



**Problems and Needs in English Teaching and Learning
at the Institutes of Physical Education, Thailand**

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for the Degree of Master of Arts in Applied Linguistics
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ชื่อวิทยานิพนธ์	ปัญหาและความต้องการในการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษาในประเทศไทย
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บทคัดย่อ

การวิจัยนี้มุ่งศึกษาปัญหาและความต้องการในการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษาในประเทศไทย กลุ่มตัวอย่างในการศึกษาได้แก่นักศึกษาจำนวน 368 คน ซึ่งศึกษาอยู่ในทั้ง 7 สาขาวิชา และอาจารย์ผู้สอนภาษาอังกฤษทั้งหมด จำนวน 33 คน จากสถาบันการพลศึกษา 17 แห่ง เครื่องมือวิจัยประกอบด้วยแบบสอบถามนักศึกษาและแบบสอบถามอาจารย์ผู้สอน กลุ่มตัวอย่างตอบแบบสอบถามในปีการศึกษา 2550 โดยระดับความรุนแรงของปัญหาที่เป็นอุปสรรคต่อการเรียนการสอนภาษาอังกฤษและเสนอแนะความต้องการในการเรียนการสอนภาษาอังกฤษ

ผลการวิจัยสรุปได้ดังนี้

1. นักศึกษาร้อยละ 92 ระบุว่าปัญหาหลักในการเรียนภาษาอังกฤษมีความรุนแรงในระดับปานกลาง ปัญหาเหล่านั้นเกี่ยวข้องกับพฤติกรรมกรเรียนของนักศึกษา ความยากในการเรียนทักษะภาษา หลักสูตรภาษาอังกฤษและเนื้อหาทฤษฎีวิชา สื่อการเรียนการสอน และวิธีการสอนของอาจารย์ เมื่อเปรียบเทียบระดับปัญหาระหว่างสาขาวิชา พบว่าระดับความรุนแรงของปัญหาในหลายปัญหา โดยเฉพาะอย่างยิ่งปัญหาที่เกี่ยวกับพฤติกรรมกรเรียนของนักศึกษาและหลักสูตรภาษาอังกฤษและเนื้อหาทฤษฎีวิชามีความแตกต่างกันอย่างมีนัยสำคัญ นอกจากนี้ยังเห็นได้ชัดว่านักศึกษาสาขานั้นทนทานการประสบปัญหาที่เกี่ยวกับความยากในการเรียนทักษะภาษารุนแรงกว่านักศึกษาสาขาอื่นๆ

2. อาจารย์ผู้สอนทั้งหมดระบุปัญหาโดยรวมในการสอนภาษาอังกฤษในระดับปานกลาง อย่างไรก็ตามอาจารย์ผู้สอนเห็นว่าระดับความรุนแรงของปัญหาหลักในแต่ละปัญหาแตกต่างกัน ปัญหาที่มีความรุนแรงมากที่สุดคือปัญหาเกี่ยวกับความยากในการเรียนทักษะภาษาของนักศึกษา ปัญหาที่มีความรุนแรงในระดับปานกลางจะเกี่ยวกับปัญหาด้านพฤติกรรมกรเรียนของนักศึกษา ด้านหลักสูตรและเนื้อหาทฤษฎีวิชา ด้านสื่อการเรียนการสอน และด้านนโยบายการบริหารของสถาบัน สำหรับปัญหาด้านวิธีการสอนของตัวอาจารย์เองนั้นเป็นปัญหาในระดับน้อย

3. เมื่อเปรียบเทียบระดับความรุนแรงของปัญหาระหว่างมุมมองของอาจารย์และนักศึกษาพบว่าส่วนใหญ่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ โดยเฉพาะอย่างยิ่งปัญหาเกี่ยวกับความยากในการเรียนทักษะภาษาของนักศึกษา กล่าวคือระดับความรุนแรงของปัญหาเกือบทั้งหมดตามความคิดเห็นของอาจารย์สูงกว่าระดับความรุนแรงของปัญหาตามความคิดเห็นของนักศึกษา ถึงแม้ว่าระดับความคิดเห็นต่อแต่ละประเด็นปัญหาจะแตกต่างกัน แต่พบว่าการจัดลำดับปัญหาย่อย 3 ลำดับแรกในแต่ละปัญหาหลักใกล้เคียงกัน

4. สำหรับความต้องการในการเรียนการสอนภาษาอังกฤษนั้น นักศึกษาต้องการหลักสูตรเตรียมความพร้อมภาษาอังกฤษเพื่อเสริมพื้นฐานภาษาอังกฤษให้ดีขึ้น ในทำนองเดียวกันอาจารย์เกือบทั้งหมดเห็นว่าหลักสูตรดังกล่าวควรจัดให้นักศึกษาชั้นปีที่ 1 ก่อนเปิดเรียนภาคการศึกษาที่ 1 นอกจากนี้อาจารย์ยังระบุว่าการจัดโครงการปฐมนิเทศในหัวข้อพฤติกรรมกรรมการเรียนและการจัดกิจกรรมเสริมทัศนคติที่ดีต่อภาษาอังกฤษเป็นสิ่งจำเป็นสำหรับนักศึกษาชั้นปีที่ 1 สำหรับความต้องการในการฝึกทักษะภาษาของนักศึกษานั้นทั้งนักศึกษาและอาจารย์เห็นว่าการฝึกทักษะฟัง-พูดเป็นสิ่งจำเป็นเร่งด่วนและการฝึกการใช้ภาษาในชีวิตประจำวันมีความจำเป็นมากกว่าการฝึกใช้ภาษาในเรื่องเฉพาะสาขาวิชา การเพิ่มเวลาเรียนและจำนวนรายวิชาตลอดจนการจัดสรรสื่อการเรียนการสอน เช่น ห้องปฏิบัติการทางภาษาที่ได้มาตรฐานและอุปกรณ์โสตทัศนูปกรณ์ก็เป็นความต้องการของนักศึกษาและอาจารย์เช่นกัน

สำหรับกิจกรรมในการเรียนนั้น การเรียนภาษาโดยการเล่นเกมส์เป็นกิจกรรมในชั้นเรียนที่นักศึกษาต้องการมากที่สุดในขณะที่การจัดบอร์ดภาษาอังกฤษเป็นกิจกรรมเสริมที่นักศึกษาต้องการมากที่สุด สำหรับวิธีการประเมินผลรายวิชา นักศึกษาอยากให้มีการประเมินผลการเรียนจากการนำเสนอปากเปล่าและการทำแบบฝึกหัดในชั้นเรียน ในส่วนของอาจารย์ อาจารย์ได้ระบุความต้องการเร่งด่วนที่จะได้รับการอบรมเกี่ยวกับวิธีการสอนรายวิชาภาษาอังกฤษเฉพาะด้านและการพัฒนาความสามารถด้านทักษะการฟังภาษาอังกฤษ

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ABSTRACT

The study investigated problems and needs in English language teaching and learning at the Institutes of Physical Education, Thailand. The subjects were a sample of 368 students from 7 fields of study and all 33 English teachers of all the 17 institutes. The instruments used were a student questionnaire and a teacher questionnaire. These were administered in 2007 academic year to inquire the degree of seriousness of problems obstructing the English teaching and learning and needs in English teaching and learning.

The results of this study can be summarized as follows:

1. Ninety two percent of student subjects specified each major problem in their English learning at a moderately serious level. Those problems concerned their learning behaviors, their difficulty in learning language skills, English curriculum and course content, teaching materials, and teaching methods. The degrees of seriousness of various problems, particularly those related to their learning behaviors and English curriculum and course content were significantly different among students in different disciplines of study. Apparently, the students of Recreation discipline viewed problems concerning their difficulty in learning language skills more seriously than others did.

2. All teachers identified their English teaching problems at a moderately serious level. However, they viewed each major problem at different degrees of seriousness. The very serious problems concerned the students' difficulty in learning language skills. Those considered as moderately serious concerned the students' learning behaviors, the English curriculum and course content, the instructional materials, and the institutes' administrative policy. For their teaching performance, it was perceived as a slightly serious problem.

3. When comparing the perceptions of problems between the English teachers and students' views, most problems, especially those concerning the students' difficulty in learning language skills were considered at significantly different degrees of seriousness. Such difference was that the teachers perceived almost all of these problems more seriously than the students. Despite these significant differences, the top three problems of the major problems ranked by the students were similar to those ranked by the teachers.

4. For the needs in English teaching and learning, the students needed the preparatory English course in order to improve their English background. Similarly, almost all of the teachers agreed that such course should be offered to the first year students before the beginning of the first semester. In addition, they specified that the provision of an orientation on learning behaviors and activities to promote positive attitudes towards English is necessary for the first year students. Concerning the needs for students' language skills practice, both students and teachers strongly agreed that the listening and speaking practice is urgently needed. And, the practice of a language used in daily life is more necessary than the subject-specific matter. The increase of study hours and number of English courses and the provision of the teaching aids such as the fully-equipped language laboratory, the audio-visual aids were also viewed as necessity by both groups.

In terms of learning activities, language games were most needed activities in class while making bulletin boards in English was suggested as the extra activity preferred by students. For course assessment, students highly preferred to be evaluated based on their oral presentation, and in-class exercises. As for teachers, they indicated their urgent needs to be trained on how to teach the specialized English courses and how to improve their English listening ability.

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CHAPTER 1

INTRODUCTION

This study is a survey of problems and needs in English teaching and learning at the Institutes of Physical Education in Thailand. The study is divided into five chapters. Chapter one consists of the rationale for the study, statement of purpose, research questions, scope and limitations of the study, significance of the study, and definitions of terms. Chapter two presents a brief review of factors affecting second language learning, difficulties in acquiring language skills, English in Thai education, and studies related to problems and needs or wants in teaching and learning of English in Thailand. Chapter three explains the research methodology and the analysis of data. Chapter four reveals findings of the study and chapter five contains a summary, discussion of the main findings, implications and recommendations for further study.

1.1 Rationale for the study

English is undoubtedly the global language nowadays as it is used in many countries around the world. It is made the official language in many countries, and is used as a means of communication in government, in the law courts, in the media, and in the educational system. In many countries where English is not the official language, it is taught as a foreign language (Crystal, 1997).

In Thailand, as well as in many other developing countries, English plays an important role. Technological advancement and the adoption of the Internet have influenced business, education, and science, and most, if not all, activities related to these call for high level of English proficiency in order to access the information (Wiriyachitra, 2002). In the Thai education curriculum, English is placed as a core subject for all educational levels. English curriculum is aimed to enhance students' interest in language learning. Students are expected to gain positive attitude towards English and to be able to communicate in English more fluently. They are also expected to understand more about other cultures and to be able to promote Thai culture to the world (Ministry of Education, 2001).

All educational institutions in Thailand including the Institutes of Physical Education of the Ministry of Tourism and Sports follow the same policy regarding the teaching and learning of English. Before the enactment of the Act of Institute of Physical Education in 2005, the Institutes of Physical Education were known as the Colleges of Physical Education under the Ministry of Education. They were directly responsible for educational provision only at a diploma level. The areas of study were mainly restricted to Physical Education, Health Education, and Recreation. After the legislation of the Act of Institute of Physical Education, the Colleges of Physical Education were renamed as the Institutes of Physical Education. They also become the provider of tertiary education in a wider range of disciplines, namely, Physical Education, Health Education, Sports Science, Health Science, Communication Arts, Business, and Recreation.

Under the new ministry, English is still considered important. Students of all disciplines are required to learn “English for Communication” as a general compulsory course. In addition, students of some disciplines are further required to undertake English as specialized courses also acting as compulsory courses as shown in the following table:

Table 1.1 English curriculum at the Institutes of Physical Education

Fields of study	Compulsory English courses		Total
	General course	Specialized course	
Physical Education	- English for Communication (3 credits)	-	3 credits
Health Education	- English for Communication (3 credits)	-	3 credits
Sports Science	- English for Communication (3 credits)	-	3 credits
Health Science	- English for Communication (3 credits)	-	3 credits
Communication Arts	- English for Communication (3 credits)	- English for Mass Communication 1 (3 credits) - Sports News Translation (2 credits)	8 credits
Business	- English for Communication (3 credits)	- Business English 1 (3 credits) - Business English 2 (3 credits) - English for Athlete and Referee (3 credits)	12 credits
Recreation	- English for Communication (3 credits)	- English for Recreation Profession (3 credits) - English for Tourism 1 (3 credits) - English for Tourism 2 (3 credits)	12 credits

(Ministry of Tourism and Sports, 2005)

The “English for Communication” course aims at getting students to practice the four skills of English in order to gain ability in listening, speaking, reading, and writing, thus they can communicate in various situations in daily life, and be able to present information necessary for professional development (Ministry of Tourism and Sports, 2005). As for specialized courses, students are required to practice English for specific disciplines. As stated in the curriculum, the students are expected to communicate effectively in English both in their daily life and in their specific field of study.

However, it is unlikely for students to achieve such goals. Based on an informal interview with some English teachers teaching at southern Institutes of Physical Education, they reported that there are various problems related to the English teaching and learning management across disciplines. For example, students of different disciplines are required to take different number of credits and subjects in English. Students from the areas of Physical Education, Health Education, Sports Science and Health Science are required to take only the “English for Communication” course while those from other disciplines need to further undertake specialized courses in English. Besides, the number of credits and subjects of specialized courses provided for students of different programs are also distinct although they study the same discipline. For example, regarding the Recreation discipline, students majoring in Recreation Leadership are required to undertake only English for Recreation Profession course whereas those majoring in Commercial Recreation and Tourism are required to undertake all the 3 specialized English courses, namely, English for Recreation Profession, English for Tourism 1, and English for Tourism 2. Apparently, the amount of exposure to English varies among the disciplines and programs.

The problems cannot only be found in the different number of credits to be undertaken but also in students’ proficiency. Most students find it difficult to practice the four language skills required in the “English for Communication” course. Therefore, it is even more difficult for the students to perform well in the specialized courses which are more complicated and specific. The students cannot use English effectively both in their daily life and their specific field of study. For example, when the Ministry of Tourism and Sports required the students to participate in the

international sports competition held in Thailand, they had problems in communicating successfully with foreigners who were sports players, coaches, referees or umpires.

English teachers' competency has become a problematic factor in English teaching and learning situation at the Institutes of Physical Education. As far as the in-service training is concerned, the teachers have only few chances to attend a seminar to improve their English language proficiency. Moreover, the Ministry of Tourism and Sports hardly offers a course to train English teachers to teach English, particularly English for Specific Purposes or specialized courses.

The other problem of English learning in the Institutes of Physical Education involves the lack of suitable instructional materials for each field of study. The ministry neither provides nor suggests relevant learning materials. Thus, English teachers have problems in finding the instructional materials that match the course content. As a result, students often have to rely on the learning materials which may not be closely relevant to the course especially the specialized course.

As described above, it can be seen that the English teaching and learning at these institutes may not be operated at a satisfactory degree. Thus, the ministry's expectation of having graduates who are fluent in using English to communicate professionally in the fields of sports and physical education may hardly be met. To help them to be proficient in English, it is worth conducting a study to discover the problems and the perceived needs regarding English teaching and learning. Since the Institutes of Physical education have been tertiary institutions under the administration of the Ministry of Tourism and Sports for only 3 years, the results can reveal current situations which can provide insights to English education management in the Institutes of Physical Education. This research, thus, took all 17 Institutes of Physical Education in Thailand as the context of the study to investigate the problems and needs in teaching and learning of English.

1.2 Purpose of the study and research questions

In order to enhance the effectiveness of the English learning of the students in the Institutes of Physical Education, this study aims to discover the problems

hindering the success and needs in teaching and learning of English from the point of view of the students and English teachers of Institutes of Physical Education. The results of the study will reveal the types and extent of the problems and their perceived needs. This study, thus, determines to answer the following questions:

1. What are the problems in teaching and learning of English at the Institutes of Physical Education as identified by students and English teachers? Are there any significant differences among their views?
2. What are the needs in English teaching and learning at the Institutes of Physical Education as perceived by students and English teachers?

1.3 Scope and limitations of the study

This study covered all 17 Institutes of Physical Education in Thailand. All 33 English teachers of all 17 Institutes participated in this study. Owing to the time and financial constraints, only a sample of 368 students from the population of all 7 fields of study in all 17 institutes participated in this study.

1.4 Significance of the study

This study aims to investigate the problems and the needs in English teaching and learning at the Institutes of Physical Education. The results will be beneficial for the Institutes of Physical Education and the Ministry of Tourism and Sports since the outcome could be taken as a guideline for the improvement of students' English performance and curriculum development. It also helps determine the degree to which assistance should be offered.

1.5 Definitions of terms

1. **Institutes of Physical Education** refer to the 17 educational institutions at tertiary level of the Ministry of Tourism and Sports.

2. **Students** are the students of seven fields of study: Physical Education, Health Education, Sports Science, Health Science, Communication Arts, Business, and Recreation, of all Institutes of Physical Education in the 2007 academic year.

3. **English teachers** are all teachers currently teaching English in all Institutes of Physical Education in the 2007 academic year.

4. **English teaching** is defined as the teaching of both general English and specialized English courses in the Institutes of Physical Education.

5. **Specialized English courses** refer to English courses for specific disciplines.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief review of factors affecting second language learning and difficulties in acquiring language skills. It also includes a review of English in Thai education and studies related to problems and needs in English teaching and learning in Thailand.

English has been developed from being a language spoken in only one country in the sixteenth century to being now the native language, first or second language, and official language in some fifty countries which contain one thousand million people speaking English (Broughton, 1997). Medgyes (1994, p.1) maintains that “more people speak English today than have ever spoken any single language in the recorded history of the world”. That is to say, English is no longer the language of native speakers but it is the main language of international communication, the means for greater world unity and human understanding (Broughton, 1993). Shaobin (2002) supports the idea that English has become an international language for multinational and multicultural communication and it is the most useful language for cross-boundary communication (cited in Rattanayart, 2007). As a consequence, English has become the dominant language in activities of various fields such as business and banking, industry and commerce, transportation, tourism, sports, international diplomacy, advertising, pop music and so on (Kaplan, 1983; cited in Medgyes, 1994).

Because of its importance, English has been placed in the educational system. It has been taught as a second language, a foreign language, or an international language. However, to learn English effectively, a number of supporting factors are involved.

2.1 Factors affecting second language learning

In second language learning, individuals possess different degrees of language competence and performance due to various factors such as intelligence, aptitude, personality, motivation, attitudes, learning styles, and age.

Over the years, many studies using a variety of IQ tests and different methods to assess language learning have found that a good means of predicting how successful a learner would be at language learning is the intelligence level (Lightbown and Spada, 1993). Ellis (1985), however, argues that intelligence may influence the acquisition of some skills such as reading and writing used in the formal instruction, but it has a less influence on the acquisition of oral fluency skills.

As for aptitude which is the specific ability a learner has for learning a language (Ellis, 1985), the measures of it are validated in various studies and the findings show that it is consistently found to predict second language achievement (Carroll, 1963; Pimsleur, 1963; and Pimsleur, 1966; cited in Spolsky, 1989).

Many researchers believe that personality has an important influence on success in language learning (Lightbown and Spada, 1993). As for self-confidence which is called the “I can do it!” principle or the “self-esteem” principle (Brown, 2000), it is very much related to second language development. When all things are equal, the self-confident or secure person is more successful in language learning (Dulay et al, 1982). With reference to extroversion and introversion, it has been suggested that extroverted learners tend to make contact with other speakers of second language easier than introverted learners; therefore, they obtain more language input (Ellis, 1985). Krashen (1981, cited in Ellis, 1985) supports the idea that an outgoing personality may encourage the acquisition. The extroverted learners may also benefit from more exposure to the second language. Moreover, Hedge (2000) indicates that there is a widely held view that extroverted learners are likely to be more successful than introverted learners. This might be because they are more assertive, more willing to experiment and take risks, and more able to make the social contacts they need in order to practice a target language.

The overall findings of research on the role of attitudes and motivation in second language learning show that positive attitudes and motivation are related to success in second language learning (Gardner, 1985; cited in Lightbown and Spada, 1999). Gardner and Lambert (1972, cited in Lightbown and Spada, 2006) coin the terms “instrumental motivation” which is learning a new language for more immediate or practical goals and “integrative motivation” which is learning a new language for personal growth and cultural enrichment. The result is that these types of

motivation are related to success in second language learning. It has been found that individuals who are motivated will learn another language faster and to a greater degree. Also, the statistical evidence from various studies reveals that motivation is a predictor of success in language learning (Gass and Selinker, 1994). According to Lightbown and Spada (2006), they mention that motivation in second language learning has been defined in terms of two factors; learners' communicative needs and their attitudes towards the second language community. If learners need to speak the second language in various social situations, they will perceive the communicative value of the second language and will be motivated to acquire ability in it. Similarly, if learners have favorable attitudes towards the users of the language, they will make more contact with them. This is consistent with Spolsky (1989)'s idea that a learner's attitude has an influence on the development of motivation to learn a target language.

Another factor affecting second language learning is learning style. It refers to an individual's natural, habitual, and preferred way to absorb, process, and retain new information and skills (Reid, 1995; cited in Lightbown and Spada, 1999). The research in this area suggests that individuals use a different set of skills and preferred strategies to learn a language. For example, 'visual' learners cannot learn something until they see it while 'aural' learners need only to hear something once or twice before they know it (Lightbown and Spada, 1993). As for field-independent learners, they might be better at analytical tasks in second language learning (Gass and Selinker, 1994). Oxford (1990) supports the idea in that field-independent people are less sensitive to the social context, more detached and logical than field-dependent people, and prefer more structures, analytical forms of learning (cited in Oxford, 1995). Besides, it is widely reported that field independence is strongly related to success in second language learning (Lightbown and Spada, 2006). Concerning field-dependent learners, Gass and Selinker (1994) claim that they would be better in social interactions. In the same way, Oxford (1990) mentions that field-dependent learners tend to be more sensitive to the social context, are perceived as more outgoing and more considerate than field-independent, and perform well with less structure in their learning (cited in Oxford, 1995).

Age is also a variable causing individual differences in second language learning. When learners at different ages have been exposed to the second language

for the certain amount of time, the older learners reach higher level of proficiency (Ellis, 1985). Besides, some studies have shown that older learners are more efficient than younger learners in the early stages of second language development though they learn in similar conditions. This is because they use their meta-linguistic knowledge, memory strategies, and problem-solving skills (Lightbown and Spada, 2006). However, when the pronunciation is concerned, young learners tend to develop a native-like pronunciation better than adults (Spolsky, 1989). As for the success of second language acquisition, the general finding seems to suggest that learners with longer exposure to the second language are likely to have the more native-like second language proficiency (Ellis, 1985).

Based on the factors influencing the language learning, the present study employed some of the reviewed factors as a theoretical framework in order to explore whether problems in English language teaching and learning in the Institutes of Physical Education are related to these factors or not.

Certain personal factors mentioned above could affect the degree of success in learning English. Also, certain difficulties in acquiring each language skill may interrupt or slow down the learning process.

2.2 Difficulties in acquiring language skills

Second or foreign language learners perceive that it is not easy to learn main language skills: listening, speaking, reading, and writing. What makes learning each skill difficult to learn are summarized below.

Listening skill

Brown (2000) remarks that special characteristics of spoken language strongly influence the processing of speech and can block comprehension or make listening process difficult. Eight characteristics of spoken language that can cause difficulties for the language learners are as follows (Dunkel, 1991; Richards, 1983; Ur, 1984; cited in Brown, 2000).

1. Clustering: Due to the clustering of a spoken language, a hearer needs to pick out only manageable clusters of words in order to obtain comprehension. For language learners, sometimes, they have difficulty in listening as they try to retain a whole sentence or even several sentences or they try to attend to every word in a speech.

2. Redundancy: Spoken language has a good deal of redundancy. Such redundancy helps the hearer to process meaning by offering more time and extra information. However, it can confuse language learners at the early stage of listening practice.

3. Reduced forms: Spoken language also has many reduced forms that pose difficulties for learners who have initially been exposed to full forms of English language.

4. Performance variables: Hesitations, false starts, pauses, and corrections are common in a spoken language. However, these can easily interfere with comprehension in second language learners.

5. Colloquial language: Idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversations. Learners who have been exposed to standard written English sometimes find it overwhelming and difficult to deal with colloquial language.

6. Rate of delivery: In listening, learners may not have opportunity to stop the speaker. Instead, the stream of speech will continue to flow while they are trying to comprehend what they are hearing. As a result, they lose the opportunity to listen to the chunks of information that follows. This will cause the incomprehension of the entire speech.

7. Stress, rhythm, and intonation: Because English is a stress-timed language, learners who are unfamiliar with stress patterns can be discouraged when they hear an English speaking person speaks at a natural speed. For intonation patterns, although they are very significant for interpreting elements such as questions, statements, emphasis, and for understanding more subtle messages like sarcasm, endearment, insult, solicitation, and praise, perhaps, language learners can not interpret such intonation.

8. Interaction: To learn to listen is also to learn to respond and to continue a chain of listening and responding. The difficulty of language learners is that they do not know how to negotiate meaning (to give feedback, to ask for clarification, to maintain a topic), so the process of comprehending is aborted rather than being completed.

Speaking skill

The characteristics of spoken language that make oral performance difficult in some cases are described below (Brown, 2000).

1. Clustering: Fluent speech is phrasal, not word by word. Therefore, it is difficult for learners to organize their output fluently through clustering.
2. Redundancy: Although learners can benefit more comprehension from the redundancy of spoken language, it is not easy for them to use such redundancy while speaking.
3. Reduced forms: For learners who do not know contractions, elisions, reduced vowels, etc., they can sometimes develop the ability to speak, using a written language.
4. Performance variables: Learners as nonnative speakers of a language may not be able to use hesitations, pauses, backtracking, and corrections in the process of thinking.
5. Colloquial language: Learners are not accustomed to words, idioms, and phrases of colloquial language.
6. Rate of delivery: Learners cannot achieve an acceptable speed of fluency.
7. Stress, rhythm, and intonation: Learners do not know the stress of words and cannot use intonation to convey messages.
8. Interaction: The process of comprehending is aborted if hearers cannot ask for clarification, maintain a topic, and so on, in order to make sense of the meanings.

As for Branitz' notion (1985, cited in Som-in, 1998), causes of problems in speaking could be the traditional teaching approach focusing on the usage rather than the use of a language which inhibits students in practicing the speaking of a second language. A lack of knowledge of vocabulary and/or grammar of a second language

also hinders the students' confidence in speaking. Moreover, the structure or accent of students' first language can be a barrier to their second language speaking.

Reading skill

The characteristics of written language listed below are helpful in diagnosing reading difficulties (Nuttall, 1982; Rubin and Thompson, 1994; Brown, 2000; and Paran, 1996 (cited in Harmer, 2004)).

1. Distance: Because readers interpret a language that was written in some other place at some other time with only the written words as contextual cues, this makes reading difficult sometimes.

2. Orthography: In written language, readers have only graphemes; therefore, they must do their best to infer and to interpret.

3. Complexity: Written language is more complex than a spoken one in that it has longer clauses and more subordination. As a result, it is difficult for learners with low language proficiency to interpret the meaning.

4. Vocabulary: Written English uses a greater variety of lexical items than spoken English. If readers do not know half the words in a text, they will have great difficulty in understanding the text as a whole.

5. Formality: Writing is more formal than speech. If readers are unfamiliar with the formal features of a written text, they always have difficulty in interpretation.

6. Schema: The lack of previous or background knowledge about the text leads to the incomprehensibility of the meanings.

7. Complex concept: If the concept of the text is complex, it is difficult for readers to understand the text.

8. Reading proficiency: Readers with poor reading skills and low language proficiency tend to focus on every single word and cannot make sense of the reading.

Writing skill

The characteristics of a written language that may contribute to the difficulty in developing writing skill are described below (Brown, 2000; and Scarcella and Oxford, 1992 (cited in Srichai, 2002)).

1. Distance: It is difficult for writers to anticipate their audience. The anticipation ranges from general audience characteristics to how specific words, phrases, sentences, and paragraphs will be interpreted.

2. Orthography: Writers try very hard to put ideas through the manipulation of letters and other written symbols.

3. Complexity: Writers must try their best to remove redundancy, to combine sentences, to make references to other elements in a text, to create syntactic and lexical variety, etc.

4. Vocabulary: Writers have to learn to take advantage of the richness of English vocabulary to create a good piece of writing.

5. Formality: Writers have to learn the conventions of written genres.

6. Grammatical competence: Lacking grammatical proficiency which is one of the important components of writing can result in lacking writing proficiency.

The survey of problems in learning and teaching English in context of study took into account these factors causing difficulties in acquiring language skills as the underlying framework in carry out and discussion of this study.

2.3 English in Thai education

Thailand has been developing rapidly in various aspects, especially in technology, communication, tourism, and science. English plays an important role in these developments. As a consequence, Thai students at all levels of education are required to study English. As stated in the Basic Education Curriculum 2001, Thai students both in primary and secondary levels are required to study English as a compulsory subject. They are expected to: (1) have ability in English communication; (2) understand English and culture; (3) utilize English for studying other subjects; (4) have English skills to encounter different situations in society and use English to

acquire knowledge, and to work (Ministry of Education, 2001). For both diploma and undergraduate levels, it is stated that English language courses aim at enabling students to communicate in English. For post-graduate education, it is also stated that post-graduate curricula need to take English into consideration because most essential books are written in English (Ministry of Education, 2005).

English courses provided for Thai students are of two main streams: a general or foundation English course, and an English for Specific Purpose (ESP) course or a specialized English course. That is to say, Thai students are expected to be able to communicate in English in their daily life, further their study at a higher level, and work. However, it is noted that Thai learners lack the ability to communicate in oral or written English after graduated from universities (Economist, 1998; cited in Prapaisit, 2003). Amornrattanasak (1999) asserts that some Thai learners have learned English for ten to twelve years starting from primary level to higher education level, but they are unable to communicate with foreigners or English native speakers. A number of studies have uncovered problems in teaching and learning English in Thailand.

2.4 Related studies

Research results have revealed a number of problems and needs or wants in teaching and learning English both in general and specialized courses in various areas in Thailand. The problems are described below.

2.4.1 Problems in teaching and learning general English

In teaching and learning the general or foundation English courses, a number of studies conducted in higher education institutions reports the following findings.

Studies on foreign languages conducted by Ngenkaew (1989), Teo et al. (2004), Boonyawattana and Tantayanusorn (2005), and Apichartwanlop et al. (2006) have revealed several problems concerning English teaching and learning. Ngenkaew (1989) discovered that students from 3 educational institutions at tertiary level in Eastern had many difficulties in listening and speaking skills because they lacked

confidence in self-expression. Consequently, they strongly needed to practice those skills.

Teo et al. (2004) reported that poorly prepared learners was the most serious problem in English teaching and learning at tertiary level in southern Thailand, especially in Rajabhat University. The curriculum was also the major problem in that there were a few English courses provided for the students to become proficient in English. Another problem was that the English teachers used the “teacher-centered” approach rather than the “learner-centered” approach.

Boonyawattana and Tantayanusorn (2005) found that learners’ lack of readiness was a serious problem in English teaching and learning in the Northern region of Thailand and that English teachers wanted to improve their speaking skill most.

Apichartwanlop et al. (2006) studied profile of teaching and learning foreign languages and needs for the use of foreign languages in the Northeast of Thailand. They revealed that students’ lack of readiness and teachers’ overworking load were the very serious problems in English teaching and learning.

Problems in learning the Fundamental English courses in different areas were revealed by Wudthigarn (1991), Apichatwattana (1993), and Chanudom, (1993). The writing achievement of students in Fundamental English courses at Payap University was investigated by Wudthigarn (1991). The findings from the multiple-choice English achievement test showed that the students’ writing ability was at a low level. They had problems in grammatical structure, vocabularies, spelling, and punctuation .

