไปห้องอุบุคล

ไป search Internet อะไรแบบนี้ มันสะดวกกว่า มันไม่สะดวก

ที่นี่เหมือนกันห้องอันหนึ่งครูเหมือนกันต้องอยู่ที่นั่น

ใช้แนวหน้ากับไม่ใช่ easy access สถานที่ที่มันไม่เฉียว

อำนวย การจัดกิจกรรมของเราที่พี่ว่า สถานที่ก็ถ้าไม่เหมือน

เช่น karaoke singing contest เราจะไปที่ Inter Zone

ก็เป็นนักวิชาเรียน ที่ไม่รู้ว่าเด็กจะไปเยอะขนาดไหนแต่ที่

ผ่านมาที่เขาจัดที่ ผ่านมากี่ปีนะ

I: Inter Zone คืออะไร

T: Inter Zone คือที่แยกออกไปเลย แต่ต้องตั้งคำถามว่าเด็กไปดู

เยี่ยมชม ตอนไหนดีคุณก็ไปที่ cheer เพื่อนกันเองแล้วล่ะ

mong การอธิบายคือไปทำแผน activity คือเด็กต้องถ้าอย่างไร

มาก มาที่นี่เราจัดไม่ได้ว่าเด็กไปดูจริงหรือเด็กไปบอกตาม

ตอบจากเพื่อน ไปลองเราก็น่าจะมาเหมือนกันมาเด็กเลย

สา salc เด็กก็จะส่งที่นี่ก่อนไปห้องเรียนแหละไม่เด็กเร่ อาจจะ

เป็นเด็กเรานำหรือของคนอื่นก็ไม่รู้นะ

I: แล้วในความรู้สึก ของอาจารย์คิดว่าเด็กได้ประโยชน์จากห้อง

salc มากน้อยแค่ไหน

T: ถ้าไปจริงมันน่าจะได้ประโยชน์นะ แต่จริงแค่ไหน

เราก็ไม่รู้ เพราะเราไม่ได้ไปสัมภาษณ์เด็กกันว่าเด็กก็ไปได้จริง

มั๊ย เราครูไม่ได้ไปถามเด็กหน่อยครูไม่ได้ถามว่าเป็นอย่างไร

ห้อง salc เราได้ยินว่า อาจารย์ดูหน้านั้น 4 เรื่องได้มี น่าเรียน

เลย ทำไมต้องดูหน้านี้ 4 เรื่องมันอาจจะ เหมือนแบบไม่ยาก

ไปห้อง salc หรือไปดูดอยู่ที่บ้านๆ UBC ที่บ้านก็ได้

I: แสดงว่าอาจารย์คิดว่าถ้าอาจารย์ทำจริงๆ ถึงจะได้ประโยชน์

มาไม่ได้ แล้วอาจารย์จะไม่ได้

T: ใช้ ถ้าฉันก็ไม่ได้ประโยชน์

สิ่งที่เราทำจริงๆ ก็จะมีผลเหมือนกันนะว่า จริงๆ คุณคิดว่า salc

มันจะได้ประโยชน์เด็กมั๊ย เราได้ไปถามเด็กนะได้มีการประเมิน

คือพิทักษ์อาจารย์เค้าจะมีการประเมินนะ weil แต่จะมีเด็ก

ก็พูด คือเหมือนกันว่าในการประเมินจะสำคัญเด็กก็จะพึ่งพอใจ มัน

อยู่ในระดับเดิม อะไรอย่างนี้ แต่ถามว่าในแต่ละห้องเป็นอย่างไร

เราไม่รู้เพราะเราส่งผลให้เนื้อหาไปหมด เราไม่ได้ประเมิน ครูไม่
ได้ประเมินว่า น้องอาจทำให้ไปแจ้งเราไม่รู้ว่าห้องเราพอใจ ไม่พอใจอยู่ไหม หรูหรานำาท่า อาจกับมุมมองออกมาที่เดียว

ในภาพรวมทั้งหมด เล่น 2000-3000 คน

I: แล้วอาจารย์ว่าลักษณะการใช้ห้อง salc ของเด็กมีด่าง

T: ที่ว่าก็ยินดีในแต่ละห้องของเรา เพื่อนแต่ก็มีกฎภายใต้

ไม่ยอมรับไม่ได้อยู่ใจเด็กเด็กกับบริษัทเด็กกันฉัน แล้ว

สถานที่ตามที่คุยกันไปแล้วน่าจะอยู่ในใกล้ที่เรียนเด็กไม่ต้อง

เด็กไปไกลเด็กก็เก็จจัดให้เหมาะสมแล้วพิจา reading ที่นอ

listening โดยให้ไปพิจารณาด้านเนื้อหาสระการอยู่ดาย

กับได้แก่บางอย่างที่เราดำเนินการอย่างหนึ่ง big

screen เนื้อ เมื่อทำนายๆ ครั้งเดียวที่นี่ไม่ได้ใช้แล้ว ใช้ไม่ก็คร่ำ

แสงที่ว่า

I: ที่ว่าเด็กที่นี้ ทำบางหรือลองคะ

T: ที่ว่าก็เป็นเด็กที่นี้เด็กนั้นเราจะทำอย่างกันวันบางคนทำไม

ห้ามจะตกหลังพี่ว่าเป็นมากจนหน่า

I: สงครามราคาอาจยิ่งใหญ่กับห้อง salc นี้คะ

พ่อแม่นี้เครื่อง ไม่ใช่รวมก็เป็นคุณ มีโอกาสไป

ที่นั้น พูด คุณยาอาจจะมีน้อยหลาย พูดจะเป็นแค่ละ เทะ:

เด็กก็กับของเด็กนี้ไม่รู้หรอก เราไม่ได้ไปวิจารณ์เด็กนี้อยู่

คนนั้นพูดที่ก่ออย่างไร เด็กก็กับหรือเปล่า พูดเนื้อราำก

พยายามจัด activity ให้เด็กนี้ว่า อ. ถึงจะไปพูดที่ร่ำนี้อาจ

นี้แต่เด็กที่ยังพูดน้อยกันอยู่ความสนใจก็แค่ 20-30 คน จาก

2000-3000 คนนั้นก็ยังน้อยไปนั้น คือเรากำหนดมา เลือกให้เด็ก

จัดการจะว่าขึ้นมาถ้า มี master mind quiz เนื้อที่ให้ส่ง

ให้ส่งที่นี้ 3 คน แล้วก็ไปแข่งกันในห้อง salc พิจำ work

มีหลายรอบหลายขั้น แล้วก็ spelling bee spelling

competition ที่ว่า. คิดเลือกในแต่ละห้อง แล้วก็ไม่จัดอยู่ที่

หนึ่งแล้วแข่งขัน กับที่ก็เกิดอยู่เพราะให้ทุกห้องได้มีส่วนร่วม

I: เล่า ฉ. ว่าขาดอะไรห้อง salc แค่ไหน

T: ไม่ได้อาจมีเด็กนะ ถ้าสามารถพอจะอะไรจะให้ว่าเด็กอย่างเรื่อง

ความสะอาดของห้อง เด็กก็จะ หัวเราะ เด็กต้องลงต่อห้องทำ

แต่ครูรู้สอยกันห้อง ฯลฯ เราไม่ได้โอกาสเด็กเหมือนกันแต่เด็กก็

I: เมื่อเท่าที่ อ. พูดให้ฟังเรื่องห้อง listening ห้องช่างบนอาจไปรู้

ว่ามี material อะไรบาง

T: คร่ำ

I: เล่าควรจะสัมผัสอะไรบางสู รู้ว่ามีอะไรบางสู

T: อีกที่มี English from songs, material ที่ใช้ในแต่ละเรียนและ

กับมันนั้นที่ทำแบบเรียน อย่างในห้อง 1 ใช้มั้ย

I: เล่าอย่างที่ให้ให้อีกเพิ่มเติมเมื่ออย่าง listening material

T: สำหรับที่ว่า ที่มีอยู่ก็เยอะแล้วนะ ที่มีอยู่ถ้าเด็กไปฟังตามนี้

เด็กก็คงจะได้ฟังระดับเดียวกันแล้ว
แล้วมี listening material อะไรที่ไม่อยากให้มี หรือมีน้อยลง
ไม่ว่าจะเป็นห้อง 1 or 4 or CD ROM มีอะไรที่คิดว่าตัดออกดี
กว่า มีตลอดดีกว่ามั้ย
คือเราไม่รู้ว่า จริง ๆ มี material อะไรที่จะตัดออกดี
อะไรบ้าง แล้วมีว่าที่จริงมีมันจะ มีไว้ก็คงดีเครื่องจะ
ไปสึกหลักหลำ เหมือนว่า pronunciation ด้วยใช่มั้ย
เรามักจะถ้าเด็กเข้าไปฟัง listening จริง ๆ แล้ว listening
สกิล เขาจะ improve ได้มั้ย
นักเรียนจะตัด แต่เรามักไม่เคยทำเป็น series จะ พี่เคยไป
ประชุมกับอะไรที่จะสรรหา material อะไรบ้าง แล้วเด็กได้ไปใช้
แต่ถ้ามีไว้พี่ว่ามีดีกว่าไม่มีนะ มีไว้ก็โอเคเผื่อใครจะ
ไปฝึกหลากหลาย เห็นว่ามี pronunciation ด้วยใช่มั้ย
หรือ material อะไรบ้างและเด็กได้ไปใช้
แต่ถ้ามีไว้พี่ว่ามีดีกว่าไม่มีนะ มีไว้ก็โอเคเผื่อใครจะ
ไปฝึกหลากหลาย เห็นว่ามี pronunciation ด้วยใช่มั้ย
อ. คิดว่าถ้าเด็กเข้าไปฟัง listening จริง ๆ และ listening
skills เขาจะ improve ได้มั้ย
คือเราไม่รู้ว่า จริง ๆ มี material อะไรบ้าง แล้วเด็กได้ไปใช้
แต่ถ้ามีไว้พี่ว่ามีดีกว่าไม่มีนะ มีไว้ก็โอเคเผื่อใครจะ
ไปฝึกหลากหลาย เห็นว่ามี pronunciation ด้วยใช่มั้ย
ความกับเรื่องจะตัด แต่เรามักไม่เคยทำเป็น series จะ พี่เคยไป
ประชุมกับอะไรที่จะสรรหา material อะไรบ้าง แล้วเด็กได้ไปใช้
แต่ถ้ามีไว้พี่ว่ามีดีกว่าไม่มีนะ มีไว้ก็โอเคเผื่อใครจะ
ไปฝึกหลากหลาย เห็นว่ามี pronunciation ด้วยใช่มั้ย
เรามักจะถ้าเด็กเข้าไปฟัง listening นอกห้องมั้ยคะ
นอกห้องเรียนห้อง salc ฝึกมั้ย
ที่เคยดู UBC ที่บ้านแล้วมี thai sub หรือ English
นั่นหรือถ้าจะห้องเพลงก็ได้ เลือกชมฟังเพลง เพลงสร้าง
ฟังคลื่นต่างๆ โดยเพลงที่เราจะจะเป็น เบอร์หนึ่งที่เด็กฟังน่ะ ตอบไป
ก็เป็นหนึ่งเป็นอะโอนะนี้
อาจที่เคยดู portfolio จากที่เด็กเคยส่งงาน ก็จะเห็นว่า
บางทีไม่เข้าห้องlistening เลยพี่อุ๊คิดว่ามีเหตุอะไรอย่างไรคะ
ทำไมนักเรียนไม่เข้าห้องก็จะเข้า
(Q) ถ้าไม่เข้าอาจจะเป็นเพราะว่า พี่ว่าอย่างนี้ 070 ถ้าไปฟัง
ทำกับฟังจากบทที่ครูแจก listening ที่ครูเหมือนกับจะสอน
listening ควบครึ่งเรียนพี่จะไม่แจกให้เด็กครูแต่จะให้ฟัง
ที่บ้านแล้วพอมาในห้องเด็กก็จะตอบได้ขณะที่คนไม่เคยฟัง
ก็ตอบไม่ได้เว้นถึงที่ก็จะสอนก่อน สมุดบันทึกของเด็กที่
จะไม่แจ้งโดยเรียนฟังไปจนจบห้องเลย พอเรียนจบบทสุด
ทำบ่อยเลยแจกให้ไปฟังคือถ้าเด็กไม่เข้าเกี่ยวกับมันไม่มีเหตุ
หรือคิดว่าไม่สอบฟังก็เลยไม่ไปฟัง ไม่สอบก็ไม่เห็นต้องไปฟัง
เลย ไม่เกิดจากการเรียนรู้ของตัวเอง
(Q) มีอะไรที่ อ. อยากเสริมมั้ยคะ อ. อะไรที่อ่อย ไม่ไงเอาไป
ทำมากครับที่ครูแจก listening ที่ครูเหมือนกับจะสอน
listening กับบทเรียนพี่จะไม่แจกให้เด็กครูแต่จะให้ฟัง
ที่บ้านแล้วพอมาในห้องเด็กก็จะตอบได้ขณะที่คนไม่เคยฟัง
ก็ตอบไม่ได้เว้นถึงที่ก็จะสอนก่อน สมุดบันทึกของเด็กที่
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หรือคิดว่าไม่สอบฟังก็เลยไม่ไปฟัง ไม่สอบก็ไม่เห็นต้องไปฟัง
เลย ไม่เกิดจากการเรียนรู้ของตัวเอง
(Q) มีอะไรที่ อ. อยากเสริมมั้ยคะ อ. อะไรที่อ่อย ไม่ไงเอาไป
คนอื่นก็ได้ฟังไปด้วย หรือให้เขียนเป็น parapragh อะไรอย่าง
นี่ถ้าจะดีเพราะมันก็วัดในความรู้เข้า จะเขียนเรื่องอะไรสมุดคิว
เราเรียนก็ให้เขียนไปใน holiday หรือ festival 1 เรื่อง 10 คะแนน hobbies หรือ how to อะไรแบบนี้ หรือ my family ฟีวมันให้คิดเรื่องในไปแล้วเวลาวัดผลก็
น่าจะมีการวัดผลเรื่องนี้ด้วย เวลาอันนี้ให้ไปสัก 10 คะแนนก็
โค้ด แต่ปัญหาคือครู่ ขี้เกียจตรวจข้อสอบ แล้ว ไม่รู้จะให้ 10 อะไรอย่างไรปัญหาตามมา คือ เราไม่เคยลองก็เลยไม่รู้ ว่า
โค้ดนักเรียนข้อสอบ writing เมื่อ จะให้เขียน 1 เรื่อง แต่
ปัญหาของเราก็คือเรื่อง เวลาอีก อย่าง อาจจะน้อยไป
ต้องลดสัดส่วนการสอบ ไว้ กรอบลงมา นักก็จะได้หมดแม้ว่า
เราจะวัดไปแล้วเขียนเรื่อง holidays, family นักก็มีเรื่อง
tense อีกเรื่อง tense อีก เราก็วัดได้ ไม่พอใจหรือปัญญา
แบบ การวัดผลว่า คาด conver ไป อย่างน้อยก็ระดับให้เด็ก
พูดนั้นฟ้า ทุกข์ใจมองถามมาเริ่มต้นด้วย conver แล้วตอบสนอง
น่าจะมี สอบพูด conver กับ writing นั้นฟ้าจะสนับสนุนให้
มี การวัดผลเพิ่ม

XXX
### Transcriptions (English version)

#### Teacher interview

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I:</td>
<td>Could you tell me something about your teaching experience?</td>
</tr>
<tr>
<td>2</td>
<td>T:</td>
<td>From the beginning?</td>
</tr>
<tr>
<td>3</td>
<td>I:</td>
<td>Yes, please.</td>
</tr>
<tr>
<td>4</td>
<td>T:</td>
<td>I’ve started my teaching career in 1987. At that time, I was a secondary school teacher. I taught Year 8 and Year 9. They used communicative textbooks. Then I moved to another secondary school in Nan province. I taught at this school in Nan for three years; that was four years altogether after I got my BA. After that I decided to get an MA, which took me a year and eight months. I went back to teach at the same secondary school in Nan for over a year. Then I applied for a transfer to teach at Agricultural and Technology College (vocational education). I taught English for Agriculture there for two year. Again I applied for a transfer to teach here (Thammasat University).</td>
</tr>
<tr>
<td>16</td>
<td>I:</td>
<td>How many English I classes are you teaching this term?</td>
</tr>
<tr>
<td>17</td>
<td>T:</td>
<td>Two classes.</td>
</tr>
<tr>
<td>18</td>
<td>I:</td>
<td>As you know, I observed your English I class yesterday. Would you say that was a typical class?</td>
</tr>
<tr>
<td>19</td>
<td>T:</td>
<td>Yes, it was a typical class. I think the warm-up activities in each unit are good. The warm-up activities lead the students to the topic of listening.</td>
</tr>
<tr>
<td>23</td>
<td>I:</td>
<td>In your class yesterday I noticed that you started by explaining the instruction. Then you pre-taught several pieces of vocabulary in units 3 &amp; 4 by translating the words and giving examples. For example, you gave examples of ‘electric appliances’ and ‘electronic equipment’. Could you talk about why you did that?</td>
</tr>
<tr>
<td>29</td>
<td>T:</td>
<td>I think the students should know these words. Actually, it’s listening for recognition and it’s not necessary for the students to know the meaning. But I think the students should learn these words because they will find these two words in the reading passage. Therefore, I think I should pre-teach the two words.</td>
</tr>
<tr>
<td>34</td>
<td>I:</td>
<td>To what extent do you think the things you did help the students with their listening?</td>
</tr>
<tr>
<td>36</td>
<td>T:</td>
<td>Actually, I don’t think it helped. Because what the students had to do was listened and ticked words and that was it. It didn’t help but I think the students should know the meaning of those words. They should be able to recognize and know the meaning of words.</td>
</tr>
<tr>
<td>41</td>
<td>I:</td>
<td>In unit 4, you wrote three additional questions on the board.</td>
</tr>
<tr>
<td>42</td>
<td>T:</td>
<td>Yes.</td>
</tr>
<tr>
<td>43</td>
<td>I: That’s interesting. You added three questions (How tall is the brother?, How old is your sister?, and What does aunt Martha do?)</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>T: Yes.</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>I: Can you talk about why you did that?</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>T: Yes. I think the students needed some guided 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 guided 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. Well, I forgot one thing because that was the first class. For the next class, I’ll ask ‘What’s the brother’s name?’ instead.</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>I: To what extent do you feel you are satisfied with your teaching of listening?</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>T: One thing I like about English I is that most of the listening exercises are listening for recognition. It starts with something easy like in unit 1. I don’t think the students have to listening to lots of details. My teaching in unit 1 was too rough because I didn’t go into details. Actually, I think the students should also know the importance of these American national holidays, for example, Memorial Day, President’s Day, and Independence Day. I usually add additional questions. In unit 1, for Columbus Day, I added questions like What nationality is he?, When did he discover America?</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>I: Can the students get the answers from the tape?</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>T: Yes, there’re in the tape. They didn’t get the answers from the first listening. I had to guide them. I either write the questions on the board or say them out loud. When the exercise is too easy, the students only tick or circle words they hear, I’ll ask them to do some predictions. For example, a listening about Christmas, I asked them to predict words that they might hear. Also, I added questions that I think the students should know and should listen for details. I myself also wanted to know things like the difference between Memorial Day and Veteran’s Day. When the students couldn’t get the answers on their first listening, I repeated the tape, paused and replayed the tape. For the first listening exercise in unit 2, I think the students couldn’t do the first picture at first but after they got the answers for the 2\textsuperscript{nd}, 3\textsuperscript{rd}, and 4\textsuperscript{th} pictures, they immediately knew the answer for</td>
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the first one. Sometimes I think the exercises are too easy. Students only listen to one or two words and they can easily number the pictures according to what they hear. When they hear the word “football” they can easily do the exercise. For example, exercise 1 in unit 2, I asked questions like ‘what do you see in this picture?’, ‘what is the girl doing?’, ‘what is the boy doing?’, ‘what is he drawing?’ and the students were able to answer the questions. 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 can do the task. However, the one about movie stars and work, the student couldn’t do it because there’s only the word ‘reading’ that they could catch, and there’s no other words to guide them. The second task is okay; the students had to write down the answers. I usually add questions to the exercises for the students. I think the type of the exercises and the level of difficulty are okay for Eng I. I think that the comprehension questions should be added to the recognition ones in the exercises.

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<tr>
<td>I: To what extent do you feel you are satisfied with your teaching of listening?</td>
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<td>T: I think I’m satisfied because there are lots of pictures in the textbook and they varies. Compared with Eng III, I’m more satisfied with Eng I because I get to teach all the skills. English I is not dry because it starts with speaking and listening. English III starts with pre-reading questions and then the reading part and then go on to grammar, writing and end with listening and speaking. I think it would be better to start each unit with speaking and listening because it would provide students with sufficient knowledge before they move on to reading and writing.</td>
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|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| I: What are the goals (focus) of listening in the English I course? |
| T: I think recognition comes first and comprehension comes after. The students wouldn’t know that they will get to learn these words in the reading passages and that listening leads to reading. |
| 124 | 125 | 126 | 127 | 128 | 129 | 130 | 131 | 132 | 133 | 134 |
| I: Are the 4 skills related? |
| T: Yes, they are related. Speaking, listening, grammar and writing follow the same theme and topic. |
| I: Do the activities support listening for recognition? |
| T: Yes, I think the listening tasks in English I are well designed and they supported listening for recognition. I think the accent of the male speaker is easier to understand than that of the female speaker because we are more familiar with American accent than British accent. |
| I: Do you think listening in the English I course is meeting these goals? How/Why (not)? |
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.

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?

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.

To what extent do you think the listening activities in SALC help achieve the listening goals you have in the English I course?

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.

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).

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.

This is the 2nd example (show the exercise and explain the details)

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,
where, why, and how should be asked instead. Questions like these ones need longer time to read and understand. If the exercise is too difficult, the students might feel nervous and might not want to do the exercise at all because it’s above their ability. The content of this listening is about teachers and school which I think it’s interesting. The type of this exercise (multiple choices) is ok but for this exercise the students need to be able to read and understand the choices. Their reading ability should be quite good in order to do this exercise because there is nothing in the choices to guide the students. Every choice starts with “the speaker…” I would prefer to change the format of the questions in this exercise.

I: This is the third example (show the exercise and explain the details).

T: I think it would be good if we get to do this exercise but it would probably take us one full period (1½ hours) to do this exercise in class. This type of task is interesting but we don’t have it in English I. I think most of the students would not be able to do the task. They wouldn’t be able to come out and speak in front of class. In English I we only listen and fill in short answer. We’ve never done exercise like this in class so we don’t know whether there’ll be any problem for English I students. Well, I think this type of task is a very productive exercise and it would lead the students to come out and do some speaking or produce the language. I think we should have this kind of exercise in English I, really. We’ve never asked the students to produce any kind of spoken language that really comes from them. I think this is the weakness of the course. Like, after listening about ‘family’, we should assign the students to come out and talk about their families. We should do this kind of task in class (something similar but easier).

I: Would that be higher than the focus of English I listening?

T: I don’t think so, if the design of the exercise is good. The difficulty of the task depends on the content and the grammar in the listening. There should be more varieties in the kind of task in English I. The listening tasks in English I textbook are all the same or very similar: listen and tick the answers, matching, and fill in or give short answers.

I: This is the last example (show exercise and explain details)

T: I think this exercise is good and interesting because we’ve never tested/evaluated the students’ ability to do dictations and do spellings. The dictation is interesting but there are too many items in this exercise.

I: And the other one?

T: For this task (tick the sentences you hear) it’s similar to the tasks we have in English I. I don’t know the speed of the listening in
In this exercise, if it’s the same speed to the speed of the listening in English I, then it’s ok. However, there’s no evaluation and we don’t know whether the students are able to do this kind of exercise or not.

**I:** How do you think the students feel about these listening activities in the textbook? Why?

**T:** I’ve never asked the students but from observing, the students look like they’re satisfied. However, we’ve never tested/evaluated the students’ achievement.

**I:** In your view, what are the aims/objectives of the EL070?

**T:** It’s to prepare students to be able to study advanced courses. It’s a review of the grammar points: articles, finite verbs, imperatives, modal verbs, etc. It’s a review before the students move on to EL171. Students get to review simple sentences, compound, and complex sentences. However, we’ve never asked the students to produce sentences or anything on their own in English I. We’re lack of production in English I. I like the activity in your example 3 that the students get to exchange their notes; it’s like information gap transfer. We only give input but there’s no output from the students.

**I:** Do you think the course is meeting these objectives? How/Why (not)?

**T:** I think it’s meeting the objectives. We test on the things we teach but the students should be able to write short paragraph. In my class, I assignment the students to do paragraph writings. For example, in unit 1, I assign the students to write about holidays. From this writing assignment, I’ll be able to see the students’ mistakes and know what their mistakes are. There is no mark for these writing assignments. And I also assignment students to do two speaking activities instead of one (the course requires one speaking assignment). Students need to prepare their speaking activities by searching for information outside the classroom.

**I:** From the course outline, the students have to do one written assignment and 10 points is rewarded for that. Have you assigned your written assignment?

**T:** No, not yet. I’ve only assigned the two speaking activities.

**I:** Do you have anything in mind?

**T:** Well, I think it’s going to be what I usually assign the students from previous terms to write which is to write about holidays and the students have to try to answer all the questions in the textbook. All of my assignments (speaking & writing) have to link with the lesson. Like for speaking activity, in the previous terms, I asked the students to speak about their routine activities or their free time activities.

**I:** How do you think the students feel about the assignment
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.

I: What kinds of activities would you like to do more of on the English I course? Why?

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.

I: Can you say something about the emphasis/focus of English I course?

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.

I: Are there any other changes you’d like to make to this class? If so, what? Why?

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
of this current English I textbook did try to make it as authentic as much as they could. For example, the letter on this page, it’s authentic which is okay but other things are not. I think it would be a lot more interesting if it’s authentic, like the pictures, or the reading passages. It’s better to be authentic.

I: Apart from the textbook, do you use any other materials on the English I course? Why?

T: Yes, there are supplementary exercises. They are to review the students before their midterm and final exams. I’ve used the supplementary exercises to review the students because I don’t have enough time to review every single points learned. These two pages supplementary exercises work better in limited time.

I: What kind of rationale/methodology does the textbook you use follow?

T: I think it’s communicative because the writers use games, pair works in the exercises.

I: Could you comment on the extent you think this is successful?

T: Successful? I don’t know because there’s no evaluation. We need to evaluate and see how well the students can do, something like that.

I: And how well do you think the textbook follows its communicative rationale/methodology?

T: Very well, I think.

I: To what extent do you think the English I textbook helps the course meets its objectives? Why?

T: Yes, to some extent. In telling whether the English I students are ready or prepared to move on to advanced courses or not, we only look at their total scores whether they are over 60% or not. However, we never look at the students’ listening abilities. We never test their listening abilities and see how well they listen.

I: Can you say something about our lack of listening test?

T: I think we should have a listening test in English I because we do teach listening in class, so we should test on the things we teach. The difficulty level of the test will be at their level. We’ve never had a listening in English I. We only test their reading, writing, and grammar.

I: How do you think the students will benefit from the listening test?

T: Students will definitely benefit from the test. The students will be more enthusiastic about listening and they’ll have to practice more on listening in SALC. No student really care about listening now because there’s no test.

I: This is the English I course outline (show the course outline). How do you think the students feel about how they are assessed? Why?

T: They must be happy that there’s no listening test and there’s
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.

T: 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.

I: Can you say something about the assessment?

T: 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.
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<th>499</th>
<th>I: Can you say something about the students’ needs?</th>
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<tr>
<td>500</td>
<td>T: Needs?...Well, these students got low mark on the English entrance examination. That is why these students have to take all three fundamental English courses (EL070, EL171, and EL172). I don’t think these students really want to learn English. Their purpose is just to pass the exams and they tend to forget everything once they’ve passed the exams.</td>
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<td>505</td>
<td>I: Can you say something about the students’ wants?</td>
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<td>507</td>
<td>T: I’ve never asked them about their wants. I think there should be some kind of questionnaires to ask students about their wants. I personally think that if teachers do have time to monitor the students, it would really help a lot. It’s because the class size is too big.</td>
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<td>511</td>
<td>I: To what extent do you think the listening activities in SALC help achieve the listening goals you have in English I?</td>
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<td>514</td>
<td>T: I’m not sure how many English I students really practice listening in SALC. It’s the English III students that I’ve seen done the listening exercises in SALC, which I think that some of the exercises are too easy for them. But I don’t know how many English I students did listening exercises in SALC.</td>
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<td>519</td>
<td>I: To what extent do you think the listening in SALC support English I?</td>
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<td>521</td>
<td>T: In general, I think it’s ok. However, teachers never advise or guide their students on what listening practices to do that would link the lessons learned in class or what listening practices link or parallel to the tasks in the textbook. For example, the teachers never tell their students to do certain listening practices because the topics of these listening practices match with the topics of the listening exercises in the textbook. Students have to struggle on their own. Anyway, I think the length of the listening activities is ok.</td>
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<td>530</td>
<td>I: In your view, what are the aims/objectives of SALC?</td>
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<td>T: It’s for their independent learning. In the past, the English I was a 5 hours/week course. And now it’s a 3 hours/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.</td>
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<td>536</td>
<td>I: Do you think the students would go to SALC of their own free will?</td>
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<td>538</td>
<td>T: I definitely don’t think so. I often go to SALC and there’re very few students there. Students go to SALC only when it’s nearer the due date of their reports or assignments. From my experience, term 1 students are more motivated to go to SALC but term 2 and summer term students go to SALC just to complete the work. Only few students go there because they really want to learn something.</td>
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</table>
I: Do you think SALC is meeting its objective? How/Why (not)?

T: We would have failed if we didn’t force the students to go there. Students visited SALC because we forced them to.

I: Can you say something about the resources in the SALC?

T: I think we have lots of resources there, such as, computers, videos, etc. The question is are the students motivated enough to visit SALC purely because they want to learn English and not just to complete their assignments or reports. To me, I think we have plenty of resources in SALC already; 200-300 films with worksheets to work on, computers, sound lab, and various magazines. I think everything is ok. I don’t think the students would go to SALC because there are students who came to me and asked whether she can watch only films for her report. I have this feeling that they might prefer doing something at home instead of going to SALC. Students can watch UBC (satellite television) at home. Teachers can’t really tell whether they go to SALC to work on something or just report on the things they’ve done elsewhere.

I: What kinds of activities would you like to do more of in the SALC? Why?

T: I think everything is ok. However, I do feel that it’s like we have to force the students to join or do the activities or the projects we design for SALC. Teachers who have projects for SALC would then promote their projects in classes and kind of force their students to join or kind of assign their students to join the projects for points. It’s like nothing is done of their free will. Like me, I’m the owner of the Writing Competition project, so I assigned my students to write for the competition and also so points. We have to make the students do the work, force them to do or join the activity. They don’t even do their homework on their free will. Well, you asked me about the resources in SALC. I think SALC have enough resources but students just don’t go there to practice.

I: What kinds of activities would you like to do less of? Why?

T: No, it’s ok as it even we have to make them go to SALC, make them do the report, and make them join our projects. But at least they will definitely get something from the works we’ve forced them to do.

I: Are there any other changes you’d like to make to the SALC? If so, what? Why?

T: It’s the location. SALC is too far from the lecture building. Resources room (SALC), in my opinion should be near their English classes. It’s not convenient for the students, it’s not easy access. Students have to take the mini bus to the centre. If the centre was near the lecture building, the students would then visit the centre when they have a short break between classes.
It’s not convenient as it is like this. I, myself, also like to go to SALC to surf the internet, it’s easy access there not like our teacher study room, which we need to get the key from the departmental office, every time we what to use the study room. It’s not easy access. Also, about the karaoke singing contest (a project designed for SALC by one of the teachers), lots of students attended the event. They joined the event to support their friends in the contest and get the activity sheet, complete the sheet and hand in for points. Sometimes we just don’t know whether they really go there to do the work or to copy the answers from their friends. I’ve seen students sitting in front of their classroom and copy the SALC worksheets from friends.

I: To what extent do you feel the students benefit from the SALC? Why?

T: The students will benefit if they really go there to work not just copy from friends but I don’t know the truth. I’ve never asked or checked on the students to see whether they really did go there or not. We, teachers, have never asked the students. But there was this student who came to me and asked about watching only film for the report. I was kind of like, ‘How come? Why? ’. That student made me think that she didn’t want to go to SALC because she could watch UBC (satellite TV) at home, or something.

I don’t think the students would benefit from SALC, if they copy the works from others. Actually, I think it’s a good idea to ask the students how much they think they benefit from SALC. Oh yes, the SALC manager gave out an evaluation form to the students once a year. He concluded that the students were quite satisfied with SALC. The satisfaction was quite good, something like that. But I never knew how my students evaluated SALC because I gave the forms right back to the manager. He did the analysis and came up with the results from 2000-3000 students.

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

T: What’s your question again?

I: Is there any difference between the way you’d LIKE students to use the SALC and they way you SUSPECT they use the SALC?

T: I think it’s good, every room is okay, except the location. The reading and the listening sections in SALC 1 fit together well. However, the big DVD screen in SALC 1 hasn’t been used much.

I: Can you say something about how the students use SALC?

T: I think the hard working first term students do the reports themselves except some lazy ones copy from others.
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<th>637</th>
<th>I:</th>
<th>To what extent do you think you are satisfied with SALC? Why?</th>
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<tr>
<td>638</td>
<td>T:</td>
<td>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.</td>
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<td>649</td>
<td>I:</td>
<td>To what extent do you feel the students are satisfied with the SALC? Why?</td>
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<td>651</td>
<td>T:</td>
<td>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.</td>
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<td>665</td>
<td>I:</td>
<td>Can you say something about the listening materials in SALC 4?</td>
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<td>656</td>
<td>T:</td>
<td>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.</td>
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<td>664</td>
<td>I:</td>
<td>What kinds of listening materials/listening exercises would you like to see more of in the SALC? Why?</td>
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<tr>
<td>666</td>
<td>T:</td>
<td>I think we have lots already. If the students do use our existing materials, I believe their ability will improve to a certain degree.</td>
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<tr>
<td>670</td>
<td>I:</td>
<td>To what extent do you feel the students’ listening skills could be improved through the use of SALC? Why?</td>
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<td>672</td>
<td>T:</td>
<td>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.</td>
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<td>677</td>
<td>I:</td>
<td>Do you think the students practise their listening skills outside of SALC? If so, how/why (not)?</td>
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<td>679</td>
<td>T:</td>
<td>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...</td>
</tr>
</tbody>
</table>
From the students’ reports, I’ve found out that there are some students who didn’t visit SALC to practise their listening skills. What do you think were the reasons?

I think the reason is because there’s no listening test, no test no practice.

Thank you.
Student interview

I: วันนี้ครูเข้าไปดู อ. สอน listening บทที่ 3 นะคะ อ. จะ
2 ที่ pre-listening หมายความว่าก่อนที่ อ. จะอธิบายคำศัพท์
3 ก่อนฟัง อ. อ่านให้ฟัง แปลเป็นไทย อ. ยกตัวอย่างให้ฟัง
4 คิดว่าทำไม อ. ถึงทำแบบนั้นคะ
5 S: คืออธิบายคำศัพท์ก่อน เพราะอยากจะให้เด็กเข้าใจแล้วเวลา
6 จะให้ทำภาคต่อของ
7 I: แล้วครูรู้สึกอย่างไรกับที่ อ.ทำอย่างนั้น
8 S: ตอบเนื้อหาให้เด็กไปหาก่อนเด็กอาจจะได้ง่ายกว่าที่ อ. จะ
9 แทนในห้อง ให้เด็กหาคำศัพท์มาเอง ไปเปิด dictionary
10 มาเอง จะได้ดีกว่าที่ อ. บอกคะ
11 I: แล้วครูรู้สึกอย่างไร กับแบบฝึกหัด คร ถ้าแยกเขาให้ฟังเทป
12 S: แล้วครูรู้สึกอย่างไรกับที่ครูได้ยิน อ. ที่สอนฟังเข้าแล้วตอบคำถาม
13 ทำให้สุดท้ายเป็น a or b รู้สึกอย่างไรกับแบบฝึกหัด
14 I: รู้สึกการบ้านไม่ยากทำได้หรอก ทำได้คะ
15 S: บทที่ 4 เนี่ยนะคะ อ. ก็สอนคลาสใหญ่ กับครูจะอธิบายคำ
16 ศัพท์ แล้วก็ครูจะให้ฟังเทป ครับ อ. เพิ่มคำถามให้หลากหลายที่
17 ที่มีในหนังสือ อ. จะตอบคำถามอย่างเช่น How tall is
18 the brother? ซึ่งมันไม่มีในหนังสือ อ. นั่นตรงมา 3 คำถาม
19 อันที่ 2 ที่ครูให้ฟัง How old is her sister? What does Aunt
20 Martha do? คิดว่าทำไม อ. ถึง เพิ่มคำถามอีก 3 คำถาม
21 I: ก็จะให้เด็กตอบ มีส่วนร่วมจากในหนังสือ
22 S: แล้วรู้สึกอย่างไรคะ
23 I: แล้วรู้สึกอย่างไรคะ
24 S: รู้สึกการบ้านได้มีส่วนร่วมในห้อง และทำให้เราได้ใกล้ชิดขึ้นคือ
25 ถามว่าเราเข้าใจสูงหรือเปล่า
26 I: แล้วแบบฝึกหัดตอนนี้ รู้สึกอย่างไรบ้างคะ ที่ทำให้ฟังเทป
27 S: แล้วครูสอนคำศัพท์ก่อน แล้วเข้าฟังคำศัพท์ด้วย How tall is
28 the brother? ซึ่งมันไม่มีในหนังสือ อ. นั่นตรงมา 3 คำถาม
29 อันที่ 2 ที่ครูให้ฟัง How old is her sister? What does Aunt
30 Martha do? คิดว่าทำไม อ. ถึง เพิ่มคำถามอีก 3 คำถาม
31 รู้สึกอย่างไร
32 I: ก็ทำให้เราลงแคมเปญฟังแล้ว ผู้ชายคนนี้ใส่แว่นก็ไม่
33 S: ที่ทำให้เราได้ใกล้ชิดขึ้นคือ ยกตัวอย่าง เช่นแม่ผมหยิก พ่อมีหนวด
34 I: อย่างที่ อ.
35 S: คิดว่าจะมีวัตถุประสงค์ให้เราฟังเพื่ออะไรคะ
36 I: แล้วครูรู้สึกอย่างไรกับวิธีการสอนแบบนี้
37 S: รู้สึกดีคะ (หัวเราะ) ว่าถ้าไม่ได้ใช้วิธีจัดการกลุ่ม
38 I: แล้วมีใครที่จะต้องปรับปรุงหรือเปลี่ยนแปลงมั้ยคะในวิธีการ
39 S: ดีนะคะ พบเจอแล้วจะ
40 I: แล้วทำที่คิดว่า listening ใน 70 เนี่ยเข้ามี วัตถุประสงค์ให้
41 S: ฟังเพื่ออะไรคะ
42
S: ก็ให้เราฝึกเหมือนเวลาที่เราต้องการจะให้ฟังเขาเข้าใจ
บ้าง

I: หมายถึงว่าฟังระดับไหนคะ ฟังแค่ให้ฟังเสียงออกเฉยๆ หรือ
ฟังแล้วต้องเข้าใจความหมายด้วยฟังแล้ว ต้องสามารถพูดได้
มากได้บ้าง

S: คิดว่านี่จะไม่ใช่ว่าอะไรเพราะยังไม่ถึงขั้นที่จะต้อง
เพราะบางครั้งก็ต้องเลยไม่ออก คือฟังแล้วให้เข้าใจคำว่าเราฟัง
คำนี้ออกมั้ย

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ขนาดนี้มีได้คือฟังเพื่อจับความเข้าใจ

