



**Use of English Teaching and Learning Activities and Learners'
Perceptions: A Study of Two Class Types**

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for the Degree of Master of Arts in Applied Linguistics**

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ชื่อวิทยานิพนธ์	การใช้กิจกรรมการเรียนการสอนภาษาอังกฤษ และการรับรู้ของนักศึกษา: การศึกษาผู้เรียนสองประเภท
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บทคัดย่อ

การศึกษานี้มีจุดมุ่งหมายเพื่อสำรวจกิจกรรม และการรับรู้ของนักศึกษา ที่มีต่อกิจกรรมการเรียนการสอนที่เกิดขึ้นในชั้นเรียนภาษาอังกฤษธุรกิจ 2 กลุ่ม คือ กลุ่มนักศึกษาภาคปกติ และกลุ่มนักศึกษาภาคการศึกษาเพื่อบุคลากรประจำการ (กศบป.) เพื่อศึกษาว่าครูใช้กิจกรรมการเรียนการสอนอย่างไรในการสอนนักศึกษาที่มีความแตกต่างกัน แต่เรียนรายวิชาเดียวกันซึ่งสอนโดยครูคนเดียวกัน และใช้หนังสือเล่มเดียวกัน ในด้านประเภทของกิจกรรม ความบ่อยของการใช้กิจกรรม และเวลาที่ใช้ในแต่ละกิจกรรม รวมทั้งศึกษาว่านักศึกษาทั้ง 2 กลุ่มมีการรับรู้ต่อการใช้กิจกรรมการเรียนการสอนในชั้นเรียนแตกต่างกันหรือไม่ ในด้านความสนุกและความมีประโยชน์ในการใช้กิจกรรมในการเรียนการสอน

กลุ่มตัวอย่างคือ ครูผู้สอนรายวิชา ภาษาอังกฤษธุรกิจ 2 และ นักศึกษา 2 กลุ่ม คือ นักศึกษาภาคปกติ 34 คน และ นักศึกษาภาค กศบป. 37 คน ของมหาวิทยาลัยราชภัฏนครศรีธรรมราช

เครื่องมือที่ใช้การเก็บข้อมูลมี 4 อย่างคือ แบบสังเกตการสอน การสัมภาษณ์ครูผู้สอน การสัมภาษณ์นักศึกษา และแบบสอบถามเพื่อสำรวจการรับรู้ของนักศึกษาต่อกิจกรรมการเรียนการสอนในชั้นเรียน ข้อมูลที่ได้จากแบบสังเกตการสอนและแบบสอบถามนำมาวิเคราะห์เชิงปริมาณ โดยหาค่าร้อยละ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน และเปรียบเทียบค่าเฉลี่ย ด้วยการทดสอบค่าที่ส่วนข้อมูลที่ได้จากการสัมภาษณ์นำมาวิเคราะห์และตีความ

ผลการวิจัยมีดังนี้

1. กิจกรรมที่ใช้ในการเรียนการสอนทั้งสองกลุ่มมีทั้งหมด 25 กิจกรรม จำแนกเป็นกิจกรรมที่ใช้ในการนำเสนอเนื้อหา 6 กิจกรรม กิจกรรมที่ใช้ในการฝึกใช้ภาษา 16 กิจกรรม และกิจกรรมใช้ภาษา 3 กิจกรรม

2. ไม่มีความแตกต่างอย่างมีนัยสำคัญระหว่างกิจกรรมที่ใช้กับนักศึกษาภาคปกติ และนักศึกษาภาค กศบป. ในด้านประเภทของกิจกรรม ความบ่อยของการใช้กิจกรรม และเวลาที่ใช้ในแต่ละกิจกรรม อย่างไรก็ตาม มีข้อสังเกตเกี่ยวกับการใช้กิจกรรมดังต่อไปนี้

2.1 ประเภทกิจกรรมที่ใช้บ่อยที่สุดในห้องของนักศึกษาภาคปกติคือ กิจกรรมที่ใช้

ในการนำเสนอเนื้อหา แต่ประเภทกิจกรรมที่ใช้บ่อยที่สุดกับกลุ่มของนักศึกษาภาค กศบป. คือ กิจกรรมที่ใช้ในการฝึกใช้ภาษา กิจกรรมย่อยที่ใช้บ่อยที่สุดของทั้งสองกลุ่มคือ กิจกรรมที่ครูผู้สอน แปลความหมายคำศัพท์ก่อนการทำกิจกรรมอื่น

2.2 ประเภทกิจกรรมที่ใช้เวลาในการเรียนการสอนมากที่สุดของทั้งสองกลุ่ม คือ กิจกรรมที่ใช้ในการฝึกใช้ภาษา ส่วนกิจกรรมย่อยที่ใช้เวลาในการเรียนการสอนมากที่สุดของทั้งสองกลุ่มคือ กิจกรรมที่ครูผู้สอนแปลความหมายคำศัพท์ก่อนการทำกิจกรรมอื่น

2.3 ครูใช้กิจกรรมการนำเสนอข้อมูลในการสอนนักศึกษาต่างกลุ่มเหมือนกัน แต่ครูเลือกใช้กิจกรรมการฝึกใช้ภาษา และกิจกรรมการใช้ภาษา แตกต่างกันขึ้นอยู่กับดุลยพินิจของครู ที่มีต่อกิจกรรมนั้นๆ ว่าเหมาะสมกับนักศึกษาหรือไม่

3. นักศึกษาภาคปกติเห็นว่ากิจกรรมย่อยที่สนุกที่สุดคือการอาสาเสนอผลงาน แต่ นักศึกษาภาค กศบป. เห็นว่ากิจกรรมที่สนุกที่สุดคือกิจกรรมที่ครูอ่านเนื้อเรื่องภาษาอังกฤษและ แปลเป็นภาษาไทยให้นักศึกษาฟัง

4. นักศึกษาภาคปกติเห็นว่ากิจกรรมที่มีประโยชน์มากที่สุดคือ ครูอ่านเนื้อเรื่องภาษาอังกฤษ และแปลเป็นภาษาไทยให้นักศึกษาฟัง แต่นักศึกษาภาค กศบป. เห็นว่ากิจกรรมที่มีประโยชน์มากที่สุดคือการอาสาเสนอผลงาน

5. กิจกรรมที่ครูเลือกใช้บางกิจกรรมไม่สอดคล้องกับความคิดเห็นของนักศึกษา

5.1 กิจกรรมที่ครูเลือกใช้บ่อยที่สุดและใช้เวลามากที่สุด เพราะเห็นว่ามีประโยชน์กับนักศึกษา ไม่ใช่ทั้งกิจกรรมที่มีประโยชน์ที่สุดและกิจกรรมที่สนุกที่สุดในความคิดเห็นของนักศึกษา ทั้ง 2 หอ

5.2 ครูเลือกใช้กิจกรรมที่นักศึกษาภาคปกติเห็นว่าเป็นกิจกรรมที่สนุกและมีประโยชน์ในระดับสูงสุด เพียงครั้งเดียว

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ABSTRACT

This study attempted to investigate the activities used and the students' perceptions of the activities used in two classes of the Business English II course: full-time and part-time classes. It aimed to find out about the activities used in these two different classes undertaking the same subject with the same teacher using the same coursebook whether they varied or not in terms of types of activities, frequency of use and time spent on each activity. It also aimed to find out whether there are any differences between the perceptions of the two classes in terms of enjoyment and usefulness of the activities.