Apichatwattana (1993) investigated problems and needs in the Fundamental English course of the students at Naresuan University, and found that the students had serious problems in listening and writing skills. Concerning listening skills, they had difficulty in listening to academic lectures. As for writing skills, they had problems in word selection and writing in different genres. With regard to students’ needs in English learning, needs in listening, speaking, and reading were at a high level. Students showed a strong need to practice listening to daily life conversations particularly telephone conversations and interviews, and to English songs. Regarding speaking, they needed to practice daily life dialogues in making invitation (accepting, refusal); giving information of time, distance, and places; asking for help; and

expressing ideas. Students wanted to read academic documents, newspapers, magazines, announcements, and advertisements and they wanted to practice guessing meaning from context and translating English into Thai.

A survey study of problems in teaching and learning the Foundation English course at Kamphaeng Phet Teachers' College was conducted by Chanudom (1993). The results showed that students' incompetence caused problems in their English learning. To be specific, they had serious problems in listening comprehension, speaking, reading for main ideas, and writing. Moreover, there were other problems with high degree of seriousness. Those were lacking the language laboratory or having no chance to use it and an inadequate number of English teachers particularly the English native speakers.

Two studies conducted in 1994 measured the English ability of the undergraduate students majoring in English teaching. The first study was carried out with fourth-year students of higher education institutions under the jurisdiction of the Ministry of University Affairs. The results showed that students' ability in using English for communication was only at either moderate or low levels (Pornpibul, 1994). The second study was conducted by Sirisatit (1994) who investigated the English ability of fourth-year students (four-year program) in teachers colleges and state universities. It was found that the daily life conversation skill of English teaching majored students was not at the satisfactory level. Specifically, that of students from state universities was at a moderate level and that of students from teachers colleges was at a low level.

Studies on problems in English learning of vocational students were carried out by Phofa (2003) and Lunpraphan (2004). Phofa (2003) explored the problems with advanced Dramatic Arts students in Colleges of Dramatic Arts in the central region of Thailand. The findings showed that the students lacked responsibility in learning English; teaching materials were neither adequate nor modern or effective; and teachers lacked interesting teaching methods. According to the students' needs, they preferred the curriculum emphasizing speaking and reading skills. Also, more time should be provided for learning English.

As for Lunpraphan (2004), he surveyed English learning problems of students at the Higher Vocational Education level at St. Joan of Arc's Technology School. The

findings revealed students' needs that they would like their English teachers to use various teaching methods. They needed more chances to practice speaking in front of class and listening in a language laboratory. Besides, they preferred teachers who use more English in class.

Problems and needs in English teaching and learning were also found in a study on an evaluation of the English curriculum at the bachelor's degree level of the Liberal Arts program in the teachers colleges, in north-eastern Thailand. The findings showed that objectives of the curriculum were not appropriate in serving the local needs. And the students cannot apply their knowledge to develop the community. As for the needs, the teachers strongly needed the modern textbooks, supplementary teaching materials, and in-service training related to the content of new courses (Prasompluem, 1992).

Other studies conducted by Sukamolson (1990), Sawasthaworn (1990), and Amornrattanasak (1999) also reported problems in English teaching and learning. Sukamolson (1990) studied attitudes, needs and preferences towards and of the English language of the students and teachers in eight United Colleges. Both students and teachers perceived that the number of elective courses of English provided for students were not sufficient. As for the needs, students of all programs needed to improve their English ability of four skills for more effective communication.

A survey study on problems and difficulties in reading English of students at Mahasarakham Teachers' College was conducted by Sawasthaworn (1990). It was found that English majored students had very serious problems in vocabularies, idioms, and reading skill. Besides, students of all disciplines lacked basic skills in reading English. For the students' needs in English reading, the reading texts on tourism, comics, and short stories were needed. And, the students liked reading newspapers and magazines.

Amornrattanasak (1999) revealed various problems and obstacles of learning and teaching English in Ramkhamhaeng University. Problems concerned students, English curriculum, teaching materials, and teaching methods. Students had poor English background and negative attitude towards English. Besides, they did not pay attention to English learning. As for the English curriculum, it did not correspond to the world's current affairs. Considering the teaching materials, students perceived that

English textbooks were too difficult, contained few activities, and focused only on grammar. Other problem was that the students had few chances to practice their English in a language laboratory. Lastly, teachers' teaching techniques were limited. They often used the translation method as they emphasized grammar rather than communication. The majority of the teachers never utilized teaching aids and they used Thai as the medium of instruction in English class.

2.4.2 Problems in teaching and learning English for Specific Purposes (ESP)

To focus on the problems related to the teaching and learning of English for Specific Purposes courses or specialized English courses, the past research reveal various problems in different areas.

Atiratana (1985) revealed problems and needs in teaching and learning Business English of Business English instructors and third-year students at the certificate level in the Department of Commerce under the auspices of the Institute of Technology and Vocational Education. Both parties revealed that Business English students had serious problems in listening and speaking skills. The instructors suggested that the institute needed to develop the curriculum to fit the students' future careers. The Business English courses should also be continuously well-graded in terms of contents and language complexity. Moreover, English instructors needed the annual in-service training concerning English teaching methodology.

From the students' opinions, they needed more modern and interesting content of Business English in which they can use in their daily life, for their further study, and for future career. They specifically needed to learn Business English through a variety of media, for example, videos, slides, films, and cassettes. They also suggested that the learning activities should involve group work, pair work, and role playing or drama as these were close to real life situations. Learning English with English native speakers was highly desirable.

Nilrat (1991) investigated the needs of English for Architecture students at King Mongkut's Institute of Technology Chaokhuntharn Ladkrabang. The findings revealed that the second year architecture students needed the practice of listening

skill most, followed by speaking skill. With regard to the sub-skills, listening to foreigners was required most in the listening skill and discussing everyday routine works was strongly needed in speaking skill. Further, the fifth year architecture students stated that the speaking skill, especially giving information about project proposals was needed most, followed by the listening to foreigners.

Chaiyakosri (2004)'s study revealed problems and needs in learning Technical English of Industrial Technology majors at Rajamangala Institute of Technology, Bangkok Technical Campus. The students specified 3 problematic areas. Firstly, they had many difficulties in listening and speaking skills. Secondly, the number of Technical English courses was inadequate. The course content did not correspond to their professional area and the study hours for a course was too short. Lastly, the teaching methods were not interesting and did not focus on communication. Also, the instructors lacked background knowledge of their discipline. As for the needs, they mostly wanted more listening and speaking practice, more ESP courses, and more time for learning technical English. They also wanted the teachers to adopt interesting teaching methods and possess background knowledge related to their field of study.

Considering the teachers' views, the problems were that the students had a rather low level of English proficiency, particularly listening and speaking skills. There was an inadequate number of ESP courses and the teachers were not knowledgeable in specific fields. The teachers wanted more technical English courses in the curriculum. Besides, the content of technical English courses should be a combination of 80% of English for Specific Purposes and 20% of general English.

Problems and needs in English learning of second-year Business Administration students at Siam University were reported by Sinthuchai (1991). Results from the questionnaire analysis showed that the students had difficulties in speaking, reading, and writing of Business English. To be specific, they lacked ability in speaking related to business contexts. They had low ability in reading English newspapers and business letters and in writing credit letters, credit forms, and reference letters. As for the needs in English learning, Business Administration students wanted the listening practice concerning business vocabularies, business conversations, and conversations for daily life. For speaking skill, they wanted to practice introducing themselves and others, inviting, making requests or asking for

advice, asking and giving business information, and communicating in daily life. As for reading skill, the students preferred reading English newspapers, magazines, advertisements, textbooks in their discipline, and business letters. Lastly, they wanted to practice writing personal letters and various types of business letters.

A study carried out by Mudpongdua (2002) showed students' problems in learning English at Kasem Polytechnic College. The Higher Vocational Education Certificate level students specified that they seriously lacked knowledge of subject-specific vocabularies. They were unable to understand the lecture, speak in front of class, and speak with English native speakers. They lacked the ability to write articles, messages, letters for various occasions or conclusion of what they listened and read. They also indicated that textbooks and reference books were inadequate. Moreover, they lacked opportunity to practice the listening skill.

Suwanganit (1989) also studied problems and needs in teaching and learning the ESP courses. She conducted a study on students' needs in the English language program in the Faculty of Agricultural Business of Maejo Institute of Agricultural Technology. According to interviews, English teachers perceived that objectives of English courses were not clear. The findings from a questionnaire showed that the students had a few chances of the reading skill practice in class. In relation to the needs, it was found that the students highly needed practice of greeting and introducing other people in Business context, interviewing for a job, giving directions, giving and following instructions, reading and understanding business textbooks and announcements, finding the meaning of technical words, understanding instructions for using agricultural tools, using the technical dictionary, and writing job application letters.

The needs in English teaching and learning were also found in a survey study on an evaluation of the Bachelor of Arts in English Business Communication Curriculum of 1989 of Sripatum University. The participants revealed their needs regarding the curriculum and the teaching aids. They perceived that the objectives of the curriculum should be more precise and guide the teaching and learning management. The curriculum content should be up-to-date and more English conversations should be added. As for the teaching aids, more modern textbooks were strongly needed (Putthasongkran, 1997).

2.4.3 Problems in teaching and learning English in physical education institutions

Turning now to physical education area, the previous research reveals some common research findings as follows.

Hengsakul (1980) surveyed problems of teaching English in Physical Education Colleges in Thailand. The findings revealed that physical education students had poor and different English background that made it difficult to teach effectively. Besides, they did not have favorable attitudes toward English. That is to say, they did not perceive that English is beneficial for their career which in turn led to their low English proficiency. As for the curriculum, it was found that the objectives were not appropriate to students' professional areas and in their daily life. The content of English courses was redundant and badly organized. The number of courses and credits was not appropriate. The lack of teaching aids, textbooks, curriculum document was also problematic. Problems regarding the teaching methods and teachers' performance were also found: most English teachers always gave lecture and did not engage other types of learning activities; they did not utilize instructional aids either; and the majority of them had an inadequate English teaching experience. Considering the problems of administrative policy, it was obvious that the English teachers overworked. They did not only have many English teaching hours, but they also had to teach other subjects and had to be responsible for extra tasks other than teaching.

With regard to the needs, English teachers needed help from college administrators, educational supervisors, and experts from other educational agencies in revision and improvement of English curriculum to be more relevant to physical education and health education. Besides, they needed English textbooks and manuals specific to physical education and health education students. In-service training was another area of need so that they could improve their teaching performance.

Teerawikawee (1981)'s study confirms Hengsakul's research findings. She carried out a study on learning and teaching English at the Higher Certificate of Education level in Physical Education Colleges. The results from two sets of questionnaires revealed that physical education students had different levels of

English proficiency so it caused the English learning and teaching problems. As for the curriculum, the objectives of the curriculum were not suitable to the physical education students. English content was neither interesting nor related to students' professional area. Also, the learning hours provided for an English course was not suitable. Lack of textbooks and other teaching aids for teaching English were also found to be problematic. Another difficulty found in the study is that the English teachers used very limited types of teaching and learning activities. Regarding the wants in teaching and learning English, both teachers and students wanted the curriculum to be improved. They suggested the content be useful for students' daily life, and more related to physical education, health education, and recreation. Besides, students wanted the teachers to improve their teaching methods and the use of teaching aids.

Khankaew (1985) also revealed problems and needs in English teaching and learning in the context of physical education. He studied the English language learning and teaching situation and the English language skill needs of students in the northeast Physical Education Colleges. The English teachers and students from 4 colleges indicated a lack of correspondence between textbooks and English curriculum in that the curriculum emphasized the learning of four language skills, but the textbooks focused only on reading comprehension and grammar. Another problem was that the students had very few opportunities to use a language laboratory. As for the teaching methods, it was reported that English teachers used very few types of teaching and learning activities. They spent most of the time on grammar explanation and grammar exercises. According to the needs, it was found that the needs to practice listening, speaking, reading, and writing were at a moderate level whereas the practice of translation skill was highly needed. They needed to improve their ability in translating textbooks and physical education articles including sports news, instructions of sport equipments, and regulations of games.

Another study in the context of Physical Education was carried out by Jaingam (1990) who investigated problems and needs of English language teachers and students in Physical Education Colleges. The findings from the questionnaires revealed that students' English language skills (listening, speaking, reading, and writing abilities) were at a low level. They did not being attentive in English class.

Regarding the curriculum, it was found that English content was too difficult for physical education students to understand. Another problem was the lack of English textbooks and chances to use a language laboratory. In relation to the needs, firstly, English teachers needed the English course content to be adjusted to suit the ability and the professional area of the students. More credits should be added for English courses. Both teachers and students needed appropriate English language textbooks, reference books, teaching aids and an effective language laboratory. Lastly, the English language teachers wanted to join a study tour abroad for a short period of time, and participate in English teaching workshops in order to enrich themselves with listening, speaking, reading, and writing abilities. They also preferred to take part in in-service teacher training so that they could be equipped with more effective teaching methods.

2.4.4 Summary of problems and needs or wants in English teaching and learning in Thailand

To sum up, studies related to problems of English teaching and learning in Thailand involve 5 major problematic areas shared among different contexts. These are problems related to 1) the students, 2) the curriculum, 3) the teaching materials, 4) the teaching methods and teachers' performance, and 5) the administrative policy. In addition, the studies reveal various needs in English teaching and learning as shown in table 2.1.

Table 2.1 Summary of problems and needs in English teaching and learning in Thailand

Major problems	Problems	Needs
Students	<ol style="list-style-type: none"> 1. having poor and different English background 2. having problematic learning behaviors 3. having unfavorable attitudes toward English 	<ol style="list-style-type: none"> 1. the practice of listening, speaking, reading, writing, and translation skills.
Curriculum and course content	<ol style="list-style-type: none"> 1. objectives' not being clear and appropriate to students' daily life and students' professional areas 2. inadequate number of provided English courses and credits 3. redundant and uninteresting course content 4. course content's being difficult to understand and not related to students' professional areas 5. insufficient study hours for each course so the students lack opportunities for each skill practice. 	<ol style="list-style-type: none"> 1. curriculum which is up - to - date, interesting, suitable to the students' ability, and more relevant to the students' fields of study. 2. more courses and more time
Teaching materials	<ol style="list-style-type: none"> 1. insufficient number of appropriate textbooks, curriculum document, and supplementary materials 2. textbooks' not being relevant to the English curriculum 3. difficult textbooks containing more of grammatical exercises than communicative activities. 4. a lack of a language laboratory or opportunities to use it 	<ol style="list-style-type: none"> 1. more appropriate textbooks, reference books, manuals specific to students' professional areas, and a variety of media in learning English 2. an effective language laboratory
Teaching methods and teachers' performance	<ol style="list-style-type: none"> 1. difficulty to put focus on student-centeredness in communicative language teaching 2. teachers' lack of effective teaching techniques and not properly utilizing instructional aids. 3. teachers' often using Thai as the medium of instruction 4. teachers' having inadequate experience in English teaching and lacking background knowledge of students' discipline 	<ol style="list-style-type: none"> 1. teachers who use interesting teaching methods, various types of learning activities, and more English in class. 2. learning English with English native speakers and English teachers who have background knowledge relevant to the disciplines
Administrative policy	<ol style="list-style-type: none"> 1. inadequate number of English teachers and English native speakers 2. teachers' overloaded work. 	<ol style="list-style-type: none"> 1. teachers' participation in in-service training programs or English teaching seminars to improve their teaching performance and to develop their English language skills

The previous studies reveal the problems and the wants or needs to improve the English teaching and learning in Thailand in different contexts and at varying

time. Even though some studies have been conducted to investigate the problems in teaching and learning of English in physical education area, there have been no studies investigating such issues after the Institutes of Physical Education were transferred to the Ministry of Tourism and Sports. Therefore, it seems to be high time to discover current situations in relation to problems and needs in English teaching and learning in order to provide the insights to improve English learning and teaching in the Institutes of Physical Education, Thailand.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology of the study. It consists of the research subjects, research instruments, data collection procedure, reliability of the questionnaires, description of the respondents, and data analysis procedure.

3.1 Subjects of the study

The subjects of this study were all 33 teachers currently teaching English in all 17 Institutes of Physical Education in 2007 academic year and a sample of 368 students. The students' sample was drawn from the population of 8,355 students based on Table for Determining Sample Size from a Given Population proposed by Krejcie and Morgan (1970). The quota random sampling was applied to arrive at a representative proportion of subjects from different fields of study. Then, a simple random sampling was employed to obtain each subject in each field of study. Table 3.1 illustrates the number of students subjects.

Table 3.1 Students subjects

Fields of study	Number of students	Student sample size
Physical Education	5,205	229
Health Education	441	19
Sports Science	1,731	76
Health Science	110	5
Communication Arts	197	9
Business	294	13
Recreation	377	17
Total	8,355	368

3.2 Research instruments

The research instruments for this study included two questionnaires: a student questionnaire and a teacher questionnaire.

3.2.1 Preliminary study

Before constructing the questionnaires, the researcher reviewed the literature related to the problems of English language teaching and learning to gather preliminary information about problems and wants in the teaching and learning of English. Besides, 21 current students of 7 fields of study, 3 students from each field, were interviewed informally. Among these, twelve of them were from four fields of study: Physical Education, Sports Science, Business, and Recreation, at the Institute of Physical Education Trang; six students studied in the fields of Health Education and Health Science at the Institute of Physical Education Yala. The other three studied in the field of Communication Arts at the Institute of Physical Education Sukhothai. They were asked to express the problems and the perceived needs concerning their learning of English.

Furthermore, three English teachers of three campuses of Institute of Physical Education: Trang, Yala, and Sukhothai, were interviewed informally to reveal the problems and the needs in English language teaching and learning at their institutes.

The information obtained from the relevant research, literature and informal interviews were used as the guideline for the construction of the questionnaires.

3.2.2 Questionnaire construction

There were two questionnaires in this study: the student questionnaire and the teacher questionnaire. The student questionnaire was used to elicit the problems as well as their perceived needs in English learning. Similarly, the teacher questionnaire was employed in order to gather teachers' opinions regarding students' problems of learning English and teachers' problems and needs in teaching English. These two drafted questionnaires were constructed based on the related research and informal

interviews. They were written in Thai to make sure the intended meaning could be conveyed. The aspects which were explored include students' learning behaviors, students' difficulty in learning language skills, curriculum and course content, instructional materials, teaching methods and teachers' performance, and institutes' administrative policy for learning and teaching of English.

The student questionnaire was divided into 3 main parts. Part 1 included 7 items related to students' general background (Items 1-7). Part 2 consisted of 5 main problems in English learning of the students: students' learning behaviors, students' difficulty in learning language skills, English curriculum and content, instructional materials, and teaching methods, with a total of 70 items. The students were asked to express their opinions according to the rating scale from 5 "the most serious problem" to 1 "the least serious problem". Part 3 included 14 items concerning the perceived needs in English learning (Items 1-14). The students were asked to choose or rank the items in the columns that represent their perceptions.

The teacher questionnaire consisted of 3 main parts. Part 1 included 7 items asking for information about the general background of the English teachers (Items 1-7). Part 2 concerned various problems in teaching English. It consisted of 6 major problems related to students' learning behaviors, students' difficulty in learning language skills, English curriculum and content, instructional materials, teachers' performance, and institutes' administrative policy for English learning and teaching, with a total of 79 items. The teachers were asked to express their opinions according to the rating scale from 5 "the most serious problem" to 1 "the least serious problem". Part 3 included 15 items concerning the perceived needs in English teaching and learning (Items 1-15). The teachers were asked to specify their perceptions by choosing or ranking the items in the relevant columns.

These drafted questionnaires were checked by the supervisory committee and revised as suggested. Then they were tried out.

3.2.3. Questionnaire trials

To achieve the reliability of the questionnaires, thirty students who were not going to be involved in the main study responded to the questionnaire. They were students of three fields of study; Physical Education, Sports Science, and Recreation, at the Institute of Physical Education Trang. For the teacher questionnaire, it was tried out with five English teachers teaching English to Physical Education majors and/or Sports Science majors of Nakhon Si Thammarat Rajabhat University.

The students and the teachers were asked to answer the questionnaires to specify ambiguities, to evaluate the content and to give comments or suggestions about the questionnaires. Taking the suggestion into account, the researcher revised the questionnaires accordingly. The final versions of the questionnaires are shown in Appendices A (English version) and B (Thai version).

3.3 Data collection procedure

The data were collected during the second semester of the 2007 academic year. The researcher contacted an English teacher of each institution and asked for his/her help in distributing and collecting the questionnaires. Then, the packages of the questionnaires were sent to the contacted persons. English teachers were requested to send back the questionnaires to the researcher within 1 month on the researcher's expense.

3.4 Reliability of the questionnaires

This research investigated the problems and perceived needs in teaching and learning of English at the Institutes of Physical Education using two questionnaires as the means to achieve certain information. To ascertain the reliability of the teacher questionnaire, a follow-up procedure was conducted to obtain the relationship of the scores and information between the first and the second administration of the questionnaire. All 33 English teachers were asked to answer the same questionnaire for the second time to find out whether the responses of the questionnaires produced

the same results. This was conducted two weeks after their first response. The teachers were informed, in the cover letter, the purpose of testing the reliability of the questionnaire and the consistency of answering the questionnaire. The same process was also adopted in arriving at the reliability of the students' responses. Thirty students who first responded to the questionnaire were asked to answer the same questionnaire for the second time.

All 30 student questionnaires and 30 out of 33 teacher questionnaires were returned with complete responses. The information obtained from the first and second administrations of the questionnaires was then compared. The results of t-tests show that 64 out of 70 variables were found to be significantly of the same distribution statistically at a high 1.00 to a low 0.06 degree of confidence. This implies that the data obtained by means of the student questionnaire were reliable. For the teacher questionnaire, the t-tests reveal that all 79 variables were found to be significantly of the same distribution statistically at a high 1.00 to a low 0.19 degree of confidence. This implies that the data obtained from the teacher questionnaire were highly reliable. The results showing the reliability of the questionnaires are recorded in Appendix C. However, only the data from the first administration were analyzed in the main study.

3.5 Description of the respondents

The questionnaires were returned within 1 month. The number of the teacher questionnaires was 33, representing 100 percent of the target sample. The responses were all complete. Considering the student questionnaire, 339 complete questionnaires were returned, representing 92 percent of the target sample. Table 3.2 illustrates number of student respondents of all fields of study.

Table 3.2 Number of student respondents

Fields of study	Target sample	Number received
Physical Education	229	214
Health Education	19	17
Sports Science	76	66
Health Science	5	5
Communication Arts	9	9
Business	13	11
Recreation	17	17
Total	368	339
Percent	100%	92%

3.6 Data analysis

The data from the completed questionnaires were analyzed using the Statistical Package for Social Science (SPSS). The following statistical devices were employed in analyzing the data of the study.

First, percentages, frequency distribution, and means were used to examine background of students and English teachers (Part 1 of both questionnaires).

To answer the two research questions, the analysis procedure was as follows.

Research question 1: What are the problems in teaching and learning of English at the Institutes of Physical Education as identified by students and English teachers?
Are there any significant differences among their views?

To answer this research question, descriptive statistics were used to compute the mean scores and standard deviations of students' problems and teachers' problems. A one - way analysis of variance (ANOVA) was employed to investigate whether there are any significant differences in the problems among students from different disciplines. Then, a multiple comparison was used to further examine the

relative degree of differences among disciplines. In addition, a t-test was utilized to identify any significant differences in the problems between teachers and students. To facilitate data analysis, the mean scores of problems were interpreted as follows:

4.21 – 5.00 = Most serious problem

3.41 – 4.20 = Very serious problem

2.61 – 3.40 = Moderately serious problem

1.81 – 2.60 = Slightly serious problem

1.00 – 1.80 = Least serious problem

Research question 2: What are the needs in English teaching and learning at the Institutes of Physical Education as perceived by students and English teachers?

In order to examine the perceived needs in English teaching and learning, the data from both student questionnaire and teacher questionnaire were analyzed to obtain frequency, percentages and weighted scores.

CHAPTER 4

FINDINGS

This chapter reports the findings of the study obtained from the analysis of the two questionnaires returned. The main findings are presented in the following sections:

- 4.1 General background of students and English teachers
- 4.2 Problems in English teaching and learning as identified by students and English teachers
- 4.3 Needs in English teaching and learning as perceived by students and English teachers

4.1 General background of students and English teachers

The information obtained from Part 1 of the student questionnaire and the teacher questionnaire concerns several aspects of their general background. The data were analyzed to establish the frequencies, the percentages, and the mean scores. The findings concerning their general background are as follows.

4.1.1 General background of students

The information about students' background concerns their ages, years of study, disciplines, the length of time for learning English, their experience in participating in English courses outside class time, and their opinions concerning English.

Table 4.1 shows that approximately half of the students (51.5%) were 21-23 years old. They were first to fifth year students but the majority was in their first to third year. More than half of them (63.1%) majored in Physical Education and 19.5% of them majored in Sports Science. The rest were from other disciplines. With regard to the length of time of learning English, slightly more than half of them (52.9%) had learned English for 8 to 10 years.

Table 4.1 Frequencies and percentages of students by background

Background	Number	Percent
Age		
18-20 years old	133	39.8
21-23 years old	172	51.5
More than 23 years old	29	8.7
Total	334	100
Year of study		
1 st year	91	27.0
2 nd year	87	25.8
3 rd year	98	29.1
4 th year	53	15.7
5 th year	8	2.4
Total	337	100
Disciplines		
Physical Education	214	63.1
Health Education	17	5.0
Sports Science	66	19.5
Health Science	5	1.5
Communication Arts	9	2.7
Business	11	3.2
Recreation	17	5.0
Total	339	100
Length of time for learning English		
8-10 years	167	52.9
11-13 years	93	29.4
14 years up	56	17.7
Total	316	100

As for the experience in participating in English courses or trainings outside class time, Table 4.2 shows that a large number of students (82.2%) lacked such experience. There were three main reasons for this: the institutes did not provide courses specific to their disciplines (39.7%); they were not required to join the courses (17.1%); and they did not have adequate English ability to participate in the courses (14%). For those who had such experience, they preferred to take English for Communication in Daily Life than specialized English courses. It was also found that the majority of students (82.6%) did not take part in activities related to English either. The first two reasons with similar percentages were that they were not good at English (35.4%) and that they were not selected to take part in activities (34.8%). The third reason was they were not required (21.4%). For those who took part in such activities, the three most frequent activities were joining an English camp, being a referee, and hosting sport players.

Table 4.2 Frequencies and percentages of students by background

Background	Number	Percent
Experience in participating in any English courses or English trainings outside class time, held by the Institute of Physical Education		
No	273	82.2
Yes	59	17.8
Total	332	100
* Reasons for lacking experience in participating in any English courses or English trainings		
The institutes' not providing specific courses to their disciplines	102	39.7
Not having adequate English background to participate in courses	36	14.0
Not being required to join courses	44	17.1
Uninteresting courses	6	2.3
Lacking financial support	21	8.2
Having no interest	19	7.4
Disliking English	29	11.3
Total	257	100
Experience in participating in any activities related to English, held by the Institute of Physical Education		
No	275	82.6
Yes	58	17.4
Total	333	100
* Reasons for lacking experience in participating in any activities		
Not being selected to take part in activities	117	34.8
Not being required to take part in activities	72	21.4
Not good at English	119	35.4
Dislike doing activities	27	8.1
Others	1	.3
Total	336	100
* Activities		
Taking part in an English camp	18	22.2
Being an athlete in the international sports competition	8	9.8
Welcoming sport players	4	5.0
Hosting sport players	13	16.0
Calling players to register before the games	11	13.6
Being a sport staff of international sports events	6	7.4
Being a referee	15	18.5
Being a staff in the awarding ceremonies	2	2.5
Others	4	5.0
Total	81	100

* More than one answer is possible

Regarding the students' opinions concerning English, the findings indicate that students had positive attitudes towards English. They strongly agreed that English was beneficial for their further study ($\bar{X} = 4.29$). Also, they agreed that English was necessary for their future career ($\bar{X} = 4.12$) and it was a means for communication in their daily life ($\bar{X} = 3.67$). Additionally, they agreed that they were satisfied with learning English ($\bar{X} = 3.71$). However, they moderately agreed that English was an easy subject ($\bar{X} = 2.86$). The mean scores of students' opinions are shown in Table 4.3.

Table 4.3 Means and standard deviations of students' opinions concerning English

No.	Opinions	\bar{X}	SD
1.	English is beneficial for their further study	4.29	.70
2.	English is necessary for their future career	4.12	.82
3.	They are satisfied with learning English	3.71	.84
4.	English is a means for communication in their daily life	3.67	1.04
5.	English subjects are easy	2.86	.81

4.1.2 General background of English teachers

The information obtained from Part 1 (Items 1-7) of the teacher questionnaire concerns several aspects of teachers' background. The findings indicate that three quarters of the English teachers (75.8%) were female, and almost all of them (93.9%) were permanent staff. Slightly more than half (54.5%) held Master's degree and the rest (45.5%) had a Bachelor's degree. Besides, almost all teachers (90.6%) held a certificate in English teaching and 63.6% of them had been teaching English at the Institute of Physical Education and the College of Physical Education for more than 9 years. For teaching-load, most of them had to teach about 10-21 hours per week (37.5% = 10-15 hrs, 28.1% = 16-21 hrs) and not many of them (25%) taught less than ten hours per week. Besides teaching English, all of them had some extra work in certain units of the institutes such as Foreign Relations, Quality Assurance, and Research and Development. The findings of the teachers' background are presented in Table 4.4.

Table 4.4 Frequencies and percentages of teachers by background

Background	Number	Percent
Gender		
Male	8	24.2
Female	25	75.8
Total	33	100
Position		
Permanent staff	31	93.9
Contract staff	2	6.1
Total	33	100
Highest degree attained		
Bachelor's degree	15	45.5
Master's degree	18	54.5
Total	33	100
Certificate in teaching English		
Yes	29	90.6
No	3	9.4
Total	32	100
Experience in English teaching at the Institute of Physical Education and the College of Physical Education		
1-3 yrs	2	6.1
4-6 yrs	4	12.1
7-9 yrs	6	18.2
More than 9 yrs	21	63.6
Total	33	100
Number of English teaching hours per week		
Less than 10 hrs	8	25.0
10-15 hrs	12	37.5
16-21 hrs	9	28.1
More than 21 hrs	3	9.4
Total	32	100
Extra work in the Institute		
Yes	32	100
Total	32	100
* Work		
Language Operation Center	5	7.6
Curriculum and Learning	6	9.1
Plan and Budget	4	6.1
Academic Record and Assessment	4	6.1
Information System	1	1.5
Students' Welfare	1	1.5
Students' Affairs	3	4.5
Research and Development	8	12.1
Quality Assurance	9	13.6
Counseling	5	7.6
Public Relations	1	1.5
Foreign Relations	13	19.7
Others	6	9.1
Total	66	100

* More than one answer is possible

4.2 Problems in teaching and learning English

Research question 1: What are the problems in teaching and learning of English at the Institutes of Physical Education as identified by students and English teachers?
Are there any significant differences among their views?

To answer the research question number 1, the findings will be presented in 2 sections as follows:

- 4.2.1 The problems in teaching and learning of English at the Institutes of Physical Education as identified by students and the differences among their views
- 4.2.2 The problems in teaching and learning of English at the Institutes of Physical Education as identified by English teachers and the differences between English teachers and students' views

4.2.1 The problems in teaching and learning of English at the Institutes of Physical Education as identified by students and the differences among their views

Part 2 of the student questionnaire is about students' five major problems in learning English. Those problems concern students' learning behaviors, students' difficulty in learning language skills, English curriculum and content, instructional materials, and teaching methods. The findings are presented below in order.