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เพราะบางครั้งก็ต้องเลยไม่ออก คือฟังแล้ 93
อันนั้นเขาจะมีตัวอย่างข้อสอบให้ลองทำแต่ 70 ไม่มีสอบก็
เลือกฝั่งตัวอย่างทำให้ครูเลือกมา 4 แบบฝึกหัดจะเล่าให้ฟัง
นะครับแล้วแสดงความคิดเห็นนิดหน่อยพิจารณาเรื่องอาทิเช่น
ความยากง่ายเราจะทำได้ไม่ยังลักษณะแบบสิทธิมีเข้ากัน
หนังสือ 70 มี 70 มีมั้ยแบบสิทธิเด็กสักก็นะครับ
อันแรกเป็นเรื่องเกี่ยวกับประโยคที่จะฟัง เขามี pre-
listening อย่างที่ Pre-listing ก็คืออธิบายคำศัพท์อันนี้เขา
จะมีแบบฝึกหัดให้ครูเลือกมาเป็นเรื่องเกี่ยวกับประโยคให้เอาคำ
ศัพท์ตรงนี้ใส่เข้าไปในข้อสอบได้ใจความที่ถูกต้องอย่าง
เช่นนี้อาจ exercício breakfast time advantages เป็นต้น
ให้ใส่ลงไปอย่างตรงนี้ถึงจะได้ใจความที่ถูกต้องแล้วก็ให้เรา
เพราะว่าประโยคที่ทำมนั้นจะให้เราเรียนชั่วโมงที่ 1-9 เป็นชิ้นทำ
ด้วยครับคือคุณคิดว่าตำแหน่งระหว่างเข้าพัฒนาท่าน哪 อันนั้นที่ 1
พัฒนาทำ a อันที่ 2 ทำและการทำ d จะโทษนั้นจะ ฟังแล้วเป็น
ใส่บางครั้ง
ก็ถ้าเราคิดพิศษ์ได้ว่าอันนี้เป็นอันไหนเพราะมันจะมีคำบอก
บางคำที่เราจะคิดเองควรจะทำได้ก็อย่างอื่นคิด
ได้เมื่อทำตำแหน่ง 1-8 แล้วก่อนพิจารณาให้เราคิดอยู่
หลังไปถึงอักษรของเรานะครับจะถามเรา 5 ข้อ เช่นแบบนี้
วิชาไหนคุณกังวลที่สุดในสมัยเรียนวิชาไหนคุณแย่ที่สุดคุณเจ้า
ครูคนไหนได้คิดที่สุดแล้วเพราะอะไรแล้วลักษณะของครูที่ดี
เป็นหนังสืออะไรอะไรแบบนี้นะคะครูคนนี้เขาพูดได้ไหวหรือไม่
ต้องจับความว่าอันที่หนึ่งเขาพูดถึงท่านะ ขออันที่ที่ 1
พิจารณาทำ b อันที่ 2 พิจารณาทำ d จะโทษนั้นจะ พิจารณาเป็น
ใส่บางครั้ง
S: ก็น่าจะเดาคำศัพท์ได้ว่าอันไหนเป็นอันไหน เพราะมันจะมีคำบอก
บางคำที่เราจะคิดเองควรจะทำได้ก็อย่างอื่นคิด
ได้เมื่อทำตำแหน่ง 1-8 แล้วก่อนพิจารณาให้เราคิดอยู่
หลังไปถึงอักษรของเรานะครับจะถามเรา 5 ข้อ เช่นแบบนี้
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ต้องจับความว่าอันที่หนึ่งเขาพูดถึงท่านะ ขออันที่ที่ 1
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ใส่บางครั้ง
I: อันที่สองเป็นเรื่องเกี่ยวกับคนมาพูดถึงครูที่เขาจดจำดีในอดีต
ขณะฟังต้องตอบคำถาม 1-8 แต่ก่อนฟังเขาให้เราคิดย้อน
หลังไปถึงอดีตของเราบ้างเขาจะถามเรามา 5 ข้อ เช่นแบบนี้
วิชาไหนคุณเก่งที่สุดวิชาไหนคุณแย่ที่สุดครูคน
คุณก็จะมีคนที่ดีที่สุดและเพราะอะไรแล้วลักษณะของครูที่ดี
เป็นหนังสืออะไรอะไรแบบนี้ เหมือนประโยคที่เขาพูดถึง
แล้วจับความว่าอันที่หนึ่งเขาพูดถึงท่านะ ขออันที่ที่ 1
พิจารณาทำ b อันที่ 2 พิจารณาทำ d จะโทษนั้นจะ พิจารณาเป็น
ใส่บางครั้ง
S: รู้สึกว่าที่สมมุติ อันนี้เขาจะให้ฟังก่อนเหรอคะฟังจาก...
I: (อธิบาย) ก่อนฟังให้เราถึงเรื่องของเราแล้วตอบคำถาม
แล้วก็ฟังเทปแล้วตอบคำถาม 1-8 จากเทป
S: อาจจะไม่ยากนะเพราะว่า choice ให้เราเลือกว่าจะฟังน่ะ
จะตอบได้ว่าเราจะเลือกซ้ายไหน
I: แล้วคิดความยาวของคำถามและคำศัพท์ที่มากไปไม่ยุ่งเลย
S: บางครั้งจะต้องคำมันก็แปลไม่ได้เลยหา
I: อันที่สามมีเพื่อนกันเลยคือเขาจะเปิดเทปให้ฟังก่อนกับเรื่อง
population ประชากรของญี่ปุ่นแล้วคุณกับเพื่อนกับคู่กันแล้ว
ก็ต้องช่วยกันจดโดยช่วยกันจดแล้วถ้าคนมาสื่อความสรรพ
ทำให้คนมาสื่อความสรรพ แล้วรวบรวมให้เป็นโน้ตชิ้นเดียวจากที่
ฟังแล้วก็เอาขึ้นเป็นตัวอย่างแล้วก็เอาไปเขียนเรื่อง population
ที่ประเทศญี่ปุ่นโดยเอาที่จะจดเป็นตัวอย่างแล้วก็เอาไป
พูดหน้าทำให้ฟังในสิ่งที่คนเขียนมาเป็นอย่างไรบ้างแบบสิทธิ์นี้
95

S: ฟังแล้วเอาข้อเขียนได้ แต่เวลาออกไปพูด เราจะเรียงประโยค
ไม่เป็นต้องฟังแล้วเอาข้อเขียนที่เราได้ยิน แต่พอเราเรียงประโยค
ใหม่คิดว่าไม่ได้ค่ะ คิดว่ายากไปนะคะ

I: ในหนังสือมีข้อข้อที่ อ. ให้ฟังแล้วเอาข้อตัดแปลงเป็นเรื่องของ
เราแล้วเอาไปพูด

S: ถ้าฟังเทปก่อนแล้วเอาไปพูดไม่มีค่ะ มีแต่จะต้องออกไปพูด
หน้าห้อง เร็วๆ นี้ค่ะ

I: อันที่ 4 นี้ เป็นเรื่องที่เกี่ยวกับรายการวิทยุเขาให้คนโทรเข้ามา
ปรึกษาปัญหารถยนต์ จะโทรมาว่าตรงนี้เสีย ช่วยด้วย หา
อะไหล่ที่ไหน ซื้ออะไหล่ที่ไหน แต่ก่อนฟังเทปครูเขาจะอ่าน
เขาจะเอาสมองของรายการ มาอ่านให้ฟังแล้วให้เรา เขา
เรียกว่า dictation คือให้เราเขียนคําที่หายไป อ. เขาจะอ่านข้อ
ข้อ 1 อ. อาจจะว่า What’s your name? แต่ตรงนี้หายไป
เราก็ต้องเติมคําว่า your, name แล้วก็ฟังเทปรายการวิทยุ
นั้นแล้วก็ให้เรา check what you hear? ให้คิดประโยคที่ได้
ยิน อย่างอันที่หนึ่ง You’re on Car Talk ได้ยินประโยคนี้
ถ้าได้ยินก็ให้คิด ถ้าไม่ได้ยินก็ถามนายที่สอง ต้องเป็นประโยคที่ตรง
ตามนี้เลย รู้สึกอย่างไรคะ

S: อันนี้คิดว่าไม่ยากเท่าไหร่เพราะเราได้ฟัง คําที่ อ. บอกมา

I: ใน 70 มียังคะ

S: ไม่มีแบบเขียนตามคําบอก ส่วนอันหลังนี้มี แต่เป็นแค่ข้อได้ยิน
คําที่ไม่ใช่ประโยค เราเป็นประโยคจะมีว่าประโยคไหนถูก
ประโยคไหนผิดค่ะ

I: คุณคิดว่าวัตถุประสงค์ของวิชาคืออะไร

S: คือปูพื้นฐานภาษาอังกฤษ คะ

I: แล้วคิดว่าเขาปูพื้นฐานได้สำเร็จมั๊ย ตามวัตถุประสงค์ ทำได้
ตามวัตถุประสงค์มั๊ย

S: คิดว่าทำให้เด็กรู้เกี่ยวกับ grammar อะไรแบบนี้ แต่ควรให้
เด็กถามก่อนนอกเวลาสอนนะคะ เพราะว่าคุณสมบัติ
อยากให้เด็กมีความคิดก่อนนอกจากจะสอนคุณสมบัติค่ะ
ด้วยการสอนแบบนี้

I: แล้วมีอะไรที่คุณอยากให้เชิญเข้าไปใน 70 มั๊ยคะ

S: อยากให้เด็กเขียนหนังสือทุกปี เพราะมันเหมือนกับเทป
แล้วจะมีเพื่อนที่ดูของรุ่นพี่มาก่อน เทินเข้าตอบได้ ถ้าถามเขา
ว่าทำไมตอบได้ เขาบอกว่าดูของพี่มาก่อนแล้ว คือถ้าทำแบบ
นี้มันก็เหมือนกับเข้าสอบคุณสมบัติอย่างเนี่ย

I: แล้วมีอะไรที่อยากจะให้ลดลงมั๊ยคะ ที่มีอยู่มากเกินไป

S: ที่อยากให้ลดลงก็ข้อสอบค่ะ (หัวเราะ) จำนวนเยอะเกินไปค่ะ
ทำให้ทน

I: คุณคิดว่าตัวเองมีความจำเป็นอะไรที่ต้องเรียนภาษาอังกฤษมั๊ยคะ

S: มีนะ คือเขาไปที่ไหนเราก็ต้องเจอกับภาษาที่ต้องมีใน
et ถ้าต้องมี เราก็ต้องรู้ภาษาอังกฤษ ไว้จะได้เข้าใจ

I: แล้วความต้องการคิดว่าตัวเองมีความต้องการเรียน ภาษาอัง
ด้านไหนเป็นพิเศษมั้ยคะ
S: อยากเรียนเขียนค่ะ เพราะเขียนไม่ค่อยเป็นไม่ค่อยได้ค่ะ
I: อ. เข้าสอนทุกวันนะคะ
S: สอนนะคะ เพราะเขียนไม่ค่อยเป็นไม่ค่อยได้ค่ะ
I: อ. เขาสอนทุกทักษะมั้ยคะ
S: สอนนะคะ เดี๋ยวก็จะมีพูดหน้าห้องเหลือค่ะ
I: แล้วคิดว่าวิชานี้จะวัดได้คุณสมบัติความต้องการ หรือค.จำเป็น
S: ครางนี้มั้ย เพราะว่าเราไม่เรียนเราก็ไม่รู้ แล้วเราจะก้าวไป
I: เขียนเป็น แล้ว 70 นั้นขาไยให้เราระดับนั้นได้มากยังแค่ไหน
S: ก็มีคอ อย่างศัพท์ที่เรามั้ยจะไปห้องสื่อเรียนได้รู้ขึ้นมา
I: หลายเรื่องการพิจารณาแต่การเขียนไม่ได้ค่ะ
S: อยากให้เขียนสิ่งที่เรามั้ย
I: แล้วคิดว่าเขียนจะช่วยให้เราบรรลุได้มากน้อยแค่ไหน
S: ไม่ได้ค่ะ
I: แล้วคิดว่าเขียนจะช่วยให้เรามั้ย
S: จมได้ค่ะ เนื่องจากหนังสือ
I: แล้วเขียนแล้วก็จะมีค่า indirect เขียนแล้วตอบแล้วก็
S: ไม่ได้ค่ะ
I: แล้วมีนักเรียนคนอื่นๆแล้วจะมี indirect เขียนแล้วตอบแล้วก็
S: ไม่ได้ค่ะ
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I: แล้วมีนักเรียนคนอื่นๆแล้วจะมี indirect เขียนแล้วตอบแล้วก็
S: ไม่ได้ค่ะ
I: แล้วมีนักเรียนคนอื่นๆแล้วจะมี indirect เขียนแล้
แล้วคิดว่าบรรลุวัตถุประสงค์ประสงค์มั๊ยคะ
คิดว่าบรรลุะคะ แต่ มอบให้เขาทำก็จริงหรือก็ได้จะได้รู้
หมด เล่นเกมส์อะไรก็ได้ net ก็ได้ แต่เห็นเพื่อนเขาทำอะไร
อย่างเดียวเลย ยกให้ บังคับไปเลยควรจะให้ทำอะไร
เพราะอะไรได้เลือกเองไม่ได้ก็จริงหรือ
บางครั้งจะได้ไม่เข้าใจก็จ่ะ คิดว่าล่าๆ บังคับบันจะบรรลุวัตถุประสงค์
ประสงค์ก็ว่านี้คะ
ก็ดูอะไรกับห้อง SALC หน่อยซิ ด้านทำงานหรือเสื้อของต่างๆ
อยากให้เพิ่ม worksheet คะ เพราะเวลาไปทำที่โรงหมดทุกที่
บางทีต้องการเป็นหลักฐานในการเอามางส่ง แต่พอหายไปก็ไม่
หมดให้เขียนในกระดาษ มันก็เห็นอีกไม่ใช่หลักฐาน แต่ก็
เล่นแต่ karaoke บางครั้งเป็นห้องแล้วไปเลย คือตอนนี้
มัน karaoke, VDO เกมส์ แล้วก็ listening มันบินกันไปหมด
หน่อย karaoke แบบ (หัวเราะ) แต่ถามไปกับคนอื่นๆ พอ
เราเองก็หันมา แล้วมันทำอะไรยังอะไรไปเลยจะสะดวกเลยจะ
แล้วหรือวิธีอะไรก็ง่า ด้านเครื่องเล่นมันไม่ได้เสียหายไปแลวก็เด้ง
อยากให้มีอะไรเพิ่มมั้ยคะ
อยากให้ singing contest ไปจัดในห้องใหญๆ ห้องไม่พอเรา
อยากเห็นก็เข้าไปได้คะ การดำรงเวลาที่ทำให้ทำได้แค่
400 คน ไม่พอ อยากให้มีมากกว่านั้น
แล้วให้ลดลงหล่ะคะมั้ย
ไม่มีนะ
แล้วเปลี่ยนแปลงอะไรแล้ว
อยากให้อยู่ใกล้กันนี้มันไม่ไกลไปคะ พอเรียนเสร็จเห็น
เวลาไม่มากนักก็เย็นนี้ยังใกล้ก็จะเข้าไปได้เป็นนึง พออยู่ไกล
ก็ต้องมีเวลาเยอะๆ ถึงจะไปเข้าได้ บางครั้งพอไปได้ก็ยิ่งค่ะ
แล้วก็ได้รับประโยชน์จากห้องนี้มากนั้นค่ะ
ก็ดีค่ะ ได้มากสนุกดีได้ฝึกฟังดูหนังวีดีโอค่ะ
พอใจมากค่ะ เพราะเข้าไปแล้วมันมีอะไรให้ทำเยอะมาก
แต่อยากให้แบ่งเป็นสัดส่วนวีดีโอ karaoke อะไรแบบนี้ค่ะ
เข้าไปกี่ครั้งแล้ว
สามครั้ง เข้าไป 2 ครั้ง ห้องสอง
เข้าไปทำทุกอย่างเลยคะ เกมส์ วีดีโอ karaoke อะไรแบบนี้ค่ะ
แล้วก็ง่ายจะได้ไปบนบน
เข้าไปก็เร็วแล้วนะ
สามครั้งคร่าห้องคอม 1 ครั้ง ห้อง 3 เข้าไป 2 ครั้งคร่า ห้องสอง
เข้าไปทำทุกอย่างเลยคะ เกมส์ วีดีโอ karaoke นะ
แล้วisionsเข้าห้องมั้ยคะ
นายอะไร มีครั้งปั้นเข้าไปครั้งแรกเลย
แล้วก็เราเต็มใจยิ่งยิ่งกว่า อาทิตย์นี้ก็จะเข้าก็ครั้ง บาง
เคยังดังคะ แต่ไม่ก็เกิดขึ้นมาแล้วมากทุกๆคราว
เมื่อกี่วันกว่าสีติพงษ์จากวีดีโอแล้วไม่สนใจพิจารณาทั้งบ่ายหรือ
ช่วงปั้นโอเคราะห์เป็นมิ้นพัฒนา บางคำที่ไม่รู้เรื่อง กัลวิวทรัพยา
ทุกช่วงเวลาทำให้เข้าใจได้ แต่ฟังเท่าบางคำไม่รู้สวัสดี เราเก
ทางร้านพุดที่อะไรคะ
แล้วชื่นไปห้องช่วงบ้านมั้ยคะ
ไม่ได้ขึ้นเลยคะ

ทำไม่ได้ขึ้นคะ

ก็ (หัวเราะ) มันอยู่ขึ้นบนชั้นเกียจขึ้นไป (หัวเราะ)

แล้วรู้มั้ยว่าเขาซื้ออะไรบ้าง

ไม่ทราบคะ

ที่ (หัวเราะ) มันอยู่ชั้นบนขี้เกียจขึ้นไป (หัวเราะ)

แล้วรู้มั๊ยว่าเขามีอะไรบ้าง

ไม่ทราบคะ

แล้วรู้มั๊ยว่าเขามีอะไรบ้าง

น่าจะเป็นฟังค่ะ

อ. ครับ

ไม่มีคะ

มี UBC ให้คุณ แล้วก็มีที่ speaking ให้เราเข้าชั้นงานมาพูดใส่

เทป แล้วส่งให้真理ตรวจ แล้วก็จะ comment คืนมาให้เรา

ตรงไหนเป็นอย่างไรบ้าง มะสันใจะ

ส่งเทปที่ไหนคะ

เขาจะก้มลงให้ใส่เทปใส่สตูป มีโจทย์มาให้คุณพูด เรื่อง

อะไรก็ได้ต่างๆ ให้เวลาคิด ลัก 1 นาทีแล้วเราก็ตั้งตนลงเทป

แล้วส่งให้ตรวจ อาจจะ 2 อาทิตย์ก็ไปเอา comment กลับมา

จะเป็นอย่างไรบ้าง

แล้วก็จะมีแบบแบบที่ครูถามมาให้คุณคิด แบบฝึกหัดให้คุณคิด

ปกติเวลาครูถามมา เราไม่ค่อยจะฟังไม่ห่วง ช่างบ้าน คุณคิด

ว่าเขายังโตต่ออะไร จะชี้แจงให้เหมือนเรามั๊ย คิดว่ามีเหตุผลอื่น

มีที่ทำอย่างยากถึงไม่ขึ้นไป

คิดว่าเขาคงไม่รู้ว่ามันมีอะไรบ้างน่าจะแบบ

ปูายใหญ่ๆ ตอนแรกหนูก็หลงเหมือนกัน ไม่รู้ว่าตรงไหนเป็น

salc เพราะเขามาเขียนว่า computer อะไรสักอย่าง

แล้ว. ได้เล่าถึงห้องนี้ให้ฟังบ้างมั๊ย

บอกว่ามันเป็นห้องเรียนรู้ด้วยตนเอง แม้จะได้ sheet

ตอนต้นเทอมค่ะ

ในความคิดของคุณแล้วต้องฟังไม่ว่าจะฟังจากวีดีโอ ฟังจาก

เพลง ฟังจากทีวี ทำให้ฟังบ่อยๆ ทำให้การฟังของเราจะ

เป็นอย่างไร

จะดีขึ้นนะคะ เพราะทำฟังเยอะ ก็จะได้เยอะนะคะ ฟัง

แล้วก็พูดตาม

ปกติคุณฟังในชีวิตประจำวันนี้คะ

ที่พักอาศัยไทยคะ แต่ไม่ได้ฟัง

โฉม หน้า sound track ฟังเพลงสากล ทีวี

สุนัข sound track แต่ยังเรา

แล้วเพลงไทยเพลงสากล

ฟังค่ะ แต่ยังไม่ได้รู้ความหมาย

แล้วครับ เพลงสากลฟังทุกวันแล้วคือแต่ไม่ได้รู้ความหมาย

แล้วครับ. ไม่มาก
## Student interview

1. **I:** In class the other day, the teacher pre-taught several pieces of vocabulary in unit 3 before you listened to the dialogue. She read the words, explained, translated, and gave examples. Why do you think she did that?

2. **S:** I think she pre-taught the vocabulary because she wanted us to understand the words so we could do the exercises, to make it easy for us to answer.

3. **I:** How did you feel about that?

4. **S:** I think it would be better if the teacher let us look up the words in the dictionary ourselves before class in stead of pre-teaching the words in class. This would help us remember the words better.

5. **I:** You did two listening activities in class the other day. Can you tell me how you feel about the activities? Why?

6. **S:** They were not so difficult, I could do both activities.

7. **I:** In unit 4, the teacher not only pre-taught several pieces of vocabulary but she also added 3 questions to the exercise. Why do you think she did that?

8. **S:** She wanted us to listen carefully for other details. Listen for details other than what’s needed for the exercise.

9. **I:** How did you feel about that?

10. **S:** I think it was a good practice. We practiced listening for details. Knowing all the details will help us understand the whole listening.

11. **I:** Can you tell me how you feel about the two listening activities you did in unit 4?

12. **S:** We have to look at the pictures and listen carefully for the things we see in the pictures, like this man’s wearing glasses and we’ll know the answer when we hear the words, “wear glasses”.

13. **I:** How about the level of difficulty?

14. **S:** It’s not so difficult because from the pictures we’ll know what words to listen for, for example, wavy hair, moustache, etc.

15. **I:** Is there anything you’d like to comment about the teaching of listening in class?

16. **S:** It’s okay and the teacher was not so strict or stern.

17. **I:** Are there any changes you’d like to see in the way the teacher teaches listening?

18. **S:** I don’t think so. I’m satisfied.

19. **I:** In your opinion, what do you think are the goals of listening in the English I course?

20. **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 see whether we can recognize those words. It’s not a full comprehension. We don’t understand everything, every sentences on the tape.

47 I: Do you think listening in the course is meeting these goals? How/Why (not)?

49 S: In this course, I think it’s meeting the goals because most of us 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 English I textbook help achieve the listening goals you have in the English I course?

54 S: Yes, very much. I think the exercises in the textbook support the 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 you to take a look and please say something about them. In listening practice 1, Ellen will be talking about her birthday party and showing some pictures from the party. You have to listen and number the pictures and answer questions. In practice 2, two people have decided to go out after work. They’ll be talking about what to do. You have to write down their opinions about Chinese food, hamburgers, etc. In practice 3, you have to listen to two people talking and answer these questions. The next one, mum and dad are in a department store buying gifts for their children. Listen and write down the size they wanted, the size available, the color wanted, etc. Please take a look at them.

69 S: I think I can do some of them. Some of them look too difficult 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 they seem a lot easier than the ones without pictures.

74 I: Here are 4 more examples of the listening activities I got from 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 and comment on how you feel. The first example is about Yoga exercises. In the pre-listening task, you have to read this paragraph and fit in the words given into the gaps. In the listening task, before you listen to the tape you have to do some guessing. You have to match the drawings with the names of the exercises and write the letters down in the column. Then while you listen, write down the actual order and write down the time recommended for each exercise in the third column. How do you feel about this listening practice?

87 S: The pre-listening task is difficult and I don’t think we have this kind of task in Eng I at all. The listening task looks okay. I think
I can do it. I can do the guessing and the matching. There are this kind of matching listening exercises in Eng I.

<table>
<thead>
<tr>
<th>I:</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S:</td>
<td>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.</td>
</tr>
<tr>
<td>I:</td>
<td>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?</td>
</tr>
<tr>
<td>S:</td>
<td>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.</td>
</tr>
<tr>
<td>I:</td>
<td>Do you have to do something similar to this exercise in class?</td>
</tr>
<tr>
<td>S:</td>
<td>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.</td>
</tr>
<tr>
<td>I:</td>
<td>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?</td>
</tr>
<tr>
<td>S:</td>
<td>I think they’re not so difficult.</td>
</tr>
<tr>
<td>I:</td>
<td>Do you do something like these ones in class?</td>
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<tr>
<td>S:</td>
<td>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.</td>
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<tr>
<td>I:</td>
<td>In your view, what are the aims/objectives of the Eng I course?</td>
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<td>135</td>
<td>S:</td>
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<td>I:</td>
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<td>179</td>
<td>S:</td>
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<td>180</td>
<td>I:</td>
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</tbody>
</table>
S: I'll learn new vocabulary, how to write grammatical sentences, and how to organise my essay.

I: (Show the course outline) How do you feel about the way you are assessed? Why?

S: I think it’s good because we are assessed in many skills: listening, speaking, reading, and writing.

I: In what ways do you think the assessment procedure could be altered? Why? Would it work better?

S: I’d like to cut out the seen items and keep only the unseen ones.

I: Why? Would it work better?

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.

I: You practiced listening in class but you’re not going to be tested in the final exam. How do you feel about that?

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.

I: In your view, what are the aims/objectives of the SALC?

S: To enable students to be responsible for their own learning, their independent learning of English. Students can work on anything they like.

I: Do you think the SALC is meeting these objectives? How/Why (not)?

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.

I: Why is that?

S: When we’re told to do things, we won’t be lazy and in this way the objectives would be met.

I: Can you say something about how the SALC operates?

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.

I: What kinds of activities would you like to do more of in the SALC? Why?

S: I’d like a bigger room for the singing contest. The room was too
small; I wanted to join but just couldn’t get in. There were only 400 worksheets to give out and that was not enough for everyone. I’d like more.

I: What kinds of activities would you like to do less of? Why?
S: Nothing.

I: Are there any other changes you’d like to see in the SALC? Why?
S: The SALC is too far and it takes time to get there to do some work. When we have just a short break between classes, we can go to SALC because it’s too far. If it’s closer, we can go there between classes to work on some thing. Sometimes they’re already closed when I get there.

I: To what extent do you feel you benefit from the SALC? Why?
S: A lot. It was fun practising listening and watching videos.

I: To what extent do you feel you are satisfied with the SALC? Why?
S: I’m very satisfied because there are lots of things I can do in SALC. But I really like to see karaoke in a separate room not in the same room with other activities so the noise would not disturb others.

I: What do you usually do in SALC?
S: I usually surf the net, play games, watch videos, and do some karaoke.

I: You said you like to watch videos. Why do you like to watch videos?
S: I think I can practice my listening through watching videos and it’s entertaining.

I: Do you like to practice your listening through tapes? Why (not)?
S: No, I prefer videos because they show pictures and these pictures help me to understand more. Listening to tapes is more difficult because when you don’t know the words, you’re lost.

I: Have you visited SALC 4?
S: No, not yet.

I: Can you tell me why?
S: Because (laugh) it’s upstairs and I was too lazy to go up there (laugh).

I: Can you say something about why some students don’t like to visit SALC 4?
S: I think they might not know that SALC 4 is upstairs. The SALC needs a big sign. On my first visit, I was lost. I didn’t know where SALC was. What I saw was only a sign written something like, ‘The Computer Centre’.

I: To what extent do you think students can improve their listening skills through the use of SALC? Why?
S: I think it depends on how much we practice. The more you
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<tr>
<td><strong>274</strong></td>
<td>practice, the more you can improve.</td>
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<tr>
<td><strong>275</strong></td>
<td>I: Do you practice or do any listening outside of SALC?</td>
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<tr>
<td><strong>276</strong></td>
<td>S: No, not really because I listening is mostly in Thai. I watch sound track movies but I read the Thai subtitle.</td>
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<td><strong>277</strong></td>
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<tr>
<td><strong>278</strong></td>
<td>I: What about songs and television programmes?</td>
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<tr>
<td><strong>279</strong></td>
<td>S: I listen to English songs but I really don’t understand the lyrics and I rarely watch English television programmes.</td>
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<td><strong>280</strong></td>
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<tr>
<td><strong>281</strong></td>
<td>I: Thank you.</td>
</tr>
</tbody>
</table>
I: ในความคิดของฉัน อาจารย์คิดว่า goal ของ listening 70 คืออะไรคะ goal หรือ focus ของ listening
D: ต้องไปอ่าน description ของเขาก่อนนะ ว่า course description ว่าไหนฟัง หนึ่ง ระดับไหน และฟังอะไร และ ระดับ 70 71 72 ระดับการฟังไม่เหมือนกัน 70 เป็นเด็กอ่อน เบื้องต้นจะถึงจะเข้าใจฟังได้ แต่ฟัง keyword แต่ละคำ อาจจะฟังได้ที่ผม 71 ที่จะมีบางคำที่ถ้าฟังไม่เข้าใจ อาจไม่เข้าใจ ที่นี่เป็นฟังในเนื่องเฉพาะระดับ ว่าต้องเป็นระดับสำหรับเนื้อหา keyword และ ก็จะฟังถึงคือฟังที่มัน relate กับหนังสือ สิ่งที่จะนำมาเขาสู่บทเรียนหรือว่าเกี่ยวข้องกับบทเรียนเพื่อกระตุ้น schema ของเด็ก พอคิด discuss นี้กับหนังสือ หรือคำถามหรือเขียนประโยค ก็จะทำให้เขาเส้นถี่กันเลยขาเข้าสู่ ณ ระดับนี้
I: เป็นความเข้าใจในระดับต้น
D: ระดับต้น
I: เน้น keyword
D: เน้น keyword
I: แต่ถ้าเป็นความเข้าใจเนื้อเรื่อง
D: เน้น listening ไม่เน้น explicitly stated เท่านั้น
I: แต่ยังไม่สิ้นสุดฟังแล้วเอาไปเป็น acquisition ด้วย
D: ไม่ ยังไม่ถึงระดับนั้น
I: แล้วถ้าในระดับที่นี้ที่มันบรรลุคุณสมบัติ
D: เท่าที่เคยเข้าไปสอนเหมือนกันจะครับ เท่าที่สอน ถ้าไม่ได้ทุ่มมากไม่ได้ทุ่มเรื่อง listening มาฝึก เพราะแค่เป็นทางผ่าน เป็น stepping stone ไปยัง skill ถ้าอย่างเช่นเป็น reading, grammar writing ก็จะมีน้อย จะนัก listening เป็น แต่ skill หนึ่งที่ไม่พูดสูบหนังสือ ยังไม่ถึงกันนักให้น่าไปใช้ได้มาก
I: แล้วมันตรงกับที่ที่อาจารย์เคยเข้าไปสอน แล้ว ผู้สอนจะเน้น listening เป็น reading, grammar writing ไม่ได้เน้น listening เท่านั้น
D: ดูแล้วไม่เท่าที่จะให้ reading มากกว่าที่แต่ละ skill มีความทำเทียมกัน
I: ดูแล้วไม่เท่าที่จะให้ reading มากกว่า listening เท่านั้น
D: ดูแล้วคุณจะไม่ให้ใช้ listening มากเกินไป
I: แล้วจะให้เขาฟัง keyword ให้ฟัง feature
D: แล้วจะให้เข้า keyword ให้ฟัง function
I: แล้วจะให้เข้า keyword ให้ฟัง function ต่างๆ สามารถน่า key
มาได้มาใช้แต่งประโยคได้หรือมาตอบคำถามได้

อ่านให้ใกล้เคียงกับเทป ต่อไปเราจะพูดตามคำถามๆๆคำถาม

มาช่วย listening อีกทอดหนึ่งเพราะในนี้ สิ่งที่มันจะมี

unit หนึ่ง เราจะเริ่มจากการเข้าสู่การอ่าน เพราะเมื่อเรา

went เรียน เนี่ยเราพยายามที่จะทำให้เป็น reading listening เนี่ยเราพยายามที่จะทำให้เป็น

ก่อนเรียนเรื่องนี้ ให้คำศัพท์กับ keyword ที่เข้าได้ต่อไปเรา

ต้องเริ่มเป็น speaking จริงๆ เพราะเราคือเราเตรียมให้เขา

ใช้ keyword เข้าใจถึงที่ез้านอน ต่อไปเข้ากับเข้าใจสิ่งที่

เราอยากให้เขาทราบ คือเขาจะต้องเข้าใจในนั้นก่อนให้มีทั้ง?

ฉะนั้นเราจะเริ่มจากเราเข้าถึงสิ่งที่เขาอ่าน ต่อไปเข้าก็เข้าใจ

keyword เข้าใจสิ่งที่เขาพูด คือเขาจะต้องเข้าใจในนั้นก่อน

ถึงจะเริ่มเป็น speaking จริงๆ เพราะเขา คือเราเตรียมให้เขา

เข้าใจ keyword เข้าใจสิ่งที่เขาพูด คือเขาจะต้องเข้าใจ

เค้าถึงจะเริ่มเป็น speaking จริงๆ เพราะเขา คือเราเตรียมให้เขา

เข้าใจ keyword เข้าใจสิ่งที่เขาพูด คือเขาจะต้องเข้าใจ

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เข้าใจ keyword เข้าใจสิ่งที่เขาพูด คือเขาจะต้องเข้าใจ

ถึงจะเริ่มเป็น speaking จริงๆ เพราะเขา คือเราเตรียมให้เขา

เข้าใจ keyword เข้าใจสิ่งที่เขาพูด คือเขาจะต้องเข้าใจ

ถึงจะเริ่มเป็น speaking จริงๆ เพราะเขา คือเราเตรียมให้เขา

เข้าใจ keyword เข้าใจสิ่งที่เขาพูด คือเขาจะต้องเข้าใจ
ผู้สอนเอาคำศัพท์ที่อยู่ใน choice มาแปลเป็นไทยให้ฟัง ย่อมต่อย้างให้ฟัง เปรียบเทียบให้ฟังหรือ เอาตัวอย่างมาให้ดู จำเป็นส่งเสริมที่จะสอน

D: ถ้าก็ คือพบดอกตัวอย่างเพราะมาพูดให้เข้าใจมั๊ยก็จะได้ทันที อย่างว่องไว มันก็ดีทั้งสองอย่าง แต่การนี้ไม่เคยไป ถึงต้องนั่นลึก เราพูดผิดเมื่อ ชื่องเติกล่ามกับ associates ควบ

knowledge ด้วยหรือที่เคยเรียนมาไปซึ่งอันนั้นนั้น มันจะมีดีเด่นไปยังมันเกิด thinking มากกว่าการสอนของหลักนั้น มาพูดคุยกันได้ระดับหนึ่ง แต่การนี้ไปเพิ่มได้น้อย พอเด็กเชียว พอพิจิก ๆ ได้เลยนั้นยังเกินไป (หัวเราะ)

I: คือให้ guide มาเก็บไปหรือคะ

D: ถ้า guide มาเก็บไป เพราะว่ามันจะไม่ตรงกับที่เราเรียนมาในยุคนี้ กายการสอนภาษามันไม่ใช่ skill แบบไม่อาศัย thinking มันต้องมีการส่งเสริมให้ promote thinking ด้วยเราไม่อยากให้คนวางเรายิ่งเรียนภาษา  Skill skill มันก็ไม่ใช่ skill

อย่างเดียวกับมั่นคงมี thinking กลับ แล้วต้องใช้ psycholinguistics guessing game ต้องคิดเป็นต้องมี background ความรู้ทางภาษา ทางคำศัพท์ทางอะไร ต้องคิดได้ถึงจะใช้ คานนิ่งถูกต้อง ใช้ preposition ตัวนี้กับ verb ตัวนี้ได้ มันจะต้องใช้ psycholinguistics guessing game ใบต่าง เอาที่มาเป็นลักษณะนั้น ๆ นอกจากกระกรรมเสริมกลอนนี้ที่จะให้ฟัง เทปเช่น อาจจะให้มี dictation

I: คือให้ guide มาเก็บไปหรือคะ

D: ใช่ guide มาเก็บไป เพราะว่ามันจะไม่ตรงกับที่เราเรียนมาในยุคหลังๆ ว่าการสอนภาษามันไม่ใช่ skill แบบไม่อาศัย think แล้วต้องมีการส่งเสริมให้ promote thinking ด้วยเราไม่อยากให้คนมาว่าเราว่าเรียนภาษา สkill skill มันก็ไม่ใช่ skill

อย่างเดียวกับมั่นคงมี thinking กลับ แล้วต้องใช้ psycholinguistics guessing game ต้องคิดเป็นต้องมี background ความรู้ทางภาษา ทางคำศัพท์ทางอะไร ต้องคิดได้ถึงจะใช้ คานนิ่งถูกต้อง ใช้ preposition ตัวนี้กับ verb ตัวนี้ได้ มันจะต้องใช้ psycholinguistics guessing game ใบต่าง เอาที่มาเป็นลักษณะนั้น ๆ นอกจากกระกรรมเสริมกลอนนี้ที่จะให้ฟัง เทปเช่น อาจจะให้มี dictation

D: dictation

I: คือให้ guide มาเก็บไปหรือคะ

D: ใช่ guide มาเก็บไป เพราะว่ามันจะไม่ตรงกับที่เราเรียนมาในยุคหลังๆ ว่าการสอนภาษามันไม่ใช่ skill แบบไม่อาศัย thinking แล้วต้องมีการส่งเสริมให้ promote thinking ด้วยเราไม่อยากให้คนมาว่าเราว่าเรียนภาษา สkill skill มันก็ไม่ใช่ skill

อย่างเดียวกับมั่นคงมี thinking กลับ แล้วต้องใช้ psycholinguistics guessing game ต้องคิดเป็นต้องมี background ความรู้ทางภาษา ทางคำศัพท์ทางอะไร ต้องคิดได้ถึงจะใช้ คานนิ่งถูกต้อง ใช้ preposition ตัวนี้กับ verb ตัวนี้ได้ มันจะต้องใช้ psycholinguistics guessing game ใบต่าง เอาที่มาเป็นลักษณะนั้น ๆ นอกจากกระกรรมเสริมกลอนนี้ที่จะให้ฟัง เทปเช่น อาจจะให้มี dictation
แบบฝึกหัดในลักษณะนี้ อันนี้เป็นบทที่สามนะคะ บทที่สี่จะให้ฟังบทสนทนาแล้วให้ match ว่าอันที่หนึ่งพูดถึงใครแล้วก็อันที่สองมาฟังอีกรอบ ให้เขียน relationship ว่าอันแรกพูดถึงพี่อันที่สองพูดถึงพ่อ อะไรแบบนี้ค่ะ แล้วก็ให้มาเขียน description ของคนลงไป ลักษณะแบบฝึกหัดแบบในสองบทที่เห็นเนี่ยคะ คิดว่ามันสอดคล้องกับวัตถุประสงค์ของ listing ในบทว่านี้ได้มากน้อยแค่ไหนคะ

D: อันนี้เป็น comprehension ค่อนข้างระดับสูง อันนี้จะสูงถ้าเทียบกับเมื่อกี้นะครับที่ให้ติก keyword ที่ได้ยินอันนั้นมันระดับ basic พิงออกแค่ไม่จำเป็นต้องรู้เรื่อง อันนี้ต้องฟังออกและรู้เรื่อง และสามารถ recall มันมี recall, retention มากเกี่ยวข้องด้วย อันนี้จะยากหน่อย ยากแต่ว่าเด็กก็จะ active เพราะทั้งต้องฟังออกและรู้เรื่อง และมันมี recall, retention มันเกี่ยวข้องด้วย อันนี้จะยากหน่อย ยากแต่ว่าเด็กก็จะ active เพราะทั้งต้องฟังออกและรู้เรื่อง และมันมี recall ที่เข้าใจอยู่อย่างไรให้เข้าใจ ฉะนั้นเอาไปอยู่ข้างหลังดีแล้วอย่ามาอยู่ข้างหน้า ข้างหน้าเอาแค่ keyword ก่อน แบบนี้ใช้ recall ใหน้อยมากหน่อย

I: แต่มันก็ไม่ยากเกินไปสําหรับ 70 ใช่มั๊ยคะ

D: ก็ไม่ยากเกินไปถ้าอยู่หลัง ไม่ยากเกินไปเพราะเด็กจะต้องหูกับข้อเขียนคำถาม แล้วต้องเข้าใจประโยคที่พูด เพราะว่าประโยคที่เขาพูดก็จะบอกคนนั้นพูดอะไร หมายถึงอะไรนะที่พูดหน่ะมันไม่ใช่เข้าใจ keyword อย่างเดียวมันเขาจึงทำมันกลับกลายเป็น comprehension

I: แล้วมันเกินไปถ้า วัตถุประสงค์ ของ 70 มีเครื่องเวลาถ้าจะให้ฟังแเคร keyword หรือว่า จำใจความจะยากๆ

D: กินใน 70 มันแค่เพียงให้จับใจความง่ายๆ แต่ยังมันก็ยังไม่ได้ใน content มันเป็นอย่างไรเร้ามันแต่บอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้วให้คนที่นั้น 3 คน 4 คนอย่างน้อยให้ detalle ที่เขาสื่อสาร ภาษาที่นี้น่าจะถามว่า ใคร wear glasses ก็มี black hair ให้เลือก choice นี้เป็นอย่างดีว่ามันต้องบอกมาถูกมากจะให้เด็กไปเคลียละเอียดยิ่งยิ่งไปเลยแล้
ช่วยให้วัตถุประสงค์ของ 70 เกียวกับ listening มันบรรลุ

วัตถุประสงค์คือมี

178 D: ในนั้นเรามี material หลากหลายมากมาย แต่เราไม่แน่ใจ
ว่าตอนที่เด็กไปเลือกฟังเนี่ยเรามาได้รับการแนะนำจาก ที่คุณ
ห้องหรือเปล่า 70 คุณจะฟังยังไง แต่ได้ยินว่ามีติกกิ่ง
แล้วใช่มั๊ย 70 ให้ฟังอันนี้ มีหรือไม่มีไม่แน่ใจนะ