The subjects of this study were 1 teacher who taught Business English II and 2 groups of students: 34 full-time students and 37 part-time students.

Four research instruments were used: a class observation note, interviews with the teacher, interviews with the students and a questionnaire. The data from the observation notes and the questionnaire were analyzed using percentages and compared using a series of t-test. The data from the interviews were analyzed qualitatively.

The findings were as follows:

1. Twenty five activities were found in this study: 6 presentation activities, 16 practice activities and 3 production activities.
2. There was no significant difference between the types of activity, frequency of use and time spent on each activity between the two classes. However, some interesting points were found as follows:

2.1 The type of activity used the most frequently with the full-time

class was presentation activity whereas the practice activity was used the most frequently in the part-time class. The activity used the most frequently in both classes was *the teacher translates the meaning of vocabulary before doing activities*.

2.2 The type of activity taking the most time in both classes was practice activity. The activity taking the most time in both classes was *the teacher translates the meaning of vocabulary before doing activities*.

2.3 The *presentation* activities were used with both types of classes. However, for practice and production activities, the teacher taught the different types of classes differently based on her judgment of whether it was suitable for the types of the students or not.

3. The most enjoyable activity in the full-time class' perception was *the students volunteer to present their output* while the most enjoyable activity in the part-time class' perception was *the teacher reads and translates English passages for the students*.

4. The most useful activity in the full-time class' perception was *the teacher reads and translates English passages for the students* whereas the most useful activity in the part-time class' perception was *the students volunteer to present their output*.

5. The activities the teacher used in class did not match with the students' perceptions.

5.1 The activity the teacher used most frequently and took time most since she perceived it as useful activity was not the most useful and the most enjoyable activity in the students' perceptions in both classes.

5.2 The activity the full-time students perceived as enjoyable and useful at the highest level was used only once in their class.

CONTENTS

	Page
CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER	
1. INTRODUCTION	1
1.1 Rationale of the study	1
1.2 Purpose of the study	3
1.3 Research questions.....	3
1.4 Significance of the study.....	4
1.5 Scope and limitations of the study.....	4
1.6 Definition of terms.....	5
2. LITERATURE REVIEW	6
2.1 Roles of activities in language teaching and learning.....	6
2.2 Types of language learning activities.....	7
2.3 Factors influencing language teaching and learning.....	11
2.3.1 Teacher factors.....	11
2.3.2 Learners factors.....	13
2.4 Roles of teachers in language classrooms	18
2.5 Related studies.....	18
3. RESERCH METHODOLOGY	25
3.1 Subjects of the study.....	25
3.2 Research instruments.....	26
3.2.1 Instruments	26
3.2.2 Development of the instruments	27
3.3 Data collection procedures.....	27
3.3 Data analysis.....	30
4. FINDINGS AND DISCUSSION	32
4.1 Activities the teacher used with the full-time and part-time classes...	32

CONTENTS (Continued)

	Page
4.1.1 Types of activities the teacher used in the full-time and part-time classes.....	36
4.1.2 Frequency of use of the activities in the full-time and part-time classes.....	37
4.1.3 Time spent on activities in the full-time and part-time classes.....	37
4.2. Differences between the activities the teacher used with the full-time and part-time classes.....	39
4.2.1 Differences between types of activities used in full-time and part-time classes.....	39
4.2.2 Differences between the frequency of use of activities in the full-time and part-time classes.....	40
4.2.3 Differences between time spent on each activity in the full-time and part-time classes.....	43
4.3 Full-time and part-time students' perceptions of the activities used in their classes.....	46
4.3.1 Students' perceptions of the activities used in terms of enjoyment.....	49
4.3.1.1 Full-time students' perceptions of the activities used in terms of enjoyment.....	49
4.3.1.2 Part-time students' perceptions of the activities used in terms of enjoyment.....	50
4.3.2 Students' perceptions of the activities used in terms of usefulness.....	52
4.3.2.1 Full-time students' perception of the activities used in terms of usefulness.....	52

CONTENTS (Continued)

	Page
4.3.2.2 Part-time students' perceptions of the activities used in terms of usefulness.....	54
4.4. Differences between full-time and part-time students' perceptions of the activities used in their classes.....	55
4.4.1 Differences between full-time and part-time students' perceptions in terms of enjoyment.....	55
4.4.2 Differences between the full-time and part-time students' perceptions in terms of usefulness.....	59
4.5 Mismatches between the activities used in classes and the students' perceptions.....	62
4.5.1 Mismatches between the activities used in classes and the full-time students' perceptions.....	63
4.5.2 Mismatches between the activities used in classes and the part-time students' perceptions.....	64
4.6 Summary.....	65
5. SUMMARY, IMPLICATIONS AND RECOMMENDATIONS	67
5.1 Summary of the study	67
5.2 Pedagogical implications.....	70
5.3 Recommendations for further studies.....	72
REFERENCES	73
APPENDICES	79

LIST OF TABLES

Tables	Page
3.1 Overview of the observation plan.....	28
3.2 The data collection procedures.....	29
4.1 Number and percent of activities used with the full-time and part-time classes.....	33
4.2 Types of activities, frequency of use and time spent on activities in the full-time and part-time classes.....	34
4.3 Full-time and part-time students' perceptions of the enjoyment and usefulness of activities used in their classes.....	47
4.4 Comparison between the full-time and part-time students' perceptions of the enjoyment of the activities used in their classes	56
4.5 Comparison between the full-time and part-time students' perceptions of the usefulness of the activities used in their classes.....	60
4.6 Comparison of the activities used most frequently and the students' perceptions of the activities used in their classes.....	63

LIST OF FIGURES

Figures	Page
4.1 Comparison of the frequency of activity use in the full-time and part-time classes.....	41
4.2 Comparison of the time spent on activities in the full-time and part-time classes.....	43

CHAPTER 1

INTRODUCTION

This chapter presents the rationale of the study, the purpose of the study and the research questions, the expected results, the scope and limitations of the study, followed by the significance of the study and finally a definition of terms.