4.2.1.1 Problems concerning the students' learning behaviors

As shown in Table 4.5, the students viewed their learning behaviors as problems at a moderately serious level ($\bar{X} = 3.04$). However, the degrees of seriousness identified by the students of different disciplines were different. That is, the students of five disciplines (Sports Science, Business, Physical Education,

Recreation, and Communication Arts) perceived their learning behaviors as moderately serious problems (\bar{x} : 2.88, 3.08, 3.14, 3.18, and 3.33 respectively) while those of the other two disciplines (Health Education and Health Science) identified them at a slightly serious level (\bar{x} : 2.33 and 2.44 respectively). ∴

When looking at individual items, they were rated as moderately serious with the item means ranging from 2.72 to 3.40. Also, it can be noted that the students specified problems concerning affective filters as more serious. These included being afraid of answering questions in class (Item 6: \bar{x} = 3.40) and being shy of making mistakes when speaking English (Item 8: \bar{x} = 3.36). Other problems such as being a slow learner (Item 9: \bar{x} = 3.27), disliking doing language activities (Item 7: \bar{x} = 3.22), and being absent from English class (Item 1: \bar{x} = 2.93) were identified as less serious.

As also shown in Table 4.5, a one-way analysis of variance shows that there were statistically significant differences among the mean scores of seven disciplines for all items except Item 2 and Item 8 showing that the degrees of seriousness of most problems concerning the students' learning behaviors were different among disciplines.

Table 4.5 Means, standard deviations and analysis of variance of the problems concerning students' learning behaviors as identified by students (ranked in order of seriousness)

Item No	Problem	Disciplines														Total (N=339)	F	Sig.	
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communication Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				\bar{X}
6.	Being afraid of answering questions in class	3.49	1.02	2.76	0.75	3.21	0.95	2.60	1.81	3.56	0.88	3.27	1.10	3.82	1.23	3.40	1.04	2.75*	0.013
8.	Being shy of making mistakes when speaking English	3.43	1.04	2.82	1.18	3.20	1.19	3.00	1.58	3.44	0.88	3.64	1.12	3.53	1.12	3.36	1.09	1.34	0.23
9.	Being a slow learner making it impossible to follow what a teacher's teaching	3.29	0.95	2.59	1.12	3.20	1.04	2.60	1.34	3.56	0.88	3.91	1.30	3.65	1.32	3.27	1.03	2.94**	0.008
7.	Disliking doing language activities	3.34	1.00	2.47	1.12	3.02	1.15	2.20	1.30	3.44	0.88	3.36	1.20	3.29	0.92	3.22	1.06	3.23**	0.004
1.	Being absent from English class	3.03	1.11	2.12	1.21	2.80	1.07	3.40	0.89	3.44	1.23	2.82	1.25	2.65	1.36	2.93	1.14	2.53*	0.02
5.	Not being attentive in English class	3.05	1.15	2.12	1.36	2.74	1.18	2.20	1.78	3.33	1.50	2.64	1.20	3.06	1.39	2.93	1.22	2.53*	0.02
3.	Not doing homework	2.97	1.06	2.12	1.16	2.67	1.12	1.80	0.83	3.00	1.22	3.00	1.26	2.94	1.08	2.85	1.10	2.85**	0.01
2.	Being late for class	2.83	1.05	2.29	1.10	2.56	1.06	2.20	1.30	3.22	0.97	2.64	1.02	2.65	1.36	2.73	1.08	1.56	0.15
4.	Not taking learning materials	2.85	1.12	1.71	0.92	2.56	1.13	2.00	1.22	3.00	1.00	2.45	1.57	3.00	1.06	2.72	1.15	3.70***	0.001
Total		3.14	0.80	2.33	0.81	2.88	0.81	2.44	1.19	3.33	0.71	3.08	0.86	3.18	0.89	3.04	0.84	3.74***	0.001

The further analysis using multiple comparisons (Table 4.5a, Appendix D, p. 164) reveal that Recreation majored students were more afraid of answering questions in class than those of Health Education, Sports Science, and Health Science disciplines (Item 6). Also, the students majoring in Physical Education perceived this problem at a higher level than Health Education majored students. For the other 6 problems (Items 1, 3, 4, 5, 7, and 9), though significantly different among disciplines, they were found only at a lower level of seriousness.

4.2.1.2 Problems concerning the difficulty in learning language skills

The findings concerning the students' perceived difficulty in learning language skills are presented in four parts: listening skill, speaking skill, reading skill, and writing skill.

4.2.1.2A The perceived difficulty in learning listening skill

As shown in Table 4.6, overall students perceived the problems concerning the difficulty in learning listening skill as moderately serious ($\bar{X} = 3.15$). When considering each problem, two problems considered more serious were the failure to recognize subject-specific vocabularies (Item 2: $\bar{X} = 3.43$) and lacking ability to recognize general vocabularies (Item 1: $\bar{X} = 3.32$). The other problems such as not understanding subject-specific matter (Item 6: $\bar{X} = 3.28$) and not understanding general-subject matter (Item 5: $\bar{X} = 3.18$) were considered less serious. A one-way analysis of variance shows that there was a statistically significant difference of the mean scores among the seven disciplines for Item 6 only ($F = 2.13$, $p = 0.04$) which means the students of each discipline faced most problems regarding the listening skill at a similar level of seriousness.

Table 4.6 Means, standard deviations and analysis of variance of the perceived difficulty in learning listening skill as identified by students (ranked in order of seriousness)

Item No	Problem	Disciplines														Total (N=339)	F	Sig.	
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communi- cation Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				\bar{X}
2.	<i>Listening skill</i> Being unable to recognize subject-specific vocabularies	3.47	0.92	3.06	0.89	3.35	0.96	2.80	0.44	3.22	0.83	3.73	0.78	3.65	1.05	3.43	0.93	1.40	0.21
1.	Being unable to recognize general vocabularies	3.38	0.94	2.71	1.16	3.29	1.01	3.20	0.83	2.89	0.60	3.64	0.67	3.35	0.93	3.32	0.96	1.83	0.09
6.	Not understanding subject-specific matter	3.34	0.86	2.65	1.22	3.27	1.04	2.80	0.83	3.00	1.00	3.27	0.78	3.59	0.87	3.28	0.93	2.13*	0.04
5.	Not understanding general-subject matter	3.22	0.91	2.76	1.14	3.15	1.09	2.80	1.09	2.78	1.09	3.09	0.53	3.53	1.06	3.18	0.97	1.35	0.23
3.	Not understanding simple sentences	2.93	0.97	2.47	0.87	2.71	1.07	2.60	1.51	2.56	0.52	2.82	0.98	3.06	1.02	2.86	0.99	1.18	0.31
4.	Not understanding short simple dialogues used in daily life	2.94	0.97	2.24	0.97	2.89	1.11	2.20	1.30	2.44	0.88	2.64	0.92	2.82	1.01	2.86	1.01	2.07	0.056
Total		3.21	0.76	2.65	0.84	3.11	0.87	2.73	0.93	2.81	0.65	3.20	0.64	3.33	0.78	3.15	0.79	2.07	0.055

Considering the significant difference in Table 4.6a (Appendix D, p. 168), Health Education majored students had a lesser degree of seriousness in understanding subject-specific matter (Item 6) than those of Physical Education, Sports Science, and Recreation disciplines.

4.2.1.2B The perceived difficulty in learning speaking skill

As a whole, the difficulty in learning speaking skill as shown in Table 4.7 was a very serious problem ($\bar{x} = 3.45$). However, the students of different disciplines perceived such problems at different degrees of seriousness. The students of four disciplines (Physical Education, Communication Arts, Business, and Recreation) identified the speaking problems as very serious ($\bar{x} : 3.46, 3.46, 3.65, \text{ and } 3.82$ respectively) whereas those of other three disciplines (Health Science, Health Education, and Sports Science) perceived these problems at a moderately serious level ($\bar{x} : 2.78, 3.24, \text{ and } 3.38$ respectively).

The results also show that six out of eight problems were viewed at a very serious level. The more serious problems were that they were unable to speak complex sentences (Item 4: $\bar{x} = 3.63$); they did not know stress patterns and intonation (Item 5: $\bar{x} = 3.52$); and they had no opportunity to use English in daily life (Item 8: $\bar{x} = 3.50$). The problems of speaking broken English (Item 3: $\bar{x} = 3.46$), not knowing vocabulary to use (Item 1: $\bar{x} = 3.45$), and lacking ability to converse about subject-specific matter (Item 7: $\bar{x} = 3.41$) were specified as less serious. As for the other two problems, they were rated as moderately serious. The one-way analysis of variance shows that there was a statistically significant difference among the mean scores across the disciplines for item 8 only ($F = 3.21, p = 0.004$). That is to say, the degrees of seriousness of almost all problems concerning the speaking skill were not different among disciplines.

Table 4.7 Means, standard deviations and analysis of variance of the perceived difficulty in learning speaking skill as identified by students (ranked in order of seriousness)

Item No	Problem	Disciplines														Total (N=339)	F	Sig.	
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communi- cation Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				\bar{X}
4.	<i>Speaking skill</i> Being unable to speak complex sentences	3.63	0.98	3.29	1.21	3.56	1.04	3.00	1.22	4.00	0.86	3.91	0.83	4.00	1.06	3.63	1.01	1.42	0.20
5.	Not knowing stress patterns and intonation	3.54	0.85	3.24	0.90	3.45	0.91	2.60	0.54	3.78	0.44	3.64	0.80	3.82	0.80	3.52	0.86	1.88	0.08
8.	Having no opportunity to use English in daily life	3.48	0.92	3.47	1.17	3.38	1.21	2.80	1.30	3.00	0.70	4.27	0.78	4.12	0.69	3.50	1.00	3.21**	0.004
3.	Speaking broken English	3.45	0.90	3.41	0.93	3.38	0.97	3.20	1.09	3.56	0.72	3.45	0.52	3.94	0.96	3.46	0.91	0.96	0.44
1.	Not knowing vocabularies to use	3.50	0.90	3.12	0.99	3.38	0.94	2.80	1.30	3.44	0.88	3.55	0.52	3.71	0.77	3.45	0.90	1.21	0.29
7.	Lacking ability to converse about subject-specific matter	3.41	0.85	3.18	0.88	3.38	1.03	2.60	1.34	3.56	0.52	3.55	0.93	3.76	0.97	3.41	0.90	1.39	0.21
2.	Knowing vocabularies but unable to pronounce them correctly	3.38	0.89	3.12	0.99	3.33	0.98	2.60	1.14	3.22	0.66	3.64	0.67	3.82	0.72	3.37	0.90	1.76	0.10
6.	Lacking ability to converse on daily life topics	3.27	0.91	3.06	0.89	3.20	1.09	2.60	1.34	3.11	0.78	3.18	1.07	3.41	1.06	3.23	0.96	0.63	0.70
Total		3.46	0.69	3.24	0.78	3.38	0.80	2.78	0.97	3.46	0.53	3.65	0.49	3.82	0.66	3.45	0.72	2.01	0.06

With reference to the significant difference in Table 4.7a (Appendix D, p. 168), the students of Business and Recreation disciplines had fewer opportunities to use English in daily life (Item 8) than those majoring in Physical Education, Sports Science, Health Science, and Communication Arts. Also, the Business majored students had fewer chances to use English in daily life than Health Education majored students.

4.2.1.2C The perceived difficulty in learning reading skill

As seen in Table 4.8, difficulty in learning reading skill was identified at the moderately serious level ($\bar{X} = 3.16$). When looking at each discipline, the different degrees of seriousness were found. The problems were very serious ($\bar{X} = 3.57$) among Recreation majored students. The students of five disciplines (Communication Arts, Sports Science, Business, Health Education, and Physical Education) viewed these problems as moderately serious ($\bar{X} : 2.85, 3.11, 3.14, 3.16, \text{ and } 3.17$ respectively). Further, the Health Science majored students indicated the problems as slightly serious ($\bar{X} = 2.53$).

As also shown, the problems were ranked from slightly serious to moderately serious with the item means ranging from 2.53 to 3.35. The problems identified as more serious were that they did not know the meanings of words though pronouncing correctly (Item 2: $\bar{X} = 3.35$) and that they did not understand the subject-specific matter (Item 9: $\bar{X} = 3.33$). Other problems such as not understanding sentence structure (Item 4: $\bar{X} = 3.29$), lacking ability to analyze and synthesize the texts (Item 7: $\bar{X} = 3.28$), lacking ability to find main ideas (Item 6: $\bar{X} = 3.26$), lacking understanding of general-subject matter (Item 8: $\bar{X} = 3.25$), and lacking skill of guessing meaning of words and sentences (Item 5: $\bar{X} = 3.23$) were rated as less serious. The one-way analysis of variance shows that there were statistically significant differences among the mean scores across the disciplines for Item 8 ($F = 2.33, p = 0.03$) and Item 9 ($F = 3.41, p = 0.003$). It can be implied that most problems regarding the reading skill were considered at similar levels of seriousness among disciplines.

Table 4.8 Means, standard deviations and analysis of variance of the perceived difficulty in learning reading skill as identified by students (ranked in order of seriousness)

Item No	Problem	Disciplines														Total (N=339)		F	Sig.
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communication Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
2.	<i>Reading skill</i> Being able to pronounce words but not knowing the meanings	3.38	0.97	3.18	1.07	3.26	0.98	2.60	1.14	3.33	0.70	3.27	1.27	3.76	0.90	3.35	0.98	1.22	0.29
9.	Lacking understanding of subject-specific matter	3.36	0.89	3.29	0.84	3.26	1.10	2.00	1.00	2.89	1.26	3.18	1.07	4.00	1.06	3.33	0.98	3.41**	0.003
4.	Not understanding sentence structure causing the incomprehensibility of the meanings	3.28	0.95	3.35	0.99	3.32	1.01	2.80	1.64	3.00	0.50	3.36	1.28	3.59	1.06	3.29	0.98	0.63	0.70
7.	Lacking ability to analyze and synthesize the texts	3.29	0.94	3.41	0.71	3.24	0.96	2.80	0.83	3.00	1.00	3.09	1.30	3.71	1.04	3.28	0.95	1.04	0.39
6.	Lacking ability to specify main ideas	3.25	0.95	3.47	0.71	3.21	0.96	2.80	1.09	3.33	0.86	3.00	0.77	3.59	1.00	3.26	0.94	0.86	0.52
8.	Lacking understanding of general-subject matter	3.26	0.92	3.53	1.00	3.15	1.11	2.40	1.14	2.78	1.20	3.09	1.13	3.82	0.88	3.25	0.99	2.33*	0.03
5.	Lacking skill of guessing meaning of words and sentences	3.22	0.95	3.35	0.99	3.26	1.07	2.80	1.30	3.00	0.70	3.00	1.00	3.47	1.23	3.23	0.99	0.55	0.76

Item No	Problem	Disciplines														Total (N=339)	F	Sig.	
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communi- cation Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				
3.	Being unable to read at a sentence level	2.93	0.99	2.82	0.95	2.76	1.09	2.20	1.64	2.33	0.50	3.36	1.28	3.29	0.98	2.90	1.03	1.90	0.07
1.	Being unable to pronounce even simple words	2.55	1.09	2.00	0.86	2.56	1.09	2.40	1.94	2.00	0.50	2.91	1.22	2.88	1.11	2.53	1.10	1.55	0.16
Total		3.17	0.76	3.16	0.71	3.11	0.82	2.53	1.22	2.85	0.62	3.14	0.96	3.57	0.84	3.16	0.79	1.56	0.15

The results of the multiple comparisons (Table 4.8a, Appendix D, p. 169) demonstrate that the students of Recreation discipline lacked the understanding of subject-specific matter (Item 9) at a higher level of seriousness than those of the other disciplines. Besides, it is obvious that the Health Science majored students faced this problem at the lowest level. That is, they not only reported it less serious than the Recreation majored students but also than those of Physical Education, Health Education, Sports Science, and Business disciplines. Similarly, the Recreation majored students faced the problem of lacking understanding of general-subject matter (Item 8) more seriously than those of Physical Education, Sport Science, Health Science, and Communication Arts disciplines. Also, the Health Education majored students identified this problem at a higher level than the Health Science majored students.

4.2.1.2D The perceived difficulty in learning writing skill

The results in Table 4.9 indicate that the students considered their difficulty in learning writing skill as a moderately serious problem ($\bar{x} = 3.16$). However, the degrees of seriousness were different. The Recreation majored students viewed the writing problems as very serious ($\bar{x} = 3.48$) while those of the other six disciplines (Health Science, Business, Health Education, Sport Science, Physical Education, and Communication Arts) perceived them at a moderately serious level ($\bar{x} : 2.77, 3.01, 3.04, 3.10, 3.18, \text{ and } 3.26$ respectively).

When ranking the scores, we can find that the problems were ranked from slightly serious to very serious. The very serious problems were having no ideas of what to write (Item 9: $\bar{x} = 3.52$) and being unable to write business letters (Item 13: $\bar{x} = 3.50$). Other problems such as being unable to write a paragraph (Item 8: $\bar{x} = 3.37$), lacking ability to write descriptions of people and places (Item 12: $\bar{x} = 3.37$), lacking knowledge of sentence structure (Item 5: $\bar{x} = 3.32$), lacking knowledge of how to use conjunctions (Item 7: $\bar{x} = 3.30$), being unable to write short notes (Item 10: $\bar{x} = 3.25$), and not knowing how to use punctuation (Item 6: $\bar{x} = 3.20$) were rated as less serious. A one-way analysis of variance shows that there was a statistically significant difference among the mean scores across the disciplines for

Item 13 only ($F = 2.70$, $p = 0.014$) which means the degrees of seriousness of almost all problems were not different among disciplines.

Table 4.9 Means, standard deviations and analysis of variance of the perceived difficulty in learning writing skill as identified by students (ranked in order of seriousness)

Item No	Problem	Disciplines														Total (N=339)	F	Sig.	
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communi- cation Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				\bar{X}
9.	<i>Writing skill</i> Having no ideas of what to write	3.51	0.89	3.29	1.04	3.52	0.99	3.40	1.14	3.78	0.66	3.64	0.80	3.59	1.00	3.52	0.91	0.34	0.91
13.	Being unable to write business letters, e.g. job application letters	3.53	0.92	3.82	0.95	3.21	1.13	3.40	0.89	3.78	0.83	3.09	1.22	4.06	0.82	3.50	0.98	2.70*	0.014
8.	Being unable to write a paragraph, but just answering multiple choice questions	3.41	0.99	2.76	1.14	3.35	1.13	2.80	0.83	3.89	0.92	3.09	1.04	3.65	0.99	3.37	1.03	2.00	0.06
12.	Being unable to write descriptions of people and places	3.31	0.90	3.59	0.79	3.39	1.00	3.00	1.00	3.56	1.23	3.36	0.80	3.82	1.07	3.37	0.94	1.13	0.34
5.	Lacking knowledge of sentence structure	3.35	0.89	3.24	1.14	3.18	1.06	2.40	0.54	3.44	0.52	3.45	1.12	3.76	0.83	3.32	0.94	1.79	0.09
7.	Lacking knowledge of how to use conjunctions/ transition words	3.30	0.92	3.18	1.01	3.26	1.07	3.00	0.70	3.44	1.13	3.18	0.98	3.71	1.16	3.30	0.97	0.69	0.65
10.	Being unable to write short notes	3.24	0.88	3.00	0.93	3.20	1.08	2.60	1.34	3.78	0.66	3.27	0.78	3.76	1.03	3.25	0.94	1.97	0.06

Item No	Problem	Disciplines														Total (N=339)		F	Sig.
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communi- cation Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
6.	Not knowing how to use punctuation	3.25	0.94	2.88	1.05	3.12	1.03	2.60	0.54	3.22	0.66	3.00	1.09	3.47	1.12	3.20	0.97	1.06	0.38
4.	Knowing vocabularies but being unable to spell them correctly	3.12	0.94	3.12	1.05	3.03	1.02	2.40	1.34	3.11	0.60	3.00	1.09	3.35	0.93	3.10	0.96	0.72	0.62
3.	Not knowing vocabularies to use	3.08	0.98	2.94	0.89	3.05	1.18	2.60	1.34	3.11	0.78	2.82	1.07	3.53	0.80	3.07	1.01	0.92	0.48
11.	Being unable to fill out the forms	3.00	0.99	2.94	1.08	2.95	1.11	3.00	1.22	2.78	0.66	2.91	0.53	3.41	1.27	3.00	1.02	0.57	0.75
2.	Being unable to spell vocabularies (having to copy all letters from textbooks)	2.77	1.10	2.47	1.12	2.83	1.14	2.60	1.81	2.67	0.70	2.55	1.12	3.12	0.92	2.77	1.10	0.62	0.71
1.	Being unable to write English letters	2.49	1.21	2.24	1.14	2.27	1.28	2.20	1.78	1.78	0.83	1.82	0.98	2.00	1.22	2.36	1.22	1.43	0.20
Total		3.18	0.70	3.04	0.73	3.10	0.80	2.77	0.89	3.26	0.33	3.01	0.65	3.48	0.80	3.16	0.72	1.05	0.38

With reference to the significant difference in Table 4.9a (Appendix D, p. 170), it was found that the students majoring in Recreation had more difficulties in writing business letters (Item 13) than those majoring in Physical Education, Sports Science, and Business. In addition, the students of Physical Education and Health Education disciplines faced this problem more seriously than the Sports Science majored students.

4.2.1.3 Problems concerning the English curriculum and content

As a whole, the English curriculum and content were viewed as moderately serious problems ($\bar{x} = 3.12$). Specifically, the students of six disciplines (Health Education, Sport Science, Communication Arts, Recreation, Physical Education, and Business) rated them as moderately serious ($\bar{x} : 2.75, 2.95, 3.02, 3.15, 3.21, \text{ and } 3.30$ respectively) while those majoring in Health Science ranked them as slightly serious ($\bar{x} = 2.60$).

For individual items, they were perceived as “moderately serious” with the item means ranging from 2.91 to 3.26. Two problems rated as more serious were having no courses specific to each language skill (Item 9: $\bar{x} = 3.26$) and having no elective courses that match the students’ interest (Item 10: $\bar{x} = 3.24$). Other problems related to the insufficient number of courses and learning hours or the difficulty of the existing courses were specified as less serious (Items 3-8: $\bar{x} = 3.09 - 3.20$). For the problems of uninteresting content of specialized English courses and uninteresting content of an English for Communication course, they were specified as the least serious (Item 2: $\bar{x} = 2.93$, Item 1: $\bar{x} = 2.91$). A one-way analysis of variance reveals the significant differences among the mean scores across the disciplines for Items 2, 3, 5, 6, 7, 8, and 10. Also, the total mean scores of the problems were significantly different ($F = 2.89, p = 0.009$). This means that the students of different disciplines faced most problems at the different levels of seriousness.

Table 4.10 Means, standard deviations and analysis of variance of the problems concerning English curriculum and content as identified by students (ranked in order of seriousness)

Item No	Problem	Disciplines														Total (N=339)	F	Sig.	
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communi- cation Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				\bar{X}
9.	Having no courses specific to each skill (listening, speaking, reading, and writing) causing difficulty in language skills development	3.32	0.83	2.82	1.13	3.06	0.87	3.20	0.83	3.33	0.86	3.45	0.68	3.53	1.17	3.26	0.88	1.80	0.09
10.	Having no elective courses that suit students' interest	3.29	0.91	2.76	1.20	2.94	1.02	3.00	0.70	3.11	0.92	4.00	0.77	3.82	1.07	3.24	0.97	4.23 ***	0.000
5.	Too small number of compulsory courses of general English	3.32	0.84	2.71	0.84	2.91	1.01	2.60	0.89	3.11	0.78	3.18	1.07	3.59	1.00	3.20	0.91	3.54**	0.002
4.	Too difficult vocabularies of specialized English courses	3.22	0.83	2.88	1.05	3.15	0.91	2.60	0.54	3.00	0.70	3.18	1.07	3.06	1.19	3.17	0.88	0.88	0.50
6.	Too small number of compulsory courses of specialized English	3.21	0.80	3.06	1.02	2.94	1.00	2.20	1.09	3.22	0.66	3.36	1.20	3.71	1.04	3.16	0.90	2.97**	0.008
7.	Having no specialized English courses for specific disciplines	3.25	0.79	2.88	1.26	2.86	0.95	2.60	0.54	2.78	0.97	3.09	1.04	3.24	0.97	3.13	0.89	2.46*	0.02

Item No	Problem	Disciplines														Total (N=339)	F	Sig.	
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communi- cation Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				
3.	Too difficult vocabularies of an English for Communication course	3.20	0.79	2.65	1.05	3.11	0.89	2.20	0.83	3.11	0.92	3.09	1.04	2.71	1.04	3.11	0.87	2.75*	0.013
8.	Too small number of hours for each course	3.21	0.87	2.88	0.85	2.83	0.98	2.40	0.89	3.11	0.60	3.27	1.00	2.88	0.78	3.09	0.90	2.50*	0.02
2.	Uninteresting content of specialized English courses	3.04	0.85	2.41	1.00	2.86	0.94	2.60	1.14	2.67	0.70	3.27	1.10	2.35	1.05	2.93	0.91	3.17**	0.005
1.	Uninteresting content of an English for Communication course	3.00	0.88	2.41	1.06	2.85	1.01	2.60	1.14	2.78	0.83	3.09	1.13	2.59	1.22	2.91	0.95	1.65	0.13
Total		3.21	0.62	2.75	0.80	2.95	0.73	2.60	0.71	3.02	0.39	3.30	0.78	3.15	0.65	3.12	0.67	2.89**	0.009

In addition, the results obtained from the multiple comparisons (Table 4.10a, Appendix D, p. 170) indicate that the students of Health Education and Sports Science disciplines considered the problem of having no elective courses that suit students' interest (Item 10) less serious than those of Physical Education discipline. Also, the students of these three disciplines perceived the problem at a lower degree than those of Business and Recreation disciplines. Further, the Communication Arts majored students faced this problem less seriously than those majoring in Business. As for the other six problems (Items 2, 3, 5, 6, 7, and 8), though the significant differences among disciplines were found, they were identified only at a lower level of seriousness.

4.2.1.4 Problems concerning the instructional materials

The results recorded in Table 4.11 show that the students considered the instructional materials as the moderately serious problems ($\bar{x} = 3.24$). When looking at each discipline, the students of Health Science discipline indicated these problems as very serious ($\bar{x} = 3.50$) while those of other six disciplines (Sports Science, Communication Arts, Health Education, Physical Education, Recreation, and Business) expressed the problems at a moderately serious level ($\bar{x} : 3.05, 3.15, 3.19, 3.28, 3.34, \text{ and } 3.36$ respectively).

When ranking individual items, it is seen that the problems vary between moderately serious to very serious with the item means ranging from 2.96 to 3.53. The very serious problem was about the lack of cable TV for listening practice (Item 6: $\bar{x} = 3.53$). Other problems including the lack of visual aids (Item 3: $\bar{x} = 3.32$), the lack of opportunities to use the language laboratory (Item 5: $\bar{x} = 3.32$), the low quality of visual aids (Item 4: $\bar{x} = 3.20$), the insufficient English textbooks and learning materials (Item 1: $\bar{x} = 3.09$), and the mismatch between the content in the textbooks used and the content specified in the curriculum of specialized courses (Item 2: $\bar{x} = 2.96$) were perceived as moderately serious. However, a one-way analysis of variance shows that there was no statistically significant difference among the mean scores of each problem across the disciplines. This means all students

agreed that the problems related to the instructional materials were moderately serious.

Table 4.11 Means, standard deviations and analysis of variance of the problems concerning instructional materials as identified by students (ranked in order of seriousness)

Item No	Problem	Disciplines														Total (N=339)	F	Sig.	
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communication Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				\bar{X}
6.	Lack of cable TV for listening practice	3.58	1.07	3.71	1.35	3.14	1.14	3.80	0.83	4.00	1.00	3.91	0.94	3.59	1.22	3.53	1.11	2.07	0.056
3.	Lack of visual aids, e.g. TV, VDO players, DVD players, CDs, and tape recorders	3.41	1.04	3.35	1.36	3.00	1.15	3.40	0.89	3.33	1.22	3.36	1.12	3.35	1.11	3.32	1.09	1.18	0.31
5.	Lack of opportunities to use the language laboratory	3.30	1.08	3.24	1.52	3.23	1.17	3.80	0.83	3.33	1.00	4.00	0.89	3.47	1.28	3.32	1.12	0.96	0.44
4.	Low quality of visual aids	3.26	0.93	3.29	1.31	2.97	1.06	3.60	0.89	2.89	0.92	3.09	0.94	3.29	0.98	3.20	0.98	1.10	0.35
1.	Insufficient English textbooks and learning materials	3.17	0.98	2.65	1.11	2.98	1.06	3.20	0.44	3.00	0.86	2.91	1.04	3.18	1.18	3.09	1.01	0.97	0.44
2.	Mismatch between the content in the textbooks used and the content specified in the curriculum or syllabus of specialized courses	2.98	0.89	2.88	0.99	2.95	1.12	3.20	0.44	2.33	0.50	2.91	1.13	3.18	0.95	2.96	0.95	0.89	0.50
Total		3.28	0.76	3.19	1.03	3.05	0.91	3.50	0.55	3.15	0.58	3.36	0.50	3.34	0.84	3.24	0.79	0.97	0.44

4.2.1.5 Problems concerning the teaching methods

In general, the students of all disciplines encountered the problems related to the teachers' teaching methods at a moderately serious level ($\bar{x} = 3.07$).

Each problem was judged as moderately serious and the more serious ones included nervousness caused by having to answer questions one by one (Item 6: $\bar{x} = 3.19$) and the teachers' not using teaching aids in teaching (Item 2: $\bar{x} = 3.17$). Other problems including pressure from teacher's scoring based on answering questions in class (Item 5: $\bar{x} = 3.14$), having no chance to do a role-play or to practice communication skills (Item 7: $\bar{x} = 3.14$), emphasizing pronunciation of words and grammar rather than communicative skill in speaking hours (Item 4: $\bar{x} = 3.13$), using Thai language as a means of instruction (Item 9: $\bar{x} = 3.02$), and students' not receiving attention in class (Item 8: $\bar{x} = 3.00$) were ranked as less serious. As for the problems of teachers' lack of subject-specific knowledge in teaching specialized English courses (Item 1: $\bar{x} = 2.98$) and the use of uninteresting teaching techniques (Item 3: $\bar{x} = 2.88$), they were rated as the least serious. A one-way analysis of variance shows that there was a statistically significant difference among the mean scores across the disciplines for Item 9 only ($F = 2.38$, $p = 0.02$) indicating that the perception of almost all problems concerning the teaching methods is not different among disciplines.

Table 4.12 Means, standard deviations and analysis of variance of the problems concerning teaching methods as identified by students (ranked in order of seriousness)

Item No	Problem	Disciplines														Total (N=339)	F	Sig.	
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communication Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				\bar{X}
6.	Having to answer questions one by one making learners nervous in learning English	3.30	0.93	2.71	0.98	3.05	1.10	2.60	0.89	3.00	1.22	3.09	1.37	3.29	1.26	3.19	1.01	1.67	0.12
2.	Not using teaching aids (such as pictures, real materials, CDs, and etc.) in teaching	3.20	0.90	3.35	1.22	2.98	1.01	3.40	1.14	2.89	1.26	3.45	0.93	3.29	1.16	3.17	0.96	0.91	0.48
5.	Increasing pressure from teacher's scoring based on answers in class	3.25	0.89	3.00	1.06	2.95	1.16	2.60	0.89	3.00	1.11	3.09	1.22	3.00	1.22	3.14	1.00	1.18	0.31
7.	Having no chance to do a role-play or to practice communication skills	3.20	0.82	2.82	1.07	3.06	1.08	2.80	1.09	2.89	0.92	3.18	0.98	3.29	1.16	3.14	0.91	0.86	0.52
4.	Emphasizing pronunciation of words and grammar rather than communication in speaking hours making learners afraid to speak	3.14	0.83	2.71	0.84	3.14	1.02	3.20	0.83	2.89	0.92	3.27	1.10	3.41	1.32	3.13	0.91	1.04	0.39

Item No	Problem	Disciplines														Total (N=339)	F	Sig.	
		Physical Education (N=214)		Health Education (N=17)		Sports Science (N=66)		Health Science (N=5)		Communi- cation Arts (N=9)		Business (N=11)		Recreation (N=17)					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				\bar{X}
9	Using Thai language as a means of instruction causing lack of opportunity for listening practice	3.12	0.86	2.71	1.10	2.68	1.19	2.80	0.83	3.22	0.97	3.27	0.78	3.18	1.07	3.02	0.97	2.38*	0.02
8.	Students' not receiving attention in class	3.12	0.88	2.59	1.06	2.82	1.02	2.60	0.89	2.67	1.00	2.73	0.78	3.00	1.11	3.00	0.94	2.08	0.055
1.	Lacking specialists in teaching specialized English courses	3.02	1.00	2.94	1.14	2.91	1.26	3.00	0.70	2.78	1.20	3.00	1.34	2.82	1.07	2.98	1.07	0.20	0.97
3.	Uninteresting teaching techniques	2.97	0.80	2.47	0.94	2.79	1.15	2.60	0.89	2.44	0.88	2.82	0.87	2.88	1.16	2.88	0.91	1.46	0.18
Total		3.15	0.62	2.81	0.82	2.93	0.87	2.84	0.78	2.86	0.75	3.10	0.81	3.13	0.89	3.07	0.71	1.43	0.20

According to the significant difference presented in Table 4.12a (Appendix D, p. 174), it was found that the Physical Education majored students considered the problem of the teachers' using Thai language as a means of instruction (Item 9) more serious than those majoring in Sports Science.