182 คือในความคิดของครูคืออาจจะให้ group material ออกมา
เป็นระดับ 70 นะ เหมือนที่เราเรียน SRA ใช้มันที่มี 4 ออกนะ
ว่า 70 ม้วนแรกที่ควรฟังน่าจะสั้นฟังม้วนนี้ก่อนนะ ลำดับแรก
ม้วนถัดไปคุณจะฟังม้วนไหนได้ ฉะนั้นม้วนก่อนมันจะเรียง
ลำดับความง่าย ไปสู่ยาก จะนี้ material ของเรานั้นสำคัญ
เนื่องที่คุยกับ นาอ อะไร เนื่องด้วยเราจะมามาประชุม SALC
กับโรงเรียนเลย เพราะเห็นว่านี้ คุณมามาจานเราและ เหมือนกัน
เราไปดูตนอีกนี้ยังดีหน่อยนี้ ใคร ๆ มากูเรา ร้านไหนก็ไม่รู้จะมี
โรงเรียน สูนีคิดนะ 200 กว่าคน มาดู เราจะทดสอบเราไป
ช่วยรับแจก เราต้องมา group material ของเราไม่ฟังเป็น
หมวดหมู่ตามระดับ หรือลองทุนให้ประสบสิ่งปี หัวมากิน
เป็นไปตามระดับวันนี้คือจะให้ใช้ manual ของเด็กให้ไปอ่าน
ว่าสิ่งเหล่านี้ตรงไปใน แต่จะมีระดับ จัดอยู่เป็นกลุ่ม แต่จะจัด
ใน SRA นั้นก็ยังจะไปถูกกับเป็นเลยนะ เราถ้า 3,4,5
ถ้าเราอ่านเราทำ ๆ ๆ อยากให้ อ. ไป ทำ ๆ ๆ แล้วกิน
อนาคตพอทำได้ไปมีกิ่งส่วนที่ต้องทำ ออกมาเย็นเป็นเล่ม
แล้วก็แก้ไขนิดหน่อย แล้วก็ส่งของเป็น ตารางคือรายจัดเต็ม
ใส่ด้วยอันที่หนึ่ง เราไปให้เด็กฟัง ผลลัพธ์ปานมากับเรียนรู้
เป็นนาทีเรียน ให้เร็วอย่าง ๆ edit ดี ๆ เราไปขายให้โรงเรียนต่าง
dังที่ประเทศไทย ก็จะจัดสมนาคูเร็ว ๆ นี้ สิ่งมามาเรียนการสอน
แล้วก็จะต้องโอกาสพุ่งเสร็จสิ้นนี้ เริ่มจากการปรับปรุง SRA
ของเราว่าเราจะต้องไม่ทำ ทำแล้วก็จบ คือจะแล้วมันจะมี
reward กลับมาทางเราเองที่สุดเรารักที่ทำเป็น commercial
ได้คิดเป็นด้วยเริ่มจาก scratch ก่อน

186 เราไปดูตนอีกนี้ยังดีหน่อยนี้ ใคร ๆ มากูเรา ร้านไหนก็ไม่รู้จะมี

190 โรงเรียน สูนีคิดนะ 200 กว่าคน มาดู เราจะทดสอบเราไป

191 ช่วยรับแจก เราต้องมา group material ของเราไม่ฟังเป็น

192 หมวดหมู่ตามระดับ หรือลองทุนให้ประสบสิ่งปี หัวมากิน

193 เป็นไปตามระดับวันนี้คือจะให้ใช้ manual ของเด็กให้ไปอ่าน

194 ว่าสิ่งเหล่านี้ตรงไปใน แต่จะมีระดับ จัดอยู่เป็นกลุ่ม แต่จะจัด

195 ใน SRA นั้นก็ยังจะไปถูกกับเป็นเลยนะ เราถ้า 3,4,5

196 ถ้าเราอ่านเราทำ ๆ ๆ อยากให้ อ. ไป ทำ ๆ ๆ แล้วกิน

197 อนาคตพอทำได้ไปมีกิ่งส่วนที่ต้องทำ ออกมาเย็นเป็นเล่ม

198 แล้วก็แก้ไขนิดหน่อย แล้วก็ส่งของเป็น ตารางคือรายจัดเต็ม

199 ใส่ด้วยอันที่หนึ่ง เราไปให้เด็กฟัง ผลลัพธ์ปานมากับเรียนรู้

200 เป็นนาทีเรียน ให้เร็วอย่าง ๆ edit ดี ๆ เราไปขายให้โรงเรียนต่าง
dังที่ประเทศไทย ก็จะจัดสมนาคูเร็ว ๆ นี้ สิ่งมามาเรียนการสอน

201 แล้วก็จะต้องโอกาสพุ่งเสร็จสิ้นนี้ เริ่มจากการปรับปรุง SRA

202 ของเราว่าเราจะต้องไม่ทำ ทำแล้วก็จบ คือจะแล้วมันจะมี

203 reward กลับมาทางเราเองที่สุดเรารักที่ทำเป็น commercial

204 ได้คิดเป็นด้วยเริ่มจาก scratch ก่อน

I: แต่ในขณะนี้ ถ้าเป็น commercial แล้วว่าใช้โดยนักศึกษา

205 ต้องไปสอนของเรา อ. คิดว่าอย่างไรล่ะ

206 D: มันก็ไม่ช่วยมากมาย เพราะเราถ้าจะไม่แบ่งว่ามันเหมาะกับ

208 ระดับขั้นชั้นนี้ เราต้องไป label เขาก่อน

209 I: ที่อ.บอกว่า pre-listening ในใจอ. คิดว่าควรจะเป็นเรื่องที่

210 เกี่ยวกับการที่จะฟังเพลง เพื่อ background knowledge

211 ให้เด็กอ่านแบบนี้นะเขา ถ้าเป็นลักษณะ ใบหนังสือที่เขามี

213 เป็น warm-up มาให้มันพวกเราจะฟังเรื่องเกี่ยวกับบทเรียนนี้

214 โดยผู้สอนจะคุณภาพคำานวณเกี่ยวกับภาพว่าพุ่งเกิดขึ้นที่ไหน

215 มิอาจอะไรทำให้ได้บ้างไม่ได้บ้างให้เด็กคิดดูว่าใช้เพิ่มเติมสิ่งที่

216 ทำให้ได้บ้าง อ. คิดว่า แต่นั่นพอจะนะ เพื่อมาเป็น pre-listening

217 เนื่องกว่าตรงใจ อ. มีแค่เรื่อง pre-listening

218 D: เราที่เคยสอนอันนี้มันจะตรงใช้เข้าไปเลย อันนี้พอแล้วละ

219 เสียจริงนี้ แต่ว่ามันอาจจะมีบาง เราต้องมีกิ่งนักศึกษา
เรารู้ว่าไม่ทุกคนที่เคยขึ้นเครื่องบินนะ บางคนก็ไม่รู้ว่าทำอะไรไม่ได้ ทำไม่ถูกสับสนหรือไม่ได้ บางคนบางคนยังไม่เคยประสบการณ์ขึ้นเครื่องบินมากก็จะทำ

ไม่กล้ากับข้าว และก็มีบางคนเคย เพราะฉะนั้น ต้อง elaborate ตรงนี้ ว่าทำไมติดแต่ทำไมไม่ได้เพราะอะไร

อธิบายเขา

I: อันนี้เกี่ยวกับ family ก็เหมือนกันจะมีคำถามให้

แล้วถามว่า คนใน family คุณมีกี่คน แล้วลองลึกซึ้งคุณอยู่

กว่าใครบ้างก็ให้ตึก ที่เป็นภาษาจะต้อง description ของ

คนเหล่านี้มาสอน ให้เลือกลักษณะหนึ่งคนอาจจะเลือกพอ

มากแล้วให้อะไร มาดูว่า description คำไหนที่มาจาก

ลักษณะของกลอ แล้วก็ให้คิดค้นๆ เพิ่มเติม ที่จะสามารถ

ฉลุยรายบางกลอ อันนี้คิดออกในใจ ตรงใจมั้ย

D: อันนี้เยี่ยมเลยอันนี้บทนี้ ประทับใจ เพราะว่ามันเป็น unity

ในแต่ละบททำเนีย เสนอคำให้กับจะมองออกมาหรือ

ควรเปลี่ยนแปลง ควรจะให้รายละเอียดในแบบนี้

ควร เลือกจะเริ่มจากตัวเองสามารถตั้งจากตัวเองเข้ามาใน

บท เริ่มได้และเก็บเรื่องตรงนี้บาง และก็มีอะไรต้องเป็นอย่าง

ว่า ถ้าจะเริ่มคนกับคนตัวแรกได้ อันนี้ ดี เพราะว่า

อะไร จะหลัง อันนี้บทนี้เป็นเรื่อง ...ที่จริงจะเขียนเรื่อง title ของ

บทนะ แต่เราไม่รู้ว่าบทเรียนเขาเป็น topic base หรือ

functional base นี่ ถ้าเขาเป็น topic base จะรู้ว่าบทนี้

เกี่ยวกับอะไรจะต้องชี้นำ ถ้าเป็น functional base บทนี้เป็น

อะไร giving information, asking information ถ้าไม่เราก็

t้อง เพราะว่าข้อบททั้งหมดเป็นตัวกึ่งทิศทาง ทำให้เกิดการเรียน

อย่างมีจุดมุ่งหมายมากขึ้น อันนี้ อันนี้ได้ บทนี้ต้องสามารถ

เอาคำนี้มาใช้ให้ลึกซึ้งกับที่พิจารณา จึงก็จะขั้นอย่างนั้น เริ่มเข้า

ดูยากแต่ก็เราขออันนี้ก่อน ถ้าจะทำให้ง่ายลง

I: แล้วรถ คิดว่าเด็กเขารู้สึกอย่างไร กับการที่เรามี warm-up

แบบนี้ในแต่ละบทที่ใช้กันไป ถ้าแม่อย่าไม่ได้เสริมอะไร

มาให้อีก ผู้สอนอาจจะใช้แต่ warm-up ตรงนี้แล้วเริ่มฟังเทปเลย

D: ควรเวลาเด็กก็น่าจะมีความรู้มากขึ้น มันใจมากขึ้น เริ่มมีความ

ภูมิใจมากขึ้น

I: ถึงแม้ว่าไม่มี pre-listening อันนี้มาให้ มันแต่เนื้อ คิดว่าพอมีคุณ

D: คิดว่าพอแล้วต้องบอก จุดมุ่งหมายก่อน ว่าฟังอะไร กำหนดให้

ฟังต่อจะบอกว่าฟังอะไรแล้วแบบ เหมือนเราให้อ่านหนัง จะทำให้

จำนวนอะไร จะเขียนนู่เขียนอะไร มันต้องมีจุดมุ่งหมายหมด

I: อันนี้แล้วเป็นเหมือนคำสั่ง

D: ให้คำสั่งนั้น ๆ มันต้องบอกจุดมุ่งหมายของการฟัง

I: รัฐประจำสังเคราะห์ของวิชา 70 คืออะไรค่ะ

D: ก็เป็นการบทบาทความรู้ทั่วไป ที่เด็กนักศึกษาได้เรียนมา

นั่นหมายถึงนักศึกษากลุ่มนี้เป็นนักศึกษาที่รับบทบาท

นั้น ไม่ได้สูญลุกลามอาจจะมีสภาพทางนักประการ เพราะฉะนั้น

เราก็เลยพบเห็น เพื่อเป็นพื้นฐานเขา คือบางคนมันยังไม่รู้จัก
แปลว่าอะไรนะ ให้เติม
adj
คําแบบไหนที่จะเป็น
dependents
มาถามแบบนี้เลยหล่ะ ฉะนั้นเราต้องบอกทุกคําเลย
good
เนี่ยเป็น
dependents
คําไหนอีกครับ จะให้เราบอกทุกคําเลยว่าคําไหน
จะเป็นได้บาง (หัวเราะ) มีคืนเขียน beautiful แล้วเติม -ed หน่ะ

She’s beautiful เขาเอาไปเป็น verb เขาไม่เข้าใจหน่ะ เขา
อาจจะแปลเป็นไทยคือ เด็กมันไม่รู้ว่า dependents คืออะไร มันเป็น
remedial ก็คือ ระดับมันไม่ได้มาตรฐาน เด็กนั้นเก้าก้านเรียน

ว่า brush-up ของเดิม ที่เด็กมันเรียนไปอาจจะพ้นหลากรอบ

缥วนมากมายหนึ่ง ๆ ๆ แต่ก็ไม่ได้ขึ้นบารมี

แสดงไปบรรลุความประสงค์

D: ไม่บรรลุเพราะว่าถ้าเรานับจำนวนคนเนี่ย 400 คน 500 คน มี

ใครได้ A ก็คน คนกลุมนี้เวลาขึ้นไป 71 72 จำนวน A มันไม่

มีทางเป็นไปได้เลย เลย เด็กของมันได้ C+ หละ ต้องไม่มีทาง
dependents
dependents
คือจาก 70 พ้อยกัน 71 72 ได้ A มันไม่มีทาง พอ

ขึ้นมาเป็น C+ อย่างก็เป็น B แต่ถึงจะหลายแสนจะระดับหนึ่ง

พอขึ้น 200,300 ปีไปอยู่ข้างล่าง เพราะไปเรียนรวมกับเด็ก

71 72 เด็ก exempt พ่อเข้าไปเรียนวิชาขาดแคลน โหยอยู่ข้าง

สำรวจหนังเรื่องให้ ไม่เรอด

I: แล้วละ คิตต้ามันเป็นเพราะอะไรคะ

D: ก็พื้นฐานเรื่อง หน้าอาจจะสามารถจากโรงเรียนเดิม อ. สอน

อย่างไงก็ไม่สามารถ แล้วก็ attitude ของเด็กก็จะอย่าง

เพราะอาจารย์ เดิมลงจะไม่ได้กระตุ้นให้เด็กมี attitude ที่ดีด้วย

ภาษา ถ้ากระตุ้นเด็กแล้วเด็ก เด็กชอบครูก็ตั้งใจสอน อย่างนี้

ต้องเด็กหลากรดนที่ก็ง่าย ไม่ได้เป็นเด็กที่มาจากกรุงเทพฯ เด็ก

ทรงเทศบางคนเขาโรงเรียนสระคดีตันคริสต์เนื้อ คณิตศาสตร์เด็ก

เก่งมากนะ เข้ายังเราได้หมด บัญชี วิศวะ ได้หมด ภาษา.

ก็อื่น ถ้าเทียบกับศิลปินพิราบ ภาษา. จะง่าย แต่เดิม มี

เก่งมันขึ้นกับโรงเรียนด้วย โรงเรียนที่ว่าโรงเรียนนี้มี อ. ภาษา

เป็นประเทศไหน ใจไม่ใช่ active มีอยู่ไม่เกินกึ่งสองแบบ

ให้ล่าช้าสิ่ง แล้วเวลาละเอียด เสาร์ อาทิตย์สอนพิเศษ

แล้วเด็กติดพิเศษก็บังคับให้ ให้มันจบ ๆ ๆ ไปคือไม่มีอะไรใหม่ที่จะทำ

สำเร็จอาจจะเป็นมั๊กแต่หัวหน้าภาค เลยก็ว่าได้ หัวหน้าภาค

ภาษาต่างประเทศ อาจไม่ได้เป็นคนที่เอาใจกลางมาก ไม่

กระตุ้นให้อะ. ต้อง้ ทำการเรียนการสอนให้มันสนุก กราดคุณให้

เด็กชอบภาษา เด็กก็เลยเกลียด พอมาเรียนกับเรา สมัยเรียน

เขาก็ติดใจแล้วมันก็ไม่รู้อยู่แล้ว พอมาเรียนกับเรา

คนที่สอบเข้ามามันก็ไม่ได้สอบเข้ามาได้เพราะหลายครั้ง

สอบไปปั้นขับลากอย่างเข้ามันจะไม่ได้ใช้ภาษาอังกฤษ

ในกลุ่มอยู่แล้ว ฉันนั่นเวลาเราตัด mean เท่าที่เราจะได้

มันมีตักไม่ถึง mean ของภาษาไทยเลย แก่ได้มัน มันต้องไป

แล้วที่โรงเรียนเลย เราสนับสนุนทางสติหนายกที่เข้าต้องมา

เรา (หัวเราะ) ซึ่งเขาสมควรกิจเสียเลยจะได้ 6 ปีแล้ว

มั่น ลาเรียนตั้งแต่ ม. 1 - ม. 6 สมควรว่าง 6 ปีแล้ว ให้เราแก่กัน

หนึ่งเห็นหรือสอนมันไม่มีทาง
I: แล้ววิธีอะไร อ.คิดว่าอยากจะเปลี่ยนแปลงเกี่ยวกับ 70 มีมั๊ยคะ
D: 70 ป็นนี่ สาเหตุคือ ทำไมถึงมี low motivation ใช่เหรอ
I: เด็กที่ตั้งแต่เด็กแล้วมันไม่มีเกณฑ์ เหมือน 05 06 ถ้าเรารู้ว่า
D: เด็กมองไม่ว่าบ้างไม่ว่าบ้างก็ออกไป เพราะไม่มี motivation
I: ทำไมเกณฑ์ในเรื่องนี้จึงทำให้เกณฑ์นั้น
D: 99% ผ่านคนที่ตกคือคนขับสอบ เด็กก็ได้ใจ
I: ทำไหมไปที่สุดเลย คัดเลือกทำไม่ได้ก็
D: ไม่ได้ ไม่ได้คืออะไรจึงแล้วแต่ทางฝ่ายการแข่งขัน doubt
I: ว่าไม่มีผลไม่ได้ไม่ได้ ไม่ได้แต่เราต้องการผล
D: ทำคือไม่ได้ไม่ได้ คัดเลือกผ่านคนที่ไม่จำเป็นอยู่ดี ด้วยอนุทิน
I: ต่างหน่วย 005 ที่พิสูจน์ วิเคราะห์เลย ตก ก็ตก ทำไมไม่ได้ก็
D: เราก็ต่างว่า ซูเอียกับเกณฑ์ใหม่ ถ้าเราจะเลือก 005 006 ก็จะ
I: ให้เลือกสอบถามได้เลย จะนัดสอบออกมาอย่างเดียว กระบวนการ
D: ร้อยละ 90 ไม่จบ ถ้าเกณฑ์นั้นก้าวลงร่างว่า 005 006
I: ที่นักศึกษาเรียนหน้า นักศึกษาได้ประโยชน์จริงหรือเปล่า
D: ภาษา. ดีขึ้นนั่น ดูคะแนนเรียน เล่า TU-GET ไปสอบถามถูก
I: รับไปเทียบกับคะแนนเก่าของเขานะ เพื่อจะไป confirm กับ ม.
D: ว่าเรียนแล้วได้ผลเพราะ เขามาถามเราไปใช้ในการเรียน
I: ขอเขานะ เรียนต้องไป read text ภาษา. เข้าใจ ฉะนั้นวิชา
D: นี้ช่วยให้เขานำไปใช้ เช่นนี้มั๊ย อาลีเข้าใจเป็นมั๊ย เราจะแน่น
I: ไปประเด็นนี้ ถ้าจะให้เขาทุ่มแน่นได้ก็ตีคว้าเติมอะไรจะไม่ได้
D: ความเป็น 100% อาจจะ 30, 50 % ก็กว่าไป
I: ถ้าพูดถึง กิจกรรมในวิชา 70 มีตัวอย่างให้ อาลีเพิ่มอะไร
D: เกี่ยวกับกิจกรรมในวิชาหน้านั่น
I: ถ้าพูดถึงกิจกรรมในวิชา 70 มีตัวอย่างให้ อาลีเพิ่มอะไร
D: ออกเบื้องต้นกับเกณฑ์เก่าของเขานะ เพื่อจะไป confirm กับ ม.
I: ว่าเรียนแล้วได้ผลเพราะ เขามาถามเราไปใช้ในการเรียน
D: ขอเขานะ เข้าใจความ read text ภาษา. เข้าใจ ฉะนั้นวิชา
I: นี้ช่วยให้เขานำไปใช้ เช่นนี้มั๊ย อาลีเข้าใจเป็นมั๊ย เราจะแน่น
D: ไปประเด็นนี้ ถ้าจะให้เขานำไปใช้ได้ก็ตีคว้าเติมอะไรจะไม่ได้
I: ความเป็น 100% อาจจะ 30, 50 % ก็กว่าไป
D: ก็อันแรก ที่ถ้าเป็นปรัชญาการเรียนการสอนภาษา ต้องเริ่ม
I: จากการฟังเอาให้เขานักศึกษามีกิจกรรมที่ว่าถ้าเขารับฟังเป็นเนื้อ พี่รู้
D: เรื่องเบื้องต้นก็จะฟังสิ่งที่เข้าใจได้ ทำคือ you can speak what you
I: can hear, you can read what you can speak, you can
D: write what you can read จะนั่นก็อาจจะให้เขานะ 4 อัน
I: เริ่มมาอยู่กันนี่ มาตั้งอย่างไรให้มันติดกัน ทราบอย่างไรก็
D: เข้าใจได้ก็ต้องฟังสิ่งที่เข้าใจได้ เข้าใจได้ก็ต้องถามสิ่งที่เข้าใจได้
I: เราจะไม่ให้เด็กสิ่งที่เด็กใจไม่เคยได้เลยหรือได้ผ่าน เพราะ
D: อย่างไรก็จะไม่เข้าใจไม่ดี มันต้องถามในสิ่งที่เด็กเคยได้
I: ยินยอมได้เห็น อย่างเช่น เวลาลูกเราไปโรงเรียนเนี่ย พูดได้
D: เลยนะ แต่ถามไม่ได้ ตัวเองก็ไปถามสิ่งที่เข้าใจเป็นเนื่อง
I: ว่าพ่อแม่เขียนว่าอย่างไร พูดได้ต้องบอกแล้วเมื่อมาไม่รู้ว่าเขียน
D: ว่าอย่างไร รู้แล้วพูดเป็นแล้วได้ยินแล้ว พูดคือไปเจาะคำตอบที่เป็น
I: ตัวแทนค่าพื้นที่การฟังของได้ต้องจับความกว้างสิ่งที่ต้อง
D: เที่ยนนี้ topic อนุทินนี้ มันแทนความหมายของคำตอบนี้ใหม่
I: พูดคือให้เขียนให้เขียนเรื่องพ่อแม่ เด็กก็จะสะท้อนว่าต้อง
D: เคยเห็นที่ด้วยอ่าน แล้วนั่นโอกาสให้.

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ให้มันผูกกันทั้ง 4 skill เนื่องจากถ้าไม่ผูกกันจะทำให้บทเรียนนั้นมีความหมายมากขึ้น พอแต่ละ unit เด็กก็จะบอกว่ารู้เรื่องแล้วโว้ย

ฟังแล้วพอได้อย่างไรแล้วก็จะเขียนสิ่งที่เขารู้อย่างมีความหมายก็จะได้ลูกษาด้วย เวลาสอน 005 ก็จึงจะต้องตั้งใจมากๆ ถ้าเด็กแต่ละ unit บอกว่ารู้เรื่องแล้วแต่ไม่สามารถเขียนสิ่งที่เขารู้อย่างมีความหมายได้ ต้องไปสู่การพูดและเขียนในสิ่งที่เด็กสัมผัสได้

เพื่อให้การสอนเป็นภาษาที่เด็กจะเข้าใจ เวลาสอน unit ก็จริง แต่ว่ายังไงๆ ก็ต้องให้เขาสรุปออกมาเป็นภาษาเขียนให้เราได้ๆ 4,5 บรรทัด อย่างที่เราสอนเนี่ย เด็กก็จะเริ่มมีคำศัพท์แล้วนะ เริ่มมีการอธิบาย เริ่มเขียนสรุป ส่ง เราจะดูว่าที่พูดเมื่อกี้เนี่ยเป็นภาษา experience approach ว่าเธอสามารถพูดสิ่งที่ฟังได้ สามารถอ่านในสิ่งที่พูดได้ เขาคือสิ่งที่เราสอนเนี่ย เด็กก็จะเริ่มเข้าใจว่าภาษาคือ communication ภาษาไม่ใช่เป็นค่านั้นๆ ไม่ใช่ว่ารู้ค่านั้นแล้วรู้ภาษาแล้วไม่ใช่ถ้ารู้คำนั้นแล้วไม่สามารถเขียนสิ่งที่เราฟังพูดอ่านเป็นได้ เพราะถ้าเราให้เด็กเขียนในสิ่งที่เราสอน เขาจะเข้าใจว่าการเขียนเป็นอีกหนึ่งเทคนิคในการสอนภาษา

การตอบคำถามที่เกี่ยวกับหนังสือเล่มนี้และต้องอยู่ในข้อควรระวังว่าถ้าเรียนการสอนไปด้วย method 即จะมีการ review เล็กน้อยถ้าเขามีอะไรผิดเยอะ แสดงว่ามีอะไรบกพร่องในการเรียนการสอนของเรา

หากเป็น supplement ที่เขามีอยู่ในขณะนี้ ซึ่งจะเป็น เฉพาะ grammar หรือ reading เรื่องอื่นที่ไม่ต้องจะอยู่ในข้อควรระวัง

แต่ถ้าใช้ skill เดียวกัน โลกเดิมแต่ความยากจากผู้อื่น เขาก็เฉลยอยู่แล้วครับ ผมต้องมีการเกี่ยวกับหนังสือ เขาก็จะมีข้อควรระวัง ถ้าเขามีอะไรผิดเยอะ แสดงว่ามีอะไรบกพร่องในการเรียนการสอนของเรา

สภาพของ การจดหมายการส่งงานก่อนที่จะจบชั่วโมง เด็กก็จะกระตุ้นมากขึ้น ว่ามี practice มาช่วยให้แต่ละคนเข้าใจมากขึ้น แต่ถ้ามีอะไรก็ไม่ได้อะไรมาให้ เด็กก็จะมีข้อควรระวังในความยากที่จะทำอยู่แล้วครับ แต่ถ้ามีอะไรก็ไม่ได้อะไรมาให้ เด็กก็จะมีข้อควรระวังในความยากที่จะทำอยู่แล้วครับ

อยากให้ ชอบพุดอะไรก็ได้ หนังสือเล่มนี้ ต้องดูในกรณี มหาวิทยาลัย ซึ่งเข้าใจได้ แม้มหาวิทยาลัยอาจมีคนให้คะแนน ครูจะไม่เป็นต้องการตรวจสอบ แต่ก็จะ writing ต้องตรวจสอบ grammar exchange sign your name เก็บคะแนน ทุกครั้ง ก่อนที่จะจบชั่วโมง เด็กก็จะมีการตระหนักขึ้น ว่ามี practice มาช่วยให้แต่ละคนเข้าใจมากขึ้น แต่ถ้ามีอะไรก็ไม่ได้อะไรมาให้ เด็กก็จะมีข้อควรระวังในความยากที่จะทำอยู่แล้วครับ แต่ถ้ามีอะไรก็ไม่ได้อะไรมาให้ เด็กก็จะมีข้อควรระวังในความยากที่จะทำอยู่แล้วครับ

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อยากให้ ชอบพุดอะไรก็ได้ หนังสือนี้ มีเทคนิคบางอย่างที่เราต้องดูแล้วว่าเป็นหนังสือที่ใช้ ที่จะต้องมีการส่ง presentation การวาง presentation ส่วนใหญ่เราจะแจกให้ได้ๆ ให้เข้า แต่ถ้ามีอะไรก็ไม่ได้อะไรมาให้ เด็กก็จะมีข้อควรระวังในความยากที่จะทำอยู่แล้วครับ แต่ถ้ามีอะไรก็ไม่ได้อะไรมาให้ เ�็กก็จะมีการส่ง presentation การวาง presentation ส่วนใหญ่เราจะแจกให้ได้ๆ ให้เข้า แต่ถ้ามีอะไรก็ไม่ได้อะไรมาให้ เด็กก็จะมีการส่ง presentation การวาง presentation ส่วนใหญ่เราจะแจกให้ได้ๆ ให้เข้า แต่ถ้ามีอะไรก็ไม่ได้อะไรมาให้ เด็กก็จะมีการส่ง presentation การวาง presentation ส่วนใหญ่เราจะแจกให้ได้ๆ ให้เข้า แต่ถ้ามีอะไรก็ไม่ได้อะไรมาให้ เด็กก็จะมีการส่ง presentation การวาง presentation ส่วนใหญ่เรื่องอื่นมาให้อ่าน ถ้าเขามีอะไรผิดเยอะ แสดงว่ามีอะไรบกพร่องในการเรียนการสอนของเรา ถ้าเป็น supplement ที่เขามีอยู่ในขณะนี้ ซึ่งจะเป็น เฉพาะ grammar หรือ reading เรื่องอื่นที่ไม่ต้องจะอยู่ในข้อควรระวัง
I: แล้ว rational หรือ methodology ของหนังสือเล่มนี้
D: เล่มนี้เขาได้ apply ท. ของการสอนได้ดีมาก ให้มี ท.
communication อยู่เบื้องหลังเยอะมาก ออกแบบแบบเป็น โลก
I: เขมแข็ง หรือ communicative approach วางเวลาสอนจะไม่
สครุ คอกิจไม่สะดวก เด็กก็ไม่สะดวก ไปด้วยกันด้วยกัน แต่ดัง
I: เป็นอ. ที่ active หนอนะ เตรียมไปนนิหนอนะ มันจะไปด้วย
D: เท่าที่เคยดูประเมินผลของเด็กที่ติดเรื่องต่าง แล้วก็จะบอกว่า
ดีนะ เลยไปสอนล่าบ้างเด็กก็พลึก สุทธิต่อสอนเรียนมีเยี่ยมมาก
กับอันนี้ เล่มนี้เป็น communicative approach เป็นหนังสือใน
ระดับ A และทุกอย่างสัมพันธ์กัน เป็น unity เดียวกัน แล้วบัน
D: ชำยไว้ด้วยประสงค์ของ 70 มั่นคงสละมุย และมัน สอดคล้องกับ
I: เอาที่เคยดูประเมินผลของเด็กที่ติดเรื่องต่าง เด็กก็จะบอกว่า
ดีนะ เลยไปสอนล่าบ้างเด็กก็พลึก สุทธิต่อสอนเรียนมีเยี่ยมมาก
กับอันนี้ เล่มนี้เป็น communicative approach เป็นหนังสือใน
ระดับ A และทุกอย่างสัมพันธ์กัน เป็น unity เดียวกัน แล้วบัน
I: วิชาเนื้อหาจะมี assignment นะคะ ท. การสอนจะมี
D: เท่าที่เคยดูประเมินผลของเด็กที่ติดเรื่องต่าง เด็กก็จะบอกว่า
dีนะ เลยไปสอนล่าบ้างเด็กก็พลึก สุทธิต่อสอนเรียนมีเยี่ยมมาก
กับอันนี้ เล่มนี้เป็น communicative approach เป็นหนังสือใน
ระดับ A และทุกอย่างสัมพันธ์กัน เป็น unity เดียวกัน แล้วบัน
I: วิชาเนื้อหาจะมี assignment นะคะ ท. การสอนจะมี
D: เท่าที่เคยดูประเมินผลของเด็กที่ติดเรื่องต่าง เด็กก็จะบอกว่า
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กับอันนี้ เล่มนี้เป็น communicative approach เป็นหนังสือใน
ระดับ A และทุกอย่างสัมพันธ์กัน เป็น unity เดียวกัน แล้วบัน
ตัวเองตั้งใจมากันมีส่วนหนึ่งที่ตั้งใจ แต่ส่วนใหญ่ก็ตั้งใจ
ก็จะเป็นเด็กที่ไม่มีใจในตัวเองบ้างเป็นอย่างนี้ ตั้งใจได้
แบบนี้ ลองเจาะความจะมีจังหวะไปเจอว่าใครตลอดใครก็จะ
หากคะแนนสอบดี หักคะแนนเก็บน้อยไป เมื่อกี่กับก็มาเอง
หากไม่มีเกรดเล็กไม่กล้ามาก จะนั่นเราต้องตัดเกรดให้ได้
และตัดระดับ อย่าให้เด็กคนเดียว ถ้าคนเดียวสอบคน ทำได้
20,30% ตั้งแต่ ถ้าเด็กอยู่รู้สึก เล็กก็ไม่ปญหาในการเดิน
ทางอยู่แล้ว วินาศการตัดเกรดไม่เกี่ยวกับมนุษยธรรม
นั่นการตัดเกรด มันคนละเรื่องให้มาตัดตั้งแต่หนึ่งหน่วยเวลา
แรกนั่นเวลา ถ้าได้ตั้งใจให้ไปพอต้องล้อมกัน มันจะถูก
จะโดน retire ก็ได้ นั่งให้พวกคนหนึ่งไปเลยถ้าเขามีความจ้า
เป็นต้องคง สวัสดีที่มี assignment อันนี้ support อ้างอย่างมาก
อยากให้มี อย่างมาก เป็น follow up ของการเรียนเป็น
feedback ทั้งอ. และนักศึกษา

I: แล้ว รู้สึกอย่างไรกับ assignment ที่ให้ทำสุ่มคะ
D: มักก็เป็นการจัด ไม่รู้ว่าจะเอาใจอยู่ที่ไหน ที่นี้การสอน
ออกก็มีระดับ ถ้าระดับแรกก็สามารถสรุปเป็นภาษาอังกฤษได้
คนที่ต้องเข้าข่างบัตรถูกต้องสรุปเป็นภาษาไทย มันก็เป็น L1
ของตัวเองแล้วไม่รู้ทางเป็น foreign language อันนี้ก็เห็นด้วย
นั่นคืออย่างน้อยเราจะรู้ว่าเข้าใจหรือไม่เข้าใจ

I: แล้วคิดว่าเด็ก ได้อย่างมากน้อยจาก assignment นี้คะ
D: เด็กจะต้องเกิดการทราบความที่เรียนมี อีกมากมายต้องทราบ
บทเรียน ว่ามันเป็นอย่างไรนะมัน เป็นการ review ของการต้อง
gก็จะทำให้เด็กที่เรียนระยะยาว period เบื้องต้นเข้าจะมักไม่ได้
เนื่อง ถ้า เจอกันสองวันหรือวันเดียวกันแล้วแต่ บันไดไม่ต้องเนื่อง
พอเด็กไป review เด็กจะต้องเน้นเรื่องที่เดียว เรียกว่าเด็กได้รับ
whole concept ของบทที่ต้องเรียนแต่ละบท รู้สึกอย่างไร
เด็กจะต้องคิดบางครั้งเรียนกันอ. ในช้าไม่เนื่องเรียนไปจาน
จนแล้วเข้าไม่ได้นะจรรยา. พอเรียนอะไร พอไป review อีกทีเริ่มต้นจะเริ่ม เหมือนตอนเรียนหนังสือ จบที่แล้วเรียนที่
ครูเรียน ครูก็มีเมื่อ ตอนเรียนไม่ค่อยรู้เรื่องทำอะไรเลย

I: ในใจตัวเขาเองหล่ะคะ อ.คิดว่าตัวเขาเองจะรู้สึกอย่างไรว่าทำ
ไม่ได้ ด้วยแบบนี้
D: ใจเด็กหรือคนหน้า มันก็แบบเป็นสองกลุ่ม เด็กโดยทั่ว
รวมนั่นแต่จะร้ายอย่างไรก็ตาม เด็กต้องเข้าใจว่า อ. ส่ง
การบ้าน เนื่องจุดประสงค์คืออยากให้เขามีการอ่านเพิ่มขึ้น

I: แล้ว รู้สึกอย่างไรกับ assignment ที่ให้ทำสุ่มคะ
D: มักก็เป็นการจัด ไม่รู้ว่าจะเอาใจอยู่ที่ไหน ที่นี้การสอน
ออกก็มีระดับ ถ้าระดับแรกก็สามารถสรุปเป็นภาษาอังกฤษได้
คนที่ต้องเข้าข่างบัตรถูกต้องสรุปเป็นภาษาไทย มันก็เป็น L1
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เนื่อง ถ้า เจอกันสองวันหรือวันเดียวกันแล้วแต่ บันไดไม่ต้องเนื่อง
พอเด็กไป review เด็กจะต้องเน้นเรื่องที่เดียว เรียกว่าเด็กได้รับ
whole concept ของบทที่ต้องเรียนแต่ละบท รู้สึกอย่างไร
เด็กจะต้องคิดบางครั้งเรียนกันอ. ในช้าไม่เนื่องเรียนไปจาน
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ไม่ได้ ด้วยแบบนี้
D: ใจเด็กหรือคนหน้า มันก็แบบเป็นสองกลุ่ม เด็กโดยทั่ว
รวมนั่นแต่จะร้ายอย่างไรก็ตาม เด็กต้องเข้าใจว่า อ. ส่ง
การบ้าน เนื่องจุดประสงค์คืออยากให้เขามีการอ่านเพิ่มขึ้น
อยากให้เขาเก่งเพิ่มขึ้น เด็กที่อยากเก่งมักก็ชอบ เด็กที่ไม่
อยากเก่ง หรือเด็กที่อยากเก่งแต่ยังไม่เข้าใจมันไม่ชอบ แต่เราก็
ไม่สนใจ หรือกอบ ชอบหรือไม่ชอบ แต่เราในฐานะเป็นอ. เราจะ
จะต้องวางแผนให้การบ้าน มา
ตรวจสอบของการบ้านแสดงว่า ต้องยอมรับงานเพิ่มของตัวเอง มัน
ก็เป็นสิ่งที่ดีที่ควรคุ้มค่าดีเด็กทำ
I: แล้ว assignment ถืออันหลุดจะต้องบอกวะ..ให้เขียน essay
D: วิถีหน้า แล้วเราไวยากรณ์ที่เรียนทั้งหมดในบทมาใช้
ที่ได้นำมาใช้ ต้องเผื่อชอบทำ ถ้าถ้าก็ชอบนะ เรียกว่าเป็นการ
ทำให้เด็กสามารถนำไปใช้ใน context ของตัวเองได
สิ่งที่เรียนนำไปใช้ได้จริง
I: เพราะนะคะ
D: เพราะที่ เหตุนากับ
I: แล้วคิดว่าเด็กจะรู้สึกอย่างไร?
D: ด้วยศักย์เป็นสองส่วนอันหนึ่ง กลุ่มหนึ่งที่มันไม่กังวลก็จะรู้
ศักย์ที่อีกกลุ่มที่เก่งมักก็จะไม่
ชอบ อย่างเดิมที่ครูเรียนเป็นนักเรียน เรียนเป็นคนเรียน
เวลาเรียน grammar อันหนึ่ง เรารับคนเคยติดใจให้แต่ เรา
ก็จะเป็นเรื่องยาว เรา grammar มาไข่เป็นเรื่องเป็นราว
จะนั่น่ในที่เขียนมาในนั้นจะมีบางส่วนตื่นตัวของ
เกี่ยวข้องกับตัวเองเกี่ยวกับเพื่อน ถ้าสามารถถ่ายทอดรูปตรง
นั่นได้ ที่เรียกว่า LEA language experience approach คือ
เอา experience ของตัวเองมาอยู่ใน language ก็สามารถ
ถ่ายทอดออกมาได้ถ้าเราเอาสิ่งที่ใกล้ตัวเราเกี่ยวกับ
ตัวเองเกี่ยวกับเพื่อน เกี่ยวกับตัวเอง เกี่ยวกับของสถานที่
ของคุณที่นี่ เล่าเรียนเกี่ยวกับ your parents, your
mother ครั้งข้างหนึ่งยังไม่ได้สุกระยะ นี่เธอ มีแมมี่เนี่ย
(หัวเราะ) มันไม่รู้ว่าแม่มีอย่างไร มันคิดไม่ออก แม่เธอเป็น
ผู้หญิงหน้าแรก (หัวเราะ) My mother is a woman. เนี่ยจะ
หาก 5 คะแนนเนี่ย ก็เขียนไปชี้ My mother is a housewife.
She is a nurse... เขียนไปชี้ อ้องๆๆ อย่างนั้น ตอนแรก
คิดไม่ได้เลยไม่รู้จักคนตัวเองเลยอย่างนี้เราไม่เข้าใจ มันก็
มีส่วนหนึ่งที่เป็นอย่างนี้ ให้คิดอะไรคิดไม่ได้แม้มีแต่เรื่องใกล้ตัว
คิดไม่ได้ จะนั่นการให้เด็กเขียนก็เป็นเรื่องที่ชอบทำอยู่แล้ว
ชอบทำ และเป็นคนชอบทดสอบมากเพราะชอบทำ และก็
เรียกเรียนจากกลาวยอย่างที่เขียนมา ว่าไปใช้เรื่องเข้าใช้ได้ตาม
ที่เราสอนเมื่อตอนไหนใช้ได้แล้วใส่ได้ เราก็ Xerox เลยเข้า
ก็มีข้อเขา อันไหนไม่ได้เราก็ Xerox นะคะขออย่างกล่าวเขา
อาชี และแล้วช่วยกับแก่ สุดทนงาน เจ้าของหน้านั้นก็จะแห้ง
ทั้งข้าวโมง มันก็เดินเป็น feedback แล้วเราก็จะรู้ว่าสอนไปแล้ว
ได้ผลมากน้อยแค่ไหน เพราะฉะนั้นอันที่เขียน essay นี่ก็สนับสนุน ไม่ถึงขนาด essay นะ อย่า essay เลยเอา para- graph ดีกว่า