1. Rationale of the study

According to the vision of Nakhon Si Thammarat Rajabhat University (NSTRU), the university aims to be a learning center as well as a source of wisdom for local lifelong development. Therefore, the ultimate goal of the university is to help local people to have better lives by providing them with more opportunities for higher education (Nakhon Si Thammarat Rajabhat University, 2005). At present, NSTRU provides two types of classes: weekday class offered to *full-time students* on Mondays to Fridays, from 8 a.m. to 4 p.m.; and weekend class offered to *part-time students* who cannot study on weekdays to further their education, on Saturdays and Sundays. It should be noted that, both types of students study the same compulsory English subjects: General English namely *English I*, *English II* and *English III* and English for Specific Purposes such as *Business English I* and *Business English II*. The same coursebooks are used for both types of students. Differences between the full-time students' and the part-time students' characteristics sometimes lead to difficulties in teaching when using the same coursebooks and the same activities as will be described below.

The *full-time students'* and *part-time students'* main characteristics are different in many aspects such as their age, their educational background and their number of years since the last experience of education. The full-time students are about nineteen to twenty two years old whereas the part-time students are mostly between twenty five and fifty years old. Generally, the full-time students have graduated from their high school under the formal education system but the part-time

students finished their studying at various different types of school. For instance, some of them finished their Mattayomsuksa 6 (M. 6) from non-formal education centers, whereas others received a Vocational Certificate from various kinds of college such as technical colleges, vocational colleges and commercial colleges. Many of them have also experienced varying numbers of years without undertaking education since they last left school or college whereas the full-time students have mostly continued their education without interruption.

As stated above, although the types of students are different, the curriculum requires them to study the same English courses: *English I, English II and English III* or *Business English I* and *Business English II*. Normally, teachers who teach these English subjects to full-time students are also responsible for teaching the same courses to part-time students. In order to guarantee that the graduates from both types of students will be of the same quality, the teachers teach all of them by using the same coursebooks and hence use the same activities for both types of students. This sometimes causes difficulties as certain activities are not appropriate for certain students. For example, some teachers find games unsuitable for part-time students whereas full-time students find them enjoyable and helpful. Teachers, then, have to find teaching practice and activities which are suitable for both types of students.

Since teachers have authority to control their classes, teaching and learning depend very much on teachers' decisions. However, it is important to note that the learners are another key element in English teaching and learning. They also bring into classes their own beliefs, goals, attitudes and decisions, which influence how they approach their learning (Gardner & Miller, 1990; Richards and Lockhart, 2005). In addition, Richards (1985) points out that "the successful implementation of a language program may depend on how well it matches expectations, learning styles, and values of the learners" (p.15). Similarly, Murphey (1993), focusing on students' perceptions, claims that students have their own perceptions of what happens in their classroom. That is to say, if they are asked after class what happened, most of them will give different answers. Nunan (1989 cited in Barkhuizen 1998) also reveals that the learner's subjective needs and perceptions are related to the process of their learning. Therefore, he poses the question that if different students learn different things from the same learning experience because of their different perceptions, why

don't teachers learn what learners are learning in their class? He recommends finding out the students' perceptions of the activities which are employed in their classes.

For the reasons stated above, it is interesting to find out whether or not the two groups of students with different characteristics in terms of their age, educational backgrounds and the number of years spent without schooling before resuming their education, who learn the same English courses, have the same perceptions of the activities used in their English classes. The study also aims to find out whether or not the teacher employs the same activities in teaching the different groups of students who study the same lessons. Therefore, in this study, the researcher will investigate the activities the students from two classes at NSTRU, one of full-time students and one of part-time students experience, as well as establishing the students' perceptions about the activities used in their classes. The aim of the study is to be able to apply the findings to improve the teachers' practices and the selection of suitable activities which will be beneficial for both English learning and teaching.

1.2 Purpose of the study

This study aimed at investigating whether there is any difference in activities the teacher employed in the two classes of students who study the same course, but have different characteristics: full-time students and part-time students. It also aimed at investigating students' perceptions of their experiences in learning English, specifically the language teaching and learning activities they encounter in their *Business English II* class at Nakhon Si Thammarat Rajabhat University (NSTRU).

1.3 Research questions

In order to investigate whether the teacher teaches two classes of different students differently or not as well as establishing the students' perceptions of their learning, focusing on the activities employed in two English classes, four research questions were posed.

1. What are activities the teacher used with the two types of students in terms of types of activities, frequency of use, and time spent on each activity?

2. Are there any differences in the teacher's use of activities with the two types of students in terms of types of activities, frequency of use, and time spent on each activity?
3. What are the students' perceptions of the activities used in classes in terms of enjoyment and usefulness?
4. Are there any differences between the full-time and part-time students' perceptions of the activities used in their classes?

1.4 Significance of the study

The results of this study would help increase English teachers' awareness of the importance of activities used in classes with different types of students and probably reveal some information about matching the right activities with particular types of students so that teaching could be more effective.

1.5 Scope and limitation of the study

Although there are various types of activities in teaching and learning English, activities in this study refer to those found in three stages of teaching: presentation, practice, and production and they are assigned to each stage based on the definitions given by Richards and Lockhart (2005) and Harmer (1999). The first type of activity are presentation activities which refer to those used at the stage in which the teacher provides chances for the students to receive language input either from the teacher or from other sources such as texts they read or conversations they listen to. The second type are practice activities which refer to those used at the stage that the teacher provides chances for the students to produce language output especially by using the language knowledge they have been exposed to in presentation activities. Moreover, activities providing chances for the students to evaluate their own learning were also considered to be practice activities in this study. Practice activities can be in the form of individual work, pair work, group work as well as whole class activities. The last type are production activities which refer to activities aimed at encouraging the students to produce their own language. At this stage, the students not only use the knowledge learnt in presentation activities and practiced in practice activities; they

also have to apply or transfer their language knowledge to communicate in different contexts. (See examples of the activities in Appendix I)

This study suffered from certain limitations. First, the experiment was conducted using only one teacher and two groups of third year students at NSTRU. Therefore, the results of the study might be different if it was conducted with other groups of students in other situations and locations. In addition, the content of the teaching was based on 5 units of the *Business Venture II* coursebook. The results of the study might be different with other groups of students who study other coursebooks with different content because the content of the coursebook might affect the choice of activities used in class.