4.2.1.6 Summary of problems in English learning as identified by the students

To summarize, the students considered all major problems in their English learning as moderately serious. Those problems, ranked in order of seriousness, concerned the instructional materials, the difficulty in learning language skills, the English curriculum and course content, the teaching methods, and their learning behaviors.

Among problems concerning the instructional materials, the lack of cable TV for listening practice was very serious.

Although the problems about the difficulty in learning language skills were perceived as moderately serious, the levels of seriousness were different for each skill. That is, the difficulty in learning speaking skill was considered very serious. The major problems included the inability to speak complex sentences; lack of knowledge of stress patterns and intonation; and lack of opportunities to use English in daily life. The difficulties in learning listening, reading, and writing skills were viewed as moderately serious with the similar degrees of seriousness. The difficulty in learning listening mainly concerned the inability to recognize both subject-specific vocabulary and general English vocabulary. For the difficulty in learning reading skill, the problems of not knowing the meanings of words and lack of understanding of subject-specific matter were specified as more serious. Regarding the difficulty in learning writing, having no ideas of what to write and being unable to write business letters were the main concerns.

For problems about the English curriculum and course content, the more serious ones concerned having no courses specific to each language skill and having no elective courses that match their interest. The main problems related to the teaching methods were that they did not like to answer questions one by one and teachers did not use teaching aids in teaching. Among all the problems concerning

their learning behaviors, being afraid of answering questions in class and being shy of making mistakes when speaking English were more serious than others.

Considering the significant differences of the degrees of seriousness among disciplines, it was found that the levels of seriousness of most problems concerning the learning behaviors and the English curriculum and course content were significantly different. In contrast, most problems related to difficulty in learning each language skill and the teaching methods were considered at a similar degree of seriousness. However, it is interesting to learn that the students of Recreation discipline perceived their difficulty in learning language skills more seriously than others did. As for the problems regarding the instructional materials, the students from every discipline all viewed at a similar level of seriousness.

4.2.2 The problems in teaching and learning of English at the Institutes of Physical Education as identified by English teachers and the differences between English teachers and students' views

Part 2 of the teacher questionnaire is about six major problems affecting the English teaching at the Institutes of Physical Education. Those problems concern students' learning behaviors, students' difficulty in learning language skills, English curriculum and content, instructional materials, teachers' performance, and institutes' administrative policy. The results are presented in Tables 4.13 - 4.21.

4.2.2.1 Problems concerning the students' learning behaviors

According to Table 4.13, the students' learning behaviors were perceived by English teachers as moderately serious problems in their teaching ($\bar{x} = 3.28$). As shown in the ranked order, the problems varied from moderately serious to very serious with the item means ranging from 2.79 to 3.52. The very serious problem was that the students were shy of making mistakes when speaking (Item 8: $\bar{x} = 3.52$). Other problems were rated as moderately serious. These included, for example, being afraid of answering questions in class (Item 6: $\bar{x} = 3.39$), disliking doing language activities (Item 7: $\bar{x} = 3.39$), not being able to follow English lessons (Item 9: $\bar{x} =$

3.39), being absent from English class (Item 1: $\bar{X} = 3.36$), not being attentive in English class (Item 5: $\bar{X} = 3.36$), not doing homework (Item 3: $\bar{X} = 3.27$). When compared with the students' responses, it can be noted that the two top-ranked problems viewed by teachers and students were the same.

Results from the t-test show the significant differences at the .05 level of the mean scores between the English teachers and the students' views for only the problems of being absent from English class (Item 1), not doing homework (Item 3), and not being attentive in English class (Item 5). That is, the teachers considered these problems more serious than the students did. For the other problems, they were perceived at a similar level of seriousness.

Table 4.13 Means, standard deviations, and t-test of the problems concerning students' learning behaviors as identified by English teachers and students

Item No	Problem	Teachers		Students		t	Sig
		N=33		N=339			
		\bar{X}	SD	\bar{X}	SD		
8	Being shy of making mistakes when speaking	3.52	1.03	3.36	1.09	.79	.42
6	Being afraid of answering questions in class	3.39	1.05	3.40	1.04	-.00	.99
7	Disliking doing language activities	3.39	1.14	3.22	1.06	.91	.36
9	Not being able to follow English lessons	3.39	1.02	3.27	1.03	.65	.51
1	Being absent from English class	3.36	1.05	2.93	1.14	2.07*	.03
5	Not being attentive in English class	3.36	1.11	2.93	1.22	1.98*	.04
3	Not doing homework	3.27	1.00	2.85	1.10	2.10*	.03
2	Being late for class	3.06	1.02	2.73	1.08	1.65	.09
4	Not taking learning materials	2.79	.92	2.72	1.15	.31	.75
Total		3.28	.74	3.04	.84	1.56	.11

Note: Only the items identified by teachers are ranked in order of seriousness

4.2.2.2 Problems concerning the difficulty in learning language skills

The results regarding the students' difficulty in learning language skills are presented in four sections: listening, speaking, reading, and writing skills.

4.2.2.2A Difficulty in learning listening skill

As seen in Table 4.14, the teachers viewed problems concerning the students' difficulty in learning listening skill as very serious ($\bar{X} = 3.66$). When individual items were considered, they were very serious with the item means ranging from 3.48 to 3.82. The more serious problems concerned the vocabularies, which is consistent with that of students. These included the students' not being able to recognize general vocabularies (Item 1: $\bar{X} = 3.82$) and subject-specific vocabularies (Item 2: $\bar{X} = 3.76$). Problems ranked as less serious were related to subject-matter and English grammar respectively. These were the problems of not understanding general-subject matter (Item 5: $\bar{X} = 3.73$), not understanding subject-specific matter (Item 6: $\bar{X} = 3.70$), not understanding simple sentences (Item 3: $\bar{X} = 3.48$), and not understanding short simple dialogues used in daily life (Item 4: $\bar{X} = 3.48$).

The comparisons between the English teachers and the students' perceptions reveal the significant differences at $\leq .05$ levels of the mean scores for all problems except the problem of being unable to recognize subject-specific vocabularies (Item 2). This means that the English teachers generally perceived the students' listening problems more seriously than the students did.

Table 4.14 Means, standard deviations, and t-test of the students' difficulty in learning listening skill as identified by English teachers and students

Item No	Problem	Teachers		Students		t	Sig
		N=33		N=339			
		\bar{X}	SD	\bar{X}	SD		
1	Being unable to recognize general vocabularies	3.82	.76	3.32	.96	2.89**	.004
2	Being unable to recognize subject-specific vocabularies	3.76	.86	3.43	.93	1.94	.052
5	Not understanding general-subject matter	3.73	.91	3.18	.97	3.11**	.002
6	Not understanding subject-specific matter	3.70	.98	3.28	.93	2.41*	.016
3	Not understanding simple sentences	3.48	.87	2.86	.99	3.49***	.001
4	Not understanding short simple dialogues used in daily life	3.48	1.03	2.86	1.01	3.38***	.001
Total		3.66	.81	3.15	.79	3.49***	.001

Note: Only the items identified by teachers are ranked in order of seriousness

4.2.2.2B Difficulty in learning speaking skill

Findings in Table 4.15 demonstrate that the teachers perceived the students' difficulty in learning speaking skill as very serious problem ($\bar{X} = 3.92$). The ranking of individual items shows that the problems varied between very serious to most serious with the item means ranging from 3.58 to 4.33. The most serious problem was that the students had no opportunity to use English in daily life (Item 8: $\bar{X} = 4.33$). For the other problems, they were indicated at a very serious level. These included students' being unable to speak complex sentences (Item 4: $\bar{X} = 4.15$), not knowing vocabularies to use (Item 1: $\bar{X} = 4.06$), not knowing stress patterns and intonation (Item 5: $\bar{X} = 3.88$), speaking broken English (Item 3: $\bar{X} = 3.82$), lacking ability to converse about subject-specific matter (Item 7: $\bar{X} = 3.82$), knowing vocabularies but unable to pronounce them correctly (Item 2: $\bar{X} = 3.73$), and lacking ability to converse on daily life topics (Item 6: $\bar{X} = 3.58$). Both teachers and students agreed that students' not being able to speak complex sentences and not having opportunity to use English in daily life seem to be more significant than others.

However, results from t-test show the statistically significant differences at $\leq .05$ levels of the mean scores between the views of English teachers and the students for all problems except the problem of lacking ability to converse on daily life topics (Item 6). This indicated that the teachers perceived most problems remarkably more serious than the students did.

Table 4.15 Means, standard deviations, and t-test of the students' difficulty in learning speaking skill as identified by English teachers and students

Item No	Problem	Teachers		Students		t	Sig
		N=33		N=339			
		\bar{X}	SD	\bar{X}	SD		
8	Having no opportunity to use English in daily life	4.33	.73	3.50	1.00	4.65***	.000
4	Being unable to speak complex sentences	4.15	.83	3.63	1.01	2.87**	.004
1	Not knowing vocabularies to use	4.06	.74	3.45	.90	3.71***	.000
5	Not knowing stress patterns and intonation	3.88	.82	3.52	.86	2.31*	.02
3	Speaking broken English	3.82	.76	3.46	.91	2.17*	.03
7	Lacking ability to converse about subject-specific matter	3.82	.91	3.41	.90	2.49*	.013

Item No	Problem	Teachers		Students		t	Sig
		N=33		N=339			
		\bar{X}	SD	\bar{X}	SD		
2	Knowing vocabularies but unable to pronounce them correctly	3.73	.80	3.37	.90	2.16*	.03
6	Lacking ability to converse on daily life topics	3.58	.90	3.23	.96	1.95	.051
Total		3.92	.67	3.45	.72	3.62***	.000

Note: Only the items identified by teachers are ranked in order of seriousness

4.2.2.2C Difficulty in learning reading skill

Based on Table 4.16, the problems regarding students' difficulty in learning reading skill were identified as very serious ($\bar{X} = 3.76$). The problems were ranked from moderately serious to very serious with the item means ranging from 3.36 to 4.12. The more serious problems included lacking ability to analyze and synthesize the texts (Item 7: $\bar{X} = 4.12$) and lacking understanding of subject-specific matter (Item 9: $\bar{X} = 3.97$). Other problems such as lacking skill of guessing meaning of words and sentences (Item 5: $\bar{X} = 3.88$), lacking ability to specify main ideas (Item 6: $\bar{X} = 3.88$), not understanding sentence structure (Item 4: $\bar{X} = 3.85$), and lacking understanding of general-subject matter (Item 8: $\bar{X} = 3.82$) were less serious.

There were statistically significant differences at $\leq .01$ levels of the mean scores between the English teachers and the students' views for all problems except the problem of not knowing the meanings of words though pronouncing correctly (Item 2). This suggested that the teachers perceived most problems more seriously than the students. However, both teachers and students agreed that the problem of lacking understanding of subject-specific matter (Item 9) is one of the top-ranked problems.

Table 4.16 Means, standard deviations, and t-test of the students' difficulty in learning reading skill as identified by English teachers and students

Item No	Problem	Teachers		Students		t	Sig
		N=33		N=339			
		\bar{X}	SD	\bar{X}	SD		
7	Lacking ability to analyze and synthesize the texts	4.12	.78	3.28	.95	4.87***	.000
9	Lacking understanding of subject-specific matter	3.97	.88	3.33	.98	3.59***	.000
5	Lacking skill of guessing meaning of words and sentences	3.88	.89	3.23	.99	3.61***	.000
6	Lacking ability to specify main ideas	3.88	.92	3.26	.94	3.61***	.000
4	Not understanding sentence structure causing the incomprehensibility of the meanings	3.85	1.03	3.29	.98	3.09**	.002
8	Lacking understanding of general-subject matter	3.82	.91	3.25	.99	3.17**	.002
2	Being able to pronounce words but not knowing the meanings	3.55	.90	3.35	.98	1.08	.27
3	Being unable to read at a sentence level	3.45	.97	2.90	1.03	2.98**	.003
1	Being unable to pronounce even simple words	3.36	.99	2.53	1.10	4.16***	.000
Total		3.76	.80	3.16	.79	4.19***	.000

Note: Only the items identified by teachers are ranked in order of seriousness

4.2.2.2D Difficulty in learning writing skill

According to Table 4.17, the teachers perceived the problems regarding the students' difficulty in learning writing skill as very serious ($\bar{X} = 3.66$). The problems were rated between slightly serious and very serious levels with the item means ranging from 2.52 to 4.09. The problems rated as more serious were inability to write a paragraph (Item 8: $\bar{X} = 4.09$), having no ideas of what to write (Item 9: $\bar{X} = 4.00$), the inability to write business letters (Item 13: $\bar{X} = 3.94$), and lack of knowledge of sentence structure (Item 5: $\bar{X} = 3.91$). Other problems such as not knowing vocabularies to use (Item 3: $\bar{X} = 3.85$), lacking knowledge of how to use conjunctions or transition words (Item 7: $\bar{X} = 3.85$), being unable to write short notes (Item 10: $\bar{X} = 3.76$), not knowing how to use punctuation (Item 6: $\bar{X} = 3.73$), being unable to write descriptions of people and places (Item 12: $\bar{X} = 3.70$) were less serious.

From the results of t-test, there were significant differences at $\leq .05$ levels of the mean scores between the views of the English teachers and the students for most problems except the problems of being unable to write English letters (Item 1), being unable to fill out the forms (Item 11), and being unable to write descriptions of people and places (Item 12). This indicated that the teachers generally specified writing problems as more serious than the students did. Despite significant differences, the problems of having no ideas of what to write and not being able to write business letters were rated as the top ranked problems by both groups.

Table 4.17 Means, standard deviations, and t-test of the students' difficulty in learning writing skill as identified by English teachers and students

Item No	Problem	Teachers		Students		t	Sig
		N=33		N=339			
		\bar{X}	SD	\bar{X}	SD		
8	Being unable to write a paragraph, but just answering multiple choice questions	4.09	.91	3.37	1.03	3.84***	.000
9	Having no ideas of what to write	4.00	.79	3.52	.91	2.92**	.004
13	Being unable to write business letters, e.g. job application letters	3.94	.78	3.50	.98	2.49*	.013
5	Lacking knowledge of sentence structure	3.91	.94	3.32	.94	3.38***	.001
3	Not knowing vocabularies to use	3.85	.83	3.07	1.01	4.22***	.000
7	Lacking knowledge of how to use conjunctions/transition words	3.85	.83	3.30	.97	3.12**	.002
10	Being unable to write short notes	3.76	.83	3.25	.94	2.97**	.003
6	Not knowing how to use punctuation	3.73	1.00	3.20	.97	2.96**	.003
12	Being unable to write descriptions of people and places	3.70	.88	3.37	.94	1.90	.057
4	Knowing vocabularies but being unable to spell them correctly	3.61	.78	3.10	.96	2.91**	.004
2	Being unable to spell vocabularies (having to copy all letters from textbooks)	3.36	.96	2.77	1.10	2.95**	.003
11	Being unable to fill out the forms	3.21	.78	3.00	1.02	1.16	.24
1	Being unable to write English letters	2.52	.93	2.36	1.22	.69	.48
Total		3.66	.67	3.16	.72	3.71***	.000

Note: Only the items identified by teachers are ranked in order of seriousness

4.2.2.3 Problems concerning the English curriculum and content

As shown in Table 4.18, the teachers specified the problems concerning the English curriculum and content as moderately serious ($\bar{x} = 2.96$). When ranking individual items, we can find that the problems were viewed at three levels: slightly serious, moderately serious, and very serious, with the item means ranging from 2.39 to 3.58. The more serious problems concerned the insufficiency of English courses. These included too small number of compulsory courses in general English (Item 5: $\bar{x} = 3.58$), in specialized English (Item 6: $\bar{x} = 3.55$), having no elective courses that suit students' interest (Item 10: $\bar{x} = 3.42$), not having courses specific to each language skill (Item 9: $\bar{x} = 3.39$) and having no specialized English courses for specific disciplines (Item 7: $\bar{x} = 3.24$). Other problems such as too small number of hours for each course (Item 8: $\bar{x} = 3.00$) and unclear course descriptions (Item 11: $\bar{x} = 2.94$) were specified as less serious. When the top three ranks are compared, two problems were commonly viewed by both groups. They agreed that the lack of relevant elective courses (Item 10) and inadequate number of compulsory courses of general English (Item 5) are more serious than some other problems.

The comparison of the degree of seriousness between the views of the English teachers and the students shows only ten items (Items 1-10) as Items 11, 12, and 13 were not included in the student questionnaire. Results from t-test reveal the significant differences at $\leq .05$ levels for Items 1, 3, 4, 5, and 6. The students specified the problems of boring content of an English for Communication course (Item 1), too difficult vocabularies of an English for Communication course (Item 3), and too difficult vocabularies of specialized English courses (Item 4) more seriously than the teachers. For the problems of too small number of compulsory courses of general English (Item 5) and specialized English (Item 6), the teachers perceived them more seriously than the students. For the other problems, their perceptions were not different.

Table 4.18 Means, standard deviations, and t-test of the problems concerning English curriculum and content as identified by English teachers and students

Item No	Problem	Teachers		Students		t	Sig
		N=33		N=339			
		\bar{X}	SD	\bar{X}	SD		
5	Too small number of compulsory courses of general English	3.58	.96	3.20	.91	2.23*	.02
6	Too small number of compulsory courses of specialized English	3.55	.97	3.16	.90	2.31*	.02
10	Having no elective courses that suit students' interest	3.42	1.09	3.24	.97	1.02	.30
9	Having no courses specific to each skill (listening, speaking, reading, and writing) causing difficulty in language skills development	3.39	1.08	3.26	.88	.83	.40
7	Having no specialized English courses for specific disciplines	3.24	1.17	3.13	.89	.69	.49
8	Too small number of hours for each course	3.00	1.17	3.09	.90	-.55	.57
11	Unclear course descriptions	2.94	1.08	-	-	-	-
4	Too difficult vocabularies of specialized English courses	2.79	1.11	3.17	.88	-2.30*	.02
2	Uninteresting content of specialized English courses	2.67	.99	2.93	.91	-1.55	.12
13	Not having the specified course content	2.64	1.11	-	-	-	-
1	Uninteresting content of an English for Communication course	2.55	.93	2.91	.95	-2.10*	.03
3	Too difficult vocabularies of an English for Communication course	2.42	.96	3.11	.87	-4.25***	.000
12	Not having course objectives	2.39	.89	-	-	-	-
Total (Items 1-13)		2.96	.72	-	-	-	-
Total (Items 1-10)		3.06	.75	3.12	.67	-.47	.63

Note: 1. Only the items identified by teachers are ranked in order of seriousness

2. Items 11, 12, 13 were not included in student's questionnaire

4.2.2.4 Problems concerning the instructional materials

The results from Table 4.19 show that the teachers generally identified the problems concerning the instructional materials as moderately serious ($\bar{X} = 3.22$). The problems were ranged from moderately serious to very serious with the item means ranging from 2.94 to 4.09. The only problem rated as very serious was the lack of cable TV for listening practice (Item 6: $\bar{X} = 4.09$). Other problems were considered as moderately serious, i.e. low quality of visual aids (Item 4: $\bar{X} = 3.24$), lack of visual aids (Item 3: $\bar{X} = 3.06$), mismatch between the content in the textbooks used and the content specified in the curriculum of specialized courses (Item 2: $\bar{X} =$

3.00), lack of opportunities to use the language laboratory (Item 5: $\bar{x} = 2.97$), and insufficient English textbooks and learning materials (Item 1: $\bar{x} = 2.94$).

The t-test reveals the significant difference at the .01 level of the mean scores between the teachers and the students' views for the Item 6 only. That is, the teachers viewed the problem of lacking cable TV for listening practice more seriously than the students did even though both considered it as the top - ranked problem. For the other problems, their perceptions were at a similar degree of seriousness.

Table 4.19 Means, standard deviations, and t-test of the problems concerning instructional materials as identified by English teachers and students

Item No	Problem	Teachers		Students		t	Sig
		N=33		N=339			
		\bar{X}	SD	\bar{X}	SD		
6	Lack of cable TV for listening practice	4.09	.98	3.53	1.11	2.80**	.005
4	Low quality of visual aids	3.24	1.20	3.20	.98	.24	.80
3	Lack of visual aids, e.g. TV, VDO players, DVD players, CDs, and tape recorders	3.06	1.27	3.32	1.09	-1.27	.20
2	Mismatch between the content in the textbooks used and the content specified in the curriculum or syllabus of specialized courses	3.00	1.11	2.96	.95	.20	.84
5	Lack of opportunities to use the language laboratory	2.97	1.28	3.32	1.12	-1.70	.08
1	Insufficient English textbooks and learning materials	2.94	1.17	3.09	1.01	-.82	.40
Total		3.22	.71	3.24	.79	-.14	.88

Note: Only the items identified by teachers are ranked in order of seriousness

4.2.2.5 Problems concerning the teachers' performance

As shown in Table 4.20, the English teachers viewed their own performance as a slightly serious problem ($\bar{x} = 2.20$). The overall results show that the problems were ranged from the least to moderately serious with the item means ranging from 1.73 to 3.12. The only moderately serious problem was lacking knowledge of the content of specialized courses (Item 1: $\bar{x} = 3.12$). Problems rated as slightly serious were lacking knowledge of how to teach specialized courses of English (Item 2: $\bar{x} = 2.58$), lacking knowledge of varied and interesting teaching techniques (Item 3: $\bar{x} = 2.42$), not knowing how to utilize audio-visual aids (Item 4: $\bar{x} = 2.42$), and having no

confidence in communicative language teaching (Item 7: $\bar{X} = 1.82$). Other problems were least serious.

Table 4.20 Means and standard deviations of the problems concerning teachers' performance as identified by English teachers

Item No	Problem	\bar{X}	SD
1	Lacking knowledge of the content of specialized courses, e.g. English for Recreation Profession and Business English	3.12	1.21
2	Lacking knowledge of how to teach specialized courses of English	2.58	1.06
3	Lacking knowledge of varied and interesting teaching techniques	2.42	.90
4	Not knowing how to utilize audio-visual aids	2.42	.83
7	Having no confidence in communicative language teaching	1.82	.76
5	Being unsure of the knowledge of English grammar	1.76	.75
8	Being unsure of the ability of test construction	1.76	.66
6	Having no confidence in using English skills	1.73	.67
Total		2.20	.67

Note: Ranked in order of seriousness

4.2.2.6 Problems concerning the institutes' administrative policy

In general, the problems regarding the institutes' administrative policy as shown in Table 4.21 were moderately serious ($\bar{X} = 3.34$). Items ranking reveals the problems were perceived as moderately to very serious with the item means ranging from 2.94 to 3.97. The very serious problems were that students were required to join community's sport competition and service the community thus it affected English study time (Item 6: $\bar{X} = 3.97$). Also, the institutes seemed to perceive the subjects in the fields of sports and physical education more important than English subjects (Item 7: $\bar{X} = 3.55$). Other problems considered as moderately serious were, for example, having no financial support for teachers to attend English teaching-training (Item 4: $\bar{X} = 3.36$), lacking financial support to provide supplementary activities in order to develop students' English skills (Item 5: $\bar{X} = 3.30$), and teachers' having extra work (Item 2: $\bar{X} = 3.18$).

Table 4.21 Means and standard deviations of the problems concerning institutes' administrative policy as identified by English teachers

Item No	Problem	\bar{X}	SD
6	Students' having to join community's sport competition and to service the community affecting English study time	3.97	1.23
7	Institute's less promoting of English than the subjects in the fields of sport and physical education	3.55	1.25
4	Having no support to attend trainings in English teaching	3.36	1.24
5	Lacking financial support to provide supplementary activities in order to develop students' English skills	3.30	1.18
2	Having extra work, e.g. Foreign Relations and Academic Service Center	3.18	1.23
1	Inadequate number of English teachers making the overworking load	3.09	1.25
3	Not having the head of language program to give advice when needed	2.94	1.22
Total		3.34	.90

Note: Ranked in order of seriousness

4.2.2.7 Summary of problems in English teaching as identified by the English teachers

The teachers perceived the problems in teaching English at the Institutes of Physical Education at a moderately serious level. However, individual problems were considered at varying levels from slightly serious to very serious. The very serious problems concerned the students' difficulty in learning language skills. Those considered as moderately serious, ranked in order of seriousness, included the institutes' administrative policy, the students' learning behaviors, the instructional materials, and the English curriculum and course content. For the teachers' performance, it was perceived as slightly serious.

As regards the students' difficulty in learning listening, speaking, reading and writing skills, the problems within each skill were judged as very serious. Those of speaking skill were the most serious, followed by those of reading, listening, and writing skills. The most serious problem related to the difficulty in learning speaking skills was that the students had no opportunity to use English in daily life. For the difficulty in learning reading skills, the more serious problems concerned the students' inability to analyze and synthesize the texts and to understand subject-

specific matter. The two most serious problems related to the difficulty in learning listening skills concerned vocabulary knowledge. These were the students' inability to recognize general vocabularies and subject-specific vocabularies. Lastly, the serious problems regarding the difficulty in learning writing skills included being unable to write a paragraph, having no ideas of what to write, and being unable to write business letters.

Among the problems about the institutes' administrative policy, the teachers pointed out that the very serious problems concerned students' having to join community's sport competition and to service the community and the institutes' promoting English less than the subjects in the fields of sports and physical education. For the students' learning behaviors, the problem of being shy of making mistakes when speaking English was more serious than others. The very serious problem concerning the instructional materials was the lack of cable TV for listening practice. As for the problems regarding the English curriculum and content, the more serious problems concerned the insufficiency of the courses available i.e. too small number of compulsory courses of general English and of specialized English, having no elective courses that match students' interest, having no courses specific to each skill, and having no specialized English courses for specific disciplines.

As for the problems related to the teachers' performance, the more serious problem was that the teachers did not know the content of specialized courses.

When the perceptions of the teachers and students were compared, almost all problems concerning the students' difficulty in learning language skills were perceived at different degrees of seriousness. Besides, the levels of seriousness of some problems related to the students' learning behaviors, the English curriculum and content, and the instructional materials were significantly different. Such difference was that the English teachers perceived almost all problems more seriously than the students did. However, though significantly different, the top three problems of each major problem rated by both groups were found to be similar.

4.3 Needs in teaching and learning of English

Research question 2: What are the needs in English teaching and learning at the Institutes of Physical Education as perceived by students and English teachers?

Part 3 of both student questionnaire and teacher questionnaire is about the needs in English teaching and learning. These concern a preparatory English course and an orientation, students' language skills practice, increase of study hours and number of English courses, provision of teaching aids, language activities, course assessment techniques, and teacher-training. Detailed findings are demonstrated below in order.

4.3.1 A preparatory English course and an orientation

Table 4.22 shows that almost all students (93.8%) wanted to take a preparatory English course in order to improve their English proficiency. This is consistent with the teachers' response in that almost all of them (90.9%) agreed that such course should be offered to the first year students before the beginning of the first semester. The results also show that the majority of teachers (81.8%) indicated the need for an orientation on learning how to learn and to have positive attitudes towards English which should be held for first year students before the beginning of the first semester. Besides, these teachers were willing to organize both the orientation and the preparatory English course.

Table 4.22 The needs for a preparatory course and an orientation perceived by students and teachers

Needs	Students		Teachers	
	Number	Percent	Number	Percent
A preparatory English course				
Important to take a course	317	93.8	30	90.9
Not important to take a course	21	6.2	3	9.1
Total	338	100	33	100
An orientation				
An orientation should be held	-	-	27	81.8
It should not be held	-	-	6	18.2
Total	-	-	33	100

Note: The need for an orientation was not included in the student's questionnaire

For the content in the preparatory English course, the students wanted the communication skills for daily life most (Rank 1), followed by the vocabulary (Rank 2), and the grammar (Rank 3). All teachers' responses are consistent with those of students. The results are shown in Table 4.23 below.

Table 4.23 The needs for content in a preparatory English course perceived by students and teachers

Needs	Students		Teachers	
	Weighted scores	Rank	Weighted scores	Rank
Communication skill for daily life	676	1	70	1
Vocabulary	529	2	58	2
Grammar	373	3	52	3

4.3.2 Students' language skills practice

According to the results in Table 4.24, the students and teachers' perceptions are in agreement i.e. the practice of speaking (Students: Rank 1; Teachers: Rank 2) and listening (Students: Rank 2; Teachers: Rank 1) was the most needed, followed by the practice of reading (Students and Teachers: Rank 3), writing (Students and Teachers: Rank 4), and translation (Students and Teachers: Rank 5).

For listening practice, the students needed short dialogues used in daily life (Rank 1) more than the subject-specific matter. Among items regarding subject-specific matter, short news concerning sports and health were the most needed (Rank 2). This is consistent with the teachers' view. Regarding the speaking practice, both

students and teachers specified a stronger necessity for short dialogues used in daily life (Students and Teachers: Rank 1) and pronunciation of general vocabulary and technical terms (Students and Teachers: Rank 2) rather than the practice of subject-specific matter. To focus on subject-specific matter, dialogues concerning sports and health were the most needed (Students and Teachers: Rank 3).

As for the reading practice, there is also a consistency between the students' and the teachers' responses. The need for textbooks specific to students' disciplines was the highest (Students and Teachers: Rank 1), followed by newspapers, magazines, and printed materials in general (Students and Teachers: Rank 2). Printed matters concerning subject-specific matter were perceived at a lesser level of need. Among those, they strongly needed newspapers, magazines, and printed documents about sports and health (Students and Teachers: Rank 3). For the writing practice, the writing of short simple sentences was strongly needed (Students and Teachers: Rank 1), followed by the writing of short messages or notes (Students: Rank 2; Teachers: Rank 3) and filling in forms (Students: Rank 3; Teachers: Rank 2). The practice of subject-specific matter was needed at a lesser degree. Among these, the passages related to sports were more needed than the others (Students and Teachers: Rank 4).

For the translation skills, both students and teachers strongly needed the translation of articles and news about general subject-matter (Students and Teachers: Rank 1) instead of articles and news about subject-specific matter. Among items related to the subject-specific matter, articles and news about sports and health (Students and Teachers: Rank 2) were perceived as the most needed.