I: แล้วถ้าเป็นตัดข่าวมาแล้วให้แปลเป็นไทยแล้วก็หาคำศัพท์

D: อันนี้ก็ใช่เหมือนกัน จุดประสงค์คืออยากให้เด็กมี... World knowledge คือเรียนในห้องเรียนทำมาอาจจะ ไม่เกี่ยวข้อง กับปัจจุบัน สิ่งที่ทันสมัยปัจจุบัน ถ้าเราให้เด็กไปดอสตา อะไร ที่เกิดในปัจจุบัน เช่นเกิด terrorist ที่ไหน tsunami ที่ไหนเด็กก็จะได้ศัพท์ที่ทันสมัย

I: แล้วความพอใจของเด็กต่ออันนี้หละคะ

D: อ่อ เด็ก เคยลองถามดูตอนที่ทำตอนสอนเนี่ยมันก็ คนที่เกี่ยวข้องมันแค่บางคนบางกลุ่มเท่านั้น มันไม่ใช่ทุกคน การมีส่วนร่วมของเด็กอาจจะไม่มาก เว้นบางส่วนที่ทำ และกับรอครั้งที่จัด เขาก็จะไปเรียน และน่าจะทำวาระอะไรต่างๆ ไม่จำเป็นวันของเราอย่างเดียว ของเราก็มีน้อยมาก อย่างเช่นวันเข้าพรรษา วันแม่ วันพ่อ อะไรก็ว่าไป เอาให้เยอะเลย อย่างเช่นอย่างน้อยให้ไม่น้อย สรุปเรียนกัน เรามี 4 เดือน น่าจะได้ได้อย่างน้อย 4 บอร์ด ซึ่งอยู่ในช่วงที่เด็กอยู่แล้วแล้วเด็กน่าจะต้องมีรูปที่มันไม่ตรงกับภาคแรก เพราะวันไม่ตรงกัน อย่างภาคหนึ่งจะมีรูปแน่ ๆ อะไรบ้าง อะไรบ้าง...(นึก) วันสิ่งแวดล้อมอะไร สักอย่างน้อยแหละ และวันอะไรไม่รู้ยัง หลายอันที่เป็นของสากล ก็อย่างน้อยก็มี 4 บอร์ดต่อห้อง ถ้าให้กลุ่มเดียวกัน เลยทำอย่างเดียวกัน กลุ่มแรกทำอันหนึ่งกลุ่มสองทำอันนี้ มันน่าจะสับสนกันในกลุ่มเดียว ทำทั้ง 4 บอร์ด กลุ่มอื่นไม่ต้องทำเลย (หัวเราะ) เราต้องแบ่งตั้งแต่ด้านละแต่ละกลุ่มเลยให้เด็กมีกิจกรรม เพราะจัดบอร์ดนั้นเป็นกิจกรรมที่หลายคนจะทำเนี่ย มันเป็น...
เป็นเกี่ยวกับการส่งเสริมให้เด็กทำงานร่วมกัน

ความรู้เรื่องอะไร ความรู้เกี่ยวกับอะไรบางอย่าง ถ้าเป็นความรู้เกี่ยวกับ ภาษาศาสตร์ ไทยของภาษาศาสตร์อะไรก็ได้ หรือความรู้จาก การศึกษา พวกก่อการร้ายอะไรก็ได้ ให้เด็กเลือกได้ ว่าจะเอาบอร์ด แบบ topic base หรือเอาวันสำคัญเวลาเรื่องมันจะเกิด แบ่งดังนั้นเท่าหลักนี้ 5 คน ๆ สุริยาแล้วตุ๊กคนได้ทำ บอร์ดนั้นแหละว่ามันจะมี creative ในด้านนี้ บอกเลยไม่ให้ ทำเสร็จคราวนี้แบ่งไป เรื่อง creativity, accuracy, ความ สวยงาม เเต่งตักจะไปซ่าๆกัน เเต่วันนี้เลือกทำครอบแง่ print จาก คอม管理办法 เลยมีการแต่งตั้งกรรมการให้ คะแนน ถ้า ทำหน้าวิชา ครู มาช่วยกันให้คะแนน แล้วมาซีน คะแนนให้ดูเล็กก็จะแบ่งกัน

แล้วล่ะดีล่ะครูก็รู้สึกอย่างไรคะ

เท่าที่สอนมาเนี่ย ไม่ว่าระดับไหนก็ตามที่เราแก้ไขเจอ มัน เรียนเกิดไม่เคยอด้านเลย เเตกไม่เคยบอกเลย คะแนนเข้า ห้องบอกเลยได้มั้ย ไม่มีเลย เพราะเราต้องการให้คน ต้องให้คะแนนเข้าห้องเยอะเพราะเราต้องการนั่นให้เด็กเข้า ห้องเรียน เมื่อที่นั่นไปเลยมีคะแนนเข้าห้องเรียน เพราะ คะแนนเก็บในห้องไม่มีสมบ  midterm, final เลยไม่หายไปครึง ห้องเลย เติมสมบอย่างต่างๆโดยหน่อย เราสอนเข้าห้องเลย เลาะ สมบก็เหมือน ก็ได้คะแนนเต็มได้อะไรย่อย พอเราบางครั้งให้ เรียนเก็บคะแนนเข้าเรียนยิ่งเด็กไม่เคยขาดเหลือแล้วเพื่อนเรียน ถ้าเกิดมันคิดว่ามันไม่มีเรียนเพราะมันชอบทำ กิจกรรมกับเพื่อน เพราะมันไม่เหมือนมีสิ่งที่ต้องบังคับเด็ก เลยใจแตก ไม่รู้ว่าจะทำอะไรที่จะต้องเข้าเรียน ของสถาบันภาษา หรือวิชาอื่นของมหาวิทยาลัย แม่แต่ ป.โท เขาเข้าเกิดขึ้นหมด เลย ป.โทเกิน 80% เหมือนกันไม่ได้ถูกประกาศชื่อห้ามสอบ แล้ว ก้าวไปเป็น QC ต้องดูว่าเด็กขาดเรียนกี่ % เด็กมีสิทธิสอบกี่ % เล้าจะตูราสิมความ assurance เล่าใหม่

ที่อี. พูดไปตอนแรกว่าเราไม่ได้ให้คะแนนเมื่อไหร่ มัน ให้คะแนนกันเลย

แล้วก็เกิดกี้อ...
120
D: ใช่แล้วนี่มันมีแบบให้คะแนนจริง ถึงจะอ่อนแค่ไหน มาตลอด เวลาสงสารผ่านเลยแบบนี้ คืออยากให้มันมีตกจริงๆ อย่างเช่นตั้งไว้ตั้งแต่ต้นเลยว่าคุณต้องได้คะแนน 50% ขึ้นไป จริงๆ ม. เขาตัด 60% ใช่มั๊ะ วิชานี้อาจจะตัด 55% อะไรก็แล้วแต่ แต่ถ้าคุณไม่ถึงให้ตก จบ และกระกาศคะแนน midterm คะแนนเท่ากับเร beste ร่วมกันมากกว่านี้อย่างเช่นตอนที่ตัดเกรด เราให้ % เข้าแล้วให้คงที่

621 คิดว่าน่าจะดีกว่านะเพราะว่าเด็กจะต้องเรียนแบบเอาจริงเอาจังมากกว่านี้อย่างเช่นตอนที่ตัดเกรด เราให้ A 75% B+ 70% B 65% C+ 60 C นอกนั้นก็ D+ อะไรให้ใส่คนยังอย่างเดียวนี้คงไปเลย แล้วก็มีบางท่าน คนนี้มาถาม เรา

622 ตอบมากมาย

623 I: แล้วมันจะดีกว่าที่เป็นอยู่ไหมคะ

624 D: ดีกว่านะเพราะว่าเด็กจะต้องเรียนแบบเอาจริงเอาจังมากกว่านี้อย่างเช่นตอนที่ตัดเกรด เราให้ A 75% B+ 70% B 65% C+ 60 C นอกนั้นก็ D+ อะไรให้ใส่คนยังอย่างเดียวนี้คงไปเลย แล้วก็มีบางท่าน คนนี้มาถาม เรา

625 คนนี้มาถามเราถึงว่าคนนี้คงไปเลย แล้วก็มีบางท่าน คนนี้มาถาม เรา

626 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

627 ที่จะตัดเกรด

628 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

629 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

630 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

631 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

632 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

633 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

634 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

635 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

636 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

637 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

638 มันไม่ใช่ครับ ถ้าสอนเด็กอ่อนกว่าแล้วลดได้มั๊ย เป็นนักเรียนที่จะตัดเกรด

639 I: แล้วอย่าง 70 คือมีสอบทุก skill ไม่ว่าจะเป็น listening, speaking แต่เวลาสอบยังไม่มี

640 D: เวลาสอบยังไม่มี อึ้น... เราควรจะมีสอบเพราะจะทำให้เหมือนกัน ที่เข้าใจ เพราะเราจะรู้เร็ยว่า เขาจะให้เกรดในเต็ม 80 ขึ้นไปได้ A 75% B+ 70% B 65% C+ 60 C นอกนั้นก็ D+ อะไรให้ใส่คนยังอย่างเดียวนี้คงไปเลย แล้วก็มีบางท่าน

641 คนนี้มาถามเราถึงว่าคนนี้คงไปเลย แล้วก็มีบางท่าน คนนี้มาถาม เรา

642 ที่จะตัดเกรด

643 คนนี้มาถามเราถึงว่าคนนี้คงไปเลย แล้วก็มีบางท่าน คนนี้มาถาม เรา

644 คนนี้มาถามเราถึงว่าคนนี้คงไปเลย แล้วก็มีบางท่าน คนนี้มาถาม เรา

645 คนนี้มาถามเราถึงว่าคนนี้คงไปเลย แล้วก็มีบางท่าน คนนี้มาถาม เรา

646 คนนี้มาถามเราถึงว่าคนนี้คงไปเลย แล้วก็มีบางท่าน คนนี้มาถาม เรา

647 I: ขอถามอีกอย่าง คุณมีไหมคะ

648 D: ก็ไม่ได้ถ้าเขาเข้าหลักสูตรเรียนนี้มันจะได้เหมือนกัน เวลาขึ้นมา

649 71 เลยไม่พอจะสอบ เดือน 70 ไม่เห็นมี ถ้าทำให้มีตั้งแต่ต้นก็จะ

650 คุ้นเคย

651 I: เนตผลในปัจจุบันนี้เกี่ยวกับเรื่องวางแผนที่เราไม่พบที่จัดสอบ

652 หรือเปล่าคะ

653 D: ไม่ก็เลย แต่ควรตัดสินใจมันไม่มีเกรดเลยทำแบบนี้ มันเป็นวิชาที่ถูกต้องไม่ให้ความสนใจมาก และคนที่ต้องใช้มันในการวิเคราะห์

654 มันจดใจหรือบอก เพราะแต่เดี๋ยวก่อนนี้เขาเอาคน

655 แล้วบ้างก็บั้นหน้า คนดีก็ไม่ยอมสอบทั้งนี้ คนแก่ๆ จับ

656 เรื่องไปสอบทั้งนั้น

658 I: แต่ไม่ทำลักษณะนี้จะ 71 สอบ listening แต่ในห้องจะถูกตัด

659 ออกก็คงเสมอ ถ้าไม่ค่อยสอน
D: อ๋อ.. งง

I: เพราะฉะนั้น技能 ถึงจะเปลี่ยนเวลา listening ไป

D: ด้วยกันก็ไม่มีความลองด้วยกันเอง (หัวเราะ) คืออย่างไรนั่น
จะ skill integrated skill มันเราจะพวก กัน ด้วยกันไม่ได้สอน

I: เพราะว่าเหมือน skill อื่นจะเบียดบังเวลา listening ไป

D: ตายมันก็ไม่มีความลงตัวในตัวเอง (หัวเราะ) คืออย่างไร มันน่า

I: น่าจะพอๆ กัน ตัวเองไม่ได้สอนในห้องมากเลย ไปสอบเขาทำไม

D: เองต้องฟังในห้องก่อนแล้วจะดีแล้วจนกระทั่งรีบันใน

I: พิจารณาให้กิจกรรมใน SALC เพิ่มขึ้น ทำด้วยไม่เสียในห้องก็

D: จะต้อง assign ให้เด็กไปฟังในห้อง SALC เตรียมเทปไปให้

I: ทำสิ่งที่พอจะมีเหตุผล ออกไปนั่น

D: ถ้าพูดถึงกิจกรรมในที่อื่น คิดว่ามองใจเด็กนะคะ ว่าเขา

I: สอบถามใจเด็กมั้ยคะ ว่าเขา

D: มองใจเด็กนี่มันมองยากมาก ต้องลบกัน negative มีส่วน

I: นอกจากนี้ยังมีอาภารมีมาก เพราะเด็กมัน negative มีส่วน

D: หนึ่งเท่านั้นที่เด็กมันชอบ เวลาสังเกตเด็กคนไหนชอบเวลาเรา

I: บ่อยกว่าที่จะมีเหตุผลหรือลองบังคับ

D: เล่นแล้วมันจะไม่เลิก มันจะมาถามเรา ถามไหม ถามอยู่

I: ที่ห้องเรียนเท่านั้น เรียนเข้าใจบทเรียนก็เริ่มสนุก ก็อยากจะเรียน

D: อยากเรียน เพราะเขารู้จักแรงหมาในบทเรียนเรื่ี่องเรื่อง

I: เริ่มสอน เริ่มเข้าใจภาษา เล็กเล็กนัก จะต้องเป็นซึ่งก็มี

D: ส่วนหนึ่งที่มา ตอน break ถามอันนี้อันนั้นใหญ่เลย

I: นอกจากถามอะไรที่นี่บอกให้ทำเดิมมั้ย

D: มีเหมือนกันอยากพู่กันเอง อยากฟังเพลงหรือให้เด็กเข้าใจ ร้องได้

I: แต่ไม่รู้ว่ามันแปลว่าอะไร (หัวเราะ) อยากให้กิจกรรมมีส่วน

D: ในห้อง ร้องเพลงจดใจให้รู้จักว่าแปลว่าอะไร สรุปเกิดคิด

I: อยากเรียนภาษาอังกฤษมีความหมายจง เพาะเรียนไปแล้วก็ไม่

D: ถึงความหมาย เรียนไปทำนั้นก็จบ แต่มันไม่เข้าใจ ทำทำไมเข้าใจ

I: อย่างเพลงมันพื้นที่ก่อนอย่างเข้าใจ อย่างหน้าหนึ่งวิชาติโละ

D: มาตัดตอนให้ดู มันเริ่มเข้าใจกันมีความหมายนะ เด็กจะยอม

I: มาขึ้น ถ้ามันเปลี่ยนเรารู้จัก เด็กจะรู้สึกว่ามัน abstract เรา

D: ก็ต้องสอนแทบที่มันเยอะไว้บางอย่าง เรียนหนังหนึ่งเลย

I: เล็กนมันเข้าชม เวลาบนประเมินหนึ่งมันได้ที่หนึ่งผลเฉลย

D: เพราะเด็กยิ่งมีความหมายเข้าใจ

I: แล้วผู้เรียน 70 อ.คิดว่าเขามีความจำเป็นอะไรที่ต้องเรียน

D: ภาษาอังกฤษ นี้ค่ะ

I: ความจำเป็นก็คือ requirement ของมหาวิทยาลัย ว่าถ้าไม่ผ่าน

D: ตรงนี้ก็ไม่สามารถไปเรียน 71 72 ได้ เป็นข้อบังคับของหลัก

I: แต่ก็คือความจำเป็น ข้อที่สองก็คือ ความจำเป็นในห้อง

D: ความจำเป็นทางภาษาของเขามันก็เป็นข้อสำคัญของ ม.ที่

I: เราจะต้องจะเรื่องที่ต้องเตรียมความพร้อมเขาให้เข้าสู่ระดับ

D: course ปกติที่มีเกรด เราก็ต้องยอมรับตัวเองก่อน แต่เขาก็

I: ยอมรับได้กว่าที่ไม่ยอมต้องอยู่ 70

D: แล้ววิชานี้มีสอนความจำเป็นเหล่านี้ให้มากน้อยแค่ไหน

I: ด้วยกันก็ไม่มีทางเลือกอื่นมากกว่านี้เดิมยังไง ๆ เดี๋ยวก็จำเป็นที่

D: ต้องลงเรียน เป็นหนทางสุดท้าย one day to heaven
หัวเราะ

เด็กต้องเรียนคือไม่มีทางอื่นในชีวิตเขาที่จะทำได้ เพราะมีคนที่อยู่ปีหนึ่ง แล้ว ไปอีกคนใหม่ เขาตัด

คะแนนเขาถูก 70 เหมือนเดิม เราก็คิดว่า course ของเขา

เนี่ยไม่ได้พัฒนาความรู้. ปลอดเขาให้ดีขึ้นแล้วนะ เนี่ย เราก็

ผลส比亚เรียนมาแล้ว เราจะไม่รู้ทุกข์ใจมากกว่ามัน

อีกนะ เราก็ยอมให้ได้ 71 72 ผลส比亚มันด้วยนะ เพราะต้อง

มาเลือกเต็ม ตารางเดิม เรียนมาแล้วกันนี้

1: ของคุณที่ห้อง SALC นะคะ อ. วุฒิประสงค์ของห้องนี้คืออะไร

D: ก็คือการสนับสนุนการศึกษาทางภาษาของนักเรียนตาม

ความนัดหรือความสามารถ เช่นตัวเองกิตติการ skill ไหน

และมีความสามารถที่จะมาได้มากน้อยแค่ไหน คือเราไม่ได้

จำกัดทางหนึ่งจำกันได้ก็ช่วยโน่น จะมีทั้งทุกทุกบน เสริมทักษะ

เราก็เปิดนะ เราเลยให้เด็กมากที่สุด เพราะเรามีความสามารถคือ

practice makes perfect ถ้าเราใกล้ชิดกับภาษามากขึ้น

แล้วอยากจะมีเป็น skill นะ เราอาจจะได้อย่างอื่นได้ context

จากที่อ่านแล้วนะ เลยก็จะมีโอกาสมากขึ้น มันก็เป็นอะไร

หละ... เป็นนโยบายของสถาบันภาษา ณ แล้วเจาะของภาษา

เรามาคือกิตติพื้นแบบนี้ และมีการทดลองปรับการเรียนการ

สอบนักเรียนภาษาอังกฤษกับวิชาการตระหนั้นให้เด็กได้ศึกษาและ

มีการพัฒนาทางภาษาอย่างต่อเนื่องมากก็เลยลงทุน จำนวนของ

เรามีพอเขาเห็นผลก็ให้ทุเรียนมากขึ้นเมื่อเริ่มแล้วให้

ทุนตัวเอง ค่าหนังสือ 150 เราเก็บ 180 เก็บมาเป็นค่าใช้จ่าย

dেนสืบเขาเกิดประโยชน์จากการรักษาของเราเกิดประโยชน์

ได้โดยเราไม่เกิดก็จะเรียนมาสร้างให้เด็กได้ใช้

เราขึ้น อุปกรณ์ ก็ให้มากขึ้น

I: แล้วถือว่าบรรลุวัตถุประสงค์มั๊ย

D: บรรลุวัตถุประสงค์ของการก่อตั้งว่ามัน serve ไม่ใช่

การศึกษา อย่างเดียวนะ ยังมีอุปกรณ์การเข้าไปใช้ และเราก็เอาสถานที่

ไปใช้ในการอบรมนักเรียนเองโดยเฉพาะ. สอบถาม.

ทุกประเทศ เราจะสอนทุกคนแล้วตอบรับให้ทุก SALC

ปรากฏเวลาเขามากบอกเราเขามี motivation ในตัวเอง

I: ในแผนกศึกษาของเราหละคะ

D: นักศึกษาที่มีความสามารถ ภาษาไทยจะสังเกตเห็นได้ว่า แผนไป

อำนาจมาไปดิศหรีมานะ จะได้แบบนี้ และรู้สึกว่าเขามาจากการที่เรา

เตรียมให้แล้วแน่นที่จะไปเขียนอะไรจะไปเรียนอะไรเพิ่มเติมเดิมซึ่งเดิม

ใช้ไม่ใช่ไปที่ที่นี้ กรณีไปสอนใหม่ก็ได้ หนังก็ได้ดู ช้าก็ได้ดู

อะไรก็อย่างนั้น ไม่ต้องเลือกพื้นที่นักมีนักศึกษาประมาณ

10% ที่แบบเป็น self motivated ที่ได้ benefit จากตรงนี้

เพราะเวลาสอนแล้วมีความรู้ เขาก็ออกแบบใช้ประโยชน์

อยู่ที่เราไปได้ไปไหน ไม่มีอะไรทำ หนังก็คลิกได้ดีครับ

ใช้สื่อหนังมานะอะไร ได้เยอะ

I: อยากให้. ช่วยพูดเกี่ยวกับการทำงานของห้อง SALC

D: การทำงานของห้องนี้จะเริ่มจากทำเป็น team เราจัดการ

ดูแลที่จะคอยดูและควบคุมการดำเนินงานของศูนย์ให้เป็นไป
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อย่างเรียบร้อยไม่ว่า เอกสารเครือ
่ งมือเครื่องไม้และเจ้าหน้าที่
ซึ่งตอนต้นเราไม่ได้มีการจัดการแบบนี้ ตอนแรกเราใช้อ. เรา
ลงไปทั้งหมดเลยซึ่งตอนนั้นอ. เรามีน้อย มากนะแต่อ.ก็เข้าไป
คือเป็นอ. รุ่น เดอะ ทําจริงๆ นักศึกษาก็ไม่ได้เยอะขนาดนี้
ก็ไปทําจริงๆ ก็จะเห็นว่าความสนใจของเด็กที่มาเจออ. มันจะมี
เยอะกว่าที่เด็กมาเจอเจ้าหน้าที่ พอเด็กเจออ. ปฺุบมีปัญหาก็วิ่ง
มาถาม ๆ อ.ก็อธิบายๆๆ ไปเด็กรู้สึกว่ามันมีความมั่นใจในตัว
เองมากขึ้น ถ้าเป็นเจ้าหน้าที่ พอเด็กเกิดปัญหาก็ไม่รู้จะไปถาม
ใครสังเกตุว่าบทบาทของอ.ทีไ
่ ปคุมห้อง SALC เนี่ยถ้าเทียบกับ
ตอนแรกกับตอนนี้จะลดลง เพราะทัศนคติของอ.กลุ่มใหม่ที่
เข้าไปดูห้อง SALC เนี่ยเขาไม่เห็นความสําคัญแต่ที่จริงไม่ได้
ให้เขาไปทําฟรีนะ เมื่อก่อนทําฟรีกันหมดเลยนะเด็กมารุม เรา
ก็เหนื่อยมากเลย แต่เราก็สนุกเห็นว่ามันสนใจมาก เราก็ต้อง
อธิบาย ๆ บางทีเด็กไปอ่านบอกว่า key ทําไมไม่ตรงอ.
เราก็ต้องกลับไปอ่านแล้วอธิบายมันว่าทําไมต้องเป็นข้อนี้ มัน
ก็เป็นการเพิ่มงานให้อ. แต่มันเป็นงานที่มีประโยชน์สําหรับ
นักศึกษา และเราก็ใช้เวลาของเราได้คุ้มแทนที่จะมานัง่ เฉยๆ
ไม่เกิดประโยชน์ หลังๆ อ. เด็กๆ เขาไม่รู้ว่ามันเป็นหน้าที่สําคัญ
รองจากการสอน ไม่ใช่เป็นหน้าที่ที่มัน tedious อะไร
ขยักแขยงว่าต้องไปอีกแล้ว ไม่ใช่เพราะหลายคนได้ผศ.จาก
ตรงนี้ เวลาพี่ประชุมพี่บอกว่ามันคือขุมทรัพย์ มันคือ treasure
สําหรับทุกคนที่ต้องไปสร้างตัวเองที่นี่ เพราะมีคนไปวิจัยเด็ก
ได้ ผศ. รศ. จากตรงนี้เยอะแยะ ไม่มีใครได้มา pure ๆ เพราะ
เขาทําจากตรงนี้ศึกษาจากการใช้ของเด็ก เยอะแยะ ต่างปท.
ก็เยอะแยะ ม.อื่นเขาก็ใช้จุดนี้มาเป็นแหล่งทําวิจัยค้นคว้า
ปรับปรุงการเรียนการสอน ฉะนั้นการจักการตอนนี้ก็โดยเฉพาะ
อ. อาทก็เป็นคนทุ่มเท ก็เตรียมงานอะไรแบบนี้ ซึ่งเราจะให้
เวลาจัดการปีหรือสองปีเขาจะได้ต่อเนื่องถ้าเปลี่ยนคนใหม่ทุก
ปีทุกเทอมมันจะไม่ต่อเนื่องผลประโยชน์มันก็จะไม่เกิดกับ
นศ. เราก็จัดให้เขาดูแลสักสองปีแล้วค่อยเปลี่ยน คนที่ไปต่อก็
คือคนที่ไปช่วยพอช่วยก็รู้งาน การจัดการที่เรามีอยู่ทุกวันนี้มัน
ค่อนข้างเป็นระบบที่ดี แต่ว่าจุดด้อยก็คืออยากให้อ. ที่ไป ช่วย
ไปนั่งห้อง SALC มีความตั้งใจมี attitude ที่ดีว่าตัวเองมาทําหน้า
ที่ให้คําปรึกษานะ ถ้านศ.ไม่มาปรึกษา เราก็ค้นคว้าอะไรได้
มากมาย ไปนั่งทํา observation มานักเรียนคนนี้เรามาเราเจอ
ทุกครั้งเลย ทํา case study มันเลยเราก็ได้วิจัยอีกมีแต่บวก
เป็น win win situation ไม่มีผลเสียหรอกแต่ในภาพรวมลอง
ถามอ. พรสิริ อ.สุพงศ์ อะไรพวกนี้ซิทุกคนจะ happy ลองถาม
นศ. ก็ happy ว่าการจัดการแบบนี้โอเคใช้ได้เพียงแต่ว่าห้อง
มันแยกกัน งบมันไม่ได้มาทีเดียวให้มีตึกที่เดียวหลายๆ ชั้น
แล้วก็ให้มันอยู่ด้วยกันทั้งหมด หรือมันอาจจะลําบากที่ต้องดู
หลายชั้นเจ้าหน้าที่เราไม่พอ ถ้าให้เป็นชั้นเดียวกว้างๆ มันก็หา
ที่ไม่พอที่จะทําได้ จุดอ่อนมันก็คือมันมีเป็นชั้นๆ ทําให้คนคุม
ไม่ทั่วถึง แต่ถ้าอ. เราอุทิศตนมากขึ้นเราก็จะไม่มีปัญหามาก


แล้วที่เรามีให้หล่ะคะ ที่นี่เรามี material เหล่านั้นเราพยายามให้เด็กไปใช้ com  เพราะ com จะเป็นตัวดึงดูดเด็กได้มากขึ้น แล้วเราก็อยากจะให้เด็กๆ เลยถ้าเป็นแผ่นๆ ก็หุ้มพลาสติกอย่างดี เพราะเด็กบางคนมันจะลบข้อความในนั้น เย็นนั้นเรามั่นใจว่าจะออกจากนั้น สมบูรณ์เต็มที่ไม่มีอะไรเลยทั้งปีนี้เราต้องทำให้นั้น เรายินดีที่จะดูอย่างมีความหมายกว่าในคนนี้มีอย่างนี้ เพราะอะไร เสมอคันนี้จะดูอย่างมีความหมาย

ยังไม่มีวิธีที่ควรลดลงมั๊ยคะ ลดลงนี่เราไม่ค่อยคิดจะลดลงเลยคิดแต่อยากจะให้มี com มากขึ้นอยากจะมีสถานที่อะไรบางขั้นตอนนี้เราหูฟังเรา ก็มีไม่พอ และยังมีอะไรบางขั้นเรา home theatre ก็แค่แค่ เราก็ยังไม่เคย อยากเอาภาพพจนานิพนธ์ที่หนึ่งเสมอ classic แล้วจะขึ้น บอร์ดว่าในไหนเวลาไหนฉายเวลาไหน ให้เด็กไปฝึกถ้าเป็นเด็ก ในหลักสูตรให้เด็กไปใช้แล้วมากมา sheet ไปทำการบ้านลง เด็กจะดูอย่างมีความหมายกว่าทำในคนนี้มีอย่างนี้ เพราะอะไร เด็กก็จะดูอย่างมีความหมาย

ถ้ามันมีมากขึ้น

แล้วมีอะไรที่ควรลดลงมั๊ยคะ ลดลงนี่เราไม่ค่อยคิดจะลดลงเลยคิดแต่อยากจะให้มี com มากขึ้นอยากจะมีสถานที่อะไรบางขั้นตอนนี้เราหูฟังเรา ก็มีไม่พอ และยังมีอะไรบางขั้นเรา home theatre ก็แค่แค่ เราก็ยังไม่เคย อยากเอาภาพพจนานิพนธ์ที่หนึ่งเสมอ classic แล้วจะขึ้น บอร์ดว่าในไหนเวลาไหนฉายเวลาไหน ให้เด็กไปฝึกถ้าเป็นเด็ก ในหลักสูตรให้เด็กไปใช้แล้วมากมา sheet ไปทำการบ้านลง เด็กจะดูอย่างมีความหมายกว่าทำในคนนี้มีอย่างนี้ เพราะอะไร เด็กก็จะดูอย่างมีความหมาย

ถ้ามันมีมากขึ้น

ดองยันไม่มีห้องให้เราเรารายยากจะทำที่ห้องเราห้องเด็กเราเนี่ยขึ้น 2 หรือ 3 เมียร์มันมีห้องที่เราจะวางแผนจะทำ แต่มันจะต้องมีที่นั่งให้เด็ก ตอนที่เรามีที่นั่งนั่นทำแยกย้ายมันได้ติดไปเป็นห้อง multimedia มาดูได้ที่เดียววันละหลายๆ คน ได้วันละหลายๆ คน เราคิดว่าในนั้น 70 เราดูเรื่องนี้ เราเลือกตัวเรื่องในนั้นที่มีความ

การที่ห้อง SALC มันอยู่คนเด็กก็ต้องเด็กเรียนทำห้องกัน แต่ของเราเด็ก motiva tion มันต่ําไม่ว่าอยู่ใกล้ไกลไม่ไปก็ไม่ไป

มองว่ามันเป็นปัญหามั๊ยคะ ถ้าเราดูของต่างประเทศมันก็อยู่คนเด็กนั้น มันมีเด็กของมัน เลยต่างหาก เลยตัวเด็กต่างประเทศโดยเฉพาะก็เกินกว่าต่าง ชัดเจนจะมีเสียงดัง สงสัยอยากเห็นเพราะมัน motivation ให้เด็กอื่น หลายๆ คน ให้เด็กอื่นก็ต้องเด็กเก่งกว่าก่อนไม่ไปใช้มากขึ้น เข้า เข้าเด็กอื่นพยายามไปใช้มากขึ้นๆ แต่ของเราเด็ก motivation

นั่นนี่ไม่ว่าอยู่ใกล้ไกลไม่ไปก็ไม่ไป

เมื่อกี้บอกว่าจะมีสัก 10% ที่เด็กจะได้ประโยชน์จากห้องนี้จริงๆ

อันนี้ที่อยากจะทำคือห้องไหนคะ ก็ยังไม่มีห้องให้เราเราอยากจะทำที่ห้องเราห้องเด็กเราเนี่ยขึ้น การที่ห้อง SALC มันอยู่คนเด็กก็ต้องเด็กเรียนทำห้องกัน แต่ของเราเด็ก motiva tion มันต่ําไม่ว่าอยู่ใกล้ใกล้ไม่ไปก็ไม่ไป

มองว่ามันเป็นปัญหามั๊ยคะ ถ้าเราดูของต่างประเทศมันก็อยู่คนเด็กนั้น มันมีเด็กของมัน เลยต่างหาก เลยตัวเด็กต่างประเทศโดยเฉพาะก็เกินกว่าต่าง ชัดเจนจะมีเสียงดัง สงสัยอยากเห็นเพราะมัน motivation ให้เด็กอื่น หลายๆ คน ให้เด็กอื่นก็ต้องเด็กเก่งกว่าก่อนไม่ไปใช้มากขึ้น เข้า เข้าเด็กอื่นพยายามไปใช้มากขึ้นๆ แต่ของเราเด็ก motivation

นั่นนี่ไม่ว่าอยู่ใกล้ไกลไม่ไปก็ไม่ไป

เมื่อกี้บอกว่าจะมีสัก 10% ที่เด็กจะได้ประโยชน์จากห้องนี้จริงๆ
I: อ. บอกว่ามันได้ประโยชน์แล้วมันได้ประโยชน์มากน้อยแค่ไหน แล้วทำไมคิดว่าได้ประโยชน์
D: ได้ประโยชน์คืออันที่หนึ่งดูจากพัฒนาการของเด็กเยี่ยงนะ เพราะเด็กไม่เคยไปต่างประเทศ แล้วทำไม accent ดีๆ พูดได้ดี
I: บอกว่ามันได้ประโยชน์แล้วมันได้ประโยชน์มากน้อยแค่ไหน แล้วทำไมคิดว่าได้ประโยชน์
D: ได้ประโยชน์คืออันที่หนึ่งดูจากพัฒนาการของเด็กเนี่ยนะ เพราะเด็กไม่เคยไปต่างประเทศ แล้วทำไม accent ดีๆ พูดได้ดี
I: บอกว่ามันได้ประโยชน์แล้วมันได้ประโยชน์มากน้อยแค่ไหน แล้วทำไมคิดว่าได้ประโยชน์
D: ได้ประโยชน์คืออันที่หนึ่งดูจากพัฒนาการของเด็กเนี่ยนะ เพราะเด็กไม่เคยไปต่างประเทศ แล้วทำไม accent ดีๆ พูดได้ดี
I: บอกว่ามันได้ประโยชน์แล้วมันได้ประโยชน์มากน้อยแค่ไหน แล้วทำไมคิดว่าได้ประโยชน์
D: ได้ประโยชน์คืออันที่หนึ่งดูจากพัฒนาการของเด็กเนี่ยนะ เพราะเด็กไม่เคยไปต่างประเทศ แล้วทำไม accent ดีๆ พูดได้ดี
I: บอกว่ามันได้ประโยชน์แล้วมันได้ประโยชน์มากน้อยแค่ไหน แล้วทำไมคิดว่าได้ประโยชน์
D: ได้ประโยชน์คืออันที่หนึ่งดูจากพัฒนาการของเด็กเนี่ยนะ เพราะเด็กไม่เคยไปต่างประเทศ แล้วทำไม accent ดีๆ พูดได้ดี
ใครสักคนเราก็ไม่อยู่อยู่แล้ว (หัวเราะ)  ก็ต้องประกอบกันหน่ะ

มันมีหลายส่วน

I: แล้วสิ่งที่เราจัดไว้ในห้องข้างบนหล่ะคะ
D: แล้วที่จริงหน่ะ มันหลังๆ เนี่ย เท่าที่ดูนะไม่ค่อยมีของใหม่

จัดที่ข้างบน อยากจะให้ฝึก listening exercise ที่ให้เขาฟังให้

มีใบงานอยู่ด้วยคะ ให้มีใบงานให้มี assignment จาก

ถ้าให้ดูไปฟัง listening หน่วยเลข 1A มาเติม แล้วส่งครู

ครูอยากให้มันต้องมีบัตรคัมภีร์ ต้องใช้คะแนนบัตรคัมภีร์ไม่

มีคะแนนบัตรคัมภีร์แล้วไม่มีใครไปฟังอะไรเขา เขาก็ไม่อยากทำ

เพราะฉะนั้นแล้วไม่มีความหมายมาก อยากทำให้ถูก

ถ้าไม่มีอีกทำก็ไม่มีแรงจูงใจมากเพียงพอ

I: แล้ว บอกว่ามันไม่ค่อยทำเลยนะอาจจะเพิ่มหรือปรับให้

ทำเหมือนนี้ควรจะเป็นสกุลนะคะ

D: อยากให้อาการฟังที่มีแบ่งเด่นตรงๆที่จับมานั้น เกิด

อะไรขึ้นบ้างที่มันสำคัญต่อเด็กนักเรียนให้เด็กๆกับหนังสือในอดีที่หรือ

ต้องไปได้ เช่นแฝงต้นใหญ่ที่เกิดต่อเวลา ซึ่งส่งผลบวกจะไป

ให้ดูอย่างเนื้อ พวกก่อการร้ายแฝงต้นใหญ่อะไรก็ว่าไป

สัตว์ราคาน่าจะทำก็แนวไป

I: ทำรายการฟังเนื่องอ. คิดว่าถ้าฝึกแล้วจะเป็นอย่างไรคะ

D: ฟังมากได้มากฟังน้อยได้น้อย

I: แล้วถ้าเขาไปห้อง SALC ไปฝึกฟังจริงๆ จะเป็นอย่างไรบ้างคะ

D: ถ้าฟังมากๆๆ ก็จะเหมือนเด็กคนนั้นที่เขาไปดูหนังดูอะไรก็จะไป

เฝ้าหาความพอใจมากกว่าไป

I: ทักษะการฟังเนื่องอ. คิดว่าถ้าฝึกแล้วจะเป็นอย่างไรคะ

D: ที่บ้านเขาไม่มีโอกาสเช่นอยู่ห้องพักมัน

I: แล้วถ้าเขาไปห้อง SALC ไปฝึกฟังจริงๆ จะเป็นอย่างไรบ้างคะ

D: อันนั้นเป็น low motivation มองไม่เห็นอนาคตคด้วย

I: ขออนุญาตถ้าจะได้ฟังเลย ถ้าหน้า 아직ไม่ได้ฟังเลย

D: อันนั้นเป็นเพราะเหตุผลอะไร

I: เขาเองก็ไม่มีโอกาสเช่นอยู่ห้องพักมัน

D: อันนั้นเป็นเรื่องการหางานทำไม่ได้

I: ขออนุญาตถ้าจะได้ฟังเลย

D: เขาเองก็ไม่มีโอกาสเช่นอยู่ห้องพักมัน

I: ขออนุญาตที่จะได้ฟังเลย

D: อันนั้นเป็นเรื่องการหางานทำไม่ได้
 proof ได้ ฟังแล้วเรียงลำดับ ตอบคำถามสั้นๆ มีคนสองคน
cุยกันแสดงความคิดเห็นลิงที่เขามาทำห้องเล็กให้เราให้
opinion ของคนเหล่านั้นลงไป อันนี้ฟังแล้วตอบคำถามเรา
ได้ยิน อันนี้พ่วงมาเป็นข้อของแวดล้อมหา size, color ที่ต้อง
c่าที่มีราย กลองซึมมีข้อที่ที่คุณ คำถามที่อะไรแบบนี้
อันนี้ให้เรียงลำดับ conversation ตามที่ได้ยิน อันนี้ตอบ
ค่านี้เปลี่ยนกับ Earnest Hemmingway สั้นๆ อันนี้มีการคุย
gานแล้วเล่าเรื่องไป San Francisco เป็นอย่างไร transportation,
hotel, restaurant เป็นอย่างไร มีเวลาบาง brief ให้
ร้าวมีโครงงานมาโรงเรียนมา ในเมืองนี้ อธิบาย...
เหรอที่เล่าให้อ. พ่อแม่ไปซื้อของแล้วถามหา size,
colour ที่ต้องการ ที่มีขาย ตกลงซื้อมั๊ยซื้อกี่ชิ้น ราคาเท่าไหร่อะไรแบบนี้
อันนี้ก็ให้เรียงลำดับ conversationตามที่ได้ยิน อันนี้ตอบ
ค่าถามเกี่ยวกับ Earnest Hemmingway สั้นๆ อันนี้มีการคุย
gานแล้วเล่าเรื่องไป San Francisco เป็นอย่างไร transportation,
hotel, restaurant เป็นอย่างไร มีเวลาบาง brief ให้
ร้าวมีโครงงานมาโรงเรียนมา ในเมืองนี้ อธิบาย...