1.6 Definition of terms

The key terms used in the present study are defined below:

1.6.1 Full-time students refer to the students who study at NSTRU on weekdays, Mondays to Fridays. Normally most of the students are homogeneous. They have just graduated from their M.6 from formal education system. They are about nineteen to twenty two years old.

1.6.2 Part-time students refer to a group of students who study at NSTRU on weekends. More than half of them return to study because they want to be promoted to a higher position in their work. They have graduated from various programs and schools: M.6 from formal schools, non-formal education centers, commercial schools, vocational colleges or technical colleges. A number of the part-time students have left their school for five to ten years and some even for twenty years before returning. The majority of the students are twenty five to thirty years old while some of them are more than forty years old.

1.6.3 Activities in this study include all activities that the teacher selects for students and the teacher's activity management in order to achieve the teaching and learning goals.

1.6.4 Perceptions are the students' judgments, feelings, or comments focusing on the activities used as well as the teacher's activities and management of them in the Business English II class, in terms of enjoyment as well as the usefulness of using each activity in the classroom.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews literature in five parts: roles of activities in language teaching and learning, types of language learning activities, factors influencing language learning and teaching, age and language learning, roles of teachers in language classroom and related studies.

2.1 Roles of activities in language teaching and learning

According to Richards and Lockhart (2005) activity refers to a task that the teachers select for students to achieve a specific teaching and learning goal. In addition, Scrivener (2005) defines it as “something that learners do that involves them using or working with language to achieve some specific outcome” (p.41).

Activities play a key role in language learning in many ways. According to Paulston (1980 cited in Wattanakul 1987), the most important element of teaching is effective activity management in the language classroom. She also claims that in successful classes, teachers spend only eighteen percent of the class time on giving instruction, devoting eighty two percent of the class time for their students to do activities. Lightbown and Spada (1999) point out that lessons taught by using the same routines, patterns and formats lead to lower student attention and increased boredom. Employing various kinds of activities in class can solve this problem. In Thailand, the study by Waenthong (1999) asserts that ninety percent of the teachers in her study accept that the use of various kinds of activities maximize students’ learning experience as they will enjoy their learning more and have more chance to get involved in using language by themselves. Moreover, Rao (2001) suggests that style conflicts between teachers and learners can be solved by providing suitable activities for different types of students.

Thus, language teachers should be aware of the important role activities play in teaching and learning as well as their management of them in order to provide the most effective learning conditions for their students.

2.2 Types of language learning activities

Focusing on how to approach the teaching and learning of English, Harmer (1999) divides language learning activities into two main groups: input activities and output activities. The details of the two categories are presented below.

The term *input activities* refers to activities at the stage that the students receive language or a situation in which English is encountered by the students whether by acquisition or conscious learning.

It is important to note that input activities alone are not enough to teach a language. Students still need some output activities in order to test their language knowledge received from input activities.

Output activities are the activities which encourage students to produce language output. This kind of activity allows the students to adjust and test their perceptions of language input. The production of language can be divided into two aspects: practice output and communicative output. Practice output activities provide opportunities for students to use new language knowledge in different contexts. The main aim of practice output activities is to give students the chance to practice specific language structures and functions that the students have already learnt from input activities. Communicative output activities, on the other hand, provide opportunities for students to use language as a means of communication. For communicative output activities, teachers may provide opportunities for learners to test their knowledge in real situations by inviting foreigners into the class and allowing students to interview them.

In contrast to Harmer (1999), Richards and Lockhart (2005) divide teaching and learning activities which are commonly used in English classroom into nine categories. Below are their characteristics and some details.

1. Presentation activities

Presentation activities are tasks in which new language knowledge is presented for the first time. They are normally employed to introduce and clarify new items to be learned such as a grammatical item, a function, a discourse feature, or a learning strategy. For instance, a teacher may use a chart written in the learners' first

language as a first activity in a grammar lesson. However, not all lessons require presentation activities.

2. Practice activities

Practice activities are tasks which provide opportunities for learners to engage with language items that have been presented in presentation activities. Normally practice activities are controlled by the teacher to some degree. For example, some teachers control practice activity by using a dialogue as a model for students to practice sentence patterns, grammar or functions.

3. Memorization Activities

Memorization activities are tasks focusing on having students memorize information or material to be learned. These activities may be used as a strategy to help integrate new items learned or sometimes they are used as one activity in a sequence of learning activities aimed at one learning goal. For example, students may be asked to recognize a list of vocabulary which they will use in a speaking or writing task. Traditional approaches such as Grammar Translation and Audiolingual method normally address memorization activities whereas contemporary method such as the communicative approach tends to avoid using this kind of activity.

4. Comprehension activities

Comprehension activities are tasks in which students need to develop or confirm their understanding of written or spoken texts. The activities may address different levels of comprehension: literal comprehension (understanding the meaning of the text), inferential comprehension (making conclusions and prediction based on the information from the text) and evaluation (making judgments about the content of the text). For instance, students might be asked to read a passage and discern the author's attitude towards the topic, then write a summary of it. Reading and listening classes adopt comprehension activities as the main activity for language learning.

5. Application activities

Application activities refer to tasks that require students to integrate the language knowledge or skill which they have already learned, in a creative way. In these activities students need to apply their knowledge in new contexts related to their own ideas, needs, feelings and experience. Role-play activities after a series of pattern drills are one example of application activities.

6. Strategy activities

This kind of task aims to develop specific learning strategies. For example, the teacher may ask the students to do a lot of activities focusing on using suffixes, and prefixes, in order to guess the meaning of new words by using clues.

7. Affective activities

While most activities have goals related to language learning, affective activities do not. They aim to improve learners' motivation in learning language. In addition, they also aim to develop students' interest and confidence in order to develop a positive attitude in the students toward their own learning. Listen to English songs is one example of affective activities.

8. Feedback activities

This kind of task is employed to give feedback on the learning or performance of the learners. For instance, teachers normally correct their students' work after practice activities in order to help their students to better understand the language point they have learnt in practice activities. Teachers may ask students to correct their own work and then tell them the correct answers. In addition, students may be asked to work in pairs to correct the first draft of their writing. In this activity students will take advantage of peer reviews in order to improve their second draft of writing.

9. Assessment activities

These tasks provide students and teachers with opportunities for evaluating their own learning and teaching. They can test whether they reach their learning and teaching goals or not. Tests and examinations are examples of assessment activities.

Although the types of activities proposed by Harmer (1999) are different from those suggested by Richards and Lockhart (2005), some similarities can be described below.