Table 4.24 The needs for students' language skills practice perceived by students and teachers

Needs	Students		Teachers	
	Weighted scores	Rank	Weighted scores	Rank
Language skills practice				
Speaking	1311	1	136	2
Listening	1034	2	137	1
Reading	1012	3	99	3
Writing	792	4	85	4
Translation	696	5	40	5
Items for listening skill practice				
Short dialogues used in daily life	1415	1	162	1
Short news concerning sports and health	1019	2	100	2
Advertisements and short general articles	893	3	90	3
Dialogues concerning health business	828	4	76	4
Subjects concerning tourism and tourist attractions	810	5	67	5
Items for speaking skill practice				
Short dialogues used in daily life	1854	1	218	1
Pronunciation of general vocabularies and technical terms	1663	2	178	2
Dialogues concerning sports and health	1414	3	147	3
Being referees	1227	4	100	5
Dialogues concerning health business	1174	5	96	6
Introducing games and recreation activities	962	6	110	4
Information about tourism and tourist attractions	947	7	75	7
Items for reading skill practice				
Textbooks prescribed for their discipline	1195	1	150	1
Newspapers, magazines, and printed documents in general	1111	2	131	2
Newspapers, magazines, and printed documents about sports and health	1049	3	95	3
Newspapers, magazines, and printed documents about health business	808	4	62	4
Newspapers, magazines, and printed documents about tourism	802	5	57	5
Items for writing skill practice				
Short simple sentences	1757	1	215	1
Short messages or notes	1509	2	170	3
Filling in forms	1434	3	171	2
Passages related to sports	1376	4	109	4
Description of places and tourist attractions	1136	5	88	6
Various kinds of business letters	1053	6	84	7
Description of people	919	7	89	5
Items for translation skill practice				
Articles and news about general subject-matter	1002	1	113	1
Articles and news about sports and health	929	2	95	2
Articles and news about recreation and tourism	748	3	59	4
Articles and news about health business	651	4	63	3

4.3.3 Study hours and number of courses

As seen in Table 4.25, perceptions of the students and teachers are similar. A large number of students (71.1%) perceived that the study hours of compulsory English courses should be increased, and more than half of the teachers (59.4%) agreed that students need more study hours. Both students and teachers reasoned that the students might get more knowledge and be more skillful with more study hours.

Furthermore, the majority of students (80.5%) and teachers (93.8%) perceived that students should be required to undertake specialized English courses. Two specialized courses were mostly preferred among students (49%) and teachers (65.5%). The courses suggested by the students were English for Athlete and Referee, English for Sports and Physical Education, and English for Tourism. Those suggested by the teachers were English for Sports and Physical Education, English for Specific Purposes, and English for Athlete and Referee.

Table 4.25 The needs for increase of study hours and number of courses perceived by students and teachers

Needs	Students		Teachers	
	Number	Percent	Number	Percent
The study hours of compulsory English courses				
The study hours should be added	236	71.1	19	59.4
The study hours should not be added	96	28.9	13	40.6
Total	332	100	32	100
The specialized English courses				
All students should be required to take the courses	269	80.5	30	93.8
They should not be required	65	19.5	2	6.2
Total	334	100	32	100
(In case that they should be required)				
Number of courses should be required				
Two	126	49.0	19	65.5
Three	80	31.0	4	13.8
More than three	51	20.0	6	20.7
Total	257	100	29	100

4.3.4 Teaching aids

The needs concerning the teaching aids are displayed in Table 4.26. The three most needed teaching aids identified by students and teachers were a fully-equipped language laboratory (Students: Rank 1; Teachers: Rank 2), audio-visual aids such as

TV, DVD players, and CDs (Students: Rank 2; Teachers: Rank 1), and prescribed textbooks for specific disciplines (Students: Rank 3; Teachers: Rank 3). For a cable TV and the Internet, they were needed at a lesser degree.

Table 4.26 The needs for teaching aids perceived by students and teachers

Needs	Students		Teachers	
	Weighted scores	Rank	Weighted scores	Rank
Teaching aids				
Fully-equipped language laboratory	1103	1	112	2
Audio-visual aids (TV, DVD players, CDs)	1093	2	135	1
Prescribed textbooks for specific disciplines	1004	3	102	3
Cable TV	876	4	63	5
The Internet	844	5	83	4

4.3.5 Language activities

The needs for language activities were perceived by students only. The results recorded in Table 4.27 show that the three most popular activities included language games (Rank 1), role-playing (Rank 2), and oral presentation (Rank 3). As for activities outside class time, making bulletin boards of English (Rank 1) was the most needed. Other activities such as broadcasting in English within the institute (Rank 2), and producing English newsletters (Rank 3) were needed at a lesser degree.

Table 4.27 The needs for language activities perceived by students

Needs	Weighted scores	Rank
Classroom activities		
Language games	1124	1
Role-playing	1082	2
Oral presentation	1049	3
Group discussion	903	4
Debate	777	5
Language activities outside class time		
Making bulletin boards of English	1094	1
Broadcasting in English within the institute	1011	2
Producing English newsletters	1010	3
English skills competitions	965	4
English singing contest	810	5

4.3.6 Course assessment techniques

The needs for course assessment techniques were from students only and oral presentation (Rank 1) and doing in-class exercises (Rank 2) were the most needed. Other techniques were needed at a lesser degree. These were writing a report (Rank 3), taking paper tests (Rank 4), oral tests (Rank 5) and doing role-play (Rank 6). The results are displayed in Table 4.28.

Table 4.28 The needs for course assessment techniques perceived by students

Needs	Weighted scores	Rank
Oral presentation	1245	1
Doing in-class exercises	1222	2
Writing a report	1131	3
Taking paper tests	1124	4
Oral tests	1070	5
Doing role-play	1034	6

4.3.7 A teacher-training

As far as a teacher-training is concerned, the findings in Table 4.29 reveal that the teachers needed to be trained in how to teach the specialized English courses (Rank 1) most urgently, followed by how to produce learning materials (Rank 2) and how to teach the general English courses (Rank 3). Other aspects were perceived at a lesser degree of need. The results also reveal that the teachers wanted to enhance their listening ability most (Rank 1), followed by the writing (Rank 2) and speaking (Rank 3). The enhancement of grammar, pronunciation, and reading ability was wanted at a lesser degree.

Table 4.29 The needs for a teacher-training perceived by teachers

Needs	Weighted scores	Rank
Teaching aspects		
How to teach the specialized English courses	154	1
How to produce learning materials	145	2
How to teach the general English courses	129	3
How to produce simple teaching aids	104	4
How to utilize teaching aids in teaching	99	5
How to construct tests	62	6
Language ability enhancement		
Listening	164	1
Writing	145	2
Speaking	130	3
Grammar	121	4
Pronunciation	100	5
Reading	34	6

4.3.8 Summary of needs in English teaching and learning perceived by the students and teachers

The needs in English teaching and learning concern the preparatory English course and the orientation, the students' language skills practice, the study hours and number of courses, the provision of teaching aids, the language activities, the course assessment techniques, and the teacher-training.

There was a strong need for the preparatory English course in order to improve the students' English background knowledge. The content in the preparatory English course should include communication skills for daily life, vocabulary, and grammar. Besides, the teachers mentioned the need for an orientation for the first year students in order to improve their learning behaviors and to promote positive attitudes towards English learning.

As for the needs of language skills practice, the students and teachers perceived the practice of listening and speaking as the most important, followed by reading, writing, and translation. The strongest need in the listening practice concerned short dialogues used in daily life. For the speaking practice, there was a stronger need for short dialogues used in daily life and pronunciation of general vocabulary and technical terms rather than the practice of subject-specific matter. As for the reading practice, there is an agreement between the students' and the teachers' responses that the textbooks prescribed for specific disciplines were the most needed,

followed by newspapers, magazines, and printed materials in general. Reading items concerning subject-specific matter were perceived at a lesser level of need. For the writing practice, both students and teachers mostly agreed on the stronger demand for students to practice writing short simple sentences, short messages or notes, and filling in forms. As for the translation skills, the need to translate articles and news about general subject-matter was stronger than that for subject-specific matter.

The students and teachers also specified that the study hours of compulsory English courses should be increased so that the students might learn more knowledge and be more skillful. The students of all fields of study should be required to take at least two specialized English courses. As for the teaching aids, both students and teachers wanted the institutes to provide them with the fully-equipped language laboratory, the audio-visual aids (TV, DVD players, and CDs) and the prescribed textbooks for specific disciplines.

Besides, the students indicated that they strongly wanted the language games to be included in English class. For the extra activities, making bulletin boards in English was mostly needed. In terms of course assessment, they highly preferred to be evaluated based on their oral presentation, and in-class exercises.

Furthermore, the teachers specified their needs in that they urgently needed to be trained in how to teach the specialized English courses and they mostly wanted to enhance their English listening ability.

CHAPTER 5

SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

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

- 5.1 Summary of the main findings
- 5.2 Discussion of the main findings
- 5.3 Implications of the study
- 5.4 Recommendations for further studies

5.1 Summary of the main findings

5.1.1 Background of the students and the English teachers

Approximately half of the students were 21-23 years old and the majority was in their first to third years. More than half of them were Physical Education majored students while the rest were from other disciplines. Slightly more than half of them had learned English for 8 to 10 years. A large number of students lacked experience in participating in English courses or training outside class time. Their most important reason was that the institutes did not provide courses specific to their disciplines. Moreover, the majority of them did not participate in activities related to English either. The two main reasons were that they were not good at English and they were not selected to take part in activities. As a whole, the students had positive attitudes toward English; however, they moderately agreed that English subject was easy.

Three quarters of English teachers were female and almost all of them were permanent staff. More than half of them held a Master's degree while the rest had a Bachelor's degree. Almost all teachers held a certificate in English teaching and the majority of them had been teaching English at the Institutes of Physical Education and

the Colleges of Physical Education for more than 9 years. The teaching hours vary between 10-21 hours per week and all of them had some extra work besides teaching.

5.1.2 Problems in English teaching and learning

The students identified all major problems in their English learning as moderately serious. The problems, ranked in order of seriousness, were 1) the teaching materials, 2) the difficulty in learning language skills, 3) the English curriculum and course content, 4) the teaching methods, and 5) their learning behaviors. Among students' disciplines, the degrees of seriousness for various problems, particularly those involved with their learning behaviors and the English curriculum and course content were significantly different. Apparently, the students of Recreation discipline faced problems about learning language skills more seriously than others.

As a whole, the English teachers specified the English teaching problems at a moderately serious level. However, they viewed each problem at different degrees of seriousness. To be specific, they perceived the students' difficulty in learning language skills as very serious problems (Rank 1). The problems related to the institutes' administrative policy (Rank 2), the students' learning behaviors (Rank 3), the teaching materials (Rank 4), and the English curriculum and course content (Rank 5) were viewed as moderately serious. For their performance, it was identified as a slightly serious problem (Rank 6). When comparing the perceptions of problems between the English teachers and students' views, most problems, especially those concerning the students' difficulty in learning language skills were viewed at different degrees of seriousness. Such difference was that the teachers perceived almost all of these problems more seriously than the students did. Despite significant differences, the three top-ranked problems of each major problem ranked by the students were similar to those ranked by the teachers.

5.1.3 Needs in English teaching and learning

Both students and English teachers indicated various needs in order to increase the effectiveness in English teaching and learning. The students needed the preparatory English course in order to improve their English language background. In the same way, almost all of the teachers agreed that such course should be held for the first year students before the beginning of the first semester. Furthermore, the teachers specified that the first year students need an orientation on learning behaviors and they need to be motivated to learn English. The students needed more practice on language skills, particularly speaking and listening skills. The items they preferred for each skill practice were basic language skills that will be useful in their daily life rather than the subject-specific matter. The teachers' perception is consistent with this in that they thought students strongly needed the practice of listening and speaking and the practice of daily life language was more important than the subject-specific matter. The increase of study hours and number of courses and the provision of the teaching aids were also needed by both parties. The students further specified their needs for language activities such as language games, role-playing, and oral presentation, and the modification of course assessment techniques to involve more of in-class exercises and oral presentation. Also, the teachers indicated their needs in an in-service training, particularly the training on how to teach the specialized English courses and the enhancement of English listening ability.

5.2 Discussions of the main findings

The findings concerning the problems and needs in English teaching and learning are discussed below.

5.2.1 The students' difficulty in learning language skills

As a whole, the problems in English teaching and learning were at a moderately serious level. However, when looking at individual problems, those regarding the students' difficulty in learning language skills were very serious. This

finding supported those of Hengsakul (1980) and Jai-ngam (1990) that the students in the area of Physical Education had a low level of English proficiency. This may be due to the inadequate exposure to English practice. Four out of seven disciplines are required to undertake only 3 credits or 1 English subject (Table 1.1, p. 2). This insufficiency may slow down their progress in learning English. Furthermore, the majority of students lacked experience in participating in any courses or activities related to English (Table 4.2, p. 36). As the institutes are oriented toward sports and physical sciences, the extra activities related to English practice may not be much promoted. It can also be seen here that the problem about the students' English proficiency was reflected in their needs. Because of the inadequacy of their English proficiency, both the students and teachers suggested an English preparatory course to help prepare the students before entering the compulsory courses.

Among the four skills, difficulty in learning speaking skill was the most serious problem. This corresponds with the findings of Jai-ngam (1992) that physical education students had a low level of English speaking ability. The findings of the present study is also congruent with the study of Teo et al. (2004) in that the students at tertiary level in southern Thailand lacked speaking ability the most. Therefore, there was a strong need to practice speaking and listening while the practice of reading, writing, and translation were needed at a lesser degree. However, this present finding is not consistent with that of Khankaew (1985) who found that the students in northeast Physical Education Colleges needed to practice listening, speaking, reading, and writing only at a moderate level while the need for translation practice was at a highest level.

Among problems concerning difficulty in learning language skills, the lack of vocabulary knowledge affects all language skills learning particularly in listening and reading. In listening skill, the students' serious problems concerned the inability to recognize general vocabulary and subject-specific vocabulary. This is partly consistent with the findings of Mudpongdua's study (2002) which discussed that the students at a polytechnical college lacked technical vocabulary knowledge. As for the reading skill, the serious problem was that the students did not know the meaning of words. This finding is similar to that of Sawasthaworn' s study (1990) that the lack of knowledge of vocabulary and idioms was a very serious problem in reading skills of

students at Mahasarakham Teachers' College. Thus, the present finding related to the lack of vocabulary knowledge confirms that this problem has become a crisis among learners as it leads to the difficulty in developing other related skills.

To focus on the difficulty in learning speaking skill, the problem of having no opportunities to use English in daily life was the most serious. The result is similar to the finding identified by Amornrattanasak (1999). She revealed that the lack of opportunity to use English outside class was a serious problem in learning and teaching English at Ramkhamhaeng University.

In writing, the very serious problem was that the students had no ideas of what to write. This can be assumed that they lack background knowledge of what they are writing about.

Among disciplines, some problems related to difficulty in learning language skills were significantly considered at different degrees of seriousness. To be specific, the students of Recreation discipline perceived the problems more seriously than others. This result seems to be contradictory as this group of students is exposed to more English language practice as they are required to take 12 credits or 4 subjects in English. The fact that their problems in learning are serious signifies that an action needs to be taken to assist them.

Moreover, it is interesting to learn that the degrees of seriousness of almost all problems concerning the students' difficulty in learning language skills were significantly different when compared between the views of the students and the teachers. The reason why the teachers perceived all the problems more seriously than the students did might be because of their unfulfilled expectation. The teachers may realize that students are not able to develop their proficiency as stated in the objectives of the curriculum due to those specified problems.

Regarding the needs for students' language skills practice, both students and teachers agreed that the practice on the four skills with particular emphasis on daily life English such as making conversations, writing notes, filling in forms, and reading news is highly necessary. This was partly consistent with the findings revealed by Apichartwattana (1993) in that the needs in learning a Fundamental English course of students at Naresuan University were the practice of listening to conversations used in daily life and the speaking practice concerning daily life dialogues. For the subject-

specific matter, the items concerning sports and health were the most needed. This might be because the majority of students (63.1%) majored in Physical Education as revealed in the students' general background (Table 4.1, p. 35).

5.2.2 The students' learning behaviors

Turning now to the students' learning behaviors, the problems of being afraid of answering questions in class and being shy of making mistakes when speaking English were very serious, especially among students of Recreation and Physical Education disciplines. These findings were congruent with the finding about the teaching methods (Table 4.12, p. 60) in that the teachers asked the students to answer questions one by one. Their shyness or hesitation implies that the students lacked confidence in learning English. When students have no self-confidence in learning a language, it is difficult to be successful language learners as Duley et al. (1982) propose that self-confidence is very much related to second language development. Therefore, an orientation was deemed essential in order to help establish positive attitudes towards learning English and also teachers can teach them to learn how to learn, to eradicate certain problematic learning behaviors. Moreover, teachers should use some other teaching methods to create pleasant atmosphere which will ease students into classroom participation.

5.2.3 The English curriculum and course content

As for the English curriculum and course content, the more serious problems concerned the insufficiency of courses and number of hours. The findings are consistent with the number of courses and study hours stated in the physical education curriculum as presented in Table 1.1 (p. 2). It can be seen that students' exposure to English in class is considerably limited especially those majoring in Physical Education, Health Education, Sports Science, and Health Science who are required to undertake only one general English course with 3 credits. This hinders being proficient in English as Spolsky (1989, p. 148) posited that "the more time spent learning any aspect of a second language, the more will be learned" and Ellis (1985)

stated that the learners with longer exposure to second language have the more native-like second language proficiency. It can be noted that these findings are congruent with the finding that the institutes promoted English subjects less than subjects in the fields of sports and physical education (Table 4.21, p. 74) resulting in the limited exposure to English. The finding of this study was also in agreement with the findings of Hengsakul (1980) who found that the number of English courses in the English curriculum of the Colleges of Physical Education was inadequate. It can be noted that the insufficiency of courses and having too small number of study hours were reflected in the needs. Based on the findings, both students and teachers preferred more study hours for English compulsory courses and more specialized courses for all disciplines.

5.2.4 The instructional materials

Necessary teaching materials were inadequate or not available in the current teaching and learning situation. For example, there was a lack of cable TV for listening practice, a lack of audio-visual aids, and a lack of opportunities to learn in a language laboratory. This is consistent with the findings of Khankaew (1985) and Jai-ngam (1990) that the students in the Colleges of Physical Education had very few chances to learn in a language laboratory. The students also pointed out that their teachers did not use teaching aids in class (Table 4.12, p. 60). All these show that teaching aids have been insufficiently facilitated by the educational institutions. Besides, there were no textbooks prescribed for specialized courses. This may imply that the ministry has not provided appropriate assistance for English teachers in these institutes. For the needs, the students and teachers highly needed the fully-equipped language laboratory and the audio-visual aids (TV, DVD players, and CDs) in teaching and learning of English. The reason for this might be that they perceive these as the most effective teaching aids for English practice in the situation where English is not used outside class.

5.2.5 The teaching methods and teachers' performance

Concerning the teaching methods, the students expressed that they were nervous in learning English as each of them would be randomly called to answer questions. Because of this, it seems difficult for the students to develop their English ability as Brown (2000, p. 143) states that “both too much and too little anxiety may hinder the process of successful second language learning”. Therefore, the teachers should utilize the teaching technique making students relaxed in English class and attentive in English learning.

For the teachers, they specified their own performance as a slightly serious problem. This is congruent with the findings about their general background (Table 4.4, p. 38) in that more than half of them (54.5%) held Master's degree, almost all of them (90.6%) held a certificate in English teaching and 63.6% of them had been teaching English at the Institute of Physical Education and the College of Physical Education for more than 9 years. Their qualifications make them confident in their teaching performance. However, they accepted their technical knowledge insufficiency. The teachers had limited knowledge of the content of specialized courses and they lacked knowledge of how to teach those courses. This might be because new courses have been introduced after the institutes became the provider of tertiary education in a wider range of disciplines and that the specified course content was not provided in the curriculum (Table 4.18, p. 71). As a result, the teachers wanted to be trained in how to teach the specialized English courses most urgently. Moreover, the teachers wanted to practice the listening skill most. It can be implied that their listening ability may not be as strong as the other skills.

5.2.6 The institutes' administrative policy

One of very serious problems regarding the institutes' administrative policy was that the students had to join community's sport competition and service the community affecting English study time. This is consistent with the needs for more study hours in English teaching and learning (Table 4.25, p. 80). Based on these problem and need, it can be implied that the institutes promoted English less than the

subjects in the fields of sports and physical education as English is not the main discipline of these institutes. Moreover, such a lesser degree of support might cause other problems such as teachers' having no support to attend trainings in English teaching, lacking financial support to provide supplementary activities in order to develop students' English skills, and teachers' having too much extra work to serve the main disciplines as shown in Table 4.21 (p. 74).

5.2.7 Language activities and course assessment techniques

As for the classroom activities, the students mostly wanted to learn English through games. This is not surprising because young learners and adults are highly willing to play games as Wright et al. (1994) suggest that games are not only found to give practice in all the skills in all the stages of the teaching and learning but also help and encourage the learners to sustain their interest. In addition, a role play was highly needed in teaching and learning of English. This might be because the students perceive the importance of a role play in that it could make the English which is heard in a classroom more natural and realistic as the conversations of role playing are for real life communication (Gerber, 1990). Another possible reason might be that the learners view role playing as a fun and enjoyable activity which enhances motivation and lowers anxiety (Agelasto, 1991). This finding of the present study is similar to the past study by Atiratana (1985) that third-year Business students at the Department of Commerce under the auspices of the Colleges of Technology and Vocational Education needed the learning activities like role playing or drama as they were close to real life situations.

For the course assessment, one possible reason why the students mostly preferred the oral presentation and doing in-class exercises might be that they find it easier to cope with, and such tests may be less stressful compared with the conventional written tests.

5.3 Implications of the study

The results of this study may be helpful for a number of educational professionals in charge of Institutes of Physical Education, and the Ministry of Tourism and Sports. The implications are presented as follows.

5.3.1 It is obvious that the students were concerned that their language skills were at a critical level. The followings are some suggestions for English teachers, institutes administrators, and the Ministry of Tourism and Sports.

5.3.1.1 Teachers can help low proficiency students in the following ways. To start with, a preparatory English course should be provided for the first year students. The teachers should be more aware of the suitable level of difficulty of both general subject-matter and subject-specific matter for the students. The teachers should also emphasize more on the practice of speaking and listening skills as they are strongly needed. In class, they should reduce classroom anxiety by not asking students to answer questions individually. Importantly, the teaching aids, interesting teaching techniques, and language games should be utilized in English teaching and learning to enhance motivation and positive attitudes toward English learning. Also, the oral presentation and in-class exercises should be included as part of the classroom assessment. Moreover, the teachers should organize special programs or training courses related to English for students to improve their language proficiency.

5.3.1.2 Institutes administrators should take into account the problems concerning students' having low proficiency in English. As it was found that the students had to join community's sport competition and to service the community which affected the English learning time, institutes administrators can help students develop their English proficiency by providing extra classes after school or at weekends that students are required to attend. The administrators should increase the budget allotment for the development of English teaching and learning. With a higher amount of budget, the teachers can provide students more English experience through a variety of programs.

5.3.1.3 To solve the problem of students' low proficiency, the Ministry of Tourism and Sports should reconsider the balance between spending time for community sport services and studying. Moreover, the ministry should take the

problem of insufficiency of English courses into consideration. If possible, more compulsory courses of both general English and specialized English should be added in the Institutes of Physical Education curriculum. Also, the number of courses and credits for all disciplines should be equal and that the number of compulsory English courses should not be less than 12 credits, which is the number required in other tertiary institutions. Furthermore, the ministry should allocate a special budget for all institutions to arrange training courses or activities related to English in order to improve the students' English ability. With an adequate budget, institutes administrators can provide a fully-equipped language laboratory, the prescribed textbooks for specific disciplines, and other necessary teaching materials.

5.3.2 According to this study, the students' learning behaviors were also problematic; they seemed to be afraid of answering questions in class and shy of making mistakes when speaking English. This suggests that an orientation on how to learn and activities to enhance positive attitudes toward English learning should be arranged. The teachers may invite successful ex-students or celebrities to give a talk on the importance and the tips in learning English. This will help students to appreciate the merit of learning English and they will pay more attention in English learning.

5.3.3 The findings indicate that the teachers lacked knowledge of how to teach the specialized courses. To support them to teach more effectively, the Ministry of Tourism and Sports should set a priority for teacher-training programs, specifically on teaching methodology and teaching techniques with a particular focus on specialized English courses.

5.4 Recommendations for further studies

Based on this study, some issues have not been examined because of some constraints and limitations. Thus, some of these are recommended for further studies.

5.4.1 This study indicates that the students' speaking and listening abilities were perceived as more serious problems than others. As a consequence, the most urgent study is to carry out a study to enhance those abilities.

5.4.2 As language skills were the most serious problems in English teaching and learning at the Institutes of Physical Education, the causes of the problems and the details of the problematic aspects should be thoroughly investigated. Knowing the exact causes and pinpointed problems can help teachers and institutes administrators find the more proper solutions to the problems.

5.4.3 The findings in this study indicate that the teachers did not know the content of specialized English courses. It is worth conducting a comprehensive needs analysis for the specialized English courses at the Institutes of Physical Education.

5.4.4 The findings of this study were only based on teachers' and students' perceptions, the measurement of students' English proficiency level should be conducted to confirm the results of this study and to provide a baseline for students' further improvement.

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APPENDICES

APPENDIX A
QUESTIONNAIRE (ENGLISH)

Student Questionnaire

Problems and needs in English teaching and learning at the Institutes of Physical Education, Thailand

Dear Students

This questionnaire aims to find out problems and needs in English teaching and learning at all 17 Institutes of Physical Education. The information obtained will act as a guideline for the more effective management of English teaching and learning.

The questionnaire is divided into 3 parts

Part 1: General background of students

Part 2: Problems in learning English at the Institutes of Physical Education

Part 3: Needs in English teaching and learning at the Institutes of Physical Education

Please be informed that the information obtained will be presented as overall findings that would not affect you.

Thank you very much.

Supaporn Klaichim
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Part 1 General background

Instruction: Please tick (✓) in the columns that represent your fact and fill in the blank.

1. Age

- 18-20 yrs old 21-23 yrs old More than 23 yrs old

2. Year of study

- 1st year 2nd year 3rd year 4th year 5th year

3. Disciplines

- Physical Education
 Health Education
 Sports Science
 Health Science
 Communication Arts
 Business
 Recreation

4. Length of time for learning English

- 8-10 yrs 11-13 yrs 14 yrs up

5. Experience in participating in any English courses or English trainings outside class time, held by the Institute of Physical Education

- Yes Courses (more than one answer is possible)

- English for Communication in Careers/Specialized English
 English for Communication in Daily life
 Others (Please specify)

- No Reasons (more than one answer is possible)

- The institutes' not providing specific courses to your discipline
 Not having adequate English background to participate in courses
 Not being required to join courses
 Uninteresting courses
 Lacking financial support
 Having no interest
 Disliking English
 Others (Please specify)

6. Experience in participating in any activities related to English, held by the Institute of Physical Education

Yes

Activities (more than one answer is possible)

- Taking part in an English Camp
- Being an athlete in the international sports competition
- Welcoming sport players
- Hosting sport players
- Calling sport players to register before the games
- Being a sport staff of international sports events
- Being a referee
- Being a staff in the awarding ceremonies
- Others (Please specify)

No

Reasons (more than one answer is possible)

- Not being selected to take part in activities
- Not being required to take part in activities
- Not good at English
- Dislike doing activities
- Others (Please specify)

7. How much do you **agree** with these statements?

7.1 English is a means for communication in your daily life.

Strongly agree Agree Moderately agree Disagree Strongly disagree

7.2 English is beneficial for your further study.

Strongly agree Agree Moderately agree Disagree Strongly disagree

7.3 English is necessary for your future career.

Strongly agree Agree Moderately agree Disagree Strongly disagree

7.4 You are satisfied with learning English.

Strongly agree Agree Moderately agree Disagree Strongly disagree

7.5 English subjects are easy.

Strongly agree Agree Moderately agree Disagree Strongly disagree

Part 2 Problems in learning English at the Institutes of Physical Education

Instruction: Please tick (✓) in the columns that represent your opinions.

5 means Most serious

4 means Very serious

3 means Moderately serious

2 means Slightly serious

1 means Least serious

Problem	Level of Seriousness				
	Most Serious	Very Serious	Moderately Serious	Slightly Serious	Least Serious
	5	4	3	2	1
1. <u>To what extent do these following behaviors affect your English learning?</u>					
1.1 Being absent from English class.....
1.2 Being late for class.....
1.3 Not doing homework.....
1.4 Not taking learning materials.....
1.5 Not being attentive in English class.....
1.6 Being afraid of answering questions in class.....
1.7 Disliking doing language activities
1.8 Being shy of making mistakes when speaking.....
1.9 Being a slow learner making it impossible to follow what a teacher's teaching.....
2. <u>To what degree do you have the difficulty in learning language skills?</u>					
<i>Listening skill</i>					
2.1 Being unable to recognize general vocabularies....
2.2 Being unable to recognize subject-specific vocabularies.....
2.3 Not understanding simple sentences.....
2.4 Not understanding short simple dialogues used in daily life.....
2.5 Not understanding general-subject matter.....
2.6 Not understanding subject-specific matter.....

Problem	Level of Seriousness				
	Most Serious 5	Very Serious 4	Moderately Serious 3	Slightly Serious 2	Least Serious 1
<u>To what degree do you have the difficulty in learning language skills?</u> (continued)					
<i>Speaking skill</i>					
2.7 Not knowing vocabularies to use.....
2.8 Knowing vocabularies but unable to pronounce them correctly.....
2.9 Speaking broken English.....
2.10 Being unable to speak complex sentences.....
2.11 Not knowing stress patterns and intonation.....
2.12 Lacking ability to converse on daily life topics....
2.13 Lacking ability to converse about subject-specific matter.....
2.14 Having no opportunity to use English in daily life.....
<i>Reading skill</i>					
2.15 Being unable to pronounce even simple words....
2.16 Being able to pronounce words but not knowing the meanings.....
2.17 Being unable to read at a sentence level.....
2.18 Not understanding sentence structure causing the incomprehensibility of the meanings.....
2.19 Lacking skill of guessing meaning of words and sentences.....
2.20 Lacking ability to specify main ideas.....
2.21 Lacking ability to analyze and synthesize the texts.....
2.22 Lacking understanding of general-subject matter..
2.23 Lacking understanding of subject-specific matter.
<i>Writing skill</i>					
2.24 Being unable to write English letters.....
2.25 Being unable to spell vocabularies (having to copy all letters from textbooks).....
2.26 Not knowing vocabularies to use.....

Problem	Level of Seriousness				
	Most Serious 5	Very Serious 4	Moderately Serious 3	Slightly Serious 2	Least Serious 1
<u>To what degree do you have the difficulty in learning language skills?</u> (continued)					
<i>Writing skill (continued)</i>					
2.27 Knowing vocabularies but being unable to spell them correctly.....
2.28 Lacking knowledge of sentence structure.....
2.29 Not knowing how to use punctuation.....
2.30 Lacking knowledge of how to use conjunctions/ transition words.....
2.31 Being unable to write a paragraph, but just answering multiple choice questions.....
2.32 Having no ideas of what to write.....
2.33 Being unable to write short notes.....
2.34 Being unable to fill out the forms.....
2.35 Being unable to write descriptions of people and places.....
2.36 Being unable to write business letters, e.g. job application letters.....
<u>3. To what extent do you have learning problems concerning English curriculum and content?</u>					
3.1 Uninteresting content of an English for Communication course.....
3.2 Uninteresting content of specialized English courses.....
3.3 Too difficult vocabularies of an English for Communication course.....
3.4 Too difficult vocabularies of specialized English courses.....
3.5 Too small number of compulsory courses of general English.....
3.6 Too small number of compulsory courses of specialized English.....
3.7 Having no specialized English courses for specific disciplines.....

Problem	Level of Seriousness				
	Most Serious 5	Very Serious 4	Moderately Serious 3	Slightly Serious 2	Least Serious 1
<u>To what extent do you have learning problems concerning English curriculum and content?</u> (continued)					
3.8 Too small number of hours for each course.....
3.9 Having no courses specific to each skill (listening, speaking, reading, and writing) causing difficulty in language skills development.....
3.10 Having no elective courses that suit students' interest.....
<u>4. To what extent do you have English learning problems caused by instructional materials?</u>					
4.1 Insufficient English textbooks and learning materials.....
4.2 Mismatch between the content in the textbooks used and the content specified in the curriculum or syllabus of the specialized courses.....
4.3 Lack of visual aids, e.g. TV, VDO players, DVD players, CDs, and tape recorders.....
4.4 Low quality of visual aids.....
4.5 Lack of opportunities to use the language laboratory.....
4.6 Lack of cable TV for listening practice.....
<u>5. To what degree do you have learning problems due to teaching methods?</u>					
5.1 Lacking specialists in teaching specialized English courses.....
5.2 Not using teaching aids (pictures, real materials, CDs, etc) in teaching.....
5.3 Uninteresting teaching techniques.....
5.4 Emphasizing pronunciation of words and grammar rather than communication in speaking hours making learners afraid to speak.....