D: อันนี้มีที่ relate อันนี้โดยทั่วไปโดยรวมแล้วใช้ได้เพราะมัน
ไม่ยาวมาก ศัพท์ก็ไม่ยาก พอได้นะ
I: แล้วรูปแบบของแบบฝึกหัดละคร แสดงคลองกับในหนังสือมั๊ย
ให้หนังเสียะมีเสียดิ้นคำ
d: มันคุยๆ กัน มีเรียงลำดับมีดีมีอย่างเดิมไปในนี้เล็กๆ น้อยๆ
พอได้ อันนี้ได้ พอได้เหมาะสม
I: อันนี้มีเสียงถามถามจากห้องช่วยบันที่เป็น commercial ทั้งเล่ม
แล้วด้วยเฉพาะบางอัน อันแรก อธิบาย...
แล้วอ.คิดว่าแบบฝึกหัดนั้นเหมาะสมกับ 70 มั๊ย เป็นไปตาม
วัตถุประสงค์ของเรามั๊ย
D: ถ้าเทียบกับอันแรกนะอันนี้จะยากกว่า แต่เดิม pre-listening
เด็กก็ไปไม่รอดแล้ว อันนี้น่าจะเป็น 71 มั๊ย มากกว่า เพราะบาง
ครั้งเด็กก็อาจจะไม่รู้พังก์นี้ด้วย
I: แล้วถ้าทำเองโดยไม่มีคน guide ด้วยจะเป็นอย่างไร
D: อันนี้ถ้าไม่ guide เด็กจะย่อยนะ อันแรกยังพอได้เพราะมันเป็น
ค่อนข้างเป็นชีวิตประจําวันที่เด็กเห็น ได้ยิน อันนี้ยากไป
I: อันที่สอง อธิบาย...
D: ถ้าเป็นฟังให้ทำพี่จะ fill in the blank เพราะเด็ก 70 มันเกิน
ระดับของเขา
I: แล้วมันเกินไปสำหรับวัตถุประสงค์ของ 70 มั๊ย
D: มันเกินไปที่เหล่านะ เพราะเด็กก็เราเตรียมมาหันจะยุ่งในภาพ
ชีวิตประจําวันที่มีอะไรสื่อให้เขาได้เห็นมากขึ้น อันนี้มันเสีย
อะไรได้ขึ้นสภาพแล้ว เด็อก็ไม่ได้เด็อก็อะไรมากมาย
listening practice อันนี้มันไม่เด็อก็จริงแต่ choice อย่าง
เช่นข้อ 8 ตุชิ the speaker a, b, c มันไม่มี clue อะไรให้
มากกว่าที่นั้น อันนี้จะยากอ่างอีกนะ อัน listening
practice จะเด็กว่า
I: แล้วรูปแบบแบบฝึกหัด อันนี้ choice มันกำเป็นใจ ที่อยาก
D: เป็น blank เป็นสั้นๆ มากว่า
I: อันที่สาม อธิบาย...
D: อันนี้จะเป็น 71 นั่นแหละ อยากไป 70 วัตถุประสงค์ไปถึงกับ
reproduce หรอ แต่ recall ก็สุดแล้ว
I: อันที่สุดท้าย อธิบาย...
D: อันนี้โอเค อันนีมันใกล้เคียงกับที่เขาฟังอยู่ใน 70 ของเขานะ เพราะอันนี้อย่างน้อยจะช่วยให้เขาได้ค่าหมด อันนี้ดี สอดคล้อง
I: ขอบคุณค่ะ

XXX
**Transcriptions (English version)**

**Director and Deputy Director interview**

<table>
<thead>
<tr>
<th></th>
<th>I:</th>
<th>In your view, what are the goals (focus) of listening in EL070?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>D:</td>
<td>I need to read the course description first to find out: one, the level of listening; two, what the listening exercises are about. The difficulty levels of English I, II and III are different. The English I students are the low proficiency ones so they would not have to understand everything and every sentence. They should understand easy keywords and 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 content of the units. The topic of listening should lead into the units with the purpose to stimulate students’ schemas.</td>
</tr>
<tr>
<td>15</td>
<td>I:</td>
<td>So, can I say that it’s listening for keywords?</td>
</tr>
<tr>
<td>16</td>
<td>D:</td>
<td>Yes, it’s listening for keywords and the students would only understand on things that are explicitly stated in the listening.</td>
</tr>
<tr>
<td>18</td>
<td>I:</td>
<td>Do you think listening in the course is meeting its goals? How/Why (not)?</td>
</tr>
<tr>
<td>20</td>
<td>D:</td>
<td>I’ve once had a chance to teach this course. I think teachers teaching the course don’t really devote themselves to teach listening that much. Listening in English I is like a stepping stone to other skills such as reading and grammar. Therefore, listening is just a skill that leads into the units. The focus was not really for the students to be able to use the skill that much.</td>
</tr>
<tr>
<td>26</td>
<td>I:</td>
<td>Can you talk about the emphasis/focus of English I?</td>
</tr>
<tr>
<td>27</td>
<td>D:</td>
<td>The main focus is on reading with the least focus on listening and writing.</td>
</tr>
<tr>
<td>29</td>
<td>I:</td>
<td>And speaking?</td>
</tr>
</tbody>
</table>
| 30 | D:  | Both speaking and listening get the least focus in class. Sometimes students get to listening to tapes only 10 minutes in class so that doesn’t promote interaction. It might be because the listening part is short with only two listening tasks which do not lead to speaking. I’d like the listening and the speaking parts to be related that is not only listening for keywords but also be able to use those keywords in the tasks such as filling in blanks with those keywords, create sentences or answer questions with those keywords, so one skill will be connected to another. For example, we try to do reading along with listening; try to do two skills at the same time. Teachers try to read out to the students with the best pronunciation; and make it sounds native like as much as possible. Next, we try to ask general
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.

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?

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.

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?

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.

I: If teachers use dictations as their pre-listening activities, how would you feel about that?

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
certain degree. However, if the teachers’ pronunciation is too
different from the pronunciation of the speakers on the tape, that
would not help the students. When teachers read out with their
own normal pronunciation, students would understand every
word because it’s not authentic. Therefore, teachers should
pronounce the words with the correct stress. The teachers’
accent might not be very important but the teachers’ word stress
has to be very accurate.

I: Please look at the second listening exercise in unit 4. To what
extent do you think the exercise supports English I listening
goals?

D: This one is listening for comprehension at quite a high level.
It’s at a higher level than the first listening that requires students
to only tick the keywords they hear. The first listening is at
basic level; students only recognize the keywords but don’t need
to understand the listening. The second one, students have to be
able to recognize the keywords, understand the listening and
able to recall. The task requires both recall and retentions. It’s a
bit difficult; difficult but the students would be very active
because they need to try hard to understand. Therefore, this
exercise should be placed towards the end of the textbook as it is
at the moment, is good. Exercises towards the front should be
the keyword ones; ones that require only recall.

I: Can you say something about the level of difficulty of this
exercise?

D: Well, I think it’s the right level for English I but this kind of
exercise should be placed towards the end. It’s not too difficult;
students not only need to understand the vocabulary but also
need to understand the sentences and the conversations, so it’s
not only understanding the keywords but also understanding the
content of the listening, therefore, it’s comprehension.

I: Please take a look at the warm-up activities at the beginning of
each unit. If the teachers begin their listening lessons with these
warm-up activities without adding any other pre-listening
activities of their own prior to the actual listening tasks, how
would you feel about that?

D: I think it’s ok but the teachers have to always tell the students
the purposes of listening and what the listening is going to be
about before listening. The same thing happens with reading
and writing; students should be told what the reading is going to
be about and what the writing is going to be about. Everything
must have a purpose.

I: How about the listening activities in SALC, to what extent do
you think the listening activities in SALC support English I
listening goals?

D: We have various materials in SALC but I’m not sure whether
English I students receive any advices from the teacher attending SALC at that time or not about which listening exercises are suitable for them and whether the materials are already assigned or noted that they are suitable for English I students or not. I’m not sure about that. Well, in my opinion, 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. Soon we’ll have a meeting about this, about grouping the listening materials in SALC. 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.

I: What are the aims/objectives of English I?

D: It’s to review the basic knowledge of English; the knowledge that they have learned. The English of these students are below standard which can be from many different reasons, so we need to review them. We need to improve them to a certain standard. Some of them don’t even know what ‘active’ means; what is ‘an adjective’, and what is ‘a verb’, etc. It’s a remedial course; we need to brush-up on the things they’ve already learned. But somehow they haven’t improved.

I: Do you think the course is meeting these objectives? How/Why (not)?

D: No because out of 400 or 500 students, how many got ‘A’. These students when they get to English II and III, there’s no way for them to get A, no way. We can at least wish for them to get ‘C+’. There’s no way for them to get better. There’s no way for English I students to get ‘A’ in English II and III.

I: Why do you think it is like that?

D: Their knowledge of English is rusted. It might be because of their previous schools and how their previous teachers taught them; we don’t know. These students also have very bad attitudes towards English. The teachers didn’t do anything to motivate their students to have better attitudes towards English. Some students from schools out of Bangkok are good at English and their teachers are very eager to teach. Some schools are strong in Math but weak in English; some are strong in English but weak in Math. In some schools, the head teachers or the heads of the English department never encourage their teachers to be good teachers or never motivate their students to like English, so they tend to hate English. When they get to us, to be our students in the university; it’s quite too late to change their attitudes. Their attitudes have to be changed when they’re still in school. Things have to be changed at the schools. We
are their last stops (laughs). Their hatred of English has been accumulated for six years from M.1 - M.6 (Grade 7 - Grade 12). There is no way for us to change within one or two terms.

| 180 | I: Are there any changes you’d like to make to English I course? If so, what? Why? |
| 181 | D: English I students have low motivation because they know that it’s a non-credit course and there’s no grade. When there’s no grade, students would not take it seriously, they would not care to come to class and they are not motivated. But when there are grades and they can fail the course, the students would then take it seriously. Therefore, I’d like the teachers to take it seriously as well. Teachers have to really fail the students even though it’s half the class; they have to do it. This would then motivate the students. If we always tell them that 99% you’ll pass the course and you’ll fail the course only when you miss the exams, the students would not care a thing about the course. Why do we have to care so much about the students and not let them fail? Students have to work hard to pass the course and if they fail, just let them because they can retake the course next year, anyway. |
| 183 | I: What kinds of activities would you like to see the teachers do more of on the course? Why? |
| 184 | D: First, according to the Philosophy of Language Teaching and Learning, it has to begin with listening. When you’re able to listen, you’ll then be able to speak about the things you’ve listened to, as in this saying: ‘You can speak what you can hear. You can read what you can speak. You can write what you can read.’ Therefore, I’d like the teachers to tie these four skills together. It’s the theory called Language Experience Approach. If we do this and tie the four skills together, students will then understand that language is communication and not words in isolation. Knowing isolated words without knowing how to use the words to communicate does not mean knowing the language. |
| 187 | I: What kinds of activities would you like the see the teachers do less of? Why? |
| 188 | D: Do less? Nothing is too much; it about right. However, there’s no exercise after each lesson. I’d like teachers to prepare short exercises for the students to complete after each lesson. It can be on a single sheet for the students to complete about 15-30 minutes after each lesson and hand in to the teachers before the end of class. Teachers would then find out how much is learned after each class. It would also be our feedback. Once we’ve corrected it, we can explain their mistakes and use it as a review of the unit. If the students make lots of mistakes, we’ll then know where our teaching has gone wrong. |
| 191 | I: Is it similar to our supplementary exercises (reading and |
grammar) that we have at the moment?

D: Yes, quite but it has to be corrected with points given every time after class. For grammar exercises, teachers don’t have to correct them. Students can exchange their works and correct them together in class but for the writing works, teachers have to correct them. This way the students will then be motivated. But what we’re doing with the supplementary exercises at the moment is that we just give out to the students and give out the answers on the next day. Students don’t even have to do the exercises because they know that soon their teachers will then give out the answers, and why bother doing it!

I: Can you say something about the English I textbook?

D: The Head of the English Department is the reader of this textbook and she said that the English I textbook has greatly uses and perfectly uses the theory of language teaching. There is a great unity between the first half and the second half of the textbook and the content of the textbook is not too difficult for English I students, so the textbook is rated as a grade ‘A’ textbook. It is a very good textbook and it’s the best one that she has ever read.

I: What kind of rationale/methodology does the English I textbook follow?

D: This textbook has perfectly applied the language teaching theory. It highly uses the communicative approach. Everything is smooth; it’s highly communicative. Teachers can smoothly use the textbook, students can smoothly learn from the textbook and the teaching of this textbook can be done smoothly. However, the teachers using this textbook have to be active and prepare the lessons well.

I: To what extent do you think the English I textbook helps the course meets its objectives? Why?

D: I’ve seen from the course evaluation that students tick about the textbook; they said the textbook is good. The students I’ve taught also said that the textbook is good and it’s a fun textbook better than the ones in high school.

I: Completing the SALC portfolio is one of the assignments in the course. Can you say something about this assignment?

D: 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. Overall, there’s a good point about the
portfolio. I’ve supported the idea of portfolio since the beginning. It’s for the students to learn with objectives.

I: I’ve heard people saying that students copy each other’s works. Can you say something about that?

D: I have to admit that it’s the habit of Thai students. They like to copy because they have nothing in mind; they have no aims/objectives in learning and they are careless. Well, there are two groups of students: the first group is the good group and is very determined to do the works themselves; the second group is the bad group that copies everything. We know about this, so teachers have to be consistent in failing the ones with low marks. It doesn’t have to be only one or two that fail; it can be up to 20-30%. Failing students who deserve to fail has nothing to do with humanity. Teachers can even fail the students on their first term if they deserve it, students will then learn that they have to study harder.

I: Can you say something about summary writing assignment?

D: For this assignment, we can see how much students understand the lessons. I support the use of this assignment, so teachers would know whether students understand or not.

I: What do you think the students would learn from this assignment?

D: Students have to review the lessons and they will get the whole concept of each unit. Students might not understand things during the lessons but after they have to write the summary, review the lessons and reread their notes; I’m sure they will get the whole concept and understand the lessons more.

I: How do you think the students feel about this assignment?

D: How students feel about this? Well, from guessing, I think there are two groups of students with different feelings: the first group will like the assignment because they are the good students and they want to be good at English; the second group will not like the assignment because they are the bad and lazy students. It’s a good assignment and it motivates the students. Teachers assigning this assignment have also increased their work load in correcting the students’ works.

I: Can you say something about paragraph writing assignment?

D: I also like this assignment. Students can apply the knowledge learned in their writing. It’s a good assignment for English I.

I: How do you think the students feel about this assignment?

D: Again there are two groups: the bad students would feel uncomfortable and feel that their life is so difficult; the good group would feel happy and like the assignment. The good students would be able to write and be very creative using the approach called Language Experience Approach. The bad students would not be able to write even a single sentence or it
might take them over half an hour to write a simple sentence. I also like to assign students to do paragraph writing. I have to mark lots of written assignments because I like to assign students to write. I also learn lots of things from their written assignments and see how well they can apply the knowledge learned into their writings. It’s also a good feedback, so I do support this assignment.

I: Can you say something about the news clipping assignment (cut out, read, and translate)?

D: I’ve used this assignment myself too. The purpose is to promote students’ world knowledge and students will gain up-to-date vocabulary.

I: How do you think the students feel about this assignment?

D: I’ve once asked the students in my 005 class (Business English) and they liked it very much, even the poor students. They like it because they get to learn lots of vocabulary. For example, I’ve asked them to clip articles about accidents; students get to learn words such as collide, crash, etc. from the articles. Students like this kind of assignment.

I: Can you say something about boards decorating assignment?

D: This type of assignment involves only a group of students and not every student gets to participate. Also the occasions are not frequent enough for the students to decorate boards. We should try to find more occasions for the students to decorate boards and give them the opportunities to search for information, read and learn the vocabulary on those important days. It can be Thai and foreign important days such as Columbus Day, Father’s Day, Mother’s Day, etc. Students should get to decorate four boards in the term (16 weeks). This type of assignment promotes creativity and working in groups.

I: What do you think the students would learn from this assignment?

D: If we want the students to learn something, it has to be academic. Grammar? No, I don’t think the students would read it. We then have to decorate boards according to topics such as corruptions, tsunamis, earthquakes, drugs, terrorists, etc. It’ll be topic base. Teachers have to give marks for creativity, accuracy, beauty, etc. And it can be done in a form of competition.

I: How do you think the students feel about this assignment?

D: I think they will be excited. Students tend to be more interested in exciting things.

I: How do you think the students feel about how they are assessed? Why? (show the course outline on how students are assessed)

D: From my own experience, students are never opposed to the assessment procedure. They never come to us and complain about the attendance points. Our purpose for giving high
attendance points is to encourage the students to attend classes. In the past, there were no attendance points; there were only midterm and final exams and because of that, students half the class disappeared; they only showed up for exams. Their performances were VERY bad; they got just about the passing points. But after we start giving attendance points, there are high attendances with better performance. All courses of our institution and other courses in the university including post graduate courses have attendance points.

I: In what ways do you think the assessment procedure could be altered? Why? Would it work better?

D: The current procedure is ok but as I said earlier I’d like the teachers to really fail the students. If the students deserve to get an ‘F’, they should get it. If the passing point is set at 60% and above, those who get below the passing point should fail the course, simple as that.

I: Would it work better?

D: Yes because students would take it seriously. Once there was this teacher who said our passing point for a particular term should be lower because the students studying that term were poorer. That’s crazy. There should be one standard; ‘A’ in term one should be the same as ‘A’ in term two; the exams in term one should be parallel to the exams in term two; and the summer term should follow the same standard. Teachers should know that humanity and evaluation is two different things and they have nothing to do with sympathy. It would not be fair for term one students if the standard is lower in term two.

I: Can you say something about the lack of listening test in EL070?

D: No listening test. Um, yes, we should have got one. Do you know why? It’s because it’s a non credit course. In the future, we should have one. It’s to create similarities between the three Fundamental English Courses and the courses will then follow the same assessment procedure. It’s also to familiarise students with the test right at the first course.

I: Is it true that one of the reasons for not having a listening test in English I is because there’s a lack of listening labs to carry out tests?

D: No, no, I don’t think so. I think it’s because it’s a non credit course. The course has been neglected and hasn’t received much attention. No teachers are determined to teach the course. In the past, no young teachers wanted to teach the course and only the old teachers were assigned to teach the course.

I: On the other hand, there is a listening test in English II and III but there’s no teaching of listening in class. Teachers neglected the listening part.
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<tr>
<td><strong>D:</strong></td>
<td>Really?</td>
</tr>
<tr>
<td><strong>I:</strong></td>
<td>Listening was left out because time was needed to do the other skills.</td>
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<tr>
<td><strong>D:</strong></td>
<td>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.</td>
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<tr>
<td><strong>I:</strong></td>
<td>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?</td>
</tr>
<tr>
<td><strong>D:</strong></td>
<td>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.</td>
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<tr>
<td><strong>I:</strong></td>
<td>Can you say something about the students’ needs?</td>
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<tr>
<td><strong>D:</strong></td>
<td>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).</td>
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<tr>
<td><strong>I:</strong></td>
<td>To what extent do you feel the English I course meets students’ needs?</td>
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<tr>
<td><strong>D:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>I:</strong></td>
<td>What are the aims/objectives of the SALC?</td>
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| **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
hours students have to come to SALC. They can come at any
time, even on Saturdays and Sundays. We’re also open at
weekends. We try very much to favour the students because we
believe that “practice makes perfect”. If we expose the students
to the language and let them practise more, their English will
improve. English is a skill and when context is added, students
will gain a better outlook of the world. It’s the… what; it’s the
policy of the institution. Even the native speakers, they do have
this kind of centre. In the past, we have to fund our own SALC.
Now the university sees the benefit of SALC from our research
and gives us a budget to run, renovate, build new buildings, and
buy new materials.

I: Do you think the SALC is meeting these objectives? How/Why
(not)?

D: Yes, the aims/objectives in setting up the SALC are met. SALC
not only serves the students but also serves the staff. SALC has
been used as part of the teacher training programme we once
offered to English teachers all over the country. Courses were
held in the morning and the participants were assigned to spend
time in SALC in the afternoon. The participants really liked
SALC because they are motivated.

I: And in the case of our students?

D: For students who are interested in English, they would come and
tell us about the things they’ve been reading, watching and
doing in SALC. I do feel that they gain lots of things from the
things we’ve prepared for them. Instead of having to waste their
money on tutorial courses, they can visit SALC whenever they
want and do whatever they want such as watching films, reading
newspapers, etc free of charge. There are only 10% of the
students who are self motivated and gain benefit from SALC. I
always ask my students about SALC and they’ve told me they
regularly use SALC. Students living on campus have no where
to go and nothing to do so they go to SALC to watch films and
says they gain a lot from SALC.

I: Can you say something about how the SALC operates?

D: For SALC, we work as a team. There’s a manager to look after
and run SALC. The manager has to take care of everything:
equipments, materials, etc. In the past, there was no SALC
manager. Every teacher has to help run the SALC. There were
fewer teachers and students at that time. Teachers especially the
senior ones really worked hard to get SALC going. I’ve seen
that students are more interested to come to SALC to consult the
teachers and not the staff. I’ve noticed that the role of the
teachers attending SALC has been decreased. It’s because the
attitudes of the new teachers towards SALC are different from
the pioneers of SALC. They don’t see the importance of
<p>| 503 | 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. |
| 535 | I: And the resources? |
| 536 | 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>
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<td>549</td>
<td>I:</td>
<td>What kinds of activities would you like to do less of? Why?</td>
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<tr>
<td>550</td>
<td>D:</td>
<td>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.</td>
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<td>556</td>
<td>I:</td>
<td>And where are you thinking of doing it?</td>
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<td>557</td>
<td>D:</td>
<td>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.</td>
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<td>561</td>
<td>I:</td>
<td>Do you think it is a problem that SALC is located at some distance away from the lecture buildings?</td>
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<td>567</td>
<td>D:</td>
<td>SALCs in other countries are also located in buildings away from the lecture buildings but the differences are that students studying aboard 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.</td>
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<td>574</td>
<td>I:</td>
<td>Early you said that only 10% of the students would really benefit from SALC.</td>
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<td>577</td>
<td>D:</td>
<td>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.</td>
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<td>587</td>
<td>I:</td>
<td>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?</td>
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<td>591</td>
<td>D:</td>
<td>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.</td>
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<tr>
<td>599</td>
<td>I:</td>
<td>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?</td>
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<td>604</td>
<td>D:</td>
<td>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.</td>
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</table>
I: To what extent do you feel the students are satisfied with the SALC? Why?

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.

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?

D: Yes, I think there are lots of students who don’t want to practise their listening skills in SALC.

I: And what do you think were the reasons?

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.

I: Can you say something about the listening materials in SALC 4 (the sound lab)?

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.

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?

D: I’d like it to be a listening of interesting incidents around the world such as earthquakes, terrorist attacks, inflation, etc.

I: To what extent do you feel the students’ listening skills could be improved through the use of SALC? Why?

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.
I: Do you think the students practise their listening skills out of SALC? If so, how/why (not)?

D: I think they would do something entertaining such as watching films, movies because they like to be entertained.

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).

D: In general, this one is OK because it’s not too long with not too difficult vocabulary.

I: And the type of exercise?

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.

I: The next four examples come from SALC 4. Here is the first example (show the exercise and explain the details).

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.

I: This is the second example (show the exercise and explain the details).

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.

I: This is the third example (show the exercise and explain the details).

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.

I: And this is the last example (show the exercise and explain the details).

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.

I: Thank you.
Textbook writer interview

I: อยากให้อาจารย์ช่วยพูดเรื่องเกี่ยวกับหนังสือเล่มนี้หน่อยค่ะ

TW: ในฐานะเป็นผู้แต่งความคิดว่าจะทำอย่างไร

I: ค่ะในฐานะเป็นผู้แต่งหนังสือ

TW: หนังสือเล่มนี้เป็นวิชา EL070 เป็นวิชาพื้นฐานและก็ชื่อคือ English I เป็นเล่มแรกและผู้ที่จะเรียนวิชาหนังสือเล่มนี้ก็คือเด็กที่มีความ

I: รู้สึกว่าชอบเขียนหนังสือที่มีกิจกรรมที่มี activities และเพราะ

TW: ว่าเป็นคนสนใจในเรื่องของการสอนโดยใช้กิจกรรมไม่ว่าจะเป็น เกมส์หรือ activities ค่ะ ใ

I: วิชานี้เป็นเล่มแรกที่สุดเร็วจะนั่งเขียนพวกกิจกรรม

TW: ได้เลือกเล่มแรกที่เลือก remedial course นี้ก็เพราะว่ามีความ

I: เรื่องของการสอนก็คิดว่าเขียนให้มี style ลักษณะแบบ

TW: สมาชิก เพราะว่าผู้เรียนไม่ได้ PRESSURE ว่าจะต้องสอบได้ เรื่อง A, B, C, D เพียงแต่ต้องสอบให้ได้นะหรือไม่ผ่านแค่นั้น

TW: นี้เป็น remedial course ดังนั้นคิดว่า style ของ

I: หนังสือจะน่าจะแบบสบายๆ สนุกๆ เลยเขียนเล่มนี้ขึ้นมาและ

TW: อยากให้ความสนุกในด้านของหนังสือจะนั่งเขียนเพื่อมันจะมีความ

I: และมีกิจกรรมต่างๆ อีกทั้งกิจกรรมคู่เดี่ยวและกลุ่ม มีทั้ง individual work, pair work, group work ที่จะออกแบบให้มี

TW: นี้เป็น remedial course ดังนั้นจะมี style ของ

I: หนังสือเล่มนี้จะแบบสบายๆ สนุกๆ เลยเขียนเล่มนี้ขึ้นมาและ

TW: อยากให้ความสนุกในด้านของหนังสือจะนั่งเขียนเพื่อมันจะมีความ

I: และมีกิจกรรมต่างๆ อีกทั้งกิจกรรมคู่เดี่ยวและกลุ่ม มีทั้ง individual work, pair work, group work ที่จะออกแบบให้มี

TW: นี้เป็น remedial course ดังนั้นจะมี style ของ

I: แต่งว่าตอนที่ได้รับมอบหมายทางสถาบันปล่อยให้เลือกได้

TW: ไว้ให้เลือกหนังสือได้แล้วเริ่มเนื้อหาที่หนังสือ หรือลักษณะ

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I: แต่งว่าตอนที่ได้รับมอบหมายทางสถาบันปล่อยให้เลือกได้
TW: หมายถึง foundation courses คือต้องมีทั้ง 4 skills ค่ะ
43 I: ถ้าจะพูดถึงหลักการ rational ว่าหนังสือเล่มนี้มีหลักการและเหตุผลในการสร้างหนังสือเล่มนี้ขึ้นมาเพื่ออะไรค่ะ
44 TW: ขอเสริมหน่อยค่ะ
45 I: ขอเสริม
46 TW: ใช้ remedial เครียดผู้เรียนให้พร้อมก่อนที่จะไปเรียนวิชาต่อสูงด้วยค่ะ
47 I: หลักการเรียนหนังสือทุกเล่มต้องมี approach คือผู้วิเคราะห์
48 TW: หนังสือเล่มนี้ใช้ approach อะไรคะ
49 I: ถ้าจะพูดถึงหลักการ rational ว่าหนังสือเล่มนี้มีหลักการและเหตุผลในการสร้างหนังสือเล่มนี้ขึ้นมาเพื่ออะไรค่ะ
50 TW: หมายถึง remedial 用来补救准备学高年级的考生
51 I: ถ้าจะพูดถึงหลักการ rational ว่าหนังสือเล่มนี้มีหลักการและเหตุผลในการสร้างหนังสือเล่มนี้ขึ้นมาเพื่ออะไรค่ะ
52 TW: ใช้ remedial เครียดผู้เรียนให้พร้อมก่อนที่จะไปเรียนวิชาต่อสูงด้วยค่ะ
53 I: หลักการเรียนหนังสือทุกเล่มต้องมี approach คือผู้วิเคราะห์
54 TW: หนังสือเล่มนี้ใช้ approach อะไรคะ
55 I: แล้วคิดว่าหนังสือวิชาต้นๆ จะช่วยให้วิชาที่มันบรรลุวัตถุประสงค์นี้จะมี
56 TW: ใช่ remedial 用来补救准备学高年级的考生
57 I: ถ้าจะพูดถึงหลักการ rational ว่าหนังสือเล่มนี้มีหลักการและเหตุผลในการสร้างหนังสือเล่มนี้ขึ้นมาเพื่ออะไรค่ะ
58 TW: ใช้ remedial เครียดผู้เรียนให้พร้อมก่อนที่จะไปเรียนวิชาต่อสูงด้วยค่ะ
59 I: หลักการเรียนหนังสือทุกเล่มต้องมี approach คือผู้วิเคราะห์
60 TW: หนังสือเล่มนี้ใช้ approach อะไรคะ
61 I: ถ้าจะพูดถึงหลักการ rational ว่าหนังสือเล่มนี้มีหลักการและเหตุผลในการสร้างหนังสือเล่มนี้ขึ้นมาเพื่ออะไรค่ะ
62 TW: ใช้ remedial เครียดผู้เรียนให้พร้อมก่อนที่จะไปเรียนวิชาต่อสูงด้วยค่ะ
63 I: หลักการเรียนหนังสือทุกเล่มต้องมี approach คือผู้วิเคราะห์
64 TW: หนังสือเล่มนี้ใช้ approach อะไรคะ
65 I: ถ้าจะพูดถึงหลักการ rational ว่าหนังสือเล่มนี้มีหลักการและเหตุผลในการสร้างหนังสือเล่มนี้ขึ้นมาเพื่ออะไรค่ะ
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67 I: หลักการเรียนหนังสือทุกเล่มต้องมี approach คือผู้วิเคราะห์
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69 I: ถ้าจะพูดถึงหลักการ rational ว่าหนังสือเล่มนี้มีหลักการและเหตุผลในการสร้างหนังสือเล่มนี้ขึ้นมาเพื่ออะไรค่ะ
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74 TW: ครา
75 I: อยากให้เรื่องราวและการให้ความเห็นความต่างของ
76 TW: หนังสือเล่มนี้มีผู้แต่งสองท่าน อ.อิษทานันท์รุนณรัตน์ ค. อ.วิศิษฐ์แสงชัย
77 I: อยากให้เรื่องราวและการให้ความเห็นความต่างของ
78 TW: หนังสือเล่มนี้มีผู้แต่งสองท่าน อ.อิษทานันท์รุนณรัตน์ ค. อ.วิศิษฐ์แสงชัย
79 I: อยากให้เรื่องราวและการให้ความเห็นความต่างของ
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81 I: อยากให้เรื่องราวและการให้ความเห็นความต่างของ
82 TW: หนังสือเล่มนี้มีผู้แต่งสองท่าน อ.อิษทานันท์รุนณรัตน์ ค. อ.วิศิษฐ์แสงชัย
83 I: อยากให้เรื่องราวและการให้ความเห็นความต่างของ
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85 I: อยากให้เรื่องราวและการให้ความเห็นความต่างของ
86 TW: หนังสือเล่มนี้มีผู้แต่งสองท่าน อ.อิษทานันท์รุนณรัตน์ ค. อ.วิศิษฐ์แสงชัย
ก่อนแล้วเดี๋ยเราจะเอาเรามาเรียงกันทีหลัง โดยการที่ลักษณะของ
หัวข้อเราก็ดูหนังสือเดิมก่อน เราไม่ได้ทำ
ที่ได้ทำ survey สงคราม==หัวข้อใดบ้างที่จะเป็นที่สนใจของเด็ก แต่เราก็
สามารถที่จะคิดเห็นเด็กได้ว่าหัวข้อไหนบ้างที่เด็กจะสนใจ
เราก็ต้องหัวข้อมาก่อนที่ list หัวข้อแล้วเราจะคุยกันเรื่อยๆว่าหัว
ข้อไหนที่เราจะเป็นไปได้บ้าง โดยที่จะยับนั่นหนังสือเดิมก่อน
ประกอบด้วยมันก็เลยออกมาเป็นหัวข้อดังต่อไปนี้ 8 หัวข้อที่
คิดว่าเด็กจะสนใจ และใกล้ตัวเด็กมากขึ้น แต่พอได้หัวข้อ
เรียบร้อยแล้ว เรารูสึกเด็กว่า เรารูสึกเด็กและจากที่สถาบัน
ภาษา comment เราเราก็รู้เรื่องเดิมมือทำกันคนละบทแล้ว
เราก็กลมมากพอจะมีกี่ครั้งว่าบทไหนควรจะเป็นบทหลัก บท
ไหนควรจะเป็นบทรองๆ ล่มโดยอาจจะเป็น grammar เป็นหลัก
ด้วย grammar เราจะหาความสามารถจัดได้เลย แต่เราก็
เช่น ในบทแรกนี้ articles เป็นเรื่องที่น่าจะนำเสนอที่น่าจะเป็น
บทนี้เรียบร้อยแล้ว มาดูได้ล่ะว่า มาน่าควรจะเอา
grammar เรื่องใหม่ช่วยมอง
I: ตอบเราที่ทำ list อย่างไรเรื่องนั้น
TW: list จาก topic และก็ grammar โดยจะเวลาเราเรื่องเนื้อ
content นั้นก็จะเกี่ยวข้องกับ topic และก็ grammar โดย
ที่นั้นก็จะ แทนที่จะทำเรื่องเดิม เราเริ่ม 우선ในเรื่องนี้ที่
grammar เรื่องอะไรบ้างจะได้ไม่ข้องกันแล้วดูว่า cover
หมวดหุกเรื่องนี้ที่จะไปจะต้องเรียนก่อนจะไปในระดับ
ประโยคเดิมที่น่าจะดังกันนี้ไม่ได้หลักประโยคเป็น grammar
ย่อยๆ ไปก่อนแต่จะเป็นเรื่อง tense หลักๆ เชน present, past, future
I: เมื่อกี่. พูดเราเล่มเก่าๆ 2 เล่มมาก ย่อมทำทางเล้วคู่แต่
ระหว่าง 70 71 72 พูดคุยประสานกันมันหลายรามเล่มใหญ่จะมี
นี้ออกอะไรบาง เพื่อไม่ให้เกิดความขัดข้อง ไม่ต้องเลื่อนกัน
TW: มีค่ะ เราทำข้อมาระบุกลับกัน และมีผู้ใหญ่ของสถาบันภาษา
มาให้ความคิดเห็นว่าที่ผ่านมาเป็นอะไรอย่างไร เพราะจะนั้น
คนขี้ยนด้า 70 71 72 ได้มีการวางแผนกฎกามากกว่า 1
ครั้ง หลายครั้งที่เด็กมันจะมาเป็นหนังสือเล่ม
I: อยากให้. พูดเกี่ยวกับว่า listening, speaking, reading,
writing ในแต่ละบทมันมีความสัมพันธ์กันอย่างไรบ้างจะ
TW: มันจะสัมพันธ์กันอย่างเช่นบทที่ 3 ชื่อเรื่อง Safety
Instruction เราตั้งแต่หัวข้อเล็กก็ได้คร่าวสังเกตุว่า 70 นักที่
เอาเรื่องนี้ที่ทำที่ก็จะไม่ได้ชัดเจนต่างทางไปต่างประเทศ ไปแย่งกิจการทำ
ป้ายก็จะมีประสบการณ์ในเรื่องนี้ ไม่ได้ไปแย่งในอนาคต
แต่เด็กพวกนี้จะได้โอกาส ได้ใช้ transportation อะไร
พวกนี้ที่ดีจะเจาะผ่านไปสวัสดีขึ้นบ้างครับ ให้ผู้เรียน
จะมี ซึ่งแต่ละในในการ warm-up เนีย ที่จะเป็นการพูดเกี่ยวกับ
กับเรื่องของบรรยายศาสตร์ที่ยุ่นเครื่องบูรณาการ เนิ่นใด้ อะไรนี้
ชื่อเรื่องนี้จะเป็น individual work ก็ได้ครับ หรือครูจะทำเป็น
131 group work หรือ pair work ก็ได้ ลองช่วยกันสอนคนดูช่วย
132 อะไรเคยไม่เคยทำงานเครื่องบิน จะเป็นอย่างไร listening ก็
133 เป็นเรื่องเดียวกันเรื่องบนเครื่องบิน reading ก็เป็นเรื่อง For
134 your safety เป็นเรื่อง instruction ที่ผู้โดยสาร passengers
135 จะต้องใช้บนเครื่องบิน grammar นี่ถูกเสนอเหมือนกันเป็น
136 โครงสร้างเดียวกัน giving instruction คือ imperative จะนั่ง
137 มันก็จะต้องหลักให้หมดเลย giving instruction, giving
direction ในการนำเสนอเนื้อหาที่อยู่บนเครื่องบิน แล้ว
138 speaking นี่ก็คืออาจจะเป็นการ giving advice, giving
139 instruction โดยการใช้ context อันเข้ามาเกี่ยวกับ
140 exercise ตรงที่เป็น practice แบบฝึกเนี่ยเราจะสามารถใช้
141 เรื่องอื่นเข้ามาได้ด้วยแต่เราได้ main อันใหญ่คือเรื่องของ
142 giving instruction มา
143 I: เท่าที่ อ. เล่าให้ฟังว่าบทที่ 3 เนี่ยว่า listening, speaking,
144 reading, writing มันสัมพันธ์กัน และยึด topic เดียวกันแล้ว
145บทอื่นๆ มีลักษณะเป็นอย่างไรคะ
146 TW: pattern จะเป็นแบบเดียวกันนะคะ การเขียนหนังสือที่ดีเหมือนๆ
147 บทจะต้องเป็น style เดียวกันหมด แต่การเรียงแล้วแต่เรียง
148น่ะ เราอาจจะเริ่ม reading มาก่อนแล้ว เอา listening
149ไว้ตอนหลังกันค่ะ
150 I: หมายถึงการสอนของครูเรื่องอะไรคะ
151 TW: หมายถึงในการแต่งหนังสือค่ะ คือบทนี้จะเอา reading ขึ้นมา
152ก่อนอีกบทจะเอา listening ขึ้นมาก่อนไม่ได้ pattern ของ
153หนังสือลองเหมือนกันทุบทบท หนังสือเล่มนี้มีแต่ละ 2 คนใช่มั่น
154จะเราต้องดูช่วงกันผู้ที่เขียนร่วมกันเราจะเรียงอย่างนี้นะคะ
155เราจะขึ้นที่ warm-up, listening, reading แล้วเริ่มการสอน
156แล้วผู้สอนสามารถเลือกได้ เพราะฉะนั้น เราจะสอนศัพท์
157กับ reading ก่อนได้แล้วไปสอน listening ที่หลังก็ได้ แล้ว
158แต่ครูผู้สอนควรทำได้ทั้ง 2 แบบ
159 I: อยากให้อ. อธิบายถึงตอนที่เขียน listening ควรว่าจะทำให้
160 o. ผู้สอนสอนอย่างไรคะ
161 TW: เทคโนโลยีที่มีเป็นเรื่องเฉพาะน่ะนะคะ แล้วว่าให้ผู้สอนสอน
162อย่างไรก็คือจะต้องเตรียมผู้เรียนให้พร้อมก่อนฟังไม่ใช่ว่าอยู่ๆ
163ก็เอาฟังเทปเลยนะ ความเลย ไม่ใช่ เราถึงต้องเตรียม warm
164up ก่อน listening ที่เรียกว่า pre-listening ค่ะ อันนี้คือการ
165listening เลยใช่มั่น จะนั่นเข้าก็จะใช้กลวิธีไหนก็ได้ในการ
166ฟังแล้วว่ามันต้องมี pre-listening ก่อนที่เตรียมผู้เรียนให้
167พร้อมแล้วถึงจะลงมือฟัง ฟังแล้วก็จะ check เขาเข้าฟัง
168เป็นอย่างไรซึ่งการฟังในห้องมันก็แค่ครั้งเดียว หรือ 2 ครั้งเท่านั้น
169คิดอีกทีของ listening พร้อมหวัง tape script ไปเลย
170TW: จะนั่น ผู้เรียนจะได้มีพื้นฐานในเรื่องของการฟังนี้ตั้งเนื่องเขาได้
171กลับไปฟังมาก ๆ ด้วยตนเองถือว่าถูกต้องค่ะ เท่าในห้องเรียน
172เราจะต้องสอนวิธีการฟังก่อนเป็นอันดับแรก อันนี้คือบทที่ 3
แต่ก่อนที่จะบทที่ 3 ในบทที่ 1 เนี่ยต้องสอนเขาถูกว่ามันมี listening technique มันมีการฟัง listening comprehension technique อย่างไรบ้าง เช่นการฟังอย่างไรอันนี้เราสอนก่อน ตอนแรกเราจะฟังอย่างไร มีวิธีการฟังอย่างไร พี่ครั้งแรกให้เขา ให้เขากลับไปแล้วฟัง ยังไม่ต้องกังวลหรือตกใจเลย ไป เดี๋ยวก็กลับมาฟังทีอีกครั้ง หรือว่าก่อนจะฟังแล้วสอน เนี่ยหน่อยเราต้องคำนวณกันว่าเขาสามารถอะไรเราจะได้รู้ purpose ของการฟัง เราต้องสอนเขาให้อ่านคำในนี้แล้ว ก็ต้องมีการฟังอย่างไรได้เราก็จะได้ยินคำที่อยู่ในบท อันนี้มันเป็นเทคนิคในการฟัง listening ซึ่งครูผู้สอนต้องสอนอันนี้ก่อนนะ แต่เราจะไม่ต้องทำอย่างนี้ทุกบทใช่ไหมคะ เราทำอย่างนี้แค่ครั้งแรก เพราะการที่จะ pre-listening เราทำอย่างนี้ ทุกบทได้เลย เช่น เราอาจจะมีการ warm-up และฟังแล้วก่อน ว่าถ้าทำก่อนแล้ววินิจฉัยมันจะเห็น instruction card มันคืออะไร และและก็มีการฟังครั้งก่อนก่อนว่า electric appliances คืออะไร และ อีกครั้งพวกครั้งก่อนว่า pre-listening เราทำอย่างนี้ได้ แต่ warm-up เสร็จแล้วก็ต้องมี pre-listening กลอนหนักครั้งละค่ะ ถ้าผู้สอนไม่มี pre-listeningแค่เปิดเทปให้ฟังแล้วถามหา คำตอบเขาจะรู้สึกอย่างไรบ้างคะ ถ้าผู้สอนไม่มี pre-listeningแค่เปิดเทปให้ฟังแล้วถามหาคำตอบ แต่ warm-upเสร็จแล้วก็ต้องมี pre-listening ก่อนหนุกครั้งละจะรู้สึกอย่างไรค่ะ ที่ฟังไม่ทัน แต่เร็วก็ได้ เดี๋ยวก็จะกลับมาฟังได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เデ็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้า ของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เด็กก็จะตกใจก่อนเป็นอันดับแรก เพราะฉะนั้น ครูก็อาจจะทำได้ แต่มันก็จะลำบากกับเด็กหน่อย ซึ่งพูดโดยเจ้าของภาษา เดนี่ย์ไม่ต้องที่คลาสเรียนก่อนนะคะ แต่การสอนหนังสือเล่มนี้ก็ได้มันๆ จิตตัง
รู้สึกพอใจที่เราได้เขียนนำเสนอไปแบบนี้ แต่คนใช้น้องอ๋อต้องไปถามเขาเองว่าเขาพอใจหรือเปล่าถึงจะได้คำตอบที่แน่นอนเพราะเราไปตอบแทนเขาไม่ได้ แต่ก็ตอบได้เลยว่าก็มีทุกคนที่ชอบและไม่ชอบค่ะ แต่ก็มีปัญหาบางส่วนในขณะสอนค่ะ