First, the *input activities* defined by Harmer (1999) and the *presentation activities* suggested by Richards and Lockhart (2005) both refer to activities encountered by the students while receiving language knowledge. But if we focus on the source of the knowledge, presentation activities concentrate more on the knowledge presented by teachers whereas the knowledge from input activities is not

only from teachers but also the knowledge the learners acquire from situations where language is used.

Second, the practice output activities of Harmer (1999) are close to the *practice activities*, the *strategy activities* as well as the memorization activities suggested by Richards and Lockhart (2005). All of them are activities encouraging students to produce their own language output especially by using the language knowledge they have already learnt in presentation or input activities. In addition, although all of the activities are controlled by the teacher, they may be different in form. To be specific, practice activities concentrate more on providing opportunities for students to practice producing their output whereas strategy activities emphasize training in specific strategies in learning language for students. Additionally, memorization activities try to encourage students to learn by memorizing knowledge.

In addition, comprehension activities, feedback activities and assessment *activities* can be classified as output activities for the reason that they have the same teaching goal. These activities require students to produce their own language output. Additionally, they aim to provide opportunities for students to test whether they have reached language learning and teaching goals or not. Students also receive feedback from their teacher as well as their peers from these kinds of activity.

Finally, Richards and Lockhart's (2005) application activities can be one kind of Harmer's (1999) communication output activities because both kinds of activity involve students in using the target language as a means to communicate. Above all, these kinds of activity not only aim to provide opportunities for students to practice using the target language, but also aim to train them to apply their language knowledge in real situations.

As can be seen, the activities mentioned above can be employed at different stages of teaching to promote effective language teaching and learning. In this study stages of teaching were used to group the activities found in both classes.

2.3 Factors influencing language teaching and learning

Since people involving in language teaching and learning are teachers and learners, their beliefs, motivation, experiences, attitudes and so on will influence both teaching and learning language in various ways (Edge, 1996; Johnson, 1999; Richards and Lockhart, 2005 and McKay, 2006). Some important teacher and learner factors influencing language teaching and learning are dealt with below.

2.3.1 Teacher factors

None of teachers are similar (Edge, 1996). This is because all of them are individuals with different beliefs, experiences, knowledge and attitudes. McKay (2006), states that teachers often make decisions about their practice in the classroom based on personal factors. Presented below are teacher factors which may influence their teaching practice.

2.3.1.1 Beliefs

According to the Oxford Advanced Learner's Dictionary (1995), belief means "*trust or confidence in something or somebody*" (p.96). With reference to this definition, teachers' beliefs refer to the teachers' confidence in how to teach English based on their own experience as well as their knowledge. Additionally, Borg (2001, p.186) states that "beliefs guide people's thinking and action". Thus teacher's beliefs are important in teaching English as they underlie teachers' classroom practices (Johnson, 1999 and Richards and Lockhart, 2005). Therefore, it is very advantageous for both teachers and learners to examine teachers' beliefs in order to understand how a teacher deals with his or her work in teaching language. In the context of English teaching, the beliefs of importance are those teachers hold about the nature of English, teaching and learning language, and learners.

2.3.1.1a Belief about the nature of English

According to Richards and Lockhart (2005) "English represents different things to different people" (p.32). Additionally, people's views of English are influenced by the contact they have had with English and its speakers. Teachers always have their own beliefs about many aspects of English such as what is the most difficult aspect of learning English or what is the most important part of English that

needs to be learnt? These beliefs may influence teachers' classroom practice. For example, when teachers believe that the most difficult and important part of learning English is to learn about grammar rules, they will try hard to teach grammar rules through various kinds of teaching methods in order to help their students to understand the elements which they view as the most important for them (Gardner & Miller, 1990 and Wenden & Rubin, 1987). On the other hand some teachers believe that to improve English proficiency, learners need to learn more about vocabulary (Folse, 2008). Again, those teachers will devote their teaching time to use activities focusing on learning the meaning of vocabulary as well as the pronunciation of new words. In short, the teacher's beliefs about the nature of English affect their teaching styles.

2.3.1.1b Beliefs about teaching and learning language

Teacher's beliefs about how languages are learned affect the way they teach (Gardner & Miller, 1990). As Richards (1985) notes, teachers in some Asian countries still employ rote memorization as their favorite teaching activity although it is not valued in Western countries. This may be influenced by their belief that in language learning, learners need more practice in repeating all the words they learn time and time again. In addition, based on the study of Wenden & Rubin (1987), when people believe that to learn another language is to translate that language, they then teach their students by translating word for word for their students in order to help them to learn even though this is time-consuming. As can be seen, the teaching methods teachers employ in their classes are a result of their beliefs about teaching and learning.

2.3.1.1 c Beliefs about learners

Sheerin (1989, p.4) states that "students are individuals with different needs, styles and interests, and (that) we as educators and fellow human beings should take account of these differences in the provision made for their learning". Also, Edge (1996) mentions that learners are one key element in a language classroom. Thus, teachers, in planning their teaching method for their class, need to take the personal characteristics of the students into consideration. For instance, if teachers believe that

children will never sit and listen they will then prepare physical movement activities and use their creative thinking to suit the needs of their students (Brumfit et al, 1991). In addition, if teachers believe that for low proficiency learners to study content which is too difficult may lead to anxiety; then they can plan appropriate content for the level of those learners.

2.3.1.2 Experiences

Scholars view teacher's experiences as a factor influencing language teaching and learning (Johnson, 1999; Musigrungsi, 2001; Richards and Lockhart, 2005 and McKay, 2006). To be specific, Johnson (1999) states that experiences of teachers as learners can be an advantage for them in enhancing their understanding of how their students are experiencing their classroom practice. In addition, McKay (2006) points out that the decisions of teachers are made based on the classroom experience of both teachers and learners. Also Musigrungsi (2001) reports that since many (Thai) teachers were taught through traditional activities, they may also use them with their students. Thus the teacher's experience is related to their teaching. Teachers whose teacher always uses teacher-fronted lessons as a main teaching method tend to employ the same teaching style with their teacher.

2.3.2 Learner factors

“Language learning is often discussed from the point of view of the teacher” (Richards and Lockhart, 2005, p.52). However, learners are also important people in a language classroom (Edge, 1996). As can be seen, all learners have different characteristics based on their age, educational and social background, and beliefs. Watkins (2005) reports that learner factors such as their motivation, aptitude or effectiveness as learners, age, sex, prior education and cultural background may play key roles in their learning ability. Below are some learner factors which influence language teaching and learning.