Problem	Level of Seriousness				
	Most Serious 5	Very Serious 4	Moderately Serious 3	Slightly Serious 2	Least Serious 1
<u>To what degree do you have learning problems due to teaching methods?</u> (continued)					
5.5 Increasing pressure from teacher' scoring based on answers in class.....
5.6 Having to answer questions one by one making learners nervous in learning English.....
5.7 Having no chance to do a role-play or to practice communication skills.....
5.8 Students' not receiving attention in class.....
5.9 Using Thai language as a means of instruction causing lack of opportunity for listening practice...

Part 3 Needs in English teaching and learning at the Institute of Physical Education**Instruction:** Please tick (✓) or rank items in the columns that represent your perceptions.

1. Do you want to take a preparatory English course in order to improve your English background?

 Yes No
If yes, **please rank the content you want to learn from 1-3**

(1 = highest degree of want, 3 = lowest degree of want)

-
- Communication skill for daily life
-
-
- Grammar
-
-
- Vocabulary
-
-
- Others (Please specify)

2. What language skills do you want to practice? **Please rank them from 1-5**

(1 = highest degree of want, 5 = lowest degree of want)

 Listening Speaking Reading Writing Translation
3. What items do you want for the practice of listening? **Please rank them from 1-5**

(1 = highest degree of want, 5 = lowest degree of want)

-
- Short dialogues used in daily life
-
-
- Advertisements and short general articles
-
-
- Short news concerning sports and health
-
-
- Dialogues concerning health business
-
-
- Subjects concerning tourism and tourist attractions
-
-
- Others (Please specify)

4. What items do you want for the practice of speaking? **Please rank them from 1-7**

(1 = highest degree of want, 7 = lowest degree of want)

-
- Pronunciation of general vocabularies and technical terms
-
-
- Short dialogues used in daily life
-
-
- Dialogues concerning sports and health
-
-
- Dialogues concerning health business
-
-
- Being referees
-
-
- Introducing games and recreation activities
-
-
- Information about tourism and tourist attractions
-
-
- Others (Please specify)

5. What items do you want for the practice of reading? **Please rank them from 1-5**

(1 = highest degree of want, 5 = lowest degree of want)

- Newspapers, magazines, and printed documents in general
- Prescribed textbooks specific to your discipline
- Newspapers, magazines, and printed documents about sports and health
- Newspapers, magazines, and printed documents about health business
- Newspapers, magazines, and printed documents about tourism
- Others (Please specify)

6. What items do you want for the practice of writing? **Please rank them from 1-7**

(1 = highest degree of want, 7 = lowest degree of want)

- Short simple sentences
- Short messages or notes
- Filling in forms
- Passages related to sports
- Various kinds of business letters
- Descriptions of places and tourist attractions
- Descriptions of people
- Others (Please specify)

7. What items do you want for the practice of translation? **Please rank them from 1-4**

(1 = highest degree of want, 4 = lowest degree of want)

- Articles and news about general subject-matter
- Articles and news about sports and health
- Articles and news about health business
- Articles and news about recreation and tourism
- Others (Please specify)

8. Should the number of study hours of compulsory English courses be added?

- Yes Reason
- No Reason

9. Should students of all disciplines be required to take specialized courses of English?

Yes

No

If yes, how many courses should be provided?

2 courses

3 courses

More than 3 courses

Further specialized courses you need

1.

2.

3.

10. What teaching aids do you want in learning English? **Please rank them from 1-5**

(1 = highest degree of want, 5 = lowest degree of want)

Audio-visual aids (TV, DVD players, CDs)

Fully-equipped language laboratory

Prescribed textbooks for specific disciplines

Cable TV

The Internet

Others (Please specify)

11. What activities should be offered in English teaching and learning?

Please rank them from 1-5 (1 = highest degree of want, 5 = lowest degree of want)

Language games

Role-playing

Oral presentation

Group discussion

Debate

Others (Please specify)

12. What language activities do you want to do outside class time? **Please rank them from 1-5**

(1 = highest degree of want, 5 = lowest degree of want)

Making bulletin boards of English

Producing English newsletters

Broadcasting in English within the institute

English singing contest

English skills competitions

Others (Please specify)

13. What course assessment techniques do you want in learning English? **Please rank them from 1-6**

(1 = highest degree of want, 6 = lowest degree of want)

- Oral presentation
- Taking paper tests
- Writing a report
- Oral tests
- Doing in-class exercises
- Doing role-play
- Others (Please specify)

14. Suggestions to solve problems in English teaching and learning at the Institutes of Physical Education

.....

.....

.....

.....

Thank you for your complete answers

The researcher

Teacher Questionnaire

Problems and needs in English teaching and learning at the Institutes of Physical Education, Thailand

Dear English teachers

This questionnaire acts as a research instrument for a study of problems and needs in English teaching and learning at all 17 Institutes of Physical Education. The information obtained will act as a guideline for the more effective management of English teaching and learning.

The questionnaire is divided into 3 parts

Part 1: General background of English teachers

Part 2: English teachers' problems in teaching English at the Institutes of
Physical Education

Part 3: English teachers' needs in English teaching and learning at the Institutes of
Physical Education

Please be informed that the information obtained from the responses will be presented as overall findings that would not affect you.

Thank you very much.

Supaporn Klaichim
M.A. in Applied Linguistics
Department of Languages and Linguistics,
Faculty of Liberal Arts, Prince of Songkla University,
Hat Yai Campus

Part 1 General background

Instruction: Please tick (✓) in the columns that represent your fact and fill in the blank.

1. Gender
 Male Female

 2. Position
 Permanent staff Contract staff Others (Please specify).....

 3. Highest degree attained
 Bachelor's degree Master's degree Doctoral degree
 Others (Please specify).....

 4. Certificate in English teaching
 Yes No

 5. Experience in English teaching at the Institute of Physical Education and the College of Physical Education
 1-3 yrs 4-6 yrs 7-9 yrs More than 9 yrs

 6. Number of English teaching hours per week
 Less than 10 hrs 10-15 hrs 16-21 hrs More than 21 hrs

 7. Extra work in the Institute
 Yes No
- If yes, please specify
- | | |
|--|--|
| <input type="checkbox"/> Language Operation Center
<input type="checkbox"/> Plan and Budget
<input type="checkbox"/> Information System
<input type="checkbox"/> Academic Service Center
<input type="checkbox"/> Research and Development
<input type="checkbox"/> Counseling
<input type="checkbox"/> Health Care
<input type="checkbox"/> Others (Please specify)..... | <input type="checkbox"/> Curriculum and Learning
<input type="checkbox"/> Academic Record and Assessment
<input type="checkbox"/> Students' Welfare
<input type="checkbox"/> Students' Affairs
<input type="checkbox"/> Quality Assurance
<input type="checkbox"/> Public Relations
<input type="checkbox"/> Foreign Relations |
|--|--|

Part 2 Problems in teaching English at the Institute of Physical Education**Instruction:** Please tick (✓) in the columns that represent your opinions

5 means Most serious

4 means Very serious

3 means Moderately serious

2 means Slightly serious

1 means Least serious

Problem	Level of Seriousness				
	Most Serious	Very Serious	Moderately Serious	Slightly Serious	Least Serious
	5	4	3	2	1
1. <u>To what extent do these students' behaviors cause problems in teaching English?</u>					
1.1 Being absent from English class.....
1.2 Being late for class.....
1.3 Not doing homework.....
1.4 Not taking learning materials.....
1.5 Not being attentive in English class.....
1.6 Being afraid of answering questions in class.....
1.7 Disliking doing language activities.....
1.8 Being shy of making mistakes when speaking English.....
1.9 Not being able to follow English lessons.....
2. <u>To what degree do your students have the difficulty in learning language skills?</u>					
<i>Listening skill</i>					
2.1 Being unable to recognize general vocabularies.....
2.2 Being unable to recognize subject-specific vocabularies.....
2.3 Not understanding simple sentences.....
2.4 Not understanding short simple dialogues used in daily life.....
2.5 Not understanding general-subject matter.....
2.6 Not understanding subject-specific matter.....

Problem	Level of Seriousness				
	Most Serious	Very Serious	Moderately Serious	Slightly Serious	Least Serious
	5	4	3	2	1
<u>To what degree do your students have the difficulty in learning language skills? (continued)</u>					
<i>Speaking skill</i>					
2.7 Not knowing vocabularies to use.....
2.8 Knowing vocabularies but unable to pronounce them correctly.....
2.9 Speaking broken English.....
2.10 Being unable to speak complex sentences.....
2.11 Not knowing stress patterns and intonation.....
2.12 Lacking ability to converse on daily life topics
2.13 Lacking ability to converse about subject-specific matter.....
2.14 Having no opportunity to use English in daily life.....
<i>Reading skill</i>					
2.15 Being unable to pronounce even simple words
2.16 Being able to pronounce words but not knowing the meanings.....
2.17 Being unable to read at a sentence level.....
2.18 Not understanding sentence structure causing the incomprehensibility of the meanings.....
2.19 Lacking skill of guessing meaning of words and sentences.....
2.20 Lacking ability to specify main ideas.....
2.21 Lacking ability to analyze and synthesize the texts.....
2.22 Lacking understanding of general-subject matter.....
2.23 Lacking understanding of subject-specific matter.....

Problem	Level of Seriousness				
	Most Serious	Very Serious	Moderately Serious	Slightly Serious	Least Serious
	5	4	3	2	1
<u>To what degree do your students have the difficulty in learning language skills? (continued)</u>					
<i>Writing skill</i>					
2.24 Being unable to write English letters.....
2.25 Being unable to spell vocabularies (having to copy all letters from textbooks).....
2.26 Not knowing vocabularies to use.....
2.27 Knowing vocabularies but being unable to spell them correctly.....
2.28 Lacking knowledge of sentence structure.....
2.29 Not knowing how to use punctuation.....
2.30 Lacking knowledge of how to use conjunctions/transition words.....
2.31 Being unable to write a paragraph, but just answering multiple choice questions..
2.32 Having no ideas of what to write.....
2.33 Being unable to write short notes.....
2.34 Being unable to fill out the forms.....
2.35 Being unable to write descriptions of people and places.....
2.36 Being unable to write business letters, e.g. job application letters.....
<u>3. To what extent do you have English teaching problems concerning English curriculum and content?</u>					
3.1 Uninteresting content of an English for Communication course.....
3.2 Uninteresting content of specialized English courses.....
3.3 Too difficult vocabularies of an English for Communication course.....
3.4 Too difficult vocabularies of specialized English courses

Problem	Level of Seriousness				
	Most Serious	Very Serious	Moderately Serious	Slightly Serious	Least Serious
	5	4	3	2	1
<u>To what extent do you have English teaching problems concerning English curriculum and content?</u> (continued)					
3.5 Too small number of compulsory courses of general English
3.6 Too small number of compulsory courses of specialized English.....
3.7 Having no specialized English courses for specific disciplines.....
3.8 Too small number of hours for each course.....
3.9 Having no courses specific to each skill (listening, speaking, reading, and writing) causing difficulty in language skills development.....
3.10 Having no elective courses that suit students' interest.....
3.11 Unclear course descriptions
3.12 Not having course objectives.....
3.13 Not having the specified course content.....
<u>4. To what extent do you have English teaching problems caused by instructional materials?</u>					
4.1 Insufficient English textbooks and learning materials.....
4.2 Mismatch between the content in the textbooks used and the content specified in the curriculum or syllabus of the specialized courses.....
4.3 Lack of visual aids, e.g. TV, VDO players, DVD players, CDs, and tape recorders.....
4.4 Low quality of visual aids.....
4.5 Students' lack of opportunities to use the language laboratory.....
4.6 Students' lack of cable TV for listening practice

Problem	Level of Seriousness				
	Most Serious	Very Serious	Moderately Serious	Slightly Serious	Least Serious
	5	4	3	2	1
5. <u>To what degree do you face the problems concerning your teaching?</u>					
5.1 Lacking knowledge of the content of specialized courses, e.g. English for Recreation Profession and Business English.....
5.2 Lacking knowledge of how to teach specialized courses of English.....
5.3 Lacking knowledge of varied and interesting teaching techniques.....
5.4 Not knowing how to utilize audio-visual aids...
5.5 Being unsure of the knowledge of English grammar.....
5.6 Having no confidence in using English skills....
5.7 Having no confidence in communicative language teaching.....
5.8 Being unsure of the ability of test construction.
6. <u>To what degree does the institutes' administrative policy affect the quality of your teaching?</u>					
6.1 Inadequate number of English teachers making the overworking load.....
6.2 Having extra work, e.g. Foreign Relations and Academic Service Center.....
6.3 Not having the head of language program to give advice when needed.....
6.4 Having no support to attend trainings in English teaching.....
6.5 Lacking financial support to provide supplementary activities in order to develop students' English skills

Problem	Level of Seriousness				
	Most Serious	Very Serious	Moderately Serious	Slightly Serious	Least Serious
	5	4	3	2	1
<u>To what degree does the institute's administrative policy affect the quality of your teaching?</u> (continued)					
6.6 Students' having to join community's sport competition and to service the community affecting English study time.....
6.7 Institute's less promoting of English than the subjects in the fields of sport and physical education.....

Part 3 Needs in English teaching and learning at the Institute of Physical Education

Instruction: Please tick (✓) or rank items in the columns that represent your perceptions.

1. Do you think an orientation on learning behaviors and activities promoting positive attitudes toward English should be provided for the first year students before the beginning of the first semester?

Yes No

2. Do you think a preparatory English course should be held for the first year students before the beginning of the first semester in order to improve their English background knowledge?

Yes No

If yes, **please rank the content necessary for students to learn from 1-3**

(1 = highest degree of necessity, 3 = lowest degree of necessity)

- Communication skill for daily life
 Grammar
 Vocabulary
 Others (Please specify)

3. Are you willing to organize the orientation (Item 1) and the preparatory English course (Item 2)?

Yes No Uncertain

4. To what extent should students be trained in each language skill? **Please rank skills from 1-5**

(1 = highest degree of necessity, 5 = lowest degree of necessity)

Listening Speaking Reading Writing Translation

5. What are the necessary items for students' listening practice? **Please rank them from 1-5**

(1 = highest degree of necessity, 5 = lowest degree of necessity)

- Short dialogues used in daily life
 Advertisements and short general articles
 Short news concerning sports and health
 Dialogues concerning health business
 Subjects concerning tourism and tourist attractions
 Others (Please specify)

6. What are the necessary items for students' speaking practice? **Please rank them from 1-7**

(1 = highest degree of necessity, 7 = lowest degree of necessity)

- Pronunciation of general vocabularies and technical terms
- Short dialogues used in daily life
- Dialogues concerning sports and health
- Dialogues concerning health business
- Being referees
- Introducing games and recreation activities
- Information about tourism and tourist attractions
- Others (Please specify)

7. What are the necessary items for students' reading practice? **Please rank them from 1-5**

(1 = highest degree of necessity, 5 = lowest degree of necessity)

- Newspapers, magazines, and printed documents in general
- Prescribed textbooks specific to their disciplines
- Newspapers, magazines, and printed documents about sports and health
- Newspapers, magazines, and printed documents about health business
- Newspapers, magazines, and printed documents about tourism
- Others (Please specify)

8. What are the necessary items for students' writing practice? **Please rank them from 1-7**

(1 = highest degree of necessity, 7 = lowest degree of necessity)

- Short simple sentences
- Short messages or notes
- Filling in forms
- Passages related to sports
- Various kinds of business letters
- Descriptions of places and tourist attractions
- Descriptions of people
- Others (Please specify)

9. What are the necessary items for students' translation practice? **Please rank them from 1-4**

(1 = highest degree of necessity, 4 = lowest degree of necessity)

- Articles and news about general subject-matter
- Articles and news about sports and health
- Articles and news about health business
- Articles and news about recreation and tourism
- Others (Please specify)

10. Should the number of study hours for compulsory English courses be added?

- Yes Reason
- No Reason

11. Should students of all disciplines be required to take specialized courses of English?

- Yes No
- If yes, how many courses should be provided?
- 2 courses
- 3 courses
- More than 3 courses

Further specialized courses necessary for students

1.
2.
3.

12. What teaching aids do you want in teaching English? **Please rank them from 1-5**

(1 = highest degree of want, 5 = lowest degree of want)

- Prescribed textbooks correspond with course objectives together with teachers' manuals
- Audio-visual aids (TV, DVD players, CDs)
- Fully-equipped Language Laboratory
- Cable TV
- The Internet
- Others (Please specify)

13. How urgent do you want to be trained in these aspects? **Please rank them from 1-6**

(1 = highest degree of urgency, 6 = lowest degree of urgency)

- How to produce learning materials
- How to teach the specialized English courses
- How to teach the general English courses
- How to utilize teaching aids in teaching
- How to produce simple teaching aids
- How to construct tests
- Others (Please specify)

14. How do you rank your needs in developing your English ability?

Please rank them from 1-6 (1 = highest degree of want, 6 = lowest degree of want)

- | | | |
|--|---|--|
| <input type="checkbox"/> Listening skill | <input type="checkbox"/> Speaking skill | <input type="checkbox"/> Reading skill |
| <input type="checkbox"/> Writing skill | <input type="checkbox"/> Pronunciation | <input type="checkbox"/> Grammar |
| <input type="checkbox"/> Others (Please specify) | | |

15. Suggestions to solve problems in English teaching and learning at the Institute of Physical Education

.....

.....

.....

.....

Thank you for your complete answers

The researcher

APPENDIX B
QUESTIONNAIRE (THAI)

แบบสอบถามนักศึกษา

ปัญหาและความต้องการในการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษา

เรียน นักศึกษาของสถาบันการพลศึกษา

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อศึกษาปัญหาและความต้องการในการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษา 17 วิทยาเขต ข้อมูลที่ได้จะเป็นแนวทางในการจัดการเรียนการสอนภาษาอังกฤษให้มีประสิทธิภาพยิ่งขึ้น

แบบสอบถามฉบับนี้มี 3 ตอน ประกอบด้วย

ตอนที่ 1 ข้อมูลทั่วไป

ตอนที่ 2 ปัญหาในการเรียนภาษาอังกฤษในสถาบันการพลศึกษา

ตอนที่ 3 ความต้องการในการจัดการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษา

ผู้วิจัยใคร่ขอความกรุณานักศึกษาให้ข้อมูลตามความเป็นจริง ข้อมูลที่ได้จากแบบสอบถามจะนำมาวิเคราะห์ในภาพรวม ซึ่งจะไม่มีผลกระทบต่อนักศึกษา

ผู้วิจัยขอขอบคุณในความกรุณาของนักศึกษามา ณ โอกาสนี้

นางสาวสุภาพร คล้ายนิม

นักศึกษาระดับปริญญาโท สาขาภาษาศาสตร์ประยุกต์
ภาควิชาภาษาและภาษาศาสตร์ คณะศิลปศาสตร์
มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่

ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง โปรดทำเครื่องหมาย / ลงใน ตามความเป็นจริง

1. อายุ
 - 18-20 ปี 21-23 ปี มากกว่า 23 ปี
2. ระดับชั้นปีที่เรียน
 - ชั้นปีที่ 1 ชั้นปีที่ 2 ชั้นปีที่ 3 ชั้นปีที่ 4 ชั้นปีที่ 5
3. สาขาวิชาที่เรียน
 - พลศึกษา
 - สุขศึกษา
 - วิทยาศาสตร์การกีฬา
 - วิทยาศาสตร์สุขภาพ
 - นิเทศศาสตร์
 - ธุรกิจ
 - นันทนาการ
4. นักศึกษาเรียนวิชาภาษาอังกฤษมาเป็นระยะเวลาานเท่าใด
 - 8-10 ปี 11-13 ปี 14 ปีขึ้นไป
5. นอกเหนือจากการเรียนในชั้นเรียน นักศึกษาเคยเรียนภาษาอังกฤษ/เข้าร่วมการอบรมภาษาอังกฤษซึ่งจัดโดยสถาบันการพลศึกษาหรือไม่
 - เคย หลักสูตร (ตอบได้มากกว่า 1 ข้อ)
 - ภาษาอังกฤษเพื่อการสื่อสารในงานอาชีพ หรือเฉพาะสาขาวิชา
 - ภาษาอังกฤษเพื่อการสื่อสารในชีวิตประจำวัน
 - อื่นๆ (โปรดระบุ)
 - ไม่เคย เพราะ (ตอบได้มากกว่า 1 ข้อ)
 - สถาบันไม่ได้จัดการอบรมสำหรับสาขาวิชาที่นักศึกษาเรียน
 - พื้นความรู้ภาษาอังกฤษไม่เพียงพอสำหรับการเข้าอบรม
 - หลักสูตรไม่บังคับให้เข้าร่วมการอบรม
 - การอบรมที่สถาบันฯจัดไม่น่าสนใจ
 - ขาดทุนทรัพย์ในการเข้าอบรม
 - ไม่สนใจเข้ารับการอบรม
 - ไม่ชอบภาษาอังกฤษ
 - อื่นๆ (โปรดระบุ)

6. นักศึกษาเคยเข้าร่วมกิจกรรมที่ต้องใช้ภาษาอังกฤษซึ่งจัดโดยสถาบันการพลศึกษาหรือไม่

- เคย กิจกรรม (ตอบได้มากกว่า 1 ข้อ)
- เข้าค่ายภาษาอังกฤษ
 - เข้าร่วมแข่งขันกีฬาระดับสากล
 - เป็นผู้ต้อนรับนักกีฬา
 - เป็นผู้ดูแลนักกีฬา
 - รับรายงานตัวนักกีฬา
 - เป็นเจ้าหน้าที่ประจำสนามกีฬา/สนามแข่งขันระดับสากล
 - เป็นผู้ตัดสินกีฬา
 - เป็นเจ้าหน้าที่ฝ่ายเหรียญรางวัลและเกียรติบัตร
 - อื่นๆ (โปรดระบุ)

- ไม่เคย เพราะ (ตอบได้มากกว่า 1 ข้อ)
- ไม่ได้รับคัดเลือกให้เข้าร่วมกิจกรรม
 - ไม่มีการบังคับให้เข้าร่วมกิจกรรม
 - ไม่เก่งภาษาอังกฤษ
 - ไม่ชอบทำกิจกรรม
 - อื่นๆ (โปรดระบุ)

7. นักศึกษาเห็นด้วยในประเด็นต่อไปนี้มากน้อยเพียงใด

7.1 ภาษาอังกฤษเป็นเครื่องมือในการสื่อสารในชีวิตประจำวันของนักศึกษา

- มากที่สุด มาก ปานกลาง น้อย น้อยที่สุด

7.2 ภาษาอังกฤษมีความสำคัญสำหรับการศึกษาต่อในอนาคตของนักศึกษา

- มากที่สุด มาก ปานกลาง น้อย น้อยที่สุด

7.3 ภาษาอังกฤษเป็นสิ่งจำเป็นในการประกอบอาชีพของนักศึกษา

- มากที่สุด มาก ปานกลาง น้อย น้อยที่สุด

7.4 นักศึกษามีความพอใจที่จะเรียนภาษาอังกฤษ

- มากที่สุด มาก ปานกลาง น้อย น้อยที่สุด

7.5 ภาษาอังกฤษเป็นวิชาที่ง่าย

- มากที่สุด มาก ปานกลาง น้อย น้อยที่สุด

ตอนที่ 2 ปัญหาในการเรียนภาษาอังกฤษในสถาบันการพลศึกษา

คำชี้แจง โปรดทำเครื่องหมาย / ลงในช่องที่ตรงตามความคิดเห็นของนักศึกษา

- 5 หมายถึง ปัญหาอยู่ในระดับ มากที่สุด
 4 หมายถึง ปัญหาอยู่ในระดับ มาก
 3 หมายถึง ปัญหาอยู่ในระดับ ปานกลาง
 2 หมายถึง ปัญหาอยู่ในระดับ น้อย
 1 หมายถึง ปัญหาอยู่ในระดับ น้อยที่สุด

ปัญหา	ระดับปัญหา				
	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1. พฤติกรรมต่อไปนี้ส่งผลกระทบต่อการเรียนภาษาอังกฤษของ นักศึกษามากน้อยเพียงใด					
1.1 ขาดเรียนวิชาภาษาอังกฤษ.....
1.2 เข้าเรียนสาย.....
1.3 ไม่ทำการบ้าน.....
1.4 ไม่นำเอกสารการเรียนมา.....
1.5 ไม่สนใจที่จะเรียนภาษาอังกฤษ.....
1.6 ไม่กล้าตอบคำถามในชั้นเรียน.....
1.7 ไม่ชอบทำกิจกรรมแสดงออกทางภาษา.....
1.8 อายที่จะพูดภาษาอังกฤษแบบผิดๆ.....
1.9 เรียนรู้ได้ช้า เรียนไม่ทันตามที่อาจารย์สอน.....
2. นักศึกษามีปัญหาในการเรียนทักษะภาษาอังกฤษต่อไปนี้มากน้อย เพียงใด					
ทักษะการฟัง					
2.1 ฟังคำศัพท์ทั่วไปไม่ออก.....
2.2 ฟังคำศัพท์เฉพาะด้านไม่ออก.....
2.3 ฟังประโยคง่ายๆไม่เข้าใจ.....
2.4 ฟังบทสนทนาสั้นๆ ง่ายๆ ที่ใช้ในชีวิตประจำวันไม่รู้เรื่อง.....
2.5 ฟังเรื่องทั่วไปไม่เข้าใจ.....
2.6 ฟังเรื่องเฉพาะสาขาวิชาไม่เข้าใจ.....

ปัญหา	ระดับปัญหา				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
<p>นักศึกษามีปัญหาในการเรียนทักษะภาษาอังกฤษต่อไปนี้มากที่สุดน้อยเพียงใด (ต่อ)</p> <p>ทักษะการพูด</p> <p>2.7 ไม่รู้ศัพท์ที่จะใช้.....</p> <p>2.8 รู้ศัพท์แต่ออกเสียงไม่ถูก.....</p> <p>2.9 พูดแบบเอาคำมาเรียงกันเพราะสร้างประโยคไม่เป็น.....</p> <p>2.10 พูดประโยคความซ้อนไม่ได้.....</p> <p>2.11 ออกเสียงหนักเบาในประโยคไม่ถูกต้อง.....</p> <p>2.12 สนทนาในเรื่องที่เกี่ยวกับชีวิตประจำวันไม่ได้.....</p> <p>2.13 สนทนาในเรื่องที่เกี่ยวกับสาขาวิชาเฉพาะไม่ได้.....</p> <p>2.14 ไม่มีโอกาสได้ใช้ในชีวิตประจำวัน.....</p> <p>ทักษะการอ่าน</p> <p>2.15 อ่านไม่ออกแม้แต่คำง่ายๆ.....</p> <p>2.16 อ่านศัพท์ออกแต่ไม่รู้ความหมาย.....</p> <p>2.17 อ่านประโยคไม่ออก.....</p> <p>2.18 ไม่เข้าใจโครงสร้างประโยคทำให้ไม่เข้าใจความหมายของสิ่งที่อ่าน.....</p> <p>2.19 ไม่มีทักษะการเดาความหมายของคำและประโยค.....</p> <p>2.20 จับใจความสำคัญไม่เป็น.....</p> <p>2.21 วิเคราะห์และสังเคราะห์เนื้อหาที่อ่านไม่เป็น.....</p> <p>2.22 อ่านเรื่องทั่วไปไม่เข้าใจ.....</p> <p>2.23 อ่านเรื่องเฉพาะสาขาวิชาไม่เข้าใจ.....</p> <p>.</p> <p>ทักษะการเขียน</p> <p>2.24 เขียนตัวอักษรไม่เป็น.....</p> <p>2.25 สะกดคำศัพท์ไม่ได้ ต้องลอกทุกตัวอักษรจากตำราเรียน.....</p> <p>2.26 ไม่รู้ศัพท์ที่จะใช้ในการเขียน.....</p> <p>2.27 รู้ศัพท์แต่สะกดคำผิด.....</p> <p>2.28 ไม่รู้โครงสร้างประโยค.....</p> <p>2.29 ไม่เข้าใจการใช้เครื่องหมายวรรคตอน.....</p>					

ปัญหา	ระดับปัญหา				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
<p>นักศึกษามีปัญหาในการเรียนทักษะภาษาอังกฤษต่อไปนี้น้อยเพียงใด (ต่อ)</p> <p>ทักษะการเขียน (ต่อ)</p> <p>2.30 ใช้คำเชื่อมประโยคไม่เป็น.....</p> <p>2.31 เขียนเป็นย่อหน้าไม่ได้ ทำได้แค่ตอบคำถามแบบปรนัย.....</p> <p>2.32 คิดเนื้อหาที่จะเขียนไม่ออก.....</p> <p>2.33 เขียนบันทึกสั้นๆไม่ได้.....</p> <p>2.34 กรอกแบบฟอร์มไม่ได้.....</p> <p>2.35 เขียนบรรยายบุคคลและสถานที่ไม่ได้.....</p> <p>2.36 เขียนจดหมายธุรกิจ เช่น จดหมายสมัครงาน ไม่ได้.....</p>					
<p>3. <u>นักศึกษาประสบปัญหาในการเรียนภาษาอังกฤษเนื่องจากหลักสูตร และเนื้อหาวิชามากน้อยเพียงใด</u></p> <p>3.1 เนื้อหาวิชาภาษาอังกฤษเพื่อการสื่อสารไม่น่าสนใจ.....</p> <p>3.2 เนื้อหาวิชาภาษาอังกฤษเฉพาะด้านไม่น่าสนใจ.....</p> <p>3.3 ศัพท์วิชาภาษาอังกฤษเพื่อการสื่อสารยากเกินไป.....</p> <p>3.4 ศัพท์วิชาภาษาอังกฤษเฉพาะด้านยากเกินไป.....</p> <p>3.5 จำนวนรายวิชาบังคับภาษาอังกฤษทั่วไปมีน้อยเกินไป.....</p> <p>3.6 จำนวนรายวิชาบังคับภาษาอังกฤษเฉพาะด้านมีน้อยเกินไป.....</p> <p>3.7 ไม่มีวิชาบังคับเฉพาะด้านในสาขาวิชาที่เรียน.....</p> <p>3.8 เวลาเรียนที่กำหนดไว้ในแต่ละรายวิชาน้อยเกินไป.....</p> <p>3.9 ไม่มีรายวิชาเฉพาะทักษะ (ฟัง พูด อ่าน และเขียน) ทำให้ยากในการพัฒนาความสามารถแต่ละทักษะ.....</p> <p>3.10 ไม่มีวิชาให้เลือกตามความสนใจ.....</p>					
<p>4. <u>นักศึกษาประสบปัญหาด้านสื่อการเรียนการสอนมากน้อยเพียงใด</u></p> <p>4.1 ขาดแคลนเอกสารและตำราเรียน.....</p> <p>4.2 เนื้อหาในตำราเรียนที่ใช้ไม่ตรงกับเนื้อหาวิชาเฉพาะ.....</p> <p>4.3 ขาดแคลนอุปกรณ์โสตทัศนูปกรณ์ เช่น วี วีดีโอ เครื่องเล่นเทป เครื่องดีวีดี ซีดี.....</p>					

ปัญหา	ระดับปัญหา				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
นักศึกษาประสบปัญหาด้านสื่อการเรียนการสอนมากน้อยเพียงใด (ต่อ)					
4.4 อุปกรณ์โสตทัศนูปกรณ์ด้อยประสิทธิภาพ.....
4.5 ไม่มีโอกาสได้เรียนในห้องปฏิบัติการทางภาษา.....
4.6 ไม่มีเครื่องฉาย cable TV ให้นักศึกษาฝึกฟังภาษา.....
5. <u>นักศึกษาประสบปัญหาเนื่องจากวิธีการจัดการเรียนการสอนมากน้อยเพียงใด</u>					
5.1 ขาดผู้มีความสามารถในการสอนวิชาภาษาอังกฤษเฉพาะด้าน.....
5.2 ไม่ใช่สื่อเช่น รูปภาพ วัสดุจริง ซีดี ฯลฯ ในการจัดกิจกรรมการเรียนการสอน.....
5.3 เทคนิคการสอนไม่น่าสนใจ.....
5.4 ในช่วงโม่งการพูด เน้นการออกเสียงที่ถูกต้องของคำและไวยากรณ์มากกว่าการสื่อสารทำให้ผู้เรียนไม่กล้าพูด.....
5.5 การให้คะแนนการตอบคำถามในชั้นเรียน ทำให้ผู้เรียนรู้สึกกดดัน.....
5.6 การต้องตอบคำถามเป็นรายบุคคล ทำให้ผู้เรียนเรียนด้วยความเครียด.....
5.7 ไม่มีโอกาสได้ฝึกทำกิจกรรมบทบาทสมมติหรือฝึกทักษะการสื่อสาร.....
5.8 ผู้เรียนไม่ได้รับความสนใจอย่างทั่วถึงขณะเรียนในห้อง.....
5.9 ใช้ภาษาไทยเป็นสื่อในการสอนทำให้ไม่ได้ฝึกฟังภาษาอังกฤษ.....