I: ช่วยเหลือว่าปัญหาคืออะไร

TW: คิดว่ากลับสอนให้ได้หมดทุก part เลยแค่นั้นไม่สามารถทำได้หมดค่ะ เนื่องจากเวลาจำกัดนั้นเราไม่ได้ตอบแทนเขา เขาอาจเข้าใจในครั้งนั้นๆ เราให้เขาไปเรียนใหม่ เขาก็จะตอบได้เลยว่าก็มีทั้งคนที่ชอบและไม่ชอบค่ะ แต่ก็มีปัญหา

I: อยากทราบว่าทุกคนให้ความเห็นอย่างไร

TW: ช่วยให้ฟังได้มั๊ยว่าปัญหาคืออะไร

TW: คิดว่าจะสอนให้เข้าใจถึง part writing นี้เคยสอนแรกๆ แต่หลังๆ นี้ไม่ทันหน่ะค่ะ เนื่องจากเวลาที่มีจัดการเรียนการสอนให้ไม่ทันได้ เนื่องจาก ในการสอบค่ะ เราเน้น reading ค่ะ ค่าเส้นที่จะไม่เข้าใจใน part grammar เขาก็มีปัญหาะ ฉะนั้นเราก็จะละเลย speaking กับ writing ไปแต่ speaking เนี่ยRuby 71 72 แล้วเขาก็จะต้องมีส่วนของ reading ด้วย ถ้าเขาก็มีโอกาสได้เรียนในวิชาสูงขึ้นได้ เพราะฉะนั้นก็จะเน้น listening กับ speaking แต่ writing เนื่องจาก เขามาต้องเขียนเป็น paragraph นะคะ ทั้งๆ ที่เราสอน writing เข้าแต่เราก็ไม่มีเวลาสอนเข้าค่ะและ writing มันก็สอนยากของเต็มแบบนี้ เนื่องด้วยเวลาที่เป็นแบบนี้ มันไม่ใช่เรามา writing โดยเฉพาะเคยสอนแล่มีปัญหาที่มาน้องยังใจไม่เข้าใจอยู่ดี

TW: ช่วยให้ฟังได้มั๊ยว่าปัญหาคืออะไร

TW: เข้าแต่เราก็ไม่มีเวลาสอนเข้าค่ะและ writing มันก็สอนยากของเต็มแบบนี้ เนื่องด้วยเวลาที่เป็นแบบนี้ มันไม่ใช่เรามา writing โดยเฉพาะเคยสอนแล่มีปัญหาที่มาน้องยังใจไม่เข้าใจอยู่ดี

I: รู้สึกอย่างไรบ้างกับการที่หนังสือเล่มนี้เตรียม remedial แต่เวลาสอบไม่มีสอ listening อยู่แล้วค่ะ ฉะนั้นจะมีความมั่นใจ มีความสามารถยิ่งขึ้นแต่ถ้าเป็น pressure ตอนนี้ว่า คุณต้องฟังและต้องสอบด้วยเนี่ยยิ่งตกใจใหญ่แล้วยิ่งจะไม่อยากฟังยิ่งกลัวใหญ่ เลยค่ะ ฉะนั้นดีแล้วค่ะที่ว่ายังไม่ต้องสอบ listening ในตอนนี้ค่ะ

I: ย้อนนิดนึงนะคะ เมื่อกี้บอกอาจจะมีทั้งชอบและไม่ชอบแล้วในความรู้สึกของ อ. เขาที่สัมผัสมาเท่าที่เจอกับผู้ร่วมงาน เป็นพวกไหนมากน้อยกว่ากันคะ

TW: ถ้าเขามาไม่ชอบเขาคงไม่บอกเรามั้ง เขาคงไปพูดกันเองเพราะว่าไม่เคยได้ยินใครบอกว่าไม่ชอบ ได้ยินแต่ชอบ เขาไปฟัง 71 72 เขาอาจจะมีความน่าใจ ถ้าความสามารถยิ่งขึ้นแต่เขามาเป็น pressure ตอนนี้ว่า you ต้องพึ่งและต้องสอบด้วยเนี่ยยิ่งดันใจจะไม่สบายใจยิ่งกล้าใหญ่เลยคะจะเน้นคือเลยจะต้องมีความต้องการ listening ในตอนนี้ค่ะ

I: แล้วจากนักเรียนหล่ะคะ คิดว่าเขารู้สึกอย่างไรบ้าง

TW: ตอบยากนะคะนักเรียนเนี่ย เขามาอยู่ในห้องค่ะ เขาเป็นแบบนี้ให้เขามาแสดงความคิดเห็น ก็มี มันไม่ใช่เรามา listening สิค่ะ

I: แล้วตอนที่สอนอยู่ในห้อง มีอะไรบางบอกบ้างมีเรื่องขาวรู้สึก
อย่างไรกับหนังสือ
264 TW: ไม่มีไม่มีนะค่ะ
265 I: แล้วครับคิดว่าหนังสือเข้าใจอย่างไรกับ listening exercises
266 ในหนังสือ 70 ครับ
267 TW: ยากนะ เพราะที่สอนไปถามเขาว่าฟังรู้เรื่องมั๊ย พังออกมาเขาพัง
268 ไม่ออกนะ เพราะรู้สึกว่าฟังยาก แต่แบบฝึกหัดที่เราให้เขาทำ
269 ให้เขาฝึกที่มันเปลี่ยนไปแต่บางทีหนังสือจะทำให้เกิดความ
270 หลากหลายไม่ใช่เป็นวิธีเดียวกันหมด เป็น choice หน่อย อะไร
271 แบบนี้คะ เพราะเวลาเราสอบ listening ใน 71 มันก็มีข้อสอบ
272 บาง เข้าใจเข้แน่ว่ามันมีความหลากหลายในจุดนี้ แล้ว
273 อย่างที่เคยคิดแล้วว่าฟังแล้วเป็นอย่างไรบาง เขาก็จะบอกว่า
274 พังไม่ออก ฟังยากนะ ฟังไม่รู้เรื่อง หนังสือจะเป็นแบบนี้ คือเขา
275 พังได้เป็นค่ะ แต่ก่อนเรื่องที่ผมนี้จะไม่ในนี่คือ
276 เหตุผลที่เราต้องให้ tape script เข้าไป และให้เขาฝึกซ้อม
277 ใหม่ ถ้าอย่าง เพราะการที่จะฟังแต่ ๆ จะต้องพังมาก และ ภาษา
278 มันเป็น skill เราต้อง practice ไม่ใช่ราวทำครั้งเดียวแล้วก็ทำ
279 ได้เลย มันเหมือนกับกิจการทำหน้าที่ ที่ต้องฝึกซ้อมตลอดเวลา
280 ฉันว่า มันต้อง repeat ๆ ๆ ทำเข้า ๆ ๆ ถึงจะเกิดความเคย
281 ชิน พังง่าย ๆ พินิจ ๆ แต่เหมือนว่าหนังสือไม่สามารถทำได้
282 เวลาพักจำคงเราจะให้เด็กพักที่ 3, 4 เที่ยวนั่งก็คงไม่ได้ เพราะ
283 ว่าใน 2 เที่ยวเด็กน่ะนี่ตะกอนได้ คือเรา assume เองยังว่าจะ
284 คนพักชั้นแรกถ้ายังมีน่ะจะเด็กตอบได้แล้ว มันก็อาจไม่ใช่ 50, 60
285 % ของทั้งห้องมันแค่พอจะคน 2 คนตอบขึ้นมาครูก็บอกว่าใช้
286 ส่วนที่เหลืออาจจะพังไม่ออกเลยก็ได้
287 I: ในความคิดของคุณ อยากให้ผู้สอน สอนทุกอย่างในเล่มมีคะ
288 TW: ใช่ค่ะ ในความคิดของพี่ อยากให้สอนทุกอย่างในเล่มมี แต่ในทาง
289 ปฏิบัติทำไมไม่ได้ แม้กระทั่งตัวเองยังทำไม่ได้เลยคะ เพราะ
290 ไม่สัมพันธ์ กับตัวเนื้อหาค่ะ
291 I: อยากให้ครับ พูดถึง goal, focus ของ listening ว่า
292 คืออะไร
293 TW: จริง ๆ แล้วสภาพที่เรา listening ขึ้นก่อน reading เนี่ยนะคะ
294 เป็นการนำเข้าสู่ reading โดยการพังก่อนนะ ถึงเปิดديةมาว
295 หน้าแรกก่อน ไม่เช่นนั้นเราไม่สามารถเอาไปใช้ว่าจะหลังได้ใช้
296 มั๊ยคะ เราต้องการให้เด็กสร้างความคุ้นเคยก่อนจะเด็กจะไป
297 อ่านเรื่องต่อไป เราต้องการให้เด็กมันอยู่และคิด แล้วพวกนี่คือ
298 ย่อย เวลาฟังเริ่มใจความได้ฟังเพื่ออะไรมันถูกละคลอทก
299 บทอย่างเช่น บทแรกนี่ฟังเพื่อตอบได้ว่าพังได้ความรู้ว่า
300 อะไรนะคะ ว่าในหนังสือก็บอกอะไรอย่างไรมันก็เป็น aim ของ
301 แต่ละ listening ใน แต่ละ aim ใหญ่ที่จะบอกอย่าง
302 listening ขึ้นมาเพื่อสร้างความคุ้นเคยให้กับเด็กก่อนที่เขาจะ
303 ลงมืออ่านต่อไป aim ใหญ่จะบอกว่าเป็น listening เพื่อ
304 comprehension ก็ได้คะ เพราะมันก็เกี่ยวโยงกับ reading
305 ใช่ยังคะ เพราะเราสังเกต listening comprehension กับ
306 reading comprehension อยู่ใช่มั๊คะเพราะมันเป็นเรื่องเดียวกัน
I: ถ้าเด็กเขาฟัง listening ex 1 and 2 แล้วสามารถเอาไปทำ oral activities เป็น speaking เลย ถ้ามองว่าจะเป็นไปได้มั้ยคะ

TW: จะจริงๆ แล้วบ้านก็ได้ทุกอย่างแล้วครูจะออกแบบได้หมดเลย ครูจะอ่านสมุดเรื่อง hobby ใช่มั้ย ครูรักฟังเรื่อง hobby จะมั้ยคะ ถ้าจะให้ speakกันโดยการที่เป็นกิจกรรมทั้งห้องเลย แล้วก็เด็กกันว่าใครมี hobby อะไรแล้วก็ take notes ไว้ อะไรแบบนี้ค่ะ คือผู้สอนจะต้องแนะนำโครงสร้างให้กับเด็กว่า ถ้าจะพูดอย่างนี้ใช้โครงสร้างอะไร优良 ให้ด้วยยัง หรือถ้าจะได้สิ่งเหล่านี้มากกว่าการฟังแล้วด้วยว่าในชีวิตประจำวัน ของคนเรามีมั้ย hobby อะไรบาง ได้จากการถาม ฟัง เสร็จแล้วกันใช้มั้ย และในการอ่านมันมีตัวอย่าง hobbies เยอะนะ จะนั่น พ่อให้บทบาทพูดเขาถ้ายกกว่ามี hobbies อะไรเห็นคนที่เก็บบ้าง รู้สึกมั้ยมันหน่อยมันจะออกบาทพูดอย่าง เน้นๆ นักกว่าไปสู่ speaking ที่ยังที่นั่นเข้าอยู่กับนิยาย ครูมีความสามารถในการ link skill แต่ละ skill ให้มันเชื่อมโยงกันใน period เดียวกันค่ะ ถ้าที่สองครู เป็น listening exercises ที่อ่อ เอามาจากห้อง salc 4 ข้างบน จะอธิบายให้ฟังนะจะ ถามโจทย์ให้ฟังแล้วว่าเป็นแบบฟังก็มีข้อผิดพลาด แล้วง่ายให้เห็น แล้วถูกที่การฟังเป็น ไหน แล้วที่นั่นก็มีแบบฟังเข้าอยู่กับนักเรียน หลังๆ ใส่ต่อความหนังสือจะนั่นก็ยกให้เป็นแบบที่ 2 ให้เด็กคิดให้ link กันอย่างไรก็ได้คะ

TW: มันที่สองครู ถ้าผู้สอนจะได้มั้ยนะ ถึงระดับนี้ก็ยิ่งดี แต่ถ้าไม่ทำก็ระดับนี้ นักเรียนก็เข้าใจ ได้ในระดับนี้ก็แล้วแต่เขา ไหนฐานะผู้เขียนเน้น ก็อยากให้เข้า link กับหมดเลยทุกครูที่เรื่องพูด พูดที่ เขียน มาอยู่กับนักเรียน ซึ่งเขาจะปรับ skill เป็นอะไรก่อน หลังๆ ไม่ได้ต่อความหนังสือจะนั่นก็ยกให้เป็นแบบที่ 2 ให้ เข้าคิดให้ link กันอย่างไรก็ได้คะ

I: ถ้าที่สองครู เป็น listening exercises ที่อ่อ เอามาจากห้อง salc 4 ข้างบน จะอธิบายให้ฟังนะจะ ถามโจทย์ให้ฟังแล้วว่าเป็นแบบฟังก็มีข้อผิดพลาด แล้วง่ายให้เห็น แล้วถูกที่การฟังเป็น ไหน แล้วที่นั่นก็มีแบบฟังเข้าอยู่กับนักเรียน หลังๆ ใส่ต่อความหนังสือจะนั่นก็ยกให้เป็นแบบที่ 2 ให้เด็กคิดให้ link กันอย่างไรก็ได้คะ

TW: มันที่สองครู ถ้าผู้สอนจะได้มั้ยนะ ถึงระดับนี้ก็ยิ่งดี แต่ถ้าไม่ทำก็ระดับนี้ นักเรียนก็เข้าใจ ได้ในระดับนี้ก็แล้วแต่เขา ไหนฐานะผู้เขียนเน้น ก็อยากให้ link กันหมดเลยทุกครูที่เรื่องพูด พูดที่ เขียน มาอยู่กับนักเรียน ซึ่งเขาจะปรับ skill เป็นอะไรก่อน หลังๆ ไม่ได้ต่อความหนังสือจะนั่นก็ยกให้เป็นแบบที่ 2 ให้ เข้าคิดให้ link กันอย่างไรก็ได้คะ
ก็เป็นลักษณะของแบบฝึกหัดที่เหมือนกับหนังสือซึ่งเขาก็จะได้ฝึกฟังในหนังสือซึ่งเขาก็จะได้ฝึกฟังในห้องแล้วก็จะได้มาฝึกฟังในนี้อีก หรือแม้แต่การเข้าใจแล้วเราก็จะไปทำให้ทำจริงๆ แล้วบางครั้ง 70 ถ้าเราติดใจเริ่มจากที่เราอ่านก่อนก็ได้คร่าวๆ ที่นั้นก็ได้นะคร่าวๆ ถ้าที่นั้นเราก็ต้องปรับปรุงกับ level ของเด็ก ที่นี่เราจะทำให้ทำจริงๆ แล้วก็จะได้ฝึกฟังในห้องแล้วก็จะได้มาฝึกฟังในนี้อีก หรือแม้แต่การเข้าใจแล้วเราก็จะไปทำให้ทำจริงๆ แล้วบางครั้ง 70 ถ้าเราติดใจเริ่มจากที่เราอ่านก่อนก็ได้คร่าวๆ ที่นั้นก็ได้นะคร่าวๆ ถ้าที่นั้นเราก็ต้องปรับปรุงกับ level ของเด็ก ที่นี่เราจะทำให้ทำจริงๆ แล้วก็จะได้ฝึกฟังในห้องแล้วก็จะได้มาฝึกฟังในนี้อีก หรือแม้แต่การเข้าใจแล้วเราก็จะไปทำให้ทำจริงๆ แล้วบางครั้ง 70 ถ้าเราติดใจเริ่มจากที่เราอ่านก่อนก็ได้คร่าวๆ ที่นั้นก็ได้นะคร่าวๆ ถ้าที่นั้นเราก็ต้องปรับปรุงกับ level ของเด็ก ที่นี่เราจะทำให้ทำจริงๆ แล้วก็จะได้ฝึกฟังในห้องแล้วก็จะได้มาฝึกฟังในนี้อีก หรือแม้แต่การเข้าใจแล้วเราก็จะไปทำให้ทำจริงๆ แล้วบางครั้ง 70 ถ้าเราติดใจเริ่มจากที่เราอ่านก่อนก็ได้คร่าวๆ ที่นั้นก็ได้นะคร่าวๆ ถ้าที่นั้นเราก็ต้องปรับปรุงกับ level ของเด็ก ที่นี่เราจะทำให้ทำจริงๆ แล้วก็จะได้ฝึกฟังในห้องแล้วก็จะได้มาฝึกฟังในนี้อีก หรือแม้แต่การเข้าใจแล้วเราก็จะไปทำให้ทำจริงๆ แล้วบางครั้ง 70 ถ้าเราติดใจเริ่มจากที่เราอ่านก่อนก็ได้คร่าวๆ ที่นั้นก็ได้นะคร่าวๆ ถ้าที่นั้นเราก็ต้องปรับปรุงกับ level ของเด็ก
**Textbook writer interview**

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<tr>
<th>I</th>
<th>Can you say something about the English I textbook?</th>
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<tr>
<td>TW:</td>
<td>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.</td>
</tr>
<tr>
<td>I:</td>
<td>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?</td>
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<tr>
<td>TW:</td>
<td>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.</td>
</tr>
<tr>
<td>I:</td>
<td>You said earlier that four skills are included in the textbook. Are they equally presented in the textbook?</td>
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| 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”.

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**Transcriptions (English version)**
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<tr>
<th>I:</th>
<th>What kind of rationale/methodology does the English I textbook follow?</th>
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<tbody>
<tr>
<td>TW:</td>
<td>It’s a remedial textbook.</td>
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<tr>
<td>I:</td>
<td>Remedial textbook?</td>
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<tr>
<td>TW:</td>
<td>Yes, it’s a remedial textbook to prepare students to study advanced courses.</td>
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<td>I:</td>
<td>And can you say something about the approach of this textbook?</td>
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<td>TW:</td>
<td>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.</td>
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<td>I:</td>
<td>To what extent do you think the English I textbook helps the course meet its objectives? Why?</td>
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<tr>
<td>TW:</td>
<td>Yes, I think this textbook has helped improve the students’ abilities to a certain degree.</td>
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<td>I:</td>
<td>Can you please elaborate on the term “to a certain degree”?</td>
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<td>TW:</td>
<td>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.</td>
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<tr>
<td>I:</td>
<td>I can see that there are 8 units in the textbook. Can you say something about the similarities/differences of the units?</td>
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| 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.

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<th>I:</th>
<th>You said you made a list of topics…</th>
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<td>TW:</td>
<td>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.</td>
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<tr>
<th>I:</th>
<th>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?</th>
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<td>TW:</td>
<td>Yes, we all had several meetings with the committee about that.</td>
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<th>I:</th>
<th>Can you please talk about the listening, speaking, reading, and writing parts and how they are related?</th>
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<td>TW:</td>
<td>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.</td>
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<th>I:</th>
<th>Can you say about how you would like the teachers to teach the listening part in English I?</th>
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| 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
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.

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.

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<td>TW:</td>
<td>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.</td>
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<th>I:</th>
<th>Can you say something about the lack of listening test in English I?</th>
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<td>TW:</td>
<td>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.</td>
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<th>How do you think the students feel about the textbook?</th>
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<td>TW:</td>
<td>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.</td>
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<th>I:</th>
<th>And during your teaching, did the students show any signs of satisfaction or dissatisfaction?</th>
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<tr>
<td>TW:</td>
<td>No.</td>
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<th>I:</th>
<th>How do you think the students feel about the listening exercises in the textbook?</th>
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<td>TW:</td>
<td>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</td>
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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.

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<tr>
<th>I:</th>
<th>How would you feel if the teachers supplement with authentic materials as there are no authentic materials in the textbook?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TW:</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I:</th>
<th>Before I end this interview, is there anything you would like to add?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TW:</td>
<td>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.</td>
</tr>
</tbody>
</table>

| I: | Thank you. |
SALC Manager interview

I: ในฐานะที่เป็นผู้จัดการดูแลห้อง SALC น่ะคะ อ. คิดว่าวัตถุประสงค์ของห้อง SALC คืออะไร

M: วัตถุประสงค์คือเพื่อส่งเสริมการเรียนรู้ด้วยตนเองครับ เพื่อส่งเสริมให้นักศึกษามีทักษะในการเรียนรู้ด้วยตนเองครับ เช่นคิดว่าจะมีการเรียนรู้ที่น่าสนใจมากขึ้นมาเมื่อมีการส่งเสริมกันในทุกการศึกษาแล้ว ที่เหมือนกับส่งเสริม lifelong learning

I: ดังนั้นเมื่อมีกับเราสอน สร้างมาเพื่อเป็นการสอน

M: วัตถุประสงค์คือเพื่อส่งเสริมการเรียนรู้ด้วยตนเองและก็มีที่ส่งเสริมเพื่อที่จะให้นักเรียนได้มีโอกาสได้ฝึกเพื่อพัฒนาทักษะภาษาอังกฤษ มีการส่งเสริมทักษะด้านการวิเคราะห์แนวทางว่าภาษาอังกฤษคืออะไร

I: แล้วเท่าที่ผ่านมาคิดว่ามันบรรลุวัตถุประสงค์มั๊ยคะ

M: ก็คือยังไม่ได้มีการประเมินเป็นเรื่องเป็นเรื่องครับ อย่างเช่นเรื่องการส่งเสริมการเรียนรู้ด้วยตนเอง จะมาวัดจริงๆ มาประเมินจริงๆ ว่ามันบรรลุหรือไม่ เหมาะสมหรือไม่ ไม่เหมือนกับการวัดทักษะทางภาษาอังกฤษนี้

I: แล้วพูดเกี่ยวกับ วิธีการดำเนินงานของห้อง SALC นะคะว่าเป็นอย่างไรบ้าง

M: ถ้าพูดถึงเรื่องบริการจะต้องก็คือ เขาถูกจัดอยู่ในหมวดของสถาบัน ก็คือผู้จัดการดูแลอยู่ภายใต้การดูแลของรองผู้อานวยการทั้งฝ่ายบริหารและวิชาการแล้วก็จะมีทีมของอาจารย์ ผู้สอน วิชาภาษาอังกฤษ มีเจ้าหน้าที่ธุรการมี technician เป็นรองที่จะมีการเข้าไปควบคุมของห้อง แต่ละครนมีห้าหน้าที่ครู้เรื่องเรียนและโทษที่จะส่งเสริมเข้าไปให้กับนักเรียน

I: สิ่งที่เรามีให้กับเด็กในห้อง SALC หน่อยซิคะ

M: เราแบ่งเป็น 4 ห้องนะครับ ห้องแรกเป็น reading-writing ครับ ก็จะมี reading ก็จะมี work sheet เป็นแบบฝึกทักษะครับ

I: พอเห็นก็จะเห็นได้ optimism存在于ห้อง SALC หน่อยซิคะ

M: เราแบ่งเป็น 4 ห้องนะครับ ห้องแรกเป็น reading-writing ครับ ก็จะมี reading ก็จะมี work sheet เป็นแบบฝึกทักษะครับ
เรียนด้วยครับมีพวก work sheet ทั้งหลายมีทั้งครูทำเอง และที่เป็นของ commercial ครับ ที่เราซื้อมามาเป็น package มาเลยครับ และก็มีพวก magazine เราซื้อประมาณ 65 เล่ม พยายามให้นำหลากหลายหลายสาขาวิชาที่จะบันทึก business วิทยาศาสตร์ ธุรกิจ มีหลายอย่างและก็มี นสพ. ภาษาอเมริกา.

ฉบับ สำนักงาน writing สำนักใหญ่จะเน้น grammar ครับ ก็จะเป็นของ commercial เหมือนกันครับ และก็มีการเขียนที่เป็น writing จริงๆ เช่นเขียน paragraph สั้นๆ จะมีอยู่นิดเดียว มีอยู่แค่ไม่กี่ครับ

I: ที่นี้ให้ผลงานของอะไรคะ
M: มีเล่ม original อยู่ครับ ส่วนใหญ่ก็คิดว่าแทบไม่มีอะไรที่ original เลยครับ สำนักใหญ่ ถ้าจะ copy มาแล้วก็มีจัด ซึ่งมันก็จะคิดเรื่อง copy right ครับ

I: แต่เราก็มีเล่ม original อยูใช่มั้ยคะ
M: มีเล่ม original อยู่ครับ แต่เราก็ไม่ได้ display นะครับคือ ถ้าเรามี copy อันนี้เราก็ต้อง display ของจริงให้นักเรียนได้ดูเพื่อที่เขาจะได้อ่านจากนั้นไปตามหาได้ หรือเราอาจจะเรียนของจริงแล้วใช้ สลัดออกมาเป็นบท ๆ หรือหา laminate อันนี้ก็ทำให้เราไม่ได้ทำแบบนั้นครับ ที่เราทำอยู่คือ Xerox อย่างเดียวและแบบนี้เป็นบทๆ และก็ส่วนนี้เราก็จะให้ internet ได้ครับ

I: แล้วเราก็หายไปไม่มี lock อะไรใช่มั้ยคะ
M: ได้ เราจัดการกันมีการกันมีการ lock ไว้ว่าไม่ให้เข้า website ที่ไม่เหมาะสมแล้วเราก็จะมีหนังสือ suggested web sites ที่ควรจะเข้าไป และตอนนี้เราก็จะมี web ของ SALC เอง นักเรียนสามารถเข้าไปดูได้และก็มี website ที่เราสนใจที่จะ link ไปให้ได้เลย และก็จะมี work sheet ที่นักเรียนสามารถ download load และ print ออกมาได้ นั่นคือห้อง คอมฯ อีกด้านก็จะเป็นห้อง วิดีโอครับมีหนัง sound track และก็มีวิธีดีอีกการเรียนการสอนภาษาอังกฤษที่เราใช้จะมีหลายชุดเหมือนกันมีทั้งของอังกฤษ ของ อเมริกันค่ะ และก็จะมีสาระคดี ซึ่งก็จะเกี่ยวกับไม่ถูก copy right นี้ก็ที่ถูกต้องจาก UBC อันไทยและครับ และก็ห้องนี้มีกิจกรรมต่างๆ พวก board game จะใช้แบบนี้ครับ และก็มี karaoke ในห้องนั้นและ สำนักห้องเป็นห้อง เหมือนห้อง sound lab เป็น language lab มี booth และก็มี headphones จะใช้แบบนี้ จะตะกรับให้เด็กฟัง listening เน้นตะกรับ แต่ก็มีห้องเสียงที่สี listening จะตระมูล ของ commercial จะมีที่สีหนัง แยกเสียง ที่สีหนังละหลายๆ อ่างเน้นจะครับ มีแบบให้เลือกมา ถ้าจะครับและก็จะมี listening อีกส่วนที่สีจากที่สอดคล้องกับในหนังสือและก็จะจัดไว้เป็นแผนครับเช่นกับนั้นสำหรับวิชา 70 แถวเป็น 71 และ 72 ครับ ต้องไม่อยากให้เด็กมายืน
และมาหยิบไปเดี๋ยวนะคือเราจะ lock ไว้เลยคือจะ
ถูกต้อง ที่งั้นท่านกันในหนังสือกับฝึกข้อสอบครับ ให้แล้วให้
cุณเคยกับข้อสอบ listening รูปแบบก็จะเหมือนกับข้อสอบ
จริงๆ และถ้าในห้อง listening ก็จะมี UBC cable television
tัวยกลิ้น บรรยากาศของ UBC ก็จะเปิด ไว้ให้เด็กๆ แต่ก็
ในห้องนี้จะเพิ่มมุม speaking นะครับ เมื่อก่อนจะจัดเป็น
เหมือนแนวคิดมีโทษ จะตัว work sheet ซึ่ง ลักษณะส่วนใหญ่จะ
เป็น pair work ให้เด็กฝึกพิเศษ กรับ แต่ก็ไม่มีวิธีที่จะให้ feedback
หรือเป็นที่ที่ให้ อ. มากจัดเป็น group discussion อ. มา
เป็นคน lead discussion เด็กก็ฝึกพิเศษ ครับ เหมือนกันว่า
เริ่มทำเนี่ยว่าแนวฝึกท้ายของ speaking ครับ คือให้เด็ก
มาเลือกหัวข้อ และให้เวลาเตรียมอยู่ 1 นาที วางแผนแล้วให้
พิเศษหรือหลัก 2 นาที แล้วเอาเทปใส่ในช่องที่ทำ feed-
back form เป็นงานเดียวแล้วเราตัดต่อ อ. ฝั่งให้มา pick
up ไปแล้วให้เวลา 1 อาทิตย์ เขาจะเขียน comment มาแล้ว
เด็กก็มาเลือกไป เพิ่มเริ่มเนื่องนี้เทนเบรกครับ ออกลับไป
ห้องแรกหน่วยครับ ตอนนี้เรามีเด็กพิเศษ ครับพวกเด็ก
ที่ต้องการทำอะไรมาพิเศษพิเศษมาได้สำหรับๆ ส่งให้ครับ เข้า
อาจจะไปฝึกฟัง listening ช่างบนไม่ได้ จะนั่งในห้องแรก
เล่นยาที่มีกับท้ายทายบางบางและมีพวก แบบฟื้นฟูฟื้นฟูกกับ
listening มาเสร็จ และตอนนี้ก็จะขยายไปสู่ ESP สำหรับ
dแค้ที่เรียน ESP ครับก็เลยเริ่มมี material ของ 296 ครับ
คือ Eng for Science and Technology ตอนนี้ก็มีชุดสำหรับ
listening ก็จะครบข้างบ้านกันในหนังสือเสริมและก็มีพวก
reading, writing ของ 296 ก็จะครบแล้วครับ อย่าง 296 จะ
เป็นเหมือนกับในหนังสือมัธมันจะเน้นพวก how to เขียน how to
take notes, how to compare and contrast, how to give
instruction ห่าง listening, reading ก็จะมีหัวข้อพวกนั้นหมด
แล้วครับก็จะครบ

I: แสดงว่าตอนแรกเนี่ย SALC มีไว้รองรับเด็กพิเศษ
M: ใช้ครับเด็กพิเศษ
I: เล่าเริ่มมาชาญวัย มี 296 แล้วมีแนวโน้มที่จะจะวิชาอื่นมีมากยิ่งขึ้น
M: ครับตอนนี้ก็พิเศษเหมือนกันมันจะกลายเป็นประกาศกัน มีหน้าตอบนี้ก็
เล่นยาบางแล้วก็จะหายไปสู่พวก business ครับ เพราะมัน
กลุ่มได้หลายคนแล้วครับตอนนี้เราก็เปิดโอกาสให้เข้ามาทำ
หนังสือตะกอน, ที่สอน ESP ว่าให้เด็กเขาได้พวกพวก
business ทำอะไรก็ได้เพราะ magazine เรามีเยอะอยู่แล้ว
พวก grammar หรือพวก CD-ROM มีการเขียนมาหลายแบบ
เข้าก็มาใช้ได้อยู่แล้ว ความจริงวัตถุประสงค์เนื่องนี้ตรงที่เขียน
ไว้ตั้งแต่แรกก็ไม่ใช่แค่ของพื้นฐานอย่างเดียว ยังมีของมท. ฯลฯ
ทั้งหมดและเรียงในส่วนของพื้นฐานของมท. ฯลฯ ทำให้ครับ
ให้เรียนเยอะมาให้เด็ก ESP มาเข้าได้แล้วนะ แล้วให้บอกด้วย
ว่ามีอาจารย์ครับ  มาเข้าได้ครับ
I: เมื่อถึงวันนี้ไม่ว่าสำหรับนักศึกษาทั้งหมด พลังพื้นฐานตรงนี้ไป
แล้วและอาจจะไม่ได้เรียน ESP ถ้าเขาใช้ได้ไม่มี

M: ครับจบไปแล้ว ลงเรียนหรือไม่ได้เรียนก็มาใช้ได้ครับ แต่ยังนี้

I: อยากจะย้ายไปบิดแค่ เนื่องกี่ปุ่มตัด material ใน reading

ในห้องแรก แล้วพูดถึง magzine จะอะไรต่างๆ เนื่อง เป็น

รายงานและหมายถึง

M: ก็แต่ละเล่มจะไม่เหมือนกันบางเล่มออกเรียนบางเล่มกี่

ออกเป็นแบบ weekly เช่น Times จะโฉมนี้ครับ บางเล่มกี่

ออกไตร่ 2 ฉบับ มีทุกแบบเลยครับ แต่เราต้องเลือกกัน

แล้วเสนอกรุ๊ป แต่เข้ามาอาจารย์มี อาจารย์

มีทั้งที่มีวิธีการแพทย์มีอะไรแบบนี้มีทุกสาขา ให้เป็น

ประโยชน์กับ ESP มาเข้าได้ครับ ขณะย่อนกลับไปเรียน

ระบบการใช้ต้องมีเวลา เรายอมที่ให้ถึงและเราก็จะมี

work sheet เราถ้าพยายามจะออกแบบรูปแบบการเข้ามาใช้

หนึ่งปีจะมีกั้นเปลี่ยนตามอย่างนั้น เอาแต่ปีจับปั๊น

ครับย่อยปั๊นนี้ เด็กเข้าแต่ละครั้งจะมีใน report

ให้เด็กได้รับที่จะมีเข้าไป reflect ว่า เข้ามาทำอะไร

บางทีมีหลักอะไร สูงกันอย่างไร รวมทั้งพวกเข้าหน้าที่.

ที่เข้าได้ตัวละ เลือกทำอย่างไรให้เขา เลือกใน report แค่

มานั้นที่ที่มันแสดงถึงการเรียนรู้ด้วยตัวเองที่ดีที่สุดของเขา

เลือกออกมาแล้วรวมเป็น portfolio ก็จะมีใบนับทั้ง

ประสบการณ์การเรียนรู้ตลอดทั้งชั่วโมง และมีใบประกอบเลว

กิจกรรมบางส่วน นอกจากมีเป็น report แล้วแต่ละอันก็จะมี

เหมือนเป็นหลักฐานการเข้าแต่ละครั้ง แต่เรายอมให้เข้าไป

อ่านแล้ว. จะครับที่จะมีใบประกอบอ่านเรื่องอะไร headline

ดังไงจะมีคำศัพท์อะไรบาง หรือเข้าไปใช้ คงมีก็จะมีไปให้

กรอกว่า เว็บอะไร แบบนี้ครับ แล้วให้มีการประเมิน web

นี้ด้วยครับ นอกจากนี้แล้วก็จะมีการจัดกิจกรรมการเรียนรู้

ด้วยตัวเองให้ประกอบเพิ่มเติมอย่างเช่น มีประกวดต่างๆ ที่

เด็กก็เข้าร่วมมาเข้าก็จะได้ครอบครองแน่นใน portfolio ได้

หรือมีปัญญาติมีเรื่องเกี่ยวกับการเข้าถึงกระดาษ หรือมีแบบมัธยม

เทนน์เป็นภาษาอังกฤษ หรือมีเรื่องงานให้มีการแข่งขันเด่อน

ปัญหา สะกดคำอะไรพวกนี้ครับ จัดให้เข้ากันหลังที่

I: นอกจากจะกรอกแบบพร้อมทำเป็น portfolio แล้ว ยังต้องมีใบ

เกี่ยวกับ activities ที่เข้าไปทำด้วยกันนั้น

M: หนังสือครับคือ มีใน report ควรเข้าใช้ เลือกมา 4 ชิ้นจากกี่

ขึ้น จำก 50, 100 ขึ้นที่เข้ากับเก้าแล้วแต่เลือกมาแต่ละชิ้นก็จะ

มีหลักฐาน จะเป็นคำตอบอะไรที่เข้าใจ เรียนเป็นคำศัพท์ที่เข้า

บันทึกล้วนแล้วก็จะมานั้นกับในการเข้าร่วม activity 1 ครับ

I: นอกจากจะถามเรื่องเมื่อกี่พุดถึง magzine หนังสือ ในห้องแรก

ไปแล้วนะ จะอย่างในห้องแรกมี grammar แล้วเรา update
พวกนี้บ่อยแค่ไหน อย่างห้องอื่นๆ อย่างซีดีรอม เพิ่มสิ่งใหม่ ๆ เข้ามาบ่อยแค่ไหน วีดีโอเกมส์ อะไรต่าง ๆ หรือพวก listening materials ข้างบน

M: ครับคือแต่ละมุมจะมีกรรมการรับผิดชอบ อยู่นะครับก็จะมีพยายามที่จะทำอะไรเพิ่มไปบ้างแต่ก็ไม่ได้บอกทันทันครับ

M: เพราะว่าหนังสือและเนื้อหาอะไรขยับปล่อยแล้วจะเหมือนเดิม อยู่ grammar point อะไรก็คงขยับปล่อยจะเหมือนเดิมอยู่ แต่ก็มี อ.

บางคนเนื่องจากเราเปิดโอกาสให้ได้สร้างผลงานขึ้นมา ได้สร้างผลงานเข้าไปใช้ยัยครับเหมือนกับได้ promotion ด้วยเช่นกันทำข้ามไปได้

คะแนนไงครับทำแบบนี้ให้บ้าง บ้านก็จะมี มีทำเป็นสิ่งเดียวกับ

บังคับตั้งค่ะ อย่างมุม reading กับ writing ไม่ค่อยมีอะไรใหม่เข้าไป ทำด้วยแต่ละอย่าง magazine เมื่อมันก็จะมีอะไรใหม่ ๆ มันก็มีมาก็จะมี

บางทีอีก เท่านั้น ทุก ายที่[w] อะไรนี้ให้ใหม่สิ่งใหม่ ๆ เข้าเรื่อย ๆ สารศัพท์ก็จะมีอีก

ไปตลอด อีกไปเรื่อย ๆ ส่วนพวก คอมฯ นี่ก็จะเหมือนเดิมอยู่ แต่ก็มีอ.

บางคนเนื่องจากเราเปิดโอกาสให้ได้สร้างผลงานขึ้นมาใช้เข้าไปได้ปัจจุบัน ถ้างั้นแล้วเข้าไปได้หรือแล้วแม้กระทั่ง

ใช่มั๊ยครับเหมือนกับได้ promotion ด้วยเขาก็ทำข้ามไปได้

คะแนนได้อะไรแบบนี้ครับ มันก็จะมีอ.