2.3.2.1 Beliefs

Not only teachers but also learners bring their beliefs into the classroom. Unfortunately, learners' beliefs may or may not match those of their classmates and

teachers. Thus, Tumposky (1991 cited in Richards and Lockhart, 2005) states that learners' beliefs can influence their attitude towards their language learning. Moreover, their beliefs can influence their own language learning (Wenden and Rubin, 1987). For example, a belief that the best way of learning a language is to learn vocabulary leads students to invest the majority of their time in memorizing word lists and grammar rules (Wenden & Rubin, 1987). Moreover the studies of Knowles (1976 cited in Wenden 1991) and Rukthong (2008) found that when the students reveal that the responsibility for their learning is taken on by formal instruction and the teachers, they will not enjoy using a self-access center as it requires them to engage in autonomous learning.

2.3.2.2 Attitude

Attitude is a key factor influencing language learning. Edge (1996) reports that if people have a positive attitude towards a language and the speakers of that language, this will help them learn the language. Also Niederhauser (1997) claims that a negative attitude towards learning English leads to low motivation which finally causes low achievement in learning English. Additionally, Littlewood (2000) mentions some attitudes of Asian students:

1. In the classroom I see the teacher as somebody whose authority should not be questioned.
2. I see knowledge as something that the teacher should pass on to me rather than something that I should discover myself.
3. I expect the teacher (rather than me myself) to be responsible for evaluating how much I have learnt.

(p.32)

With the attitudes stated above, the Asian including Thai students may ignore participating in advantageous activities such as self and peer corrections and autonomous learning. However, Elyidirim and Aston (2006) claim that teaching methods used by teachers can change learners' negative attitude towards language learning to be the positive ones. Thus, to select appropriate activities for particular types of students enhance learners' success in language learning.

2.3.2.3 Motivation

According to Spratt (2005), motivation refers to the thoughts and feelings the learners have which make them want and continue to do something. Motivation is one of the most important factors in language learning (Gardner, 1988; Edge, 1996; Corria, 1999 and Brown, 2000). Similarly, Harmer (1999) states that what happens in the classroom can affect positively motivated and negatively motivated students differently. Different learners have different motivation in learning a language which can lead to different degrees of success. Additionally Lightbown and Spada (1999) assert that the teacher can influence students' motivation by providing them with a supportive environment in which they are engaged in activities suitable for their age, interests and culture.

There are two main kinds of motivation. The first is "integrative" motivation, the individual interest of a learner in becoming more closely identified with the target language culture. For example, a learner may admire the target language, culture and the speakers of that language, so may want to learn the target language (Willis, 2000). For example, learners who chat with native speakers through the Internet seem to be interested in learning English in order to use it to chat with their friends. Gardner et al (1960) confirms that "integrative motivation was especially important for the development of communication skills" (p.215). Learners with integrative motivation will learn to communicate by using the language in which they are interested better than those who do not have any motivation. So we can say that integrative motivation is an important factor in helping the learners to succeed in their learning.

Instrumental motivation, on the other hand, refers to the aim of learning a language in order to use it as an instrument to help learners to achieve their goals in life. According to Willis (2000), it refers to the situation in which the learners "see the target language as a means to an end, such as further study or a good job" (p.14). Many students dislike learning English. They only want to pass a compulsory exam (Corria, 1999). Thus, learning English may only be a tool to help them to graduate from their university. A weak instrumental motivation, can lead to a low level of achievement as the learner may want only to pass an examination. On the other hand a strong instrumental motivation such as a desire to have a good job in the future may lead to a high level of achievement.

According to Spratt et al (2005), there are a number of factors which influence learners' motivation. Presented below are two. The first is the usefulness of the target language for the learners such as for finding good jobs, getting good marks or a good grade on courses of study. Corria (1999) found that nursing students disliked language learning because it did not relate to their own career in the future. In addition, Deckert (2004) reported that in EFL situations students' not having a real need of using English as a medium for communication leads to low motivation to learn English and finally low success in their learning. The second factor is the learner's feelings about learning the language. It has been found that if students feel they succeed in their learning such as by getting a good score for an assignment or test, they seem to be more willing to participate the next time.

Moreover, learners of different ages vary in motivation and this can affect the effectiveness of teaching and learning. According to Harmer (1999), it is possible to divide learners into different age groups: children, adolescents and adults. Each age group has its own characteristics; therefore, teachers should prepare appropriate activities which can motivate them to learn. Children are by nature curious and this characteristic can be claimed as a motivation for learning. Unfortunately, a child's attention and concentration is normally shorter than that of an adolescent or an adult. Children cannot simply sit and listen in their class; they seem to be active almost all the time. Therefore, they need frequent changes of activities. Exciting activities such as games seem to be suitable for them.

Adolescents seem to be the most interesting students to teach. However, they can come to class with more problems than any other group of students. For adolescents, "the teacher may not be the leader but rather the potential enemy" (Harmer, 1999 p.7-8). Friends seem to be the most important people for them, thus group work activities seem to be beneficial for this group. Challenge is also highly important for adolescents; therefore, teachers need to prepare interesting language learning activities for them.

At the beginner level, adult learners seem to be the easiest to teach. They normally come to class with high instrumental motivation and therefore, seem to learn new things successfully and very quickly. However, in the case of adult learners who are at intermediate and advanced levels, the situation is different. Those who are at

higher level already have some language knowledge. Thus they may not perceive any progress easily. Teachers should inform them that there is a lot of new knowledge to learn and provide them with challenging activities in order to motivate them to keep on learning.

In conclusion, Edge (1996) suggests that to solve the problem of low motivation in language learning, teachers should try to motivate their students by using interesting activities, help the students to experience success and ensure the relevance of class work to their lives outside of their class.

2.3.2.4 Age of learners

In language learning, age is a key factor in the differential success of language learners (Ellis, 1990; Larsen-Freeman & Long, 1991; Ehrman, 1996). In addition, it is also believed that age is related to learners' motivation in language learning (Dulay, Burt and Krashen, 1982; Gardner, 1988; Niederhauser, 1997; Lightbown and Spada, 1999 and Brown, 2000).

The age of learners affects the rate of acquisition and the rate of success. For example, Larsen-Freeman and Long (1991), state that older students seem to achieve their goals faster. Similarly, Ehrman (1996) reports that adult students have a higher success rate. He also adds that children have limited experience; they learn to speak like children such as producing only short words, and use simple grammar. On the other hand, older learners have knowledge of the world as well as more experience in learning; therefore, they know how to learn and develop their new language knowledge. However, Larsen-Freeman and Long (1991) claim that younger learners are better at achieving native-like accents than older ones. Ellis (1990) also states that to start at a younger age can lead to more native-like pronunciation. Thus, it can be concluded that "older is faster but younger is better" (Larsen-Freeman and Long, 1991, p.155).