ตอนที่ 3 ความต้องการในการจัดการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษา

คำชี้แจง โปรดทำเครื่องหมาย / ลงในช่อง หรือจัดลำดับตามความสำคัญโดยระบุตัวเลขตามที่กำหนด

1. นักศึกษาต้องการเรียนภาษาอังกฤษเพื่อปรับความรู้พื้นฐานหรือไม่

ต้องการ ไม่ต้องการ

ถ้าต้องการ โปรดระบุหัวข้อที่ต้องการตามลำดับความสำคัญ 1-3 (1 = มากที่สุด, 3 = น้อยที่สุด)

ทักษะการสื่อสารในชีวิตประจำวัน

ไวยากรณ์

คำศัพท์

อื่นๆ (โปรดระบุ)

2. นักศึกษาต้องการฝึกทักษะใดบ้าง โปรดจัดลำดับความสำคัญ 1-5 (1 = มากที่สุด, 5 = น้อยที่สุด)

ฟัง พูด อ่าน เขียน การแปล

3. นักศึกษาต้องการฝึกฟังเกี่ยวกับเรื่องใดบ้าง โปรดจัดลำดับความสำคัญ 1-5 (1 = มากที่สุด, 5 = น้อยที่สุด)

บทสนทนาสั้นๆที่ใช้ในชีวิตประจำวัน

โฆษณา บทความสั้นๆ ทั่วไป

ข่าวสั้นๆที่เกี่ยวกับกีฬาและสุขภาพ

บทสนทนาเกี่ยวกับธุรกิจสุขภาพ

เนื้อหาเกี่ยวกับการท่องเที่ยวและแหล่งท่องเที่ยว

อื่นๆ (โปรดระบุ).....

4. นักศึกษาต้องการฝึกพูดเกี่ยวกับเรื่องใดบ้าง โปรดจัดลำดับความสำคัญ 1-7 (1 = มากที่สุด, 7 = น้อยที่สุด)

ออกเสียงคำศัพท์ทั่วไปและคำศัพท์เฉพาะสาขาวิชา

สนทนาสั้นๆในชีวิตประจำวัน

สนทนาเกี่ยวกับเรื่องกีฬาและสุขภาพ

สนทนาเกี่ยวกับธุรกิจสุขภาพ

การตัดสินใจกีฬา

แนะนำการเล่นเกมส์ และกิจกรรมนันทนาการต่างๆ

ข้อมูลเกี่ยวกับการท่องเที่ยวและแหล่งท่องเที่ยว

อื่นๆ (โปรดระบุ)

5. นักศึกษาต้องการฝึกอ่านเกี่ยวกับเรื่องใดบ้าง โปรดจัดลำดับความสำคัญ 1-5 (1 = มากที่สุด, 5 = น้อยที่สุด)

- อ่านหนังสือพิมพ์ นิตยสารและสิ่งพิมพ์ทั่วไป
- หนังสือเรียนที่เกี่ยวข้องกับสาขาวิชาที่เรียน
- อ่านหนังสือพิมพ์ นิตยสารและสิ่งพิมพ์เกี่ยวกับการกีฬาและสุขภาพ
- อ่านหนังสือพิมพ์ นิตยสารและสิ่งพิมพ์เกี่ยวกับธุรกิจสุขภาพ
- อ่านหนังสือพิมพ์ นิตยสารและสิ่งพิมพ์เกี่ยวกับการท่องเที่ยว
- อื่นๆ (โปรดระบุ)

6. นักศึกษาต้องการฝึกเขียนเกี่ยวกับเรื่องใดบ้าง โปรดจัดลำดับความสำคัญ 1-7 (1 = มากที่สุด, 7 = น้อยที่สุด)

- ประโยคสั้นๆ ง่ายๆ
- ข้อความหรือบันทึกสั้นๆ
- กรอกแบบฟอร์มชนิดต่างๆ
- เนื้อหาด้านกีฬา
- จดหมายธุรกิจประเภทต่างๆ
- บรรยายสถานที่และแหล่งท่องเที่ยว
- บรรยายบุคคล
- อื่นๆ (โปรดระบุ)

7. นักศึกษาต้องการฝึกแปลเกี่ยวกับเรื่องใดบ้าง โปรดจัดลำดับความสำคัญ 1-4 (1 = มากที่สุด, 4 = น้อยที่สุด)

- บทความและข่าวทั่วไป
- บทความและข่าวเกี่ยวกับการกีฬาและสุขภาพ
- บทความและข่าวเกี่ยวกับธุรกิจสุขภาพ
- บทความและข่าวเกี่ยวกับนันทนาการและการท่องเที่ยว
- อื่นๆ (โปรดระบุ)

8. ควรเพิ่มจำนวนชั่วโมงรายวิชาบังคับภาษาอังกฤษหรือไม่

- ควร เพราะ.....
- ไม่ควร เพราะ.....

9. ควรบังคับให้นักศึกษาทุกสาขาวิชาเรียนวิชาเฉพาะด้านหรือไม่

- ควร ไม่ควร
- ถ้าควร อย่างน้อยกี่รายวิชา
- 2 วิชา
- 3 วิชา
- มากกว่า 3 วิชา

รายวิชาเฉพาะด้านที่นักศึกษาต้องการให้เพิ่มเติมคือ

1.
2.
3.

10. นักศึกษาต้องการเรียนรู้จากสื่อการเรียนการสอนใดบ้าง โปรดจัดลำดับความสำคัญ 1-5

(1 = มากที่สุด, 5 = น้อยที่สุด)

- อุปกรณ์โสตทัศนูปกรณ์ (โทรทัศน์ เครื่องเล่นดีวีดี ซีดี)
- ห้อง Sound Lab ที่ได้มาตรฐาน
- ตำราเรียน
- เครื่องฉาย Cable TV
- ระบบ Internet
- อื่นๆ (โปรดระบุ)

11. กิจกรรมใดบ้างที่ควรจัดให้มีในการเรียนการสอนภาษาอังกฤษ โปรดจัดลำดับความสำคัญ 1-5

(1 = มากที่สุด, 5 = น้อยที่สุด)

- การฝึกภาษาโดยการเล่นเกมส์
- การแสดงบทบาทสมมุติ
- การนำเสนอปากเปล่า
- การอภิปรายกลุ่มย่อย
- การโต้วาที
- อื่นๆ (โปรดระบุ)

12. นักศึกษาต้องการทำกิจกรรมนอกห้องเรียนประเภทใดบ้าง โปรดจัดลำดับความสำคัญ 1-5

(1 = มากที่สุด, 5 = น้อยที่สุด)

- การจัดบอร์ดเพื่อให้ความรู้เกี่ยวกับภาษาอังกฤษ
- จัดทำวารสารของสาขาวิชาเป็นภาษาอังกฤษ
- จัดรายการเสียงตามสายภาคภาษาอังกฤษ
- การประกวดร้องเพลงภาษาอังกฤษ
- การแข่งขันทักษะภาษาอังกฤษ
- อื่นๆ (โปรดระบุ).....

13. นักศึกษาต้องการการประเมินผล/การสอบรูปแบบใดบ้าง โปรดจัดลำดับความสำคัญ 1-6

(1 = มากที่สุด, 6 = น้อยที่สุด)

- ทำกิจกรรมบทบาทสมมติ
- การนำเสนอปากเปล่า
- ทำข้อสอบข้อเขียน
- เขียนรายงานส่ง
- ตอบปากเปล่า
- ทำแบบฝึกหัด
- อื่นๆ (โปรดระบุ).....

14. ข้อเสนอแนะอื่นๆ ในการแก้ปัญหาการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษา

.....

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.....

.....

ขอขอบคุณที่กรุณาตอบแบบสอบถามอย่างสมบูรณ์

ผู้วิจัย

แบบสอบถามอาจารย์ผู้สอนวิชาภาษาอังกฤษ

ปัญหาและความต้องการในการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษา

เรียน อาจารย์ผู้สอนวิชาภาษาอังกฤษ

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อเป็นเครื่องมือในการวิจัยเรื่องปัญหาและความต้องการในการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษา 17 วิทยาเขต ข้อมูลที่ได้จะเป็นแนวทางในการจัดการเรียนการสอนภาษาอังกฤษให้มีประสิทธิภาพยิ่งขึ้น

แบบสอบถามฉบับนี้มี 3 ตอน ประกอบด้วย

ตอนที่ 1 ข้อมูลทั่วไป

ตอนที่ 2 ปัญหาในการสอนภาษาอังกฤษในสถาบันการพลศึกษา

ตอนที่ 3 ความต้องการในการจัดการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษา

ผู้วิจัยใคร่ขอความกรุณาท่านให้ข้อมูลตามความเป็นจริง ข้อมูลที่ได้จากแบบสอบถามจะนำมาวิเคราะห์ในภาพรวม ซึ่งจะไม่มีการระบุชื่อใดๆต่อตัวท่าน

ผู้วิจัยขอขอบพระคุณในความกรุณาของท่านมา ณ โอกาสนี้

นางสาวสุภาพร คล้ายนิม

นักศึกษาปริญญาโท สาขาภาษาศาสตร์ประยุกต์
ภาควิชาภาษาและภาษาศาสตร์ คณะศิลปศาสตร์
มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่

ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง โปรดทำเครื่องหมาย / ลงใน หรือกรอกข้อความในช่องว่างที่กำหนดให้

1. เพศ
 ชาย หญิง

2. ตำแหน่งหน้าที่
 อาจารย์ประจำ อาจารย์พิเศษ อื่นๆ (โปรดระบุ)

3. วุฒิการศึกษาสูงสุด
 ปริญญาตรี ปริญญาโท ปริญญาเอก อื่นๆ (โปรดระบุ)

4. ท่านมีวุฒิด้านการสอนภาษาอังกฤษหรือไม่
 มี ไม่มี

5. ประสบการณ์ด้านการสอนภาษาอังกฤษในสถาบันการพลศึกษาและวิทยาลัยพลศึกษา
 1-3 ปี 4-6 ปี 7-9 ปี มากกว่า 9 ปี

6. ชั่วโมงสอนภาษาอังกฤษของท่านต่อสัปดาห์
 น้อยกว่า 10 ชั่วโมง 10-15 ชั่วโมง 16-21 ชั่วโมง มากกว่า 21 ชั่วโมง

7. ท่านมีการงานอื่นๆนอกเหนือจากงานสอนหรือไม่
 มี ไม่มี
 ถ้ามี โปรดระบุ

<input type="checkbox"/> งานศูนย์ปฏิบัติการทางภาษา <input type="checkbox"/> งานแผนและงบประมาณ <input type="checkbox"/> งานข้อมูลสารสนเทศ <input type="checkbox"/> งานศูนย์วิทยบริการ <input type="checkbox"/> งานวิจัยและพัฒนา <input type="checkbox"/> งานแนะแนว <input type="checkbox"/> งานพยาบาล <input type="checkbox"/> อื่นๆ โปรดระบุ.....	<input type="checkbox"/> งานหลักสูตรและแผนการเรียน <input type="checkbox"/> งานทะเบียนและประมวลผล <input type="checkbox"/> งานสวัสดิการนักศึกษา <input type="checkbox"/> งานกิจกรรมนักศึกษา <input type="checkbox"/> งานประกันคุณภาพ <input type="checkbox"/> งานประชาสัมพันธ์ <input type="checkbox"/> งานวิเทศสัมพันธ์
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ตอนที่ 2 ปัญหาในการสอนภาษาอังกฤษในสถาบันการพลศึกษา

คำชี้แจง โปรดทำเครื่องหมาย / ลงในช่องที่ตรงตามความคิดเห็นของท่าน

- 5 หมายถึง ปัญหาอยู่ในระดับ มากที่สุด
 4 หมายถึง ปัญหาอยู่ในระดับ มาก
 3 หมายถึง ปัญหาอยู่ในระดับ ปานกลาง
 2 หมายถึง ปัญหาอยู่ในระดับ น้อย
 1 หมายถึง ปัญหาอยู่ในระดับ น้อยที่สุด

ปัญหา	ระดับปัญหา				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
1. พฤติกรรมเหล่านี้ของนักศึกษาเป็นปัญหาในการสอนภาษาอังกฤษมากน้อยเพียงใด					
1.1 ขาดเรียนวิชาภาษาอังกฤษ.....
1.2 เข้าเรียนสาย.....
1.3 ไม่ทำการบ้าน.....
1.4 ไม่นำเอกสารการเรียนมา.....
1.5 ไม่สนใจที่จะเรียนภาษาอังกฤษ.....
1.6 ไม่กล้าตอบคำถามในชั้นเรียน.....
1.7 ไม่ชอบทำกิจกรรมแสดงออกทางภาษา.....
1.8 อายที่จะพูดแบบผิดๆ.....
1.9 นักศึกษาเรียนรู้ได้ช้า.....
2. นักศึกษาที่ท่านสอนมีปัญหาในการเรียนทักษะภาษาอังกฤษต่อไปนี้ มากน้อยเพียงใด					
ทักษะการฟัง					
2.1 ฟังคำศัพท์ทั่วไปไม่ออก.....
2.2 ฟังคำศัพท์เฉพาะด้านไม่ออก.....
2.3 ฟังประโยคง่ายๆไม่เข้าใจ.....
2.4 ฟังบทสนทนาสั้นๆ ง่ายๆ ที่เกี่ยวกับชีวิตประจำวันไม่รู้เรื่อง.....
2.5 ฟังเรื่องทั่วไปไม่เข้าใจ.....
2.6 ฟังเรื่องเฉพาะสาขาวิชาไม่เข้าใจ.....

ปัญหา	ระดับปัญหา				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
นักศึกษาที่ท่านสอนมีปัญหาในการเรียนทักษะภาษาอังกฤษต่อไปนี้มากน้อยเพียงใด (ต่อ)					
ทักษะการพูด					
2.7 ไม่รู้ศัพท์ที่จะใช้.....
2.8 รู้ศัพท์แต่ออกเสียงไม่ถูก.....
2.9 พูดแบบเอาคำมาเรียงกันเพราะสร้างประโยคไม่เป็น.....
2.10 พูดประโยคความซ้อนไม่ได้.....
2.11 ออกเสียงหนักเบาในประโยคไม่ถูกต้อง.....
2.12 สนทนาในเรื่องที่เกี่ยวกับชีวิตประจำวันไม่ได้.....
2.13 สนทนาในเรื่องที่เกี่ยวกับสาขาวิชาเฉพาะไม่ได้.....
2.14 ไม่มีโอกาสได้ใช้ในชีวิตประจำวัน.....
ทักษะการอ่าน					
2.15 อ่านไม่ออกแม้แต่คำง่ายๆ.....
2.16 อ่านศัพท์ออกแต่ไม่รู้ความหมาย.....
2.17 อ่านประโยคไม่ออก.....
2.18 ไม่เข้าใจโครงสร้างประโยคทำให้ไม่เข้าใจความหมายของสิ่งที่อ่าน.....
2.19 ไม่มีทักษะการเดาความหมายของคำและประโยค.....
2.20 จับใจความสำคัญไม่เป็น.....
2.21 วิเคราะห์และสังเคราะห์เนื้อหาที่อ่านไม่เป็น.....
2.22 อ่านเรื่องทั่วไปไม่เข้าใจ.....
2.23 อ่านเรื่องเฉพาะสาขาวิชาไม่เข้าใจ.....
ทักษะการเขียน					
2.24 เขียนตัวอักษรไม่เป็น.....
2.25 สะกดคำศัพท์ไม่ได้ ต้องลอกทุกตัวอักษรจากตำราเรียน.....
2.26 ไม่รู้ศัพท์ที่จะใช้ในการเขียน.....
2.27 รู้ศัพท์แต่สะกดคำผิด.....
2.28 ไม่รู้โครงสร้างประโยค.....
2.29 ไม่เข้าใจการใช้เครื่องหมายวรรคตอน.....

ปัญหา	ระดับปัญหา				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
นักศึกษาที่ท่านสอนมีปัญหาในการเรียนทักษะภาษาอังกฤษต่อไปนี้มากน้อยเพียงใด (ต่อ)					
ทักษะการเขียน (ต่อ)					
2.30 ใช้คำเชื่อมประโยคไม่เป็น.....
2.31 เขียนเป็นย่อหน้าไม่ได้ ทำได้แค่ตอบคำถามแบบปรนัย.....
2.32 คิดเนื้อหาที่จะเขียนไม่ออก.....
2.33 เขียนบันทึกสั้นๆไม่ได้.....
2.34 กรอกแบบฟอร์มไม่ได้.....
2.35 เขียนบรรยายบุคคลและสถานที่ไม่ได้.....
2.36 เขียนจดหมายธุรกิจ เช่น จดหมายสมัครงานไม่ได้.....
3. ท่านประสบปัญหาในการสอนภาษาอังกฤษเนื่องจากหลักสูตรและเนื้อหาวิชามากน้อยเพียงใด					
3.1 เนื้อหาวิชาภาษาอังกฤษเพื่อการสื่อสารไม่น่าสนใจ.....
3.2 เนื้อหาวิชาภาษาอังกฤษเฉพาะด้านไม่น่าสนใจ.....
3.3 ศัพท์วิชาภาษาอังกฤษเพื่อการสื่อสารยากเกินไป.....
3.4 ศัพท์วิชาภาษาอังกฤษเฉพาะด้านยากเกินไป.....
3.5 จำนวนรายวิชาบังคับภาษาอังกฤษทั่วไปมีน้อยเกินไป.....
3.6 จำนวนรายวิชาบังคับภาษาอังกฤษเฉพาะด้านมีน้อยเกินไป.....
3.7 หลักสูตรไม่ได้กำหนดวิชาบังคับเฉพาะด้านแก่นักศึกษาในบางสาขาวิชา.....
3.8 เวลาเรียนที่กำหนดไว้ในแต่ละรายวิชาน้อยเกินไป.....
3.9 ไม่มีรายวิชาเฉพาะทักษะ(ฟัง พูด อ่าน และเขียน) ทำให้ยากในการที่จะพัฒนาทักษะของนักศึกษา.....
3.10 ไม่มีวิชาให้นักศึกษาเลือกเรียนตามความสนใจ.....
3.11 คำอธิบายรายวิชาไม่ชัดเจน.....
3.12 ไม่มีจุดประสงค์รายวิชา.....
3.13 ไม่มีเนื้อหารายวิชา.....

ปัญหา	ระดับปัญหา				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
4. ท่านประสบปัญหาด้านสื่อการเรียนการสอนมากน้อยเพียงใด					
4.1 ขาดแคลนเอกสารและตำราเรียน.....
4.2 เนื้อหาในตำราเรียนที่ใช้สอนไม่ตรงกับเนื้อหาวิชาเฉพาะ.....
4.3 ขาดแคลนอุปกรณ์โสตทัศนูปกรณ์ เช่น วีวี วีดีโอ เครื่องเล่นเทป เครื่องดีวีดี ซีดี.....
4.4 อุปกรณ์โสตทัศนูปกรณ์ด้อยประสิทธิภาพ.....
4.5 นักศึกษาไม่มีโอกาสได้เรียนในห้องปฏิบัติการทางภาษา.....
4.6 ไม่มีเครื่องข่าย cable TV ให้นักศึกษาฝึกฟังภาษา.....
5. ท่านประสบปัญหาต่อไปนี้มากน้อยเพียงใดในการจัดการเรียนการสอนภาษาอังกฤษ					
5.1 ไม่รู้เนื้อหาวิชาเฉพาะด้าน เช่น ภาษาอังกฤษสำหรับวิชาชีพ- นันทนาการ ภาษาอังกฤษธุรกิจ.....
5.2 ไม่ทราบวิธีจัดการเรียนการสอนวิชาภาษาอังกฤษเฉพาะด้าน.....
5.3 ไม่ทราบเทคนิคการสอนที่น่าสนใจและหลากหลาย.....
5.4 ไม่มีความรู้ในการใช้เครื่องมือโสตทัศนูปกรณ์.....
5.5 ไม่มั่นใจในความรู้ไวยากรณ์ภาษาอังกฤษ.....
5.6 ไม่มั่นใจในการใช้ทักษะภาษาอังกฤษ.....
5.7 ไม่มั่นใจในการสอนแบบเน้นการสื่อสาร.....
5.8 ไม่มั่นใจในการออกข้อสอบ.....
6. ท่านประสบปัญหาเกี่ยวกับนโยบายการบริหารของสถาบันมากน้อยเพียงใด					
6.1 จำนวนผู้สอนภาษาอังกฤษมีน้อยทำให้มีภาระงานสอนมาก.....
6.2 ภาระงานอื่นๆมีมาก เช่น งานวิเทศสัมพันธ์ งานห้องสมุด.....
6.3 ไม่มีหัวหน้าสาขาวิชาที่จะให้คำปรึกษาเมื่อมีปัญหา.....
6.4 ขาดการสนับสนุนในการเข้าร่วมการอบรมเกี่ยวกับการสอน ภาษาอังกฤษ.....
6.5 ขาดงบประมาณสนับสนุนการจัดกิจกรรมเสริมเพื่อพัฒนาทักษะ ภาษาอังกฤษแก่นักศึกษา.....

ปัญหา	ระดับปัญหา				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
ท่านประสบปัญหาเกี่ยวกับนโยบายการบริหารของสถาบันมากนักน้อยเพียงใด (ต่อ)					
6.6 นักศึกษาต้องช่วยงานกีฬาและบริการชุมชนบ่อยครั้งส่งผลกระทบต่อเวลาเรียนภาษาอังกฤษ.....
6.7 สถาบันให้ความสำคัญกับวิชาภาษาอังกฤษน้อยกว่าวิชาทางด้านพลศึกษาและกีฬา.....

ตอนที่ 3 ความต้องการในการจัดการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษา

คำชี้แจง โปรดทำเครื่องหมาย / ลงใน หรือจัดลำดับความสำคัญโดยระบุตัวเลขตามที่กำหนด

1. ท่านคิดว่าควรมีการประชุมพิเศษเกี่ยวกับพฤติกรรมในการเรียนและการปลูกฝังทัศนคติที่ดีต่อภาษาอังกฤษ
ให้นักศึกษาชั้นปีที่ 1 ก่อนเปิดภาคเรียนที่ 1 หรือไม่

ควร ไม่ควร

2. ท่านคิดว่าควรมีการอบรมภาษาอังกฤษเพื่อเตรียมความพร้อมให้นักศึกษาชั้นปีที่ 1
ก่อนเปิดภาคเรียนที่ 1 หรือไม่

ควร ไม่ควร

ถ้าควร เกี่ยวกับเรื่องใดบ้าง **โปรดจัดลำดับความสำคัญ 1-3** (1 = มากที่สุด, 3 = น้อยที่สุด)

- การสื่อสารในชีวิตประจำวัน
 ไวยากรณ์
 คำศัพท์
 อื่นๆ (โปรดระบุ)

3. ท่านมีความเต็มใจที่จะจัดการอบรมในข้อที่ 1 และ 2 ข้างต้นหรือไม่

เต็มใจ ไม่เต็มใจ ไม่แน่ใจ

4. นักศึกษาควรได้รับการฝึกฝนทักษะตามลำดับความสำคัญอย่างไร **โปรดจัดลำดับความสำคัญ 1-5**

(1 = มากที่สุด, 5 = น้อยที่สุด)

การฟัง การพูด การอ่าน การเขียน การแปล

5. นักศึกษาจำเป็นต้องฝึกฟังเกี่ยวกับเรื่องใดบ้าง **โปรดจัดลำดับความสำคัญ 1-5**

(1 = มากที่สุด, 5 = น้อยที่สุด)

- บทสนทนาสั้นๆที่ใช้ในชีวิตประจำวัน
 โฆษณา บทความสั้นๆ ทั่วไป
 ข่าวสั้นๆที่เกี่ยวกับกีฬาและสุขภาพ
 บทสนทนาเกี่ยวกับธุรกิจสุขภาพ
 เนื้อหาเกี่ยวกับการท่องเที่ยวและแหล่งท่องเที่ยว
 อื่นๆ (โปรดระบุ).....

6. นักศึกษาจำเป็นต้องฝึกพูดเกี่ยวกับเรื่องใดบ้าง โปรดจัดลำดับความสำคัญ 1-7

(1 = มากที่สุด, 7 = น้อยที่สุด)

- ออกเสียงคำศัพท์ทั่วไปและคำศัพท์เฉพาะสาขาวิชา
- สนทนาสั้นๆ ในชีวิตประจำวัน
- สนทนาเกี่ยวกับเรื่องกีฬาและสุขภาพ
- สนทนาเกี่ยวกับธุรกิจสุขภาพ
- การตัดสินใจกีฬา
- แนะนำการเล่นเกมส์ และกิจกรรมนันทนาการต่างๆ
- ข้อมูลเกี่ยวกับการท่องเที่ยวและแหล่งท่องเที่ยว
- อื่นๆ (โปรดระบุ)

7. นักศึกษาจำเป็นต้องฝึกอ่านเกี่ยวกับเรื่องใดบ้าง โปรดจัดลำดับความสำคัญ 1-5

(1 = มากที่สุด, 5 = น้อยที่สุด)

- อ่านหนังสือพิมพ์ นิตยสารและสิ่งพิมพ์ทั่วไป
- หนังสือเรียนที่เกี่ยวข้องกับสาขาวิชาที่เรียน
- อ่านหนังสือพิมพ์ นิตยสารและสิ่งพิมพ์เกี่ยวกับการกีฬาและสุขภาพ
- อ่านหนังสือพิมพ์ นิตยสารและสิ่งพิมพ์เกี่ยวกับธุรกิจสุขภาพ
- อ่านหนังสือพิมพ์ นิตยสารและสิ่งพิมพ์เกี่ยวกับการท่องเที่ยว
- อื่นๆ (โปรดระบุ)

8. นักศึกษาจำเป็นต้องฝึกเขียนเกี่ยวกับเรื่องใดบ้าง โปรดจัดลำดับความสำคัญ 1-7

(1 = มากที่สุด, 7 = น้อยที่สุด)

- ประโยคสั้นๆ ง่ายๆ
- ข้อความหรือบันทึกสั้นๆ
- กรอกแบบฟอร์มชนิดต่างๆ
- เนื้อหาด้านกีฬา
- จดหมายธุรกิจประเภทต่างๆ
- การบรรยายสถานที่และแหล่งท่องเที่ยว
- การบรรยายบุคคล
- อื่นๆ (โปรดระบุ)

9. นักศึกษาจำเป็นต้องฝึกการแปลเกี่ยวกับเรื่องใดบ้าง โปรดจัดลำดับความสำคัญ 1-4

- (1 = มากที่สุด, 4 = น้อยที่สุด)
- บทความและข่าวทั่วไป
- บทความและข่าวเกี่ยวกับการกีฬาและสุขภาพ
- บทความและข่าวเกี่ยวกับธุรกิจสุขภาพ
- บทความและข่าวเกี่ยวกับนันทนาการและการท่องเที่ยว
- อื่นๆ (โปรดระบุ)

10. ควรเพิ่มจำนวนชั่วโมงรายวิชาบังคับภาษาอังกฤษหรือไม่

- ควร เพราะ.....
- ไม่ควร เพราะ.....

11. ควรบังคับให้นักศึกษาทุกสาขาวิชาเรียนวิชาเฉพาะด้านหรือไม่

- ควร ไม่ควร
- ถ้าควร อย่างน้อยกี่รายวิชา 2 วิชา
- 3 วิชา
- มากกว่า 3 วิชา

รายวิชาเฉพาะด้านที่ท่านต้องการให้เพิ่มเติมคือ

1.
2.
3.

12. สื่อการสอนที่ท่านต้องการในการสอนภาษาอังกฤษมีอะไรบ้าง โปรดจัดลำดับความสำคัญ 1-5

- (1 = มากที่สุด, 5 = น้อยที่สุด)
- ตำราเรียนที่สอดคล้องกับวัตถุประสงค์ของรายวิชาพร้อมคู่มือครู
- อุปกรณ์โสตทัศนูปกรณ์ (โทรทัศน์ เครื่องเล่นดีวีดี ซีดี)
- ห้อง Sound Lab ที่ได้มาตรฐาน
- เครื่องฉาย Cable TV
- ระบบ Internet
- อื่นๆ (โปรดระบุ)

13. ท่านต้องการได้รับการอบรมเรื่องต่อไปนี้เร่งด่วนเพียงใด

โปรดจัดลำดับความสำคัญ 1-6 (1 = ค่วนที่สุด, 6 = น้อยที่สุด)

- การผลิตตำราหรือเอกสารประกอบการสอน
- วิธีการสอนวิชาภาษาอังกฤษเฉพาะสาขา
- วิธีการสอนวิชาภาษาอังกฤษทั่วไป
- การใช้สื่อและอุปกรณ์ในการสอน
- การผลิตสื่อการสอนง่ายๆ
- การออกข้อสอบ
- อื่นๆ (โปรดระบุ).....

14. ท่านต้องการเพิ่มพูนความรู้ความสามารถภาษาอังกฤษในเรื่องต่อไปนี้มากน้อยเพียงใด

โปรดจัดลำดับความสำคัญ 1-6 (1 = มากที่สุด, 6 = น้อยที่สุด)

- ทักษะการฟัง ทักษะการพูด ทักษะการอ่าน
- ทักษะการเขียน การออกเสียง ไวยากรณ์
- อื่นๆ.....

15. ข้อเสนอแนะอื่นๆ ในการแก้ปัญหาการเรียนการสอนภาษาอังกฤษในสถาบันการพลศึกษา

.....

.....

.....

.....