มีผลให้ได้ทำเป็นส่วนตัวเข้าไปบ้างแต่ก็อย่างมุม reading กับ writing ไม่ค่อยมีอะไรเข้าไป

เนื่องจากมันก็จะมีใหม่เรื่อย ๆ มันก็จะมีใหม่เรื่อย ๆ

มาเรื่อยๆ อย่างทุกเดือน ทุกอาทิตย์ อะไรแบบนี้ใช่มั๊ยครับ แต่ที่วีดีโอมีการอัดใหม่ ๆ เข้าบ้างแต่พวก คอมฯ ก็เรียกว่าไม่ได้ทำ

ไม่ได้ทำสิ่งใหม่ แต่อย่างธรรมดานั้นก็จะมีใหม่เรื่อย ๆ ส่วนพวก เช่นนี้นี่เรื่องมันไม่ได้ทำตั้งแต่ที่มาเรื่อยๆ

ขณะนี้ก็จะมีใหม่เรื่อย ๆ ส่วนพวก เมื่อว่าวีดีโอเนี่ยเราจะอัดใหม่ ๆ เข้าเรื่อย ๆ สารคดีก็จะมีอีก

ไม่ได้ทำสิ่งใหม่ แต่ก็อย่างมุม reading กับ writing ไม่ค่อยมีอะไรเข้าไป

แม้กระทั่งก็จะมีใหม่เรื่อย ๆ ส่วนพวก คอมฯ นี่เรียกว่าไม่ได้ทำ

ไม่ได้ทำสิ่งใหม่ แต่ก็อย่างมุม reading กับ writing ไม่ค่อยมีอะไรเข้าไป

แม้กระทั่งก็จะมีใหม่เรื่อย ๆ ส่วนพวก คอมฯ นี่เรียกว่าไม่ได้ทำ

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แม้กระทั่งก็จะมีใหม่เรื่อย ๆ ส่วนพวก คอมฯ นี่เรียกว่าไม่ได้ทำ

ไม่ได้ทำสิ่งใหม่ แต่ก็อย่างมุม reading กับ writing ไม่ค่อยมีอะไรเข้าไป

แม้กระทั่งก็จะมีใหม่เรื่อย ๆ ส่วนพวก คอมฯ นี่เรียกว่าไม่ได้ทำ

ไม่ได้ทำสิ่งใหม่ แต่ก็อย่างมุม reading กับ writing ไม่ค่อยมีอะไรเข้าไป

แม้กระทั่งก็จะมีใหม่เรื่อย ๆ ส่วนพวก คอมฯ นี่เรียกว่าไม่ได้ทำ

ไม่ได้ทำสิ่งใหม่ แต่ก็อย่างมุม reading กับ writing ไม่ค่อยมีอะไรเข้าไป

แม้กระทั่งก็จะมีใหม่เรื่อย ๆ ส่วนพวก คอมฯ นี่เรียกว่าไม่ได้ทำ

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แม้กระทั่งก็จะมีใหม่เรื่อย ๆ ส่วนพวก คอมฯ นี่เรียกว่าไม่ได้ทำ

ไม่ได้ทำสิ่งใหม่ แต่ก็อย่างมุม reading กับ writing ไม่ค่อยมีอะไรเข้าไป

แม้กระทั่งก็จะมีใหม่เรื่อย ๆ ส่วนพวก คอมฯ นี่เรียกว่าไม่ได้ทำ

ไม่ได้ทำสิ่งใหม่ แต่ก็อย่างมุม reading กับ writing ไม่ค่อยมีอะไรเข้าไป

แม้กระทั่งก็จะมีใหม่เรื่อย ๆ ส่วนพวก คอมฯ นี่เรียกว่าไม่ได้ทำ

ไม่ได้ทำสิ่งใหม่ แต่ก็อย่างมุม reading กับ writing ไม่ค่อยมีอะไรเข้าไป

แม้กระทั่งก็จะมีใหม่เรื่อย ๆ ส่วนพวก คอมฯ นี่เรียกว่าไม่ได้ทำ

ไม่ได้ทำสิ่งใหม่ แต่ก็อย่างมุม reading กับ writing ไม่ค่อยมีอะไรเข้าไป

แม้กระทั่งก็จะมีใหม่เรื่-existing thumbnail image
อาจจะเป็นหนังสือพวก general knowledge หรือ encyclopedia ลองเยอะ ๆ เหมือนเป็นห้องสมุดภาษา. เลยฆ่าพวก
อาจจะอ้างว่าห้องสมุดมีแล้ว แต่ว่ามันไม่เหมือนกันครับ เข้า
ไปห้องสมุดเราจะต้องไปดู catalogue หรือ search ในคอม
แล้วหาดีกว่ายาวอยู่ตรงไหน หนังสือกระจายกัน แต่ยังนี่ถือก็
มันมาพร้อมอยู่ที่แล้วก็จะดี คือมีไว้ครับ และกับบางที่มัน
สนใจกว่าเรื่อง ลิขสิทธิ์ แน่นอน ถึง
แม้เราไม่ได้เอามาเป็นกำไรเป็นรายได้ แต่อย่างไรก็ไม่มีถูกอยู่
ดี ก็อย่าให้เขา. เขาจัดสรร material เข้าไปมากนักครับ และ
ก็สอนคนลงท้ายเข้ามาคนที่เอาเข้าไปในห้องสมุดแล้วยังเปรียบ
แต่ตอนนี้ก็พึ่งในระดับนึงคิดว่ามันอยู่ดี มันก็ค่อนข้างจะดี
เลยครับ เพราะคนเขาถ้ามันก็จะต้องดูแล้วเราไปอุตถ์ดีขึ้นด้วย
เราก็พบว่าของเราถ้าไปได้ไว้ก็ไม่ได้ต้องไปกว่าเวลานี้ของ
เรามันเหมือน dynamic มันเคลื่อนไหวด้วยซ้ำ ของที่อื่นค่อน
ข้างจะหยุดยิ่ง กิจกรรมที่คนอื่นเขาเข้ามันก็ และค่อยข้างจะมี
เกิด่อน เรื่องภาษาอาจจะมองจะเปลี่ยนจาก วิธีเป็น ซีดิ คุณก็
จะพบว่ามันมาปรากฏไว้เปลี่ยนเป็น ซีดิ ได้แล้วไม่มีใครใช้
วิธีเดิมแล้ว แต่อย่างไรเป็นมัน มันก็ต้องมันต้องใช้วิธีใหม่
ให้เจริญไปดีแล้วให้พึ่งสนิทคนครับแล้วจริงๆ เหล่านี้ มัน
ก็ยังใช้ได้เลยเห็นครับ ถ้าอยากจะปรับปรุง อยากจะเหมือน
กับ เรื่องปัญหาเรื่องที่คนมีของ อารมณ์ เรื่องเกี่ยวกับ self
access learning หนุ่มครับ ถ้าเป็นไปได้ก็อยากจะให้มีการจัด
อบรมอะไรทำเองนี้ครับ เชิญวิทยากรภายนอกที่เขาเข้ามายก
เรื่อง self access learning มาพูดให้เราฟังครับ เราฟังครับ เพื่อจะได้
พิจารณาแล้วกันเป็นอย่างไรครับ

I: แล้วความรู้สึกตอนนี้คิดว่า. เสมอที่ทัศนคติอย่างไรครับ
M: คือ ปัญหาเท่าที่เขามาสอนใหญ่ซึ่งเห็นได้ที่เขียนเลย
วา ปัญหาคือว่าครูไม่ยอมเปลี่ยนบทบาทครับ ครูไม่ยอม
เปลี่ยนบทบาท คือปกติเราสอนในห้องเราก็จะดูแลลูกคุณครับ
อย่างเดิมที่ใช้ยังคงครับ อย่างที่นักเรียนไปดีไม่ทำก็จะ
check ดูซ้ำครับทีมงาน แต่ชนิดนี้ self-access เหมือนกับ
ครูจะต้องเปลี่ยนบทบาท ครับ เหมือนกับต้องแก้ปัญหาให้เข้า
ไปใช้ใหม่ซึ่งหลายอย่างอะไรก็ครับ คืออย่างที่มีปัญหาอย่าง
เช่น ที่ work sheet ไม่ให้เกิดก็ทำ แล้วส่งเป็น portfolio อันนี้จะ
ครับครูก็จะกังวลกันไปว่าเด็กออกก็ครับ ว่าสอง SALC เหมือน
สองเสริมไม่เคลื่อนกัน เลยบางครั้งใช้ปัญหาบ้าง พอเข้า
เข้าใน report ครูก็ก้านั้นตรวจ ที่มา grammar ทำให้เป็นกระ
หน้าทำให้ครูไม่ยอมต่อกับ SALC ครูครับเพราะเห็นเป็นกระ
หน้า полнениеที่เพิ่มขึ้น แต่ความจริงจะตายว่าอยู่ประสงค์
หลักสิ่งเพื่อสองเสริมการเรียนรู้ด้วงดายนั้น ในการ report เหมือนไม่ใช้
การบ้านวิชา paragraph writing ไม่ใช่มั้งครับ ที่ learning strategies ของ

 منهจ
เด็กมากกว่าอย่างเช่นเด็กคนนึงส่งมา 5 ใบ เลิกบอกว่าอันนี้
ไปดูวีดีโอมา มีดูวีดีโอมา 5 ใบ อย่างนี้ไม่ผิดแต่ว่าอาจจะ
เขียน comment ไปว่าทำไมไม่ลองทำกิจกรรมอื่นด้วยจะ
เอาใจได้พิเศษหรือถ้าบางคนใช้ทำไมไม่ลองไปทำคนอื่นดู
มันเชื่อมโยงอย่างไรอาจจะให้ comment เรื่อง learning strategies
นอกจากแล้วมันอาจจะไม่เป็นการต่อกับมันก็จะต้อง
คล่องกับกิจกรรมที่เราต้องการตัว เราจะต้องเน้นอะไร
happy เลยครับ เพราะที่รู้ ไม่ happy ทิ้งการที่เรามีไว้ในพวกนี้
แล้วอาจยิ่งรู้ดีกับกิจกรรมนี้ไม่ใช่เหรอ SALC ทำให้เด็ก
อย่างเรื่องตอบกลับกิจกรรม ไม่ใช่เรื่องพวกนี้มา
จะยกเลิกไป report อันนี้จะเร็บร ความจริงมันก็ล่าพุดถึงเรื่อง
มันตรงตาม ทฤษฎีมากครับ เด็กได้มีโอกาสได้ reflect
สิ่งที่เขาได้ประสบการณ์การเรียนรู้ด้วยตนเองเขาได้ค้นพบ
ว่ามันสอนเรียนอะไรเขามีปัญหาอะไรเขามีวิธีการเรียนอย่าง
อะไร และได้ปรับตัวเองอย่างไรแก้ไขอย่างไร เราไม่ให้เขา
เขียนว่าเขาจะขอไม่บ้าง ให้เขียนรายละเอียดว่าเขามีปัญหา
อะไรแล้วแล้วเกี่ยวข้องอย่างไรครับ แล้วจะให้ยกเลิกไปมันก็
เหมือนเป็นการสอนโดยที่เขาดึงใจทำ ซึ่งเด็กที่ดึงใจทำเมื่อ
และเมื่อทำด้วยเพราะผมเคยทำวิจัยกัน แต่ผมก็ทำวิจัยเก็บ
ข้อมูลเรื่องระบบพวกนี้ ผมถามว่า 10 ชิ้นเหมือนกัน 10
ชิ้นเด็กทำเองก็ขัน ลอกก็ขัน นั่งเทียนเขียนเองก็ขัน ผกกับ
เวลาเด็กในจำนวน 10 ชิ้นทำเองมากกว่า ที่เหล่านี้ได้ประโยชน์
อย่างนี้ถึงทำเอง 5 ขัน ลอก 5 ขัน ก็ยังได้ประโยชน์ ถ้า
เลิกเลยก็จะไม่ได้อะไรเลยครับ

I: แล้วเราจะบอกครูอะไรคะ ว่าจริงๆ แล้ววัตถุประสงค์ของใบ
report นี้เราต้องการให้ครูทำอะไรไปไม่ใช่มาตรวจ grammar จะ
M: ครูมีการทำงานในที่ประชุมของแต่ละทีมครับว่าจะมีการออก
ร่วมทั้งที่ทำวิจัย ทำ action research จะนั่งพอดี ผมก็
เขียน ผมมีข้อมูลแล้วผมจะบอกว่าเป็นอย่างไร ด้วยมัน
เป็นการรับรู้ว่า คือบางคนรับรู้พบหรอก แต่เราพบว่าที่จะ
เปลี่ยนความของเขาเปลี่ยนครับ

I: เราจะให้คะแนนแนวด้วย portfolio เยอะครับ

M: คือ เหมือนกันว่าตอนนี้เรากำลังเป็นคุณใจมากนะครับ ในการ
สอบกลยุทธ์การเรียนรู้ตัวแอมองครับคืออย่างไรก็ต้องอย่าง
ว่าต้องมีรางวัลหรืออะไรมาลอง ไม่เจาะ จากการที่เราไปจํานวน
หรือไปอบรม เนียร์และเก็บฟังปัญหาของ ม. สิ่งนี้จะครับ
มาตั้งครับบางครั้ง หรืออะไรพวกนี้ครับ อย่างบางครั้ง เนียน ยัง
ใจเด็กก็เข้า เพราะมันกิจกรรมกิจกรรม เป็น task based ในครับ
แล้วเข้ามาไม่เข้ามาหน่อยให้คุณเข้ามาใช้ ใน salc อย่างไรก็ต้อง
ม่าทำ อย่างบางครั้งต้องจําถึงไม่คิดถึงการอย่างละระมัดระวังเป็น
ห้องสมุด พบว่าไม่มีคนมาเข้า ก็เลยต้องปรับรูปแบบอย่างนี้ไป
ครับพวกบางที่เราต้องบําบัดหน่อยต้องอ่านอาจารย์แนะเน่า
เนียรๆและครับ เหมือนเราก็ต้องการจำนวนเพื่อไปเสนอผู้บริหาร
ด้วยเพื่อที่จะได้เงินประมาณมากกว่าจะต้องทำอะไรอย่างนี้คุณรับ ถ้าพูดถึงเรื่องบริการนะครับ แต่ในขณะเดียวกันเราก็มีคะแนนให้เขามาเข้า และเขาก็จะได้เรียนรู้ไปเองแล้วครับ แต่คะแนนที่ให้ก็ไม่ได้มีผล คือไม่ได้นำไปคิดตัวหนึ่ง มันไม่ใช่การจ้างทำหน้าที่หรือจ้างได้เขามาขนสิ่งของพวกนี้

I: แล้วกิจกรรมที่ทำ ๆ อุปสรรค มีอะไรที่ควรจะเลิกไปได้แล้ว
M: มักจะมันไปเกิดขึ้นแล้วครับ คิดว่ามันไปเกิดขึ้นอย่างนี้อาจจะให้ ทำเพิ่มเติม ๆ ครับ มันมีผลให้เป็นผู้จัดการครับ (หัวเราะ)
I: ถ้าอยากให้เพื่อนๆ มาดู จะได้ประโยชน์ แล้วเรื่องประโยชน์
M: อย่างนี้ แม้ว่าจะลงมา อยากให้เขาเข้าไป แล้วก็จะได้เรียนรู้ แต่ทางด้านแบ่งแยกนั้น

I: แล้วในความรู้สึก
M: คิดว่าได้ประโยชน์ แล้วมันไปเกิดขึ้นแล้วครับ คิดว่ามันไปเกิดขึ้นอย่างนี้อาจจะให้ ทำเพิ่มเติม ๆ ครับ มันมีผลให้เป็นผู้จัดการครับ (หัวเราะ)
I: แต่ในขณะเดียวกันเราก็จะไม่มีผล คือไม่ได้นำไปคิดตัวหนึ่ง มันไม่ใช่การจ้างทำหน้าที่หรือจ้างได้เขามาขนสิ่งของพวกนี้

M: ด้วยเพื่อที่จะได้เงินประมาณมากกว่าจะต้องทำอะไรอย่างนี้คุณรับ ถ้าพูดถึงเรื่องบริการนะครับ แต่ในขณะเดียวกันเราก็มีคะแนนให้เขามาเข้า และเขาก็จะได้เรียนรู้ไปเองแล้วครับ แต่คะแนนที่ให้ก็ไม่ได้มีผล คือไม่ได้นำไปคิดตัวหนึ่ง มันไม่ใช่การจ้างทำหน้าที่หรือจ้างได้เขามาขนสิ่งของพวกนี้
อย่างไร คือสิ่งที่ว่าไม่เห็นกับที่คาดหวังอยากให้เป็นเหมือน
ที่ผมคิดก็คือว่าใน work sheet เราถึง ให้เขียนประสบการณ์
การเข้าไปใช้ของเขาก็อยากให้เข้าเขียนว่าเข้าไปทำอะไร
อย่างเช่นวันนี้เข้าไปทำแบบฝึกหัด reading ฉันจะคัดค虱ฟท์ที่
ไม่รู้ต้นมากเกินไป แล้วถึงเราเรียนเรื่อง contextual clues
กว่าให้แตก่อน แต่เราไม่เคยแล้วเปิด dictionary เลย คืออยากให้
เขาก็คิดว่าเป็นแนวการเรียนรู้ของเขา หรือจะเขียนปัญหารวันนี้
ไปแล้วก็อยากสิ่งสอนแต่หาไม่เจอเลยว่า เรื่องที่จะอ่านยุ่งครง
ให้เรื่องราวไม่มี directory ไม่ใช่อะไรบอกให้ นี่ครับคือสิ่งที่
อยากให้เขียน

I: แต่ที่ผ่านๆ มาเป็นอย่างไรคะ
M: คือที่ผ่านๆ มาเขาจะเขียนว่าเข้าไปทำอะไรมาเท่านั้นเองครับ
I: ไปอ่านอะไรมา ได้เรียนศัพท์อะไรบ้างครับ
M: ได้เรียนศัพท์อะไรบ้าง ก็เลยไปอ่านหนัง
M: เด็กและครูครับ สนใจอยู่บ้างที่ด้วยคาดหวังรับไม่ได้เน้นถึง
I: เรื่องกระบวนการการเรียนรู้ครับ นอกจากให้เองถึงกระบวนการ
M: การเรียนรู้ครับ

I: แล้วความพอใจหล่อคะ เมื่อกี้อ.
M: คิดว่าพอใจครับเพราะได้ไปทำวิจัยมา เด็กพอใจ เด็กเนี่ย
M: เหมือนชื่นใจความสำคัญของสุนัขนี่ด้วย และเห็นว่ามีประโยชน์
I: ต่อเด็กด้วย แล้วเด็ก ก็ยอมรับปัญหาเกิดขึ้นบางอย่างได้
M: ในระดับนี้เด็กย่อมรับรู้ระบบที่เราให้เขา เด็กรู้ว่ามีคะแนน
I: โอเคบันทึกและยอมรับได้ก็มีคะแนน อะไรแบบนี้รู้รับบางมัน
M: วิธีของเราก็จะรูจึงให้เด็กเล่าเข้า เด็กก็ยอมรับได้ คือเก็บทั้ง
I: แบบสอบถาม เด็กทรายระดับละมันครับ และสัมภาษณ์เด็กว่า
M: เด็กพอใจ มีคนที่ไม่พอใจก็มีนะครับ คือส่วนใหญ่ครับเขาใจ
และพอใจ

I: ดูเฉพาะห้อง sound lab นิดนึงนะครับ มีอะไรที่อยากจะพูด
M: เป็นห้องที่เราให้ความสนใจน้อยที่สุดกว่าทุกห้องครับ
I: เพราะอะไรครับ
M: คือ อาจมีสถานที่อยู่ช่วงเวลาเด็กเล็กขึ้นไปน้อยอย่างครับ อาจจะ
I: เป็นทำการที่เราไม่เคยได้สอนเป็นเรื่องราวในห้อง เราถ้า
M: ไม่เคยด้วย เหมือนกับการสอนแบบนั้นคือ การเรียนบ้าน
I: เราสอนแบบ teaching to the test ครับ สอนเพื่อให้ไปสอบ
M: อย่างเดียวครับ เหมือนกับการสอน reading, grammar ก็เลยสอนยังไม่ใช่
I: ค่อยจะเน้น listening เลยครับ เวลาพอไปฝึกก็ต่อกัน
M: จะให้การก็ใช้ยังคงรับ คือไม่ได้สอนแต่เน้นที่จะให้ไปฝึกการขั้น
I: อะไรที่ใหม่เป็นอันที่ไม่เคยต้องใหม่เลยครับ คือครับ
M: Xerox จากหนังสือชุดไหนไปกับหนังสือเด็กตลอดตั้งแต่แรก
I: อาจจะมี test เหมือน test preparation เพิ่มขึ้นมาอันนี้และ
M: ไม่เป็นอันเดิม คือมี แต่เน้นเพิ่มบาง อ.สำหรับไปอัดสารคดีแล้ว
I: มาโดยทั่วไป transcribe และก็ blank ของร่างให้เด็กเด็กมี 2,3
M: ชุดที่เขาทำไว้ครับ และก็ถ้าอยากจะเพิ่มนาระบบก็จะเพิ่ม
ครับให้มากขึ้น และเพลงมีแต่เก่าแล้วครับ

เขาทําเรื่องฟังเพลงนานแล้ว

ที่บอกว่าอยากจะเพิ่ม material แบบไหนคะ

อย่างตอนนี้ ในนั้นมีเพลง และจะมีจากหนังสือนี้ที่ให้ฟังเป็น conversation ครับ

ให้อ ช่วยทำ คือเมื่อก่อนส่วนใหญ่เราจะแบ่ง level เป็น levels

เพื่อทุกห้องเลยครับ มี reading listening เหลืออัดเทป คือ

เมื่อกี้พูดว่าไม่ชอบ Xerox ไปเลยครับ อย่างถึงหน้าครับ

คืออยากจะเพิ่มอันนี้ครับ

ไล่แบบนี้คือการแบ่งตาม topic เป็นคนเป็นสิ่งๆ เป็นกัน

business hobby อะไรแบบนี้ครับ ที่ list ของ

ระหว่างทําอยู่ครับ แต่ว่ายังไม่เสร็จให้อ ช่วยทํา

ช่วยทําคือเมื่อก่อนส่วนใหญ่เราจะแบ่ง

level เป็น beginners, intermediate อะไรแบบนี้ครับ

ที่ไม่ชอบคือเมื่อก่อนส่วนใหญ่เราจะแบ่ง

ตามวิชา

หรือแบ่งเป็น task เดียว เป็นงานเดียวเนี่ย

ที่เราอยากให้เขาทำคือความยาวควรจะประมาณ 20-30

นาที หรือจะผูกมันกับสิ่งต่างๆ ให้เกี่ยวข้อง

ครับ เพราะมันไม่มีสั้นแค่ 30 มีเป็น 60, 90 ไปเลย เราใช้จริงๆ

แต่สั้นๆ เล่อ

อย่างที่เมื่อกี้พูดว่าไม่ชอบ ลองดูเอกสารพวกนี้ คือความคิดเห็น

ของ

ที่ไม่ชอบครับ

คือ เหมือนกับว่า อยากให้ลักษณะของ material ในห้อง

นี้เหมือนครับ เหมือนควรจะสะดวกกว่าการเอามาใช้ ถ้าเรา

แบ่งเป็น เรื่องเป็น task เดียวเป็นงานเดียวเนี่ยครับในเวลา

ที่เราอยากให้เขาทำคือความยาวควรลักษณะ 20-30 นาทีเหมือน

ครับ แบ่งเป็นขั้น ๆ เลย อยู่คู่กันเทป เทปก็จะมีแต่แบบสิ่ง

หนังสือ เล็กน้อยไปวางอยู่ตรงไหนในเทป อะไรแบบนี้ครับ
คืออันนี้มันมาเป็นเล่มเด็กไม่รู้เลยครับว่าอยู่ตรงไหนคิดว่าไม่มีใครเคยไปและด้วยข้า ครูเองก็ไม่รู้ครับ แล้วก็อย่างอันนี้แค่ชุดนี้มันก็ยาวไปเด็กก็ฟังไป ไม่รู้จักที่สื่อตรงไหน หน้าไหนอะไรแบบนี้ครับ

I: ดีค่ะว่า listening skill นี้จะ improve ได้มากน้อยแค่ไหนครับจากการทำห้อง sound lab เนี่ยครับ

M: คืออาจจะมองว่าห้องช่างบนห้อง listening ใช้มั้ยครับในห้องวิศิษฏ์ ห้อง คอมฯ ก็มีก็ listening skills เหมือนกันห้องคอมฯก็มีก็มีพวกซีดีรอมได้ดูหนังได้เหมือนกันครับ คิดว่าเป็นทักษะที่เด็กเล่าได้ด้วยตัวเองได้ดีกว่าการพัฒนาได้ในห้องเรียน เรียกได้ว่าซ้าย เพราะเป็นห้องที่ต้องฝึกบ่อยๆ เจอบ่อยๆ ในห้องเรียนเด็กweekละ3ชั่วโมงเนี่ยอย่างไรก็ไม่พอครับแต่ถ้าเข้าไปดูหนังบ้างฝึกฝึกโดยดูหนังก็เหมือนอะไรที่สนุกๆ แยกเสียงรันนี่ฟังฟังmainideaคือฟังที่ต้องอย่างที่ออกแบบมาและทำแบบฟังหนังที่designไว้ทำเป็นประจำก็จะดี

I: แล้วคิดว่าเด็กเขาไปฟังlisteningด้วยตนเองข้างนอกมั้ยคะ

M: คิดว่าเขาไปแต่ว่าอาจจะไม่ได้เตรียมนำเขาไปได้ฝึกแต่บ้านได้ตามหลักวิทยาศาสตร์หรือว่ายังไม่ได้ฝึก ในห้องคอมฯหรืออย่างฟังเพลงอย่างเนี่ยครับหรือความสามารถแล้วการพัฒนาทักษะlisteningก็ไม่ได้เกิดจากการฟังlisteningอย่างเดียว ถ้าเด็กก็ได้ฝึกมีinputเขาไปก็ก้าวสำคัญๆ เราเห็นจากที่เห็นได้จริงๆ นี่ก็จะช่วยพัฒนาทักษะฟังได้ด้วยครับ

I: จากประสบการของตัวเองนะคะจะเห็นเด็กเขาไปฟังlisteningไม่เคยเห็นเด็กเข้าไปห้องนี้เลย

M: คิดว่าเขาไปแต่เราอาจจะไม่ได้เตรียมนำเขาไปฝึกแต่บ้านได้ตามหลักวิทยาศาสตร์หรือว่ายังไม่ได้ฝึกในห้องคอมฯหรืออย่างฟังเพลงอย่างเนี่ยครับหรือความสามารถแล้วการพัฒนาทักษะlisteningก็ไม่ได้เกิดจากการฟังlisteningอย่างเดียวถ้าเด็กก็ได้ฝึกมีinputเขาไปก็ก้าวสำคัญๆ เราเห็นจากที่เห็นได้จริงๆ นี่ก็จะช่วยพัฒนาทักษะฟังได้ด้วยครับ

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I: จากประสบการของตัวเองนะคะจะเห็นเด็กเข้าไปฟังlisteningไม่เคยเห็นเด็กเข้าไปห้องนี้เลย
M: เป็นแผนแม่เป็นนักเรียนผมตรงด้วยครับ คือผมสอนได้
อย่างไร แต่ไม่สอน ซึ่งเป็นครูเราก็เข้าใจว่าข้อสอบนั้นเป็น
แบบนี้มาด้วยแล้ว ข้อสอบเรา reading มี grammar ใช่มั้ย
ครับ ขนาดนี้ไม่ได้สอน listening ยังสอนไม่ทันเลยครับ
I: แล้ววันนี้ไม่มีทางที่จะตัดลงไปได้เลยเหรอ ตัก reading &
grammar แล้วเสร็จ listening เข้าไปเพราะ listening ก็มี
ความสำคัญเทียบเท่ากันเหมือนกัน
M: ก็เป็นเหมือนโครงสร้างของข้อสอบที่กำหนดมาจากเป็นๆ
กรอบที่กำหนดมาต้องผสมยาไหนแล้วซึ่งไม่สามารถเปลี่ยนได้
เหมือนอยู่ในหลักสูตรอย่างนี้ครับ ดังเป็นแบบนี้
อันนี้คือทำให้ฟังมากครับความจริงไม่รู้เป็นอย่างไรนะครับ
แต่ที่ว่าเรื่องสอน listening เนี่ยจะรับขึ้นอยู่กับว่าอย่างด้วย
ครับคิดว่าถ้าเราพูดภาษาอังกฤษในห้องและมีการฟังครับ
นักเรียนอยู่บ้างแต่ไม่ได้มีการเปิดเทปเหมือนอนบอย.
ครับ จะถือว่าเป็นการฟัง listening ไปในตัว ถึงจะไม่ได้สอน
อย่างเป็นทางการสอนอย่างต่างใจสอนว่าต้องไปนี่ฉันจะสอน
listening แล้วจะสอนโดยไม่รู้ตัว ถ้าเราไม่ลงอย่างนั้นน้อย
เราก็จะถือว่าเป็นการฟังอย่างนั้นแล้วก็จะถือว่า part
นี่ก็จะไม่ได้ถูกตัดออกไปครับ

XXX
**Transcriptions (English version)**

**SALC Manager interview**

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<tr>
<td>1</td>
<td>I:</td>
<td>Can you say something about how the SALC operates?</td>
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<tr>
<td>2</td>
<td>M:</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>I:</td>
<td>Can you say something about the resources in the SALC?</td>
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<tr>
<td></td>
<td>M:</td>
<td>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.</td>
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<td></td>
<td>I:</td>
<td>What are the aims/objectives of the SALC?</td>
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<tr>
<td></td>
<td>M:</td>
<td>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.</td>
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<td></td>
<td>I:</td>
<td>Do you think the SALC is meeting these objectives? How/Why (not)?</td>
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<tr>
<td></td>
<td>M:</td>
<td>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</td>
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</table>
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: 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 magazine, 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
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,
<table>
<thead>
<tr>
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<th>why do you feel this way?</th>
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<tbody>
<tr>
<td>M:</td>
<td>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.</td>
</tr>
<tr>
<td>I:</td>
<td>To what extent do you feel the students are satisfied with the SALC? Why?</td>
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<tr>
<td>M:</td>
<td>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.</td>
</tr>
<tr>
<td>I:</td>
<td>Can you say something about the listening materials in SALC 4 (the sound lab)?</td>
</tr>
<tr>
<td><strong>M:</strong></td>
<td>SALT 4 is the room that receives the least of our attention.</td>
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<tr>
<td><strong>I:</strong></td>
<td>Why?</td>
</tr>
<tr>
<td><strong>M:</strong></td>
<td>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.</td>
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<tr>
<td><strong>I:</strong></td>
<td>What kinds of listening materials?</td>
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<tr>
<td><strong>M:</strong></td>
<td>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.</td>
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<tr>
<td><strong>I:</strong></td>
<td>Can you say something about the current ones?</td>
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<tr>
<td><strong>M:</strong></td>
<td>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 SALT 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.</td>
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<tr>
<td><strong>I:</strong></td>
<td>To what extent do you feel the students’ listening skills could be improved through the use of SALT? Why?</td>
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<tr>
<td><strong>M:</strong></td>
<td>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</td>
</tr>
</tbody>
</table>
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 X: 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.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
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</thead>
<tbody>
<tr>
<td>1. LISOAL(S)</td>
<td>Goals of listening on the course</td>
</tr>
<tr>
<td>2. DISSAT:LISOAL(S)</td>
<td>Dissatisfaction with the listening goal(s) on the course</td>
</tr>
<tr>
<td>3. LISOEMETGOALS(NOT)</td>
<td>Listening on the course is meeting its goals or not</td>
</tr>
<tr>
<td>4. ATT:LISTEACHING</td>
<td>Attitudes towards the teaching of listening</td>
</tr>
<tr>
<td>5. EXT:SAT:LISTEACHING</td>
<td>The extent to which participants are satisfied with their teaching of listening in English I</td>
</tr>
<tr>
<td>6. PCPTS:SS‘ATT:DIFLISSTK</td>
<td>Perceptions about students’ attitudes towards difficult listening tasks</td>
</tr>
<tr>
<td>7. LISADVS</td>
<td>Advices given to students on listening</td>
</tr>
<tr>
<td>8. PCPTS:DICTA:NT/NNT</td>
<td>Perceptions of possible differences between the dictation tasks from native-and-non-native teachers</td>
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</tbody>
</table>

#### II. The English I Course: Listening in the Textbook

This group consists of categories concerning the listening exercises in the English I course textbook.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>1. EXT:TXTLISEXSSPTLISOAL</td>
<td>The extent to which participants think listening exercises in English I textbook help achieve listening goals in English I course</td>
</tr>
<tr>
<td>2. SSATTTLISEX</td>
<td>Comments about students’ attitudes towards listening exercises</td>
</tr>
<tr>
<td>CODE</td>
<td>DEFINITION</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. EXT:SALCLISSPTLISGOALS</td>
<td>The extent to which participants think listening activities in SALC 4 help achieve listening goals in English I course.</td>
</tr>
<tr>
<td>2. PCPTS:SALCLISEX1</td>
<td>The participants’ perceptions about the listening exercise example 1 in SALC 4.</td>
</tr>
<tr>
<td>3. PCPTS:SALCLISEX2</td>
<td>The participants’ perceptions about the listening exercise example 2 in SALC 4.</td>
</tr>
<tr>
<td>4. PCPTS:SALCLISEX3</td>
<td>The participants’ perceptions about the listening exercise example 3 in SALC 4.</td>
</tr>
<tr>
<td>5. PCPTS:SALCLISEX4</td>
<td>The participants’ perceptions about the listening exercise example 4 in SALC 4.</td>
</tr>
<tr>
<td>6. PCPTS:LISPRCT</td>
<td>The participants’ perceptions about the listening practice 1-22 in SALC 1.</td>
</tr>
<tr>
<td>7. BLFS:SS’ACHVMT(SALC4LISEX1)</td>
<td>The participants’ beliefs about what students achieve by doing listening exercise (example 1) in SALC 4.</td>
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</table>
8. SALC:LISIMPV  
Measure of improvement on listening through SALC  

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<th>CODE</th>
<th>DEFINITION</th>
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<tr>
<td>8. SALC:LISIMPV</td>
<td>The participants’ opinions about the measure of improvement on listening through SALC.</td>
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</table>

IV. The English I Course: Observations  
This group consists of categories concerning the observations of the teaching of listening on the course.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>1. TYPLISLSSN</td>
<td>The participants’ comments about whether or not the listening lesson observed is a typical listening lesson.</td>
</tr>
<tr>
<td>Explanation of participants’ action: pre-teaching vocabulary</td>
<td>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.</td>
</tr>
<tr>
<td>3. ACTN:SUPPVOCAB</td>
<td>The participants’ explanations of their actions. The participants explain the reason/justification for supplementing students with related vocabulary.</td>
</tr>
<tr>
<td>Explanation of participants’ action: supplementing related vocabulary</td>
<td>The participants explain the reason/justification for supplementing students with related vocabulary.</td>
</tr>
<tr>
<td>4. ACTN:EXPINST</td>
<td>The participants’ explanations of their actions. The participants explain the reason/justification for explaining instructions of the listening exercises to the students.</td>
</tr>
<tr>
<td>Explanation of participants’ action: explaining instructions</td>
<td>The participants explain the reason/justification for explaining instructions of the listening exercises to the students.</td>
</tr>
<tr>
<td>5. ACTN:READVOCAB</td>
<td>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.</td>
</tr>
<tr>
<td>Explanation of participants’ action: reading out vocabulary but not pre-teaching</td>
<td>The participants explain the reason/justification for not pre-teaching the vocabulary but only reading the vocabulary out to the students.</td>
</tr>
<tr>
<td>6. ACTN:GIVEADV</td>
<td>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.</td>
</tr>
<tr>
<td>Explanation of participants’ action: giving advice on how to complete task</td>
<td>The participants explain the reason/justification for giving advice to the students on how to complete the listening task.</td>
</tr>
<tr>
<td>7. ACTN:GIVETECHNQS</td>
<td>The participants’ explanations of their actions. The participants explain the reason/justification for giving students techniques on how to memorize words.</td>
</tr>
<tr>
<td>Explanation of participants’ action: giving techniques on how to memorize words</td>
<td>The participants explain the reason/justification for giving students techniques on how to memorize words.</td>
</tr>
<tr>
<td>8. ACTN:SUPPCOMPREQS</td>
<td>The participants’ explanations of their actions. The participants explain the reason/justification for supplementing comprehension questions on the listening.</td>
</tr>
<tr>
<td>Explanation of participants’ action: supplementing comprehension questions on listening</td>
<td>The participants explain the reason/justification for supplementing comprehension questions on the listening.</td>
</tr>
<tr>
<td>9. ACTN:USEVOCABGAME</td>
<td>The participants’ explanations of their actions. The participants explain the reason/justification for using vocabulary game.</td>
</tr>
<tr>
<td>Explanation of participants’ action: using vocabulary game</td>
<td>The participants explain the reason/justification for using vocabulary game.</td>
</tr>
<tr>
<td>Code</td>
<td>Definition</td>
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</tr>
<tr>
<td>ACTN:USEDICTA</td>
<td>Explanation of participants’ action: using dictation task</td>
</tr>
<tr>
<td>ACTN:USEPRE-LISGAME</td>
<td>Explanation of participants’ action: using pre-listening game</td>
</tr>
</tbody>
</table>

V. The English I Course: General
This group consists of categories concerning the general aspects of the English I course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AIMS/OBJS Aims/objectives of English I</td>
<td>The participants’ views about the aims/objectives of the English I</td>
</tr>
<tr>
<td>2. AIMS/OBJSMET(NOT) Opinion about aims/objectives of English met or not</td>
<td>The participants’ opinions about whether or not the aims/objectives of the English I are met.</td>
</tr>
<tr>
<td>3. DISSAT:AIMS/OBJS&amp;POLICY Dissatisfaction with English I course aims/objectives and the institution’s policies</td>
<td>The participants’ dissatisfaction with English I course aims/objectives. If the participants report on their dissatisfaction with the institution’s policies, it is also included in this category.</td>
</tr>
<tr>
<td>4. EMP/FCS Emphasis/focus of English I course</td>
<td>The participants’ reports about the emphasis/focus of English I course.</td>
</tr>
<tr>
<td>5. SKLLTAUGH Skills taught on English I course</td>
<td>The participants’ reports about what skills are taught in the English I course.</td>
</tr>
<tr>
<td>6. TEACHOFSPK Comments about the teaching of speaking in classroom</td>
<td>The participants’ reports about whether or not they teach speaking in class.</td>
</tr>
<tr>
<td>7. ATT:ENGI&amp;DIFFLVL Attitudes towards English I course and its level of difficulty</td>
<td>The participants’ attitudes towards the English I course and their opinion about the difficulty level of difficulty.</td>
</tr>
<tr>
<td>8. ATT:CLSIZE Attitudes towards class size</td>
<td>The participants’ attitudes towards the English I class size.</td>
</tr>
<tr>
<td>9. IMPVCOURSE Suggestions on how to redesign and make changes to improve English I course</td>
<td>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.</td>
</tr>
<tr>
<td>10. ENGI:SS:DOMORE Opinion about what students would like to do more of on the course</td>
<td>The participants’ opinions about what students would like to do more of on the course.</td>
</tr>
<tr>
<td>11. ENGI:SS:DOLESS Opinion about what students would like to do less of on the course</td>
<td>The participants’ opinions about what students would like to do less of on the course.</td>
</tr>
<tr>
<td>Code</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12. VOL:MAT/ACT</td>
<td>The participants’ reports on the volume of material covered in class.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>13. T/PRESSURE</td>
<td>The participants’ reports on time pressure in English I course.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI. The English I Course: Textbook and Supplementary Exercises
This group consists of categories concerning the English I textbook and Supplementary Exercises.