In conclusion, Watkins (2005) states that teachers cannot change the ages of the learners; the thing teachers can control is his or her teaching style varying it to suit the needs and the expectations of the learners. Thus, in designing activities for language classes, teachers should take into account their own and learners' beliefs and the age, motivation and attitude of the learners.

2.4 Roles of teachers in language classrooms

Teachers are a key element in language classrooms and they seem to play many roles in their classrooms (Campbell and Kryszewska 1992 and Jacobs and Goh, 2007). According to Nunan (2003), it is the teacher who plans the content of lessons and the methods of teaching as well as organizing practice or communicative activities during the lesson. In addition, Jacobs and Goh (2007) state that the main role of the teacher is giving instructions which they recommend to start by giving instructions in stages using content that is familiar and not too difficult for the students. They also claim that teachers should read the instructions aloud as well as giving instructions to the students on the board or in a handout so that the students can read and understand them more easily.

Campbell and Kryszewska (1992) assert that teachers are also facilitators who respond to learners' requests such as helping them with vocabulary and grammar in order to enhance students' success in language learning. Finally, teachers are monitors who check whether learners produce correct output or not in order to help them to improve their proficiency. As stated above, teachers play many roles in their classroom, thus, they need to be aware of their roles in order to enable their students to be more successful in their learning.

In the next section, some studies related to students' perceptions on activities teachers used in their classes as well as the studies of teachers' activities selection are reviewed in order to present the importance of learners' perceptions towards the use of activities they encountered in their classes.

2.5 Related studies

Some scholars have studied about activities selection, teaching and learning behaviors and learners' and teachers' perceptions of their learning and the activities they encounter in their classrooms. Additionally, several studies reported a number of mismatches between teachers' perceptions of classroom teaching activities and students' perceptions of classroom learning activities.

2.5.1 Studies about activities selection and teaching and learning behavior

During November 2000 to February 2001, Maungmee conducted her study in Chonburi, Thailand. The subjects of her study were 13 male youths, all of whom were sentenced for drug involvement. They were 14 to 18 years old who dropped out from schools at different levels: primary, secondary and high school. At the time of the study, they took a special course of English run by the researcher (21 hours, 90 minutes per week). They had multi-level of English proficiency and got low scores in the pretest. The researcher then conducted the study in order to find out the reasons for their low scores and their learning behavior in order to adapt her teaching methods to suit them. She started by asking them to read aloud, pronounce, translate, spell and put stress on words. More than half of the students did not pass these tests and none passed the stress and pronunciation tests. The researcher perceived that her students were passive learners, afraid of making mistakes, and had low level of English proficiency. Therefore, she selected certain activities for them, i.e. teaching them word by word or short sentences instead of teaching grammar. Speaking in class was encouraged so students could become active participants. This was believed to help increase enjoyment and improve their learning. Homework appropriate to their proficiency was given in order to help them succeed in their learning. Children songs were used to provide good environment in class. The students were asked not to laugh at their friends when they mispronounced or mistranslated sentences or texts in order to enhance their confidence in their learning. By the end of the study, the behavior record form showed that the students improved their behaviors in terms of participating in class discussions, asking questions, note taking, etc., and also had enjoyment in learning. Thus, she recommended teachers to be humanist instead of cognitivist and to teach by the heart not by the brain in order to help the different types of students who had to study in the same class improve their learning.

Ratchadawisitkul (2002) conducted her study at Dhurakijpundit University in Bangkok. This study aimed to survey students' learning styles in order to prepare activities affecting the effectiveness, attitude and motivation of the second year university students who got grades C and D. The 120 students were divided into 3 groups of 40. Three research instruments were used: a learning style questionnaire to

survey and group the students learning styles into 4 main groups: activist, reflector, theorist and pragmatist, a teaching plan adapted from New Headway coursebook (pre-intermediate) divided into 12 units about daily life communication, and learning activities based on the Learning Cycling which the students can start their learning at any stage they think most suitable for their learning styles and move to other stages in order to learn through any activities which suite their other learning styles. The students were evaluated after finishing each stage. It was found that most students were reflectors, pragmatists, activists and theorists respectively in number. The developed method was suitable for students as revealed by their higher English proficiency, attitude and motivations in their learning at the end of the study. However, the researcher recommended that although suitable teaching methods were valuable for students, teachers were the key element in the classroom. They could be observers and facilitators who took care and gave advice to their students in order to help them become self-directed learners in the future. Additionally, the content of their learning should be related to their real life outside the class and the activities should be suitable for the time of each period.

It can be concluded that different types of activities are needed for different types of students and teachers are usually aware of this fact and try to cater for their students' needs.

2.5.2 Studies about teachers' and learners' perceptions of activities used in classes

In 1987, Nunan carried out a study in Australia (Nunan 1987 cited in Nunan 1995). The subjects of the study were teachers and learners in the Australian Adult Migrant Education Service Program. He reported that in only one out of nine selected learning activities did the teachers' and the learners' perceptions match— they both agreed that conversation practice was very important. In all other cases, there were mismatches between the teaching preferences of the teachers and the learning preferences of the students. For example, the students gave a low rating for students' self-discovery of errors and pair work activities, whereas the teachers gave these

activities a very high rating. On the other hand, the students gave a very high rating for error correction by the teacher but the teachers gave a low rating for this.

Willing (1988 cited in Gardner & Miller, 1990) conducted a large-scale study in Australia in 1988 to discover favorite activities based on the learners' perceptions. Five hundred and seventeen learners of English participated in his study which found that some classroom activities were rated very highly by learners. The highest was "*to practice sounds and pronunciation*" (62%), followed by "*the teacher told the learners about their mistakes*" (61%). The third ranking was "*conversation practice*" (55%) and the last was "*explanation*" (54%). In contrast, some activities were rated quite low according to the learners' perceptions. The first was "*trying to find their own mistakes*" (27%). Surprisingly, the second was "*learning by using pictures, films and videos*" (19%). The third was "*to learn English by talking in pairs*" (15%). The fourth was "*to learn English by using games*" (10%). The lowest was "*to learn alone by themselves*" (3%).