ขอขอบคุณที่กรุณาตอบแบบสอบถามอย่างสมบูรณ์

ผู้วิจัย

APPENDIX C
RELIABILITY OF QUESTIONNAIRES

Student questionnaire

Part 2 Information regarding problems in learning English

Problems regarding the students' learning behaviors

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Being absent from English class					
	Test	3.30	1.02	.000	29	1.00
	Retest	3.30	1.05			
2	Being late for class					
	Test	3.00	1.08	-1.15	29	.25
	Retest	3.16	.98			
3	Not doing homework					
	Test	3.16	1.14	-.42	29	.67
	Retest	3.23	1.04			
4	Not taking learning materials					
	Test	3.00	1.17	-.81	29	.42
	Retest	3.13	1.13			
5	Not being attentive in English class					
	Test	3.56	1.19	.72	29	.47
	Retest	3.46	1.10			
6	Being afraid of answering questions in class					
	Test	3.90	.88	.57	29	.57
	Retest	3.83	.83			
7	Disliking doing language activities					
	Test	3.70	.83	-.32	29	.74
	Retest	3.73	.63			
8	Being shy of making mistakes when speaking English					
	Test	3.93	1.01	.23	29	.81
	Retest	3.90	.95			
9	Being a slow learner making it impossible to follow what a teacher's teaching					
	Test	3.50	1.00	-1.98	29	.06
	Retest	3.66	1.02			

Problems regarding the students' difficulty in learning language skills

(Listening skill)

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Being unable to recognize general vocabularies					
	Test	3.50	.86	.76	29	.44
	Retest	3.40	.96			
2	Being unable to recognize subject-specific vocabularies					
	Test	3.46	.89	-.94	29	.35
	Retest	3.60	.72			
3	Not understanding simple sentences					
	Test	3.13	1.19	.52	29	.60
	Retest	3.06	.94			
4	Not understanding short simple dialogues used in daily life					
	Test	2.80	.92	-1.56	29	.12
	Retest	3.03	.88			

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
5	Not understanding general-subject matter					
	Test	3.53	.93	.82	29	.41
	Retest	3.43	.89			
6	Not understanding subject-specific matter					
	Test	3.50	.68	-1.68	29	.10
	Retest	3.63	.76			

(Speaking skill)

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Not knowing vocabularies to use					
	Test	3.83	.74	1.86	29	.07
	Retest	3.56	.89			
2	Knowing vocabularies but unable to pronounce them correctly					
	Test	3.66	.75	.22	29	.82
	Retest	3.63	.80			
3	Speaking broken English					
	Test	3.80	.84	.62	29	.53
	Retest	3.73	.86			
4	Being unable to speak complex sentences					
	Test	4.10	.84	.76	29	.44
	Retest	4.00	.78			
5	Not knowing stress patterns and intonation					
	Test	3.93	.58	.000	29	1.00
	Retest	3.93	.73			
6	Lacking ability to converse on daily life topics					
	Test	3.53	.89	.90	29	.37
	Retest	3.43	1.00			
7	Lacking ability to converse about subject-specific matter					
	Test	3.63	.66	-1.54	29	.13
	Retest	3.80	.71			
8	Having no opportunity to use English in daily life					
	Test	3.56	1.04	.000	29	1.00
	Retest	3.56	.77			

(Reading skill)

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Being unable to pronounce even simple words					
	Test	2.50	.97	-1.29	29	.20
	Retest	2.70	.95			
2	Being able to pronounce words but not knowing the meanings					
	Test	3.50	.90	2.00	29	.05
	Retest	3.13	.77			
3	Being unable to read at a sentence level					
	Test	3.16	.79	-1.54	29	.13
	Retest	3.33	.71			
4	Not understanding sentence structure causing the incomprehensibility of the meanings					
	Test	3.53	.93	.000	29	1.00
	Retest	3.53	.73			
5	Lacking skill of guessing meaning of words and sentences					
	Test	3.36	.96	-.70	29	.48
	Retest	3.43	.81			

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
6	Lacking ability to specify main ideas					
	Test	3.43	1.00	-1.72	29	.09
	Retest	3.60	.93			
7	Lacking ability to analyze and synthesize the texts					
	Test	3.50	.93	1.00	29	.32
	Retest	3.40	.85			
8	Lacking understanding of general-subject matter					
	Test	3.40	.89	.90	29	.37
	Retest	3.30	.87			
9	Lacking understanding of subject-specific matter					
	Test	3.50	.77	-2.04	29	.05
	Retest	3.73	.73			

(Writing skill)

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Being unable to write English letters					
	Test	2.26	1.11	.33	29	.73
	Retest	2.20	1.09			
2	Being unable to spell vocabularies (having to copy all letters from textbooks)					
	Test	2.76	1.07	1.36	29	.18
	Retest	2.56	1.04			
3	Not knowing vocabularies to use					
	Test	3.33	.99	.82	29	.41
	Retest	3.23	.81			
4	Knowing vocabularies but being unable to spell them correctly					
	Test	3.13	.89	-.70	29	.48
	Retest	3.20	.76			
5	Lacking knowledge of sentence structure					
	Test	3.66	.80	.57	29	.57
	Retest	3.60	.67			
6	Not knowing how to use punctuation					
	Test	3.30	.79	-1.79	29	.08
	Retest	3.50	.77			
7	Lacking knowledge of how to use conjunctions/ transition words					
	Test	3.63	.88	-.57	29	.57
	Retest	3.70	.70			
8	Being unable to write a paragraph, but just answering multiple choice questions					
	Test	3.70	.70	-1.68	29	.10
	Retest	3.83	.69			
9	Having no ideas of what to write					
	Test	3.83	.79	2.84	29	.00
	Retest	3.43	1.04			
10	Being unable to write short notes					
	Test	3.63	.80	.29	29	.76
	Retest	3.60	.77			
11	Being unable to fill out the forms					
	Test	3.00	.98	-1.86	29	.07
	Retest	3.26	.86			
12	Being unable to write descriptions of people and places					
	Test	3.40	.93	-1.65	29	.10
	Retest	3.63	.88			

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
13	Being unable to write business letters, e.g. job application letters					
	Test	3.90	.80	-.64	29	.52
	Retest	4.00	.64			

Problems regarding the English curriculum and content

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Uninteresting content of an English for Communication course					
	Test	3.10	.88	-.57	29	.57
	Retest	3.16	.74			
2	Uninteresting content of specialized English courses					
	Test	3.10	.92	.000	29	1.00
	Retest	3.10	.80			
3	Too difficult vocabularies of an English for Communication course					
	Test	3.26	.78	.46	29	.64
	Retest	3.20	.66			
4	Too difficult vocabularies of specialized English courses					
	Test	3.40	.81	.23	29	.81
	Retest	3.36	.71			
5	Too small number of compulsory courses in general English					
	Test	3.80	.84	1.88	29	.07
	Retest	3.56	.72			
6	Too small number of compulsory courses in specialized English					
	Test	3.73	.90	-.25	29	.80
	Retest	3.76	.67			
7	Having no specialized English courses for specific disciplines					
	Test	3.60	.67	-1.00	29	.32
	Retest	3.70	.65			
8	Too small number of hours for each course					
	Test	3.46	.97	.75	29	.45
	Retest	3.33	.71			
9	Having no courses specific to each skill (listening, speaking, reading, and writing) causing difficulty in language skills development					
	Test	3.63	.92	.94	29	.35
	Retest	3.50	.82			
10	Having no elective courses that suit students' interest					
	Test	3.63	.76	1.64	29	.11
	Retest	3.43	.62			

Problems regarding the instructional materials

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Insufficient English textbooks and learning materials					
	Test	3.16	1.14	-1.65	29	.10
	Retest	3.40	1.06			
2	Mismatch between the content in the textbooks used and the content specified in the curriculum or syllabus of specialized courses					
	Test	2.90	1.06	.000	29	1.00
	Retest	2.90	1.02			

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
3	Lack of visual aids, e.g. TV, VDO players, DVD players, CDs, and tape recorders					
	Test	3.03	1.32	-1.31	29	.19
	Retest	3.26	1.17			
4	Low quality of visual aids					
	Test	3.06	1.08	-.76	29	.44
	Retest	3.16	1.17			
5	Lack of opportunities to use the language laboratory					
	Test	3.00	1.38	-1.23	29	.22
	Retest	3.20	1.32			
6	Lack of cable TV for listening practice					
	Test	3.90	1.18	2.62	29	.01
	Retest	3.53	1.16			

Problems regarding the teaching methods

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Lacking specialists in teaching specialized English courses					
	Test	3.06	1.01	.61	29	.54
	Retest	2.96	.85			
2	Not using teaching aids such as pictures, real materials, CDs, etc. in teaching					
	Test	2.93	1.04	.000	29	1.00
	Retest	2.93	1.08			
3	Uninteresting teaching techniques					
	Test	3.03	.71	.23	29	.81
	Retest	3.00	.83			
4	Emphasizing pronunciation of words and grammar rather than communication in speaking hours making learners afraid to speak					
	Test	3.26	.82	2.04	29	.05
	Retest	3.03	.96			
5	Increasing pressure from teacher's scoring based on answers in class					
	Test	3.56	.89	.89	29	.38
	Retest	3.43	.81			
6	Having to answer questions one by one making learners nervous in learning English					
	Test	3.56	.85	2.50	29	.02
	Retest	3.30	.91			
7	Having no chance to do role-playing or to practice communication skills					
	Test	3.36	.80	1.00	29	.32
	Retest	3.26	.73			
8	Students' not receiving attention in class					
	Test	3.16	.79	.27	29	.78
	Retest	3.13	.62			
9	Using Thai language as a means of instruction causing lack of opportunity for listening practice					
	Test	3.23	.77	1.36	29	.18
	Retest	3.03	.96			

Teacher questionnaire

Part 2 Information regarding problems in teaching English

Problems regarding the students' learning behaviors

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Being absent from English class					
	Test	3.40	1.00	.23	29	.81
	Retest	3.33	1.18			
2	Being late for class					
	Test	3.06	1.04	-.10	29	.91
	Retest	3.10	1.09			
3	Not doing homework					
	Test	3.30	.95	.00	29	1.00
	Retest	3.30	1.05			
4	Not taking learning materials					
	Test	2.83	.94	.14	29	.88
	Retest	2.80	.92			
5	Not being attentive in English class					
	Test	3.33	1.12	-.66	29	.51
	Retest	3.53	1.13			
6	Being afraid of answering questions in class					
	Test	3.36	1.06	-.53	29	.59
	Retest	3.53	1.16			
7	Disliking doing language activities					
	Test	3.33	1.15	-.80	29	.42
	Retest	3.56	1.19			
8	Being shy of making mistakes when speaking English					
	Test	3.46	1.04	-.87	29	.38
	Retest	3.70	1.05			
9	Not being able to follow English lessons					
	Test	3.36	.99	-.70	29	.48
	Retest	3.50	1.00			

Problems regarding the students' difficulty in learning language skills

(Listening skill)

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Being unable to recognize general vocabularies					
	Test	3.80	.80	-.37	29	.71
	Retest	3.86	.77			
2	Being unable to recognize subject-specific vocabularies					
	Test	3.73	.90	-.74	29	.46
	Retest	3.90	.84			
3	Not understanding simple sentences					
	Test	3.50	.90	-.46	29	.64
	Retest	3.60	.85			
4	Not understanding short simple dialogues used in daily life					
	Test	3.53	1.07	-.26	29	.79
	Retest	3.60	.96			

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
5	Not understanding general-subject matter					
	Test	3.73	.94	-.32	29	.74
	Retest	3.80	.84			
6	Not understanding subject-specific matter					
	Test	3.70	1.02	-.72	29	.47
	Retest	3.86	.89			

(Speaking skill)

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Not knowing vocabularies to use					
	Test	4.06	.78	.17	29	.86
	Retest	4.03	.85			
2	Knowing vocabularies but unable to pronounce them correctly					
	Test	3.73	.82	-.30	29	.76
	Retest	3.80	.88			
3	Speaking broken English					
	Test	3.80	.76	-.30	29	.76
	Retest	3.86	.89			
4	Being unable to speak complex sentences					
	Test	4.16	.83	.15	29	.87
	Retest	4.13	.93			
5	Not knowing stress patterns and intonation					
	Test	3.83	.83	-.50	29	.62
	Retest	3.93	.86			
6	Lacking ability to converse on daily life topics					
	Test	3.63	.92	-.13	29	.89
	Retest	3.66	1.02			
7	Lacking ability to converse about subject-specific matter					
	Test	3.86	.93	-.26	29	.79
	Retest	3.93	1.04			
8	Having no opportunity to use English in daily life					
	Test	4.26	.73	.18	29	.85
	Retest	4.23	.77			

(Reading skill)

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Being unable to pronounce even simple words					
	Test	3.36	.96	-.55	29	.58
	Retest	3.50	1.00			
2	Being able to pronounce words but not knowing the meanings					
	Test	3.56	.93	-.70	29	.48
	Retest	3.73	.90			
3	Being unable to read at a sentence level					
	Test	3.46	1.00	-.59	29	.55
	Retest	3.60	.89			
4	Not understanding sentence structure causing the incomprehensibility of the meanings					
	Test	3.83	1.08	-.22	29	.82
	Retest	3.90	1.09			
5	Lacking skill of guessing meaning of words and sentences					
	Test	3.86	.93	-.55	29	.58
	Retest	4.00	.78			

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
6	Lacking ability to specify main ideas					
	Test	3.86	.97	-.86	29	.39
	Retest	4.06	.73			
7	Lacking ability to analyze and synthesize the texts					
	Test	4.10	.80	-.29	29	.76
	Retest	4.16	.79			
8	Lacking understanding of general-subject matter					
	Test	3.83	.91	.00	29	1.00
	Retest	3.83	.87			
9	Lacking understanding of subject-specific matter					
	Test	3.96	.88	-.45	29	.65
	Retest	4.06	.82			

(Writing skill)

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Being unable to write English letters					
	Test	2.43	.93	-1.32	29	.19
	Retest	2.73	.98			
2	Being unable to spell vocabularies (having to copy all letters from textbooks)					
	Test	3.30	.98	-.51	29	.60
	Retest	3.43	1.00			
3	Not knowing vocabularies to use					
	Test	3.80	.84	-.40	29	.68
	Retest	3.90	.92			
4	Knowing vocabularies but being unable to spell them correctly					
	Test	3.56	.81	-.14	29	.88
	Retest	3.60	.85			
5	Lacking knowledge of sentence structure					
	Test	3.86	.97	-.12	29	.90
	Retest	3.90	1.02			
6	Not knowing how to use punctuation					
	Test	3.63	.99	-.51	29	.60
	Retest	3.76	1.07			
7	Lacking knowledge of how to use conjunctions/transition words					
	Test	3.76	.81	-.59	29	.55
	Retest	3.90	.88			
8	Being unable to write a paragraph, but just answering multiple choice questions					
	Test	4.03	.92	-.51	29	.61
	Retest	4.16	.94			
9	Having no ideas of what to write					
	Test	4.00	.83	.00	29	1.00
	Retest	4.00	.74			
10	Being unable to write short notes					
	Test	3.80	.84	.29	29	.77
	Retest	3.73	.82			
11	Being unable to fill out the forms					
	Test	3.20	.80	-.70	29	.48
	Retest	3.33	.84			
12	Being unable to write descriptions of people and places					
	Test	3.73	.90	.00	29	1.00
	Retest	3.73	.90			

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
13	Being unable to write business letters, e.g. job application letters					
	Test	3.96	.80	-.13	29	.89
	Retest	4.00	.83			

Problems regarding the English curriculum and content

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Uninteresting content of an English for Communication course					
	Test	2.56	.93	.12	29	.90
	Retest	2.53	.81			
2	Uninteresting content of specialized English courses					
	Test	2.70	.98	.50	29	.62
	Retest	2.56	.81			
3	Too difficult vocabularies of an English for Communication course					
	Test	2.50	.97	.24	29	.80
	Retest	2.43	.93			
4	Too difficult vocabularies of specialized English courses					
	Test	2.83	1.11	.68	29	.50
	Retest	2.63	1.09			
5	Too small number of compulsory courses in general English					
	Test	3.50	.97	-.68	29	.50
	Retest	3.66	.88			
6	Too small number of compulsory courses in specialized English					
	Test	3.46	.97	-.84	29	.40
	Retest	3.66	.88			
7	Having no specialized English courses for specific disciplines					
	Test	3.13	1.16	-.18	29	.85
	Retest	3.20	1.21			
8	Too small number of hours for each course					
	Test	3.06	1.17	-.23	29	.81
	Retest	3.13	1.13			
9	Having no courses specific to each skill (listening, speaking, reading, and writing) causing difficulty in language skills development					
	Test	3.36	1.12	-.25	29	.80
	Retest	3.43	1.04			
10	Having no elective courses that suit students' interest					
	Test	3.40	1.10	-.76	29	.44
	Retest	3.60	1.00			
11	Unclear course descriptions					
	Test	2.90	1.09	-1.01	29	.31
	Retest	3.16	1.08			
12	Not having course objectives					
	Test	2.30	.83	-.81	29	.42
	Retest	2.50	.90			
13	Not having the specified course content					
	Test	2.50	.97	-.51	29	.61
	Retest	2.63	1.06			

Problems regarding the instructional materials

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Insufficient English textbooks and learning materials					
	Test	2.86	1.19	-.30	29	.76
	Retest	2.96	1.37			
2	Mismatch between the content in the textbooks used and the content specified in the curriculum or syllabus of specialized courses					
	Test	3.00	1.14	.20	29	.84
	Retest	2.93	1.22			
3	Lack of visual aids, e.g. TV, VDO players, DVD players, CDs, and tape recorders					
	Test	3.00	1.31	-.79	29	.43
	Retest	3.30	1.39			
4	Low quality of visual aids					
	Test	3.20	1.21	-.77	29	.44
	Retest	3.46	1.22			
5	Lack of opportunities to use the language laboratory					
	Test	3.06	1.31	-.58	29	.56
	Retest	3.26	1.20			
6	Lack of cable TV for listening practice					
	Test	4.10	1.02	-.47	29	.64
	Retest	4.23	.93			

Problems regarding the teachers' performance

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Lacking knowledge of the content of specialized courses, e.g. English for Recreation Profession and Business English					
	Test	3.06	1.20	-.21	29	.83
	Retest	3.13	1.30			
2	Lacking knowledge of how to teach specialized courses of English					
	Test	2.60	1.06	.00	29	1.00
	Retest	2.60	1.19			
3	Lacking knowledge of varied and interesting teaching techniques					
	Test	2.40	.93	.47	29	.63
	Retest	2.30	.95			
4	Not knowing how to utilize audio-visual aids					
	Test	2.40	.85	.52	29	.60
	Retest	2.26	.94			
5	Being unsure of the knowledge of English grammar					
	Test	1.73	.78	.55	29	.58
	Retest	1.63	.71			
6	Having no confidence in using English skills					
	Test	1.70	.70	.61	29	.54
	Retest	1.60	.67			
7	Having no confidence in communicative language teaching					
	Test	1.83	.79	.47	29	.63
	Retest	1.73	.86			
8	Being unsure of the ability of test construction					
	Test	1.76	.67	.75	29	.45
	Retest	1.63	.66			

Problems regarding the institutes' administrative policy

No	Variables	Mean	S.D.	T Value	Degree of Freedom	2-tail Prob.
1	Inadequate number of English teachers making the overworking load					
	Test	3.13	1.30	.00	29	1.00
	Retest	3.13	1.10			
2	Having extra work, e.g. Foreign Relations and Academic Service Center					
	Test	3.20	1.29	.00	29	1.00
	Retest	3.20	1.09			
3	Not having the head of language program to give advice when needed					
	Test	2.86	1.25	-1.22	29	.23
	Retest	3.26	1.20			
4	Having no support to attend trainings in English teaching					
	Test	3.30	1.29	-.79	29	.43
	Retest	3.56	1.22			
5	Lacking financial support to provide supplementary activities in order to develop students' English skills					
	Test	3.26	1.20	-.77	29	.44
	Retest	3.53	1.22			
6	Students' having to join community's sport competition and service the community affecting English study time					
	Test	3.90	1.26	-.28	29	.77
	Retest	4.00	1.36			
7	Institute's less promoting of English than the subjects in the fields of sport and physical education					
	Test	3.46	1.27	-.72	29	.47
	Retest	3.70	1.20			

APPENDIX D
MULTIPLE COMPARISONS

Table 4.5a Multiple comparison of the problems concerning students' learning behaviors

Item 1 (Total \bar{X} = 2.93) Being absent from English class		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	3.03	3.03	2.12	2.80	3.40	3.44	2.82	2.65
Physical Education	3.03	-	.92***	.23	-.37	-.41	.21	.39
Health Education	2.12		-	-.69*	-1.28*	-1.33**	-.70	-.53
Sports Science	2.80			-	-.60	-.64	-.02	.16
Health Science	3.40				-	-.04	.58	.75
Communication Arts	3.44					-	.63	.80
Business	2.82						-	.17
Recreation	2.65							-
Item 3 (Total \bar{X} = 2.85) Not doing homework		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	2.97	2.97	2.12	2.67	1.80	3.00	3.00	2.94
Physical Education	2.97	-	.85**	.30	1.17*	-.03	-.03	.03
Health Education	2.12		-	-.55	.32	-.88	-.88*	-.82*
Sports Science	2.67			-	.87	-.33	-.33	-.27
Health Science	1.80				-	-1.20*	-1.20*	-1.14*
Communication Arts	3.00					-	.00	.06
Business	3.00						-	.06
Recreation	2.94							-

Item 4 (Total \bar{X} = 2.72)		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
Not taking learning materials	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	2.85	1.71	2.56	2.00	3.00	2.45	3.00
Physical Education	2.85	-	1.14***	.29	.85	-.15	.40	-.15
Health Education	1.71		-	-.85**	-.29	-1.29**	-.75	-1.29***
Sports Science	2.56			-	.56	-.44	.11	-.44
Health Science	2.00				-	-1.00	-.45	-1.00
Communication Arts	3.00					-	.55	.00
Business	2.45						-	-.55
Recreation	3.00							-
Item 5 (Total \bar{X} = 2.93)		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
Not being attentive in English class	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.05	2.12	2.74	2.20	3.33	2.64	3.06
Physical Education	3.05	-	.93**	.31	.85	-.28	.42	-.01
Health Education	2.12		-	-.62	-.08	-1.22*	-.52	-.94*
Sports Science	2.74			-	.54	-.59	.11	-.32
Health Science	2.20				-	-1.13	-.44	-.86
Communication Arts	3.33					-	.70	.27
Business	2.64						-	-.42
Recreation	3.06							-

Item 6 (Total \bar{X} = 3.40) Being afraid of answering questions in class		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.49	2.76	3.21	2.60	3.56	3.27	3.82
Physical Education	3.49	-	.72**	.27	.89	-.07	.21	-.34
Health Education	2.76		-	-.45	.16	-.79	-.51	-1.06**
Sports Science	3.21			-	.61	-.34	-.06	-.61*
Health Science	2.60				-	-.96	-.67	-1.22*
Communication Arts	3.56					-	.28	-.27
Business	3.27						-	-.55
Recreation	3.82							
Item 7 (Total \bar{X} = 3.22) Disliking doing language activities		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.34	2.47	3.02	2.20	3.44	3.36	3.29
Physical Education	3.34	-	.87***	.32*	1.14*	-.11	-.03	.04
Health Education	2.47		-	-.54	.27	-.97*	-.89*	-.82*
Sports Science	3.02			-	.82	-.43	-.35	-.28
Health Science	2.20				-	-1.24*	-1.16*	-1.09*
Communication Arts	3.44					-	.08	.15
Business	3.36						-	.07
Recreation	3.29							-

Item 9 (Total \bar{X} = 3.27) Being a slow learner making it impossible to follow what a teacher's teaching		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.29	2.59	3.20	2.60	3.56	3.91	3.65
Physical Education	3.29	-	.70**	.09	.69	-.27	-.62*	-.36
Health Education	2.59		-	-.61*	-.01	-.97*	-1.32***	-1.06**
Sports Science	3.20			-	.60	-.36	-.71*	-.45
Health Science	2.60				-	-.96	-1.31*	-1.05*
Communication Arts	3.56					-	-.35	-.09
Business	3.91						-	.26
Recreation	3.65							-
Total (\bar{X} = 3.04) The problem concerning students' learning behaviors		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.14	2.33	2.88	2.44	3.33	3.08	3.18
Physical Education	3.14	-	.81***	.26*	.70	-.19	.06	-.04
Health Education	2.33		-	-.55*	-.11	-1.00**	-.75*	-.84**
Sports Science	2.88			-	.44	-.45	-.20	-.29
Health Science	2.44				-	-.89	-.64	-.73
Communication Arts	3.33					-	.25	.16
Business	3.08						-	-.10
Recreation	3.18							-

Table 4.6a Multiple comparison of the students' difficulty in learning listening skill

Item 6 (Total \bar{X} = 3.28) Not understanding subject-specific matter		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
		3.34	2.65	3.27	2.80	3.00	3.27	3.59
Physical Education	3.34	-	.69**	.06	.54	.34	.06	-.25
Health Education	2.65		-	-.63*	-.15	-.35	-.63	-.94**
Sports Science	3.27			-	.47	.27	.00	-.32
Health Science	2.80				-	-.20	-.47	-.79
Communication Arts	3.00					-	-.27	-.59
Business	3.27						-	-.32
Recreation	3.59							-

Table 4.7a Multiple comparison of the students' difficulty in learning speaking skill

Item 8 (Total \bar{X} = 3.50) Having no opportunity to use English in daily life		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
		3.48	3.47	3.38	2.80	3.00	4.27	4.12
Physical Education	3.48	-	.01	.10	.68	.48	-.79**	-.64*
Health Education	3.47		-	.09	.67	.47	-.80*	-.65
Sports Science	3.38			-	.58	.38	-.89**	-.74**
Health Science	2.80				-	-.20	-1.47**	-1.32**
Communication Arts	3.00					-	-1.27**	-1.12**
Business	4.27						-	.16
Recreation	4.12							-

Table 4.8a Multiple comparison of the students' difficulty in learning reading skill

Item 8 (Total \bar{X} = 3.25) Lacking understanding of general subject-matter		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
		3.26	3.53	3.15	2.40	2.78	3.09	3.82
Physical Education	3.26	-	-.27	.11	.86	.48	.17	-.57*
Health Education	3.53		-	.38	1.13*	.75	.44	-.29
Sports Science	3.15			-	.75	.37	.06	-.67*
Health Science	2.40				-	-.38	-.69	-1.42**
Communication Arts	2.78					-	-.31	-1.05**
Business	3.09						-	-.73
Recreation	3.82							-
Item 9 (Total \bar{X} = 3.33) Lacking understanding of subject- specific matter		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
		3.36	3.29	3.26	2.00	2.89	3.18	4.00
Physical Education	3.36	-	.07	.10	1.36**	.47	.18	-.64**
Health Education	3.29		-	.04	1.29**	.41	.11	-.71*
Sports Science	3.26			-	1.26**	.37	.08	-.74**
Health Science	2.00				-	-.89	-1.18*	-2.00***
Communication Arts	2.89					-	-.29	-1.11**
Business	3.18						-	-.82*
Recreation	4.00							-

Table 4.9a Multiple comparison of the students' difficulty in learning writing skill

Item 13 (Total \bar{X} = 3.50)	Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation	
Being unable to write business letters	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	
	\bar{X}	3.53	3.82	3.21	3.40	3.78	3.09	4.06
Physical Education	3.53	-	-.30	.32*	.13	-.25	.44	-.53*
Health Education	3.82		-	.61*	.42	.05	.73	-.24
Sports Science	3.21			-	-.19	-.57	.12	-.85***
Health Science	3.40				-	-.38	.31	-.66
Communication Arts	3.78					-	.69	-.28
Business	3.09						-	-.97**
Recreation	4.06							-

Table 4.10a Multiple comparison of the problems concerning English curriculum and content

Item 2 (Total \bar{X} = 2.93)	Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation	
Uninteresting content of specialized English courses	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	
	\bar{X}	3.04	2.41	2.86	2.60	2.67	3.27	2.35
Physical Education	3.04	-	.63**	.17	.44	.37	-.24	.68**
Health Education	2.41		-	-.45	-.19	-.25	-.86*	.06
Sports Science	2.86			-	.26	.20	-.41	.51*
Health Science	2.60				-	-.07	-.67	.25
Communication Arts	2.67					-	-.61	.31
Business	3.27						-	.92**
Recreation	2.35							-

Item 3 (Total \bar{X} = 3.11) Too difficult vocabularies of an English for Communication course		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.20	2.65	3.11	2.20	3.11	3.09	2.71
Physical Education	3.20	-	.55*	.09	1.00*	.09	.11	.49*
Health Education	2.65		-	-.46*	.45	-.46	-.44	-.06
Sports Science	3.11			-	.91*	-.01	.02	.40
Health Science	2.20				-	-.91	-.89	-.51
Communication Arts	3.11					-	.02	.41
Business	3.09						-	.39
Recreation	2.71							-
Item 5 (Total \bar{X} = 3.20) Too small number of compulsory courses of general English		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.32	2.71	2.91	2.60	3.11	3.18	3.59
Physical Education	3.32	-	.61**	.41***	.72	.21	.14	-.27
Health Education	2.71		-	-.20	.11	-.41	-.48	-.88**
Sports Science	2.91			-	.31	-.20	-.27	-.68**
Health Science	2.60				-	-.51	-.58	-.99*
Communication Arts	3.11					-	-.07	-.48
Business	3.18						-	-.41
Recreation	3.59							-

Item 6 (Total \bar{X} = 3.16) Too small number of compulsory courses of specialized English		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.21	3.06	2.94	2.20	3.22	3.36	3.71
Physical Education	3.21	-	.15	.27*	1.01*	-.02	-.16	-.50*
Health Education	3.06		-	.12	.86	-.16	-.30	-.65*
Sports Science	2.94			-	.74	-.28	-.42	-.77**
Health Science	2.20				-	-1.02*	-1.16*	-1.51***
Communication Arts	3.22					-	-.14	-.48
Business	3.36						-	-.34
Recreation	3.71							-
Item 7 (Total \bar{X} = 3.13) Having no specialized English courses for specific disciplines		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.25	2.88	2.86	2.60	2.78	3.09	3.24
Physical Education	3.25	-	.37	.38**	.65	.47	.16	.01
Health Education	2.88		-	.02	.28	.10	-.21	-.35
Sports Science	2.86			-	.26	.09	-.23	-.37
Health Science	2.60				-	-.18	-.49	-.64
Communication Arts	2.78					-	-.31	-.46
Business	3.09						-	-.14
Recreation	3.24							-

Item 8 (Total \bar{X} = 3.09) Too small number of hours for each course		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.21	2.88	2.83	2.40	3.11	3.27	2.88
Physical Education	3.21	-	.33	.38**	.81*	.10	-.06	.33
Health Education	2.88		-	.05	.48	-.23	-.39	.00
Sports Science	2.83			-	.43	-.28	-.44	-.05
Health Science	2.40				-	-.71	-.87	-.48
Communication Arts	3.11					-	-.16	.23
Business	3.27						-	.39
Recreation	2.88							-
Item 10 (Total \bar{X} = 3.24) Having no elective courses that suits students' interest		Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	\bar{X}	3.29	2.76	2.94	3.00	3.11	4.00	3.82
Physical Education	3.29	-	.53*	.35**	.29	.18	-.71*	-.53*
Health Education	2.76		-	-.17	-.24	-.35	-1.24***	-1.06***
Sports Science	2.94			-	-.06	-.17	-1.06***	-.88***
Health Science	3.00				-	-.11	-1.00	-.82
Communication Arts	3.11					-	-.89*	-.71
Business	4.00						-	.18
Recreation	3.82							-

Total ($\bar{X} = 3.12$)	Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
The problems concerning English curriculum and content	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	3.21	2.75	2.95	2.60	3.02	3.30	3.15
Physical Education	-	.46**	.25**	.61*	.18	-.09	.06
Health Education		-	-.20	.15	-.28	-.55*	-.40
Sports Science			-	.35	-.07	-.35	-.20
Health Science				-	-.42	-.70	-.55
Communication Arts					-	-.28	-.12
Business						-	.15
Recreation							-

Table 4.12a Multiple comparison of the problem concerning teaching methods

Item 9 (Total $\bar{X} = 3.02$)	Physical Education	Health Education	Sports Science	Health Science	Communication Arts	Business	Recreation
Using Thai language as a means of instruction	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
	3.12	2.71	2.68	2.80	3.22	3.27	3.18
Physical Education	-	.42	.44***	.32	-.10	-.15	-.05
Health Education		-	.02	-.09	-.52	-.57	-.47
Sports Science			-	-.12	-.54	-.59	-.49
Health Science				-	-.42	-.47	-.38
Communication Arts					-	-.05	.05
Business						-	.10
Recreation							-

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