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TXT:RAT/METH&amp;EVL</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. BLFS:IN-H/COMTXT</td>
<td>The participants’ beliefs about the in-house vs. commercial textbooks.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ENHANCE:TXT</td>
<td>The participants’ suggestions for enhancing the English I textbook.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. SUPPEXS</td>
<td>The participants’ comments about the supplementary exercises used in the English I course.</td>
</tr>
</tbody>
</table>

VII. The English I Course: Assignments
This group consists of categories concerning the English I course assignments.

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PCPTS&amp;ADAPTING:ASSIGNMENTS</td>
<td>The participants’ perceptions about the assignment on the course and its adaptations.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. REASONS:BRDDECOR</td>
<td>The participants’ reasons for assigning students to decorate boards as the written assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. REASONS:PARAWT</td>
<td>The participants’ reasons for assigning students to do paragraph writing as their written assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. REASONS:SUMWT</td>
<td>The participants’ reasons for assigning students to do summary writing as their written assignment.</td>
</tr>
<tr>
<td>CODE</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5. EXPKNWL:BRDDECOR</td>
<td>The participants’ comments about the expected knowledge gain from board decorating.</td>
</tr>
<tr>
<td>6. EXPKNWL:PARAWT</td>
<td>The participants’ comments about the expected knowledge gain from paragraph writing.</td>
</tr>
<tr>
<td>7. EXPKNWL:SUMWT</td>
<td>The participants’ comments about the expected knowledge gain from the summary writing assignment.</td>
</tr>
<tr>
<td>8. SS’ATT:SUMWT</td>
<td>The participants’ opinion about the students’ attitudes towards summary writing as the course written assignment.</td>
</tr>
<tr>
<td>9. SS’ATT:BRDDECOR</td>
<td>The participants’ opinion about the students’ attitudes towards board decorating as the course written assignment.</td>
</tr>
<tr>
<td>10. SS’ATT:PARAWT</td>
<td>The participants’ opinion about the students’ attitudes towards paragraph writing as the course written assignment.</td>
</tr>
</tbody>
</table>

**VIII. The English I Course: Assessment**

This group consists of categories concerning the assessment on the English I course.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FCS:EXAMS</td>
<td>The participants’ reports about what the English I examinations focus on.</td>
</tr>
<tr>
<td>2. ATT:EXAMS/ASSESSMENTS</td>
<td>The participants’ attitudes towards the English I examinations and assessments.</td>
</tr>
<tr>
<td>3. SS’ATT:ASSM</td>
<td>The participants’ opinions about the students’ attitudes towards the assessment.</td>
</tr>
<tr>
<td>4. ALTER:ASSM</td>
<td>The participants’ opinions about the alterations of the assessment.</td>
</tr>
<tr>
<td>5. SS’ABLTYASSMS</td>
<td>The participants’ views about the assessments of students’ abilities.</td>
</tr>
</tbody>
</table>

**IX. The SALC**

This group consists of categories concerning the Self-Access Learning Centre.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SALC:AIMS/OBJJS</td>
<td>The participants’ views on the aims/objectives of SALC.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>SALC:OBJSMET(NOT)</td>
</tr>
<tr>
<td>3.</td>
<td>ATT:SALC</td>
</tr>
<tr>
<td>4.</td>
<td>ATT:SALC:RESOURCES</td>
</tr>
<tr>
<td>5.</td>
<td>IMPVSALC</td>
</tr>
<tr>
<td>6.</td>
<td>SALC:SS:DOMORE</td>
</tr>
<tr>
<td>7.</td>
<td>SALC:SS:DOLESS</td>
</tr>
<tr>
<td>8.</td>
<td>DIFFER:SALC:USE</td>
</tr>
<tr>
<td>9.</td>
<td>SALC:SSTSKS</td>
</tr>
<tr>
<td>10.</td>
<td>EXT:SS’SALCSAT</td>
</tr>
<tr>
<td>11.</td>
<td>EXT:SALC:SSBNFT</td>
</tr>
<tr>
<td>12.</td>
<td>PCPTS:N/VSTSALC4</td>
</tr>
<tr>
<td>13.</td>
<td>BLFS:SALC:SDYHBTS&amp;BHVR</td>
</tr>
<tr>
<td>14.</td>
<td>BLFS:IN-H/COMSALCMAT</td>
</tr>
</tbody>
</table>
X. The English I Course: Students  
This group consists of categories concerning the English I students.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BLFS:SS&amp;SS’ABLTS</td>
<td>The participants’ beliefs about English I students and their abilities.</td>
</tr>
<tr>
<td>2. PCPTS:SS’NEEDS</td>
<td>The participants’ perceptions of students’ needs.</td>
</tr>
<tr>
<td>3. BLFS:SS’BHVR/LISPRC</td>
<td>The participants’ beliefs about the students’ behaviour/listening practice out of class.</td>
</tr>
</tbody>
</table>

XI. The English I Course: Teachers  
This group consists of categories concerning the English I teachers.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. T:PROFILE</td>
<td>The participants’ teaching experience.</td>
</tr>
<tr>
<td>2. CLTKNWL</td>
<td>The participants’ reports on their knowledge of communicative language teaching.</td>
</tr>
<tr>
<td>3. BLFS:T/METHOD&amp;CLT</td>
<td>The participants’ beliefs about teaching methodology and communicative language teaching.</td>
</tr>
<tr>
<td>4. BLFS:T/ENGI</td>
<td>The participants’ beliefs about teaching English I.</td>
</tr>
<tr>
<td>5. BLFS:IMPVKEY</td>
<td>The participants’ beliefs about key to improving English.</td>
</tr>
<tr>
<td>6. BLFS:TS:RSPN</td>
<td>The participants’ beliefs about teachers’ responsibilities.</td>
</tr>
<tr>
<td>7. PFRD:SPKTSK</td>
<td>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.</td>
</tr>
<tr>
<td>8. PFRD:TACTICS</td>
<td>The participants’ preferred tactics to get the students to work.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LISGOAL(S)</td>
<td>Goals of listening on the course</td>
</tr>
<tr>
<td>2. LISMETGOALS(NOT)</td>
<td>Listening on the course is meeting its goals or not</td>
</tr>
<tr>
<td>3. CHNG: TEACHLIS</td>
<td>Changes to the teaching of listening</td>
</tr>
</tbody>
</table>

II. The English I Course: Listening in the Textbook
This group consists of categories concerning the listening exercises in the English I course textbook.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ATTLISEX3</td>
<td>Attitudes towards the listening exercise (Unit 3)</td>
</tr>
<tr>
<td>2. ATTLISEX4</td>
<td>Attitudes towards the listening exercise (Unit 4)</td>
</tr>
<tr>
<td>3. PFRD: LISTSK</td>
<td>Preferred listening task</td>
</tr>
</tbody>
</table>

III. The English I Course: Listening in SALC
This group consists of categories concerning the listening exercises in the Self-Access Learning Centre.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PCPTS: LISPRCT</td>
<td>Perceptions about the listening practice 1-22 in SALC 1</td>
</tr>
<tr>
<td>2. PCPTS: SALCLISEX1</td>
<td>Perceptions about the listening exercise example 1 in SALC 4</td>
</tr>
<tr>
<td>3. PCPTS: SALCLISEX2</td>
<td>Perceptions about the listening exercise example 2 in SALC 4</td>
</tr>
<tr>
<td>4. PCPTS: SALCLISEX3</td>
<td>Perceptions about the listening exercise example 3 in SALC 4</td>
</tr>
</tbody>
</table>
IV. The English I Course: Observations
This group consists of categories concerning the observations of the teaching of listening on the course.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EXPL:T/ACTN</td>
<td>The participants’ explanations of teachers’ actions</td>
</tr>
<tr>
<td>Explanations of teachers’ actions</td>
<td></td>
</tr>
<tr>
<td>2. ATT: T/ACTN&amp;PRE-LISACT</td>
<td>The participants’ attitudes towards teachers’ actions &amp; pre-listening activities.</td>
</tr>
<tr>
<td>Attitudes towards teachers’ actions &amp; pre-listening activities</td>
<td></td>
</tr>
<tr>
<td>3. PTTCONFLTS</td>
<td>The potential conflicts between teachers’ practices and preferences and students’ preferences on listening.</td>
</tr>
<tr>
<td>Potential conflicts between teachers’ practices and preferences and students’ preferences on listening</td>
<td></td>
</tr>
</tbody>
</table>

V. The English I Course: General
This group consists of categories concerning the general aspects of the English I course.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AIMS/OBJS</td>
<td>The participants’ views about the aims/objectives of the English I</td>
</tr>
<tr>
<td>Aims/objectives of English I</td>
<td></td>
</tr>
<tr>
<td>2. AIMS/OBJSMET(NOT)</td>
<td>The participants’ opinions about whether or not the aims/objectives of the English I are met.</td>
</tr>
<tr>
<td>Opinion about aims/objectives of English met or not</td>
<td></td>
</tr>
<tr>
<td>3. EMP/FCS</td>
<td>The participants’ reports about the emphasis/focus of English I course</td>
</tr>
<tr>
<td>Emphasis/focus of English I course</td>
<td></td>
</tr>
<tr>
<td>4. IMPVCOURSE</td>
<td>The participants’ suggestions on how to redesign and make changes to improve English I course</td>
</tr>
<tr>
<td>Suggestions on how to redesign and make changes to improve English I course</td>
<td></td>
</tr>
<tr>
<td>5. ENGI: DOMORE</td>
<td>The participants’ opinions about what they would like to do more of on the course</td>
</tr>
<tr>
<td>Opinion about what participants would like to do more of on the course</td>
<td></td>
</tr>
<tr>
<td>6. ENGI: DOLESS</td>
<td>The participants’ opinions about what they would like to do less of on the course</td>
</tr>
<tr>
<td>Opinion about what participants would like to do less of on the course</td>
<td></td>
</tr>
</tbody>
</table>
VI. The English I Course: Textbook and Supplementary Exercises
This group consists of categories concerning the English I textbook and Supplementary Exercises.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATT: TXT</td>
<td>The participants’ attitudes towards English I textbook.</td>
</tr>
<tr>
<td>SAT: TXT</td>
<td>The extent to which participants are satisfied with the textbook.</td>
</tr>
<tr>
<td>EXT: TXTSPTOBJS</td>
<td>The extent to which participants think English I textbook helps the course meets its objectives.</td>
</tr>
<tr>
<td>ATT: SUPPEXS</td>
<td>The participants’ attitudes towards supplementary exercises used in the English I course.</td>
</tr>
</tbody>
</table>

VII. The English I Course: Assignments
This group consists of categories concerning the English I course assignments.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATT:BRDDECOR</td>
<td>The participants’ attitudes towards the written assignment (group work: board decorating).</td>
</tr>
<tr>
<td>ATT:PARAWT</td>
<td>The participants’ attitudes towards the written assignment (individual work: paragraph writing).</td>
</tr>
<tr>
<td>ATT: TRANSLATING</td>
<td>The participants’ attitudes towards the written assignment (individual work: cutting out news, read, and translate)</td>
</tr>
<tr>
<td>ATT: SUMWT</td>
<td>The participants’ attitudes towards the written assignment (individual work: summary writing).</td>
</tr>
<tr>
<td>ATT: WTCONTEST</td>
<td>The participants’ attitudes towards the written assignment (individual work: writing contest).</td>
</tr>
<tr>
<td>EXPKNWL:BRDDECOR</td>
<td>The participants’ comments about the expected knowledge gain from board decorating assignment.</td>
</tr>
<tr>
<td>EXPKNWL:PARAWT</td>
<td>The participants’ comments about the expected knowledge gain from paragraph writing assignment.</td>
</tr>
<tr>
<td>EXPKNWL: TRANSLATING</td>
<td>The participants’ comments about the expected knowledge gain from cutting out news, read and translate.</td>
</tr>
<tr>
<td>CODE</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>9. EXPKNWL:SUMWT</td>
<td>The participants’ comments about the expected knowledge gain from summary writing.</td>
</tr>
<tr>
<td>10. EXPKNWL:WTCONTEXT</td>
<td>The participants’ comments about the expected knowledge gain from the writing contest.</td>
</tr>
</tbody>
</table>

VIII. The English I Course: Assessment
This group consists of categories concerning the assessment on the English I course.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ATT:ASSM</td>
<td>The participants’ attitudes towards the assessment.</td>
</tr>
<tr>
<td>2. ALTER:ASSM</td>
<td>The participants’ opinions about the alterations of the assessment.</td>
</tr>
<tr>
<td>3. ATT: NOLISTEST</td>
<td>The participants’ attitudes towards the lack of listening tests.</td>
</tr>
</tbody>
</table>

IX. The SALC
This group consists of categories concerning the Self-Access Learning Centre.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SALC:AIMS/OBJS</td>
<td>The participants’ views on the aims/objectives of SALC.</td>
</tr>
<tr>
<td>2. SALC:OBJSMET(NOT)</td>
<td>The participants’ opinions about whether or not SALC is meeting its objectives.</td>
</tr>
<tr>
<td>3. ATT:SALC&amp;SALCRESOURCES</td>
<td>The participants’ attitudes towards all four rooms of SALC and the resources.</td>
</tr>
<tr>
<td>4. PFRD: VDO</td>
<td>The participants’ preferred videos to tapes.</td>
</tr>
<tr>
<td>5. IMPVSALC</td>
<td>The participants’ suggestions on how to make changes to improve SALC.</td>
</tr>
<tr>
<td>6. SALC:DOMORE</td>
<td>The participants’ opinion about the activities they would like to do more of in SALC.</td>
</tr>
<tr>
<td>7. SALC:SS:DOLESS</td>
<td>The participants’ opinion about the activities they would like to do less of in SALC.</td>
</tr>
<tr>
<td>8. EXT:SALCSAT</td>
<td>The participants’ opinions about the extent to which they are satisfied with SALC.</td>
</tr>
<tr>
<td>9. EXT:SALCBNFT</td>
<td>The participants’ opinions about the extent to which they benefit from SALC.</td>
</tr>
<tr>
<td>Code</td>
<td>Definition</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>1.</td>
<td>PCPTS: NEEDS (OTHERSS) Perceptions of why other students have not visited SALC 4</td>
</tr>
<tr>
<td>2.</td>
<td>REASONS: N/VSTSALC4 Why participants haven’t visited SALC 4</td>
</tr>
<tr>
<td>3.</td>
<td>SALC: SDYHBTS&amp;BHVR Participants’ study habits and behaviour in SALC</td>
</tr>
</tbody>
</table>

X. The English I Course: Students
This group consists of categories concerning the English I students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BLFS: SELF: ABLTS Beliefs about oneself and abilities</td>
</tr>
<tr>
<td>2.</td>
<td>PCPTS: NEEDS Perceptions of needs</td>
</tr>
<tr>
<td>3.</td>
<td>NEEDSMET (NOT) Opinions about participants’ needs met or not</td>
</tr>
<tr>
<td>4.</td>
<td>BHVR/LISPRC Listening practice out of class</td>
</tr>
<tr>
<td>5.</td>
<td>VSTPLANS Participants’ SALC visiting plans</td>
</tr>
</tbody>
</table>

XI. The English I Course: Teachers
This group consists of categories concerning the English I teachers.

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ATT: TS Attitudes towards teachers</td>
</tr>
<tr>
<td>2.</td>
<td>ATT: TS: SHOULDDO Attitudes towards what teachers should do</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LISGOAL(S)</td>
<td>Goals of listening on the course</td>
</tr>
<tr>
<td>2. LISMETGOALS(NOT)</td>
<td>Listening on the course is meeting its goals or not</td>
</tr>
<tr>
<td>3. G/PNCPS:LIS/T</td>
<td>General principles on the teaching of listening</td>
</tr>
<tr>
<td>4. PCPTS:LISTEACHING</td>
<td>Perceptions about the teaching of listening on the course</td>
</tr>
<tr>
<td>5. ATT:LISTEACHING</td>
<td>Attitudes towards the teaching of listening on the course</td>
</tr>
<tr>
<td>6. PCPTS:DICTA:NT/NNT</td>
<td>Perceptions of possible differences between the dictation tasks from native-and-non-native teachers</td>
</tr>
</tbody>
</table>

II. The English I Course: Listening in the Textbook
This group consists of categories concerning the listening exercises in the English I course textbook.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ATT&amp;EVLS:TXTLISACT&amp;DIFF</td>
<td>Attitudes towards listening exercises and evaluations of textbook listening activities and difficulty</td>
</tr>
<tr>
<td>2. BLFS:SS’ACHVMT(TXTLISACT)</td>
<td>Beliefs about what students achieve by doing textbook listening activities</td>
</tr>
</tbody>
</table>
III. The English I Course: Listening in SALC
This group consists of categories concerning the listening exercises in the Self-Access Learning Centre.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EXT:SALCLISSPTLISGOALS</td>
<td>The extent to which participants think listening activities in SALC 4 help achieve listening goals in English I course.</td>
</tr>
<tr>
<td>2. PCPTS:SALCLISEX1</td>
<td>The participants’ perceptions about the listening exercise example 1 in SALC 4.</td>
</tr>
<tr>
<td>3. PCPTS:SALCLISEX2</td>
<td>The participants’ perceptions about the listening exercise example 2 in SALC 4.</td>
</tr>
<tr>
<td>4. PCPTS:SALCLISEX3</td>
<td>The participants’ perceptions about the listening exercise example 3 in SALC 4.</td>
</tr>
<tr>
<td>5. PCPTS:SALCLISEX4</td>
<td>The participants’ perceptions about the listening exercise example 4 in SALC 4.</td>
</tr>
<tr>
<td>6. PCPTS:LISPRCT</td>
<td>The participants’ perceptions about the listening practice 1-22 in SALC 1.</td>
</tr>
<tr>
<td>7. SALC:LISIMPV</td>
<td>The participants’ opinions about the measure of improvement on listening through SALC.</td>
</tr>
</tbody>
</table>

IV. The English I Course: Observations
This group consists of categories concerning the observations of the teaching of listening on the course.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ATT:TS’ACTN:PRE-TEACHVOCAB</td>
<td>The participants’ attitudes towards teachers’ action: pre-teaching vocabulary.</td>
</tr>
<tr>
<td>2. ATT:TS’ACTN:USEDICTA</td>
<td>The participants’ attitudes towards teachers’ action: using dictation task.</td>
</tr>
</tbody>
</table>
V. The English I Course: General
This group consists of categories concerning the general aspects of the English I course.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CURRICULUMS</td>
<td>The participants’ views about the university curriculums.</td>
</tr>
<tr>
<td>2. AIMS/OBJS</td>
<td>The participants’ views about the aims/objectives of the English I</td>
</tr>
<tr>
<td>3. AIMS/OBJSMET(NOT)</td>
<td>The participants’ opinions about whether or not the aims/objectives of the English I are met.</td>
</tr>
<tr>
<td>4. EMP/FCS</td>
<td>The participants’ views about the emphasis/focus of English I course.</td>
</tr>
<tr>
<td>5. SKLLTAUGHT</td>
<td>The participants’ views about what skills are taught in the English I course.</td>
</tr>
<tr>
<td>6. BLFS:ENGI</td>
<td>The participants’ beliefs about English I course.</td>
</tr>
<tr>
<td>7. ATT:ENGI&amp;DIFFLVL</td>
<td>The participants’ attitudes towards the English I course and their opinion about the difficulty level of difficulty.</td>
</tr>
<tr>
<td>8. IMPVCOURSE</td>
<td>The participants’ suggestions on how to redesign and make changes to improve English I course.</td>
</tr>
<tr>
<td>9. ENGI:DOMORE</td>
<td>The participants’ opinions about what they would like to be done more of on the course.</td>
</tr>
<tr>
<td>10. ENGI:DOLESS</td>
<td>The participants’ opinions about what they would like to be done less of on the course.</td>
</tr>
<tr>
<td>11. ENGI:SS:DOMORE</td>
<td>The participants’ opinions about what students would like to do more of on the course.</td>
</tr>
<tr>
<td>12. ENGI:SS:DOLESS</td>
<td>The participants’ opinions about what students would like to do less of on the course.</td>
</tr>
</tbody>
</table>
VI. The English I Course: Textbook and Supplementary Exercises
This group consists of categories concerning the English I textbook and Supplementary Exercises.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TXT:RAT/METH&amp;EVL</td>
<td>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.</td>
</tr>
<tr>
<td>2. AUTHENTICITY:MAT</td>
<td>The participants’ comments about the authenticity of the materials in the English I textbook.</td>
</tr>
<tr>
<td>3. SUPPEXS</td>
<td>The participants’ comments about the supplementary exercises used in the English I course.</td>
</tr>
<tr>
<td>4. SS’ATT:TXT</td>
<td>The participants’ opinions about students’ attitudes towards English I textbook.</td>
</tr>
</tbody>
</table>

VII. The English I Course: Assignments
This group consists of categories concerning the English I course assignments.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PCPTS&amp;ADAPTING:ASSIGNMENTS</td>
<td>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.</td>
</tr>
<tr>
<td>2. PFRD:WTASSNMTS</td>
<td>The participants’ preferred written assignments.</td>
</tr>
<tr>
<td>3. ATT:BRDDECOR</td>
<td>The participants’ attitudes towards the written assignment (group work: board decorating).</td>
</tr>
<tr>
<td>4. ATT:PARAWT</td>
<td>The participants’ attitudes towards the written assignment (individual work: paragraph writing).</td>
</tr>
<tr>
<td>5. ATT:SUMWT</td>
<td>The participants’ attitudes towards the written assignment (individual work: summary writing).</td>
</tr>
<tr>
<td>6. ATT: TRANSLATING</td>
<td>The participants’ attitudes towards the written assignment (individual work: cutting out news, read, and translate).</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ATT:ASSM</td>
<td>The participants’ attitudes towards the assessment.</td>
</tr>
<tr>
<td>2. SS’ATT:ASSM</td>
<td>The participants’ opinions about students’ attitudes towards the assessment.</td>
</tr>
<tr>
<td>3. ALTER:ASSM</td>
<td>The participants’ opinions about the alterations of the assessment.</td>
</tr>
<tr>
<td>4. ATT: NOLISTEST</td>
<td>The participants’ attitudes towards the lack of listening tests.</td>
</tr>
</tbody>
</table>
IX. The SALC
This group consists of categories concerning the Self-Access Learning Centre.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SALC:AIMS/OBJS</td>
<td>Aims/objectives of SALC. The participants’ views on the aims/objectives of SALC.</td>
</tr>
<tr>
<td>2. SALC:OBJSMET(NOT)</td>
<td>Opinion about objectives of SALC met or not. The participants’ opinions about whether or not SALC is meeting its objectives.</td>
</tr>
<tr>
<td>3. BLFS:TS’ATT:SALC</td>
<td>Beliefs about teachers’ attitudes towards SALC. The participants’ beliefs about teachers’ attitudes towards SALC.</td>
</tr>
<tr>
<td>4. ATT:SALC</td>
<td>Attitudes towards SALC. The participants’ attitudes towards SALC.</td>
</tr>
<tr>
<td>5. ATT:SALC:RESOURCES</td>
<td>Attitudes towards SALC resources. The participants’ attitudes towards SALC resources.</td>
</tr>
<tr>
<td>6. IMPVSALC</td>
<td>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.</td>
</tr>
<tr>
<td>7. DIFFER:SALC:USE</td>
<td>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 different between the way they would like the students to use SALC and the way they suspect the students use SALC.</td>
</tr>
<tr>
<td>8. SALC:SSTSKS</td>
<td>SALC student tasks. The participants’ opinions about the SALC student tasks.</td>
</tr>
<tr>
<td>9. EXT:SS’SALCSAT</td>
<td>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.</td>
</tr>
<tr>
<td>10. EXT:SALC:SSBNFT</td>
<td>The extent to which participants feel students benefit from SALC. The participants’ opinions about the extent to which participants feel students benefit from SALC.</td>
</tr>
<tr>
<td>11. PCPTS:N/VSTSALC4</td>
<td>Perceptions of why some students have not visited SALC 4. The participants’ views of why some students have not visited SALC 4.</td>
</tr>
<tr>
<td>12. BLFS:SALC:SDYHBTS&amp;BHVR</td>
<td>Beliefs about students’ study habits and behaviour in SALC. The participants’ beliefs about the students’ study habits and behaviour in SALC.</td>
</tr>
</tbody>
</table>
X. The English I Course: Students
This group consists of categories concerning the English I students.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BLFS:SS&amp;SS’ABLTS</td>
<td>Beliefs about English I students and their abilities.</td>
</tr>
<tr>
<td>2. PCPTS:SS’NEEDS</td>
<td>Perceptions of students’ needs.</td>
</tr>
<tr>
<td>3. EXT:SS’NEEDSMET</td>
<td>The extent to which participants feel students’ needs are met.</td>
</tr>
<tr>
<td>4. BLFS:SS’BHVR/LISPRC</td>
<td>Beliefs about students’ behaviour/listening practice out of class.</td>
</tr>
</tbody>
</table>

XI. The English I Course: Teachers
This group consists of categories concerning the English I teachers.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BLFS:ENGI:TS</td>
<td>Beliefs about English I teachers.</td>
</tr>
<tr>
<td>2. BLFS:TS:SHLDDO</td>
<td>Beliefs about what teachers should do.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LISGOAL(S)</td>
<td>Goals of listening on the course</td>
</tr>
<tr>
<td>2. G/PNCPS:LIS/T</td>
<td>General principles on the teaching of listening</td>
</tr>
</tbody>
</table>

II. The English I Course: Listening in the Textbook
This group consists of categories concerning the listening exercises in the English I course textbook.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SS’ATT:LISEX</td>
<td>Opinions about students’ attitudes towards the listening exercises in English I textbook</td>
</tr>
<tr>
<td>2. OBJ:WARM-UP</td>
<td>Objectives of textbook warm-up activities</td>
</tr>
<tr>
<td>3. PRE-LIS</td>
<td>Pre-listening activities</td>
</tr>
</tbody>
</table>

III. The English I Course: Listening in SALC
This group consists of categories concerning the listening exercises in the Self-Access Learning Centre.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PCPTS:SALCLISEX1</td>
<td>Perceptions about the listening exercise example 1 in SALC 4</td>
</tr>
<tr>
<td>2. PCPTS:SALCLISEX2</td>
<td>Perceptions about the listening exercise example 2 in SALC 4</td>
</tr>
<tr>
<td>3. PCPTS:SALCLISEX3</td>
<td>Perceptions about the listening exercise example 3 in SALC 4</td>
</tr>
<tr>
<td>4. PCPTS:SALCLISEX4</td>
<td>Perceptions about the listening exercise example 4 in SALC 4</td>
</tr>
<tr>
<td>5. PCPTS:LISPRCT</td>
<td>Perceptions about the listening practice 1-22 in SALC 1</td>
</tr>
</tbody>
</table>
The participants’ perceptions about the listening resources in SALC.

IV. The English I Course: General
This group consists of categories concerning the general aspects of the English I course.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AIMS/OBJS</td>
<td>The participants’ views about the aims/objectives of the English I</td>
</tr>
</tbody>
</table>

V. The English I Course: Textbook and Supplementary Exercises
This group consists of categories concerning the English I textbook and Supplementary Exercises.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. INSTPOL:IN-H/MAT</td>
<td>The participants’ comments about the institutional policy on the writing of in-house materials.</td>
</tr>
<tr>
<td>2. REASONS:WTENGI</td>
<td>The participants’ reasons for choosing to write English I textbook.</td>
</tr>
<tr>
<td>3. TXT:RAT/METH&amp;EVL</td>
<td>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.</td>
</tr>
<tr>
<td>4. TXT:CONTENT</td>
<td>The participants’ comments about the contents of English I textbook.</td>
</tr>
<tr>
<td>5. EXT:TXTSPTOBJ</td>
<td>The participants’ comments about the extent to which they think the textbook supports the course aims/objective.</td>
</tr>
<tr>
<td>6. WTPROCESS</td>
<td>The participants’ comments about English I textbook writing process.</td>
</tr>
<tr>
<td>7. T/PRESSURE</td>
<td>The participants’ comments about the time pressure in writing the English I textbook.</td>
</tr>
<tr>
<td>8. RELATIONSHIP:SKILLS</td>
<td>The participants’ comments about the relationship between the skills.</td>
</tr>
<tr>
<td>9. UNITS:SIM/DIFF</td>
<td>The participants’ comments about the similarities/differences of the units.</td>
</tr>
</tbody>
</table>
The participants’ attitudes towards the English I textbook.

The participants’ opinions about the teachers’ attitudes towards English I textbook.

The participants’ opinions about the students’ attitudes towards English I textbook.

The participants’ comments about the teaching of English I textbook.

The participants’ comments about the orders in the teaching of English I textbook.

The participants’ comments about the problems in the teaching of the English I textbook.

The participants’ comments about the authenticity of the materials in the English I textbook.

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.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATT: NOLISTEST</td>
<td>The participants’ attitudes towards the lack of listening tests.</td>
</tr>
<tr>
<td>SS’ATT: NOLISTEST</td>
<td>The participants’ opinions about the students’ attitudes towards the lack of listening tests.</td>
</tr>
</tbody>
</table>

**VII. The English I Course: Students**
This group consists of categories concerning the English I students.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLFS:SS&amp;SS’ABLTS</td>
<td>The participants’ beliefs about English I students and their abilities.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SALC:LISIMPV</td>
<td>Measure of improvement on listening through SALC.</td>
</tr>
<tr>
<td></td>
<td>The participant’s opinions about the measure of improvement on listening through SALC.</td>
</tr>
</tbody>
</table>

II. The SALC
This group consists of categories concerning the Self-Access Learning Centre.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SALC:AIMS/OBJJS</td>
<td>Aims/objectives of SALC</td>
</tr>
<tr>
<td></td>
<td>The participant’s views on the aims/objectives of SALC.</td>
</tr>
<tr>
<td>2. SALC:OBJSMET(NOT)</td>
<td>Opinion about objectives of SALC met or not</td>
</tr>
<tr>
<td></td>
<td>The participant’s opinions about whether or not SALC is meeting its objectives.</td>
</tr>
<tr>
<td>3. BLFS:TS’ATT:SALC</td>
<td>Beliefs about teachers’ attitudes towards SALC</td>
</tr>
<tr>
<td></td>
<td>The participant’s beliefs about teachers’ attitudes towards SALC.</td>
</tr>
<tr>
<td>4. ATT:SALC&amp;RES</td>
<td>Attitudes towards SALC and its resources</td>
</tr>
<tr>
<td></td>
<td>The participant’s attitudes towards SALC and its resources.</td>
</tr>
<tr>
<td>5. ATT:SALC4&amp;RES</td>
<td>Attitudes towards SALC 4 and its resources</td>
</tr>
<tr>
<td></td>
<td>The participant’s attitudes towards SALC 4 and its resources.</td>
</tr>
<tr>
<td>6. IMPVSALC</td>
<td>Suggestions on how to make changes to improve SALC</td>
</tr>
<tr>
<td></td>
<td>The participant’s suggestions on how to make changes to improve SALC.</td>
</tr>
<tr>
<td>7. IMPVSALC4</td>
<td>Suggestions on how to make changes to improve SALC 4</td>
</tr>
<tr>
<td></td>
<td>The participant’s suggestions on how to make changes to improve SALC 4.</td>
</tr>
<tr>
<td>8. SALC:DOMORE</td>
<td>What participants would like to be done less of in SALC</td>
</tr>
<tr>
<td></td>
<td>The participant’s opinion about what they would like to be done less of in SALC.</td>
</tr>
<tr>
<td>9. DIFER:SALC:USE</td>
<td>The difference between the way participants would like students to use SALC and the way they suspect the students use SALC</td>
</tr>
<tr>
<td></td>
<td>The participant’s views on the different between the way they would like the students to use SALC and the way they suspect the students use SALC.</td>
</tr>
<tr>
<td>10. SALC:SSTSKS</td>
<td>SALC student tasks</td>
</tr>
<tr>
<td></td>
<td>The participant’s opinions about the SALC student tasks.</td>
</tr>
<tr>
<td>11. BLFS:TS’ATT:SALC:SSTSKS</td>
<td>Beliefs about teachers’ attitudes towards SALC student tasks</td>
</tr>
<tr>
<td></td>
<td>The participant’s beliefs about teachers’ attitudes towards SALC student tasks.</td>
</tr>
<tr>
<td>Code</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12. EXT:SS’SALCSAT</td>
<td>The extent to which participants feel students are satisfied with SALC.</td>
</tr>
<tr>
<td>13. EXT:SALC:SSBNFT</td>
<td>The extent to which participants feel students benefit from SALC.</td>
</tr>
<tr>
<td>14. PCPTS:N/VSTSALC4</td>
<td>The participant’s perceptions of why some students have not visited SALC 4.</td>
</tr>
<tr>
<td>15. BLFS:SALC:SDYHBTS&amp;BHVR</td>
<td>The participant’s beliefs about the students’ study habits and behaviour in SALC.</td>
</tr>
</tbody>
</table>

### III. The English I Course: Students
This group consists of categories concerning the English I students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BLFS:SS&amp;SS’ABLTS</td>
<td>The participant’s beliefs about English I students and their abilities.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Unit 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T: First we look at the objectives of this unit, page 56.</td>
</tr>
<tr>
<td>2</td>
<td>The first one is the reading skill, we will read a story</td>
</tr>
<tr>
<td>3</td>
<td>about a family. And number 2, we will learn about how</td>
</tr>
<tr>
<td>4</td>
<td>to use adjectives and adverbs. And number 3, we will</td>
</tr>
<tr>
<td>5</td>
<td>practice writing a letter to describe a person. Number 4</td>
</tr>
<tr>
<td>6</td>
<td>which we will be doing today is practice listening and</td>
</tr>
<tr>
<td>7</td>
<td>speaking about describing people. First, we will start</td>
</tr>
<tr>
<td>8</td>
<td>with the warm-up activity. Look at the pictures.</td>
</tr>
<tr>
<td>9</td>
<td>many pictures can you see?</td>
</tr>
<tr>
<td>10</td>
<td>Class: Three pictures.</td>
</tr>
<tr>
<td>11</td>
<td>T: Three pictures, right? In the first picture, how many people?</td>
</tr>
<tr>
<td>12</td>
<td>Class: Three.</td>
</tr>
<tr>
<td>13</td>
<td>T: Three, and the second one?</td>
</tr>
<tr>
<td>14</td>
<td>Class: Two.</td>
</tr>
<tr>
<td>15</td>
<td>T: Two persons, and the third picture?</td>
</tr>
<tr>
<td>16</td>
<td>Class: Four.</td>
</tr>
<tr>
<td>17</td>
<td>T: Four people, four persons in the family. So, you can see</td>
</tr>
<tr>
<td>18</td>
<td>three families and with different numbers. So, number 1,</td>
</tr>
<tr>
<td>19</td>
<td>I'd like to know how many people there are in your family,</td>
</tr>
<tr>
<td>20</td>
<td>one by one?</td>
</tr>
<tr>
<td>21</td>
<td>S1: Four.</td>
</tr>
<tr>
<td>22</td>
<td>T: Four.</td>
</tr>
<tr>
<td>23</td>
<td>S2: Three.</td>
</tr>
<tr>
<td>24</td>
<td>T: Three, so that means you are the one child in your family,</td>
</tr>
<tr>
<td>25</td>
<td>right. Your mother, your father, and you, the only child.</td>
</tr>
<tr>
<td>26</td>
<td>Ss: [Inaudible]</td>
</tr>
<tr>
<td>27</td>
<td>T: right? And you?</td>
</tr>
<tr>
<td>28</td>
<td>S3: Five.</td>
</tr>
<tr>
<td>29</td>
<td>T: Five.</td>
</tr>
<tr>
<td>30</td>
<td>S4: Four.</td>
</tr>
<tr>
<td>31</td>
<td>T: Four.</td>
</tr>
<tr>
<td>32</td>
<td>S5: Six.</td>
</tr>
<tr>
<td>33</td>
<td>T: Six.</td>
</tr>
<tr>
<td>34</td>
<td>((continues to ask everyone in the class))</td>
</tr>
<tr>
<td>35</td>
<td>The highest number in the family is…?</td>
</tr>
<tr>
<td>36</td>
<td>Ss: Six.</td>
</tr>
<tr>
<td>37</td>
<td>T: Six, right? And on average. What is the average number?</td>
</tr>
</tbody>
</table>
โดยเฉลี่ย {the average}

Ss: Four.

T: Three or four?

SS: Four

T: Okay. Number 2, tick the boxes of the people who live with you. As you said, three persons in your family, four persons in your family, and six persons in your family. So, who are they? Tick the persons who live with you, father, yes or no?

SS: Yes.

T: Mother?

SS: Yes.

T: Brother?

SS: Yes.

T: Sister?

SS: Yes.

T: For those who said three persons that means, father, mother and you, right? Okay. Now, tick. So if you have two sisters, please write number 2, 2 sisters, 2 brothers, 1 sister, 1 brother, okay? Do your uncle and aunt stay in your family, yes or no?

SS: No.

T: How about your grandfather, grandmother do they stay in your family? Does anyone here have your grandmother or grandfather stay with you? ((To S1)) How about you, you have six persons in your family. Who are they?

S1: Father, sister,

T: How many sisters?

S1: Two.

T: Two sisters and who?

S1: Grandfather

T: Grandfather. How about grandmother?

S1: No.

T: No, okay. So, father, two sisters, grandfather, you and?

S1: Uncle.

T: Uncle, okay. ((To S2)) How about you, six persons?

S2: [Inaudible]

T: Father, mother,

S2: [Inaudible]

T: Two sisters, right?

S2: [Inaudible]

T: One brother and you, okay.

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? What does it mean ‘charming’?

คำถาม ‘charming’ แปลว่าอะไร {What is ‘charming’ in Thai?}
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 Thai, 'friendly'? 
93 T: Okay. 'boring'?
94 Ss: น่าเบื่อ {boring}
95 T: Is there anyone in your family who is boring? Yes? Who?
96 Ss: ((Laugh))
97 T: And 'talkative'?
98 Ss: ช่างพูด {talkative}
99 T: 'boring'?
100 Ss: น่าเบื่อ {boring}
101 T: Okay. 'boring'?
102 Ss: น่าเบื่อ {boring}
103 T: 'un' means 'not', 'un' means 'not'
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? ติ่งดีไหม
119 เมื่อถึงมีใครที่คุณคิดว่าจะอะไร {Are there any other words?
120 A moment ago, someone said something, what was it?}
121 'pretty' Can we use 'pretty' with men?
122 Ss: ไม่ได้ {No.}
123 T: มีอะไรอีกที่ไม่มีในนี้ {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.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. OBJ</td>
<td>Explaining objectives of the units and/or the lesson</td>
</tr>
<tr>
<td>2. WRM-UP</td>
<td>Doing warm-up activities</td>
</tr>
<tr>
<td>3. PERSON</td>
<td>Personalising</td>
</tr>
<tr>
<td>4. RD-INS</td>
<td>Reading out instructions</td>
</tr>
<tr>
<td>5. EXP-INS</td>
<td>Paraphrasing, explaining, and/or exemplifying instructions</td>
</tr>
<tr>
<td>6. RD-ALD/SLT</td>
<td>Asking students to read aloud and/or silently</td>
</tr>
<tr>
<td>7. CHK/SUP-VOCAB</td>
<td>Checking and/or supplying vocabulary</td>
</tr>
<tr>
<td>8. CHK/SUP-SPL</td>
<td>Checking and/or supplying spelling of the vocabulary</td>
</tr>
<tr>
<td>9. ATHN-EX</td>
<td>Showing authentic examples</td>
</tr>
<tr>
<td>10. PRDCT-ANS</td>
<td>Asking students to predict answers</td>
</tr>
<tr>
<td>11. ADV-COMP</td>
<td>Giving advice on how to complete the listening exercises</td>
</tr>
<tr>
<td>12. DPRT-ADD-QS</td>
<td>Depart from textbook by adding comprehension questions</td>
</tr>
<tr>
<td>13. DPRT-CHK/SUP-VOCAB</td>
<td>Depart from textbook by checking and/or supplying related vocabulary</td>
</tr>
<tr>
<td>14. DPRT-GMS</td>
<td>Depart from textbook by doing pre-listening games</td>
</tr>
</tbody>
</table>
**While-listening**
This group consists of categories concerning the teachers’ pedagogical approaches in the while-listening phase.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MNT Monitoring</td>
<td>The teachers walk around the classroom to monitor the students while they are listening.</td>
</tr>
</tbody>
</table>

**Post-listening**
This group consists of categories concerning the teachers’ pedagogical approaches in the post-listening phase.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PEER Peer consultation</td>
<td>The teachers ask the students to do peer consultation.</td>
</tr>
<tr>
<td>2. WHL-Chek Whole class checking</td>
<td>The teachers do whole class checking of answers.</td>
</tr>
<tr>
<td>3. MEM-VOCAB Supplying techniques to memorise vocabulary</td>
<td>The teachers supply techniques to memorise vocabulary.</td>
</tr>
<tr>
<td>4. RPT-PRCT Advising students to practise listening repeatedly</td>
<td>The teachers advise students to practise listening repeatedly.</td>
</tr>
<tr>
<td>5. CHK/SUP-SPL Checking and/or supplying spelling of vocabulary related with listening exercises</td>
<td>The teachers check and/or supply spelling of vocabulary related with listening exercises.</td>
</tr>
</tbody>
</table>
Throughout the lesson
This group consists of categories concerning the teachers’ pedagogical approaches throughout the lesson.

<table>
<thead>
<tr>
<th>CODE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. L1-EXP-INS</td>
<td>The teachers use L1 to repeat and/or explain instructions/questions.</td>
</tr>
<tr>
<td></td>
<td>Repeating and/or explaining instructions/questions in L1</td>
</tr>
<tr>
<td>2. L1-ACPT-ANS</td>
<td>The teachers use L1 to accept answers to vocabulary comprehension checks.</td>
</tr>
<tr>
<td></td>
<td>Accepting answers to vocabulary comprehension checks in L1</td>
</tr>
<tr>
<td>3. L1-EQL</td>
<td>The teachers explicitly ask the students for L1 equivalent of the target vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Explicitly asking students for L1 equivalent of the target vocabulary.</td>
</tr>
<tr>
<td>4. L1-ALW-ANS</td>
<td>The teachers explicitly allow the students to provide answers in L1.</td>
</tr>
<tr>
<td></td>
<td>Explicitly allowing students to provide answers in L1</td>
</tr>
<tr>
<td>5. L1-PVD-EQL</td>
<td>The teachers provide students with L1 equivalent of the vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Providing students with L1 equivalent of the vocabulary</td>
</tr>
<tr>
<td>6. ECHO</td>
<td>The teachers echo the students’ answers.</td>
</tr>
<tr>
<td></td>
<td>Echoing students’ answers</td>
</tr>
</tbody>
</table>