In 1991 Murphey (1993) studied the perceptions of students by asking his students to write journals after everyday in which he taught the class. The focuses of the journal were what they thought about the activities he employed in the class as well as how they liked it. He collected and read the journals for a year and a half and discovered that asking the students to write down their perceptions on the things which happened in their classes was very beneficial for his students. First, the students got involved in what was happening in their classes as they needed to find something to talk about in their journal. Second, the students had a chance to review their learning process when they tried to write their journal. Third, they also had the chance to evaluate whether activities were useful for them or not. Fourth, they had the opportunity to give feedback on activities they encountered in classes and the students became more interested in the teaching and learning situation in their classes. Lastly, when they read their classmates' journals, they could gain new perceptions about class activities which were very beneficial for them. Moreover, not only the students, but also the teacher gained advantages from the students' journals. He learnt about the students' perceptions from their journal and became aware of the importance of selecting activities for different classes. Firstly, he discovered which of the activities used in class were useful or difficult for the students. Moreover, he realized that

activities which were very important in his perception might not be important in the students' perceptions. So, he became more confident in choosing activities to suit the students.

Barkhuizen (1998) also reported learners' and teachers' perceptions focusing on the activities which teachers employed in their class. In this study the researcher carried out research at a high school in South Africa. Two hundreds grade eight, nine, ten and eleven students and four teachers were involved in the study. Four research instruments were used: a questionnaire, students' compositions, observations and interviews with the students both individually and in groups. The researcher found that the most enjoyable activity in students' perception was learning about correct spelling whereas the least enjoyable activity was writing business letters. In addition, in the students' perception, the activity which helped them learn most English was using a dictionary. Additionally, the students perceived learning about English tenses as the most useful activity which they would use in their real life. The students viewed writing summaries as the activity which least helped them learn English and as an activity which they would not use after finishing studying. The researcher concluded that if teachers were more aware of the students' perceptions: how they learn language, and how they feel about their language learning experience, teachers would be able to facilitate their learning in a number of ways. The areas that teachers could improve are those activities which are used in class, teaching materials and the content of lessons, teaching techniques or methods, classroom control and management and factors which will affect the learning situation such as the classroom atmosphere and student anxiety.

Noll (1999) conducted her study to investigate adult ESL students' perception of grouping format for ESL instruction. 42 adult students in Intensive English programs and 21 adult students in immigrant/ refugee ESL programs participated in this study. The subjects were beginning, intermediate and advanced level students from two private universities and two public community colleges in Puget Sound area of Washington State. Students' perceptions were assessed by means of a questionnaire that included both closed and open-ended items. It was found that the students at all level liked same-ability group and same-ability pairs most, followed by whole-class

instruction. Working alone and in mixed-ability pairs were the least liked grouping formats. With regard to ESL materials, students preferred using different books with students of different abilities, rather than using one book for all students. In addition, students preferred to be in groups with different classmates throughout the semester rather than being in groups with the same students for the whole semester. The implications for classroom practice were discussed with an emphasis on ESL classrooms that included students of varying ability.

Similarly, Hawkey (2006) reported some mismatches between teachers and learners' perceptions of some of their classroom language learning activities. This study was conducted in Italy. The data were collected over the 2001 to 2002 school year on two or three visits to seven case study schools at elementary, middle, and high schools in Italy. Questionnaires were administered to 228 students and eleven teachers. Comparing the students and teacher's rank order of the frequency of use of the activities, the researcher reported that in teachers' perceptions, pair discussion was ranked number two whereas in the students' perception this activity was at ranked number eight. The students viewed grammar exercises as number five in the rank order of the frequency of activity use in the classroom but the teachers thought they did not use this activity very often as they rated this activity at number eleven. The researcher noted that the findings of this study are beneficial since the more teachers are aware of the mismatch between students' and teachers' perceptions, the better they can design effective activities which are suitable for their learners.

The study of Griffiths (2007) also aimed to discover the perceptions of learners and teachers. Her study focused on the frequency of strategies used by international students and the teachers' perceptions regarding the important strategies used. One hundred and thirty one students (55 males and 76 females) of 14 different nations participated in this study which lasted for 3 months. A five-point scale questionnaire was developed based on the items on the Strategies Inventory for Language Learning (SILL) and the strategies used by the participants in their learning were identified. It was found that "to do homework" which is very important for the teacher was not rated as highly in the students' perception. Also "revising their work regularly" which was very important in the teachers' perception was not rated as the strategy the students used at a high level of frequency. In addition, the students

indicated that they preferred “teacher-directed study” while the teachers expected them to “try to learn by themselves”. Again, students rated using a dictionary at a high level whereas the teacher did not perceive this as a highly important strategy at all. Finally, “to write a diary” and learning by “using games” which were rated as highly important by the teachers were rated as strategies of low benefit for their learning by the students. The study revealed that both teachers and students have their own perceptions of activities used in the classroom and their perceptions may not match. Hence, teachers should take this fact into consideration when designing or choosing activities for students.

CHAPTER 3

RESEARCH METHODOLOGY

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The subjects were selected by purposive sampling. The two selected classes were third year students majoring in General Management. They took the "*Business English II*" course in the first semester of the academic year 2008. Both classes were taught by the same teacher using the same coursebook, *Business Venture II*. Each class met once a week in three consecutive periods of fifty minutes each, totaling 150

minutes or 2 hours and 30 minutes. The subjects, the teacher and the students, were informed of the purposes of the study and agreed to participate in it.

3.2 Research instruments

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3.2.1 Instruments

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3.2.1.1 Class observation note

The first instrument was the *class observation note* which aimed to record the activities used by the teacher in both classes (see Appendices IIa and IIb). All the events occurring in the class such as activities used by the teacher, the frequency of their use, the time spent on each activity as well as the students' reaction to the activities in general were recorded on the observation note.

3.2.1.2 Interviews with the students

The second type of instrument were weekly *interviews with the students*. The interviews focused on the students' perceptions of the activities they encountered in their classes in three main aspects: the frequency of use of the activities, the students' enjoyment of the activities and the perceived usefulness of the activities (see Appendix III).

3.2.1.3 Interviews with the teacher

The third type of instrument were *interviews with the teacher* at the end of each week of observation (see Appendix IV). The interviews focused on the details noted in the observation notes in order to discover the teacher's explanation for the use of the activities noted with the two types of students. For example, questions addressed the teacher's satisfaction with the use of the activities included the teacher's

plan of activity management prepared before teaching and any changes of the plan which occurred in actually teaching the lesson, and her plan of activity management for the next period. In addition, the reasons why the teacher used different or similar activities with the two types of students were investigated.

3.2.1.4 The questionnaire

The last instrument was a *questionnaire* which aimed to elicit the students' perceptions of the activities encountered in their class (see Appendi Va, and Vb). The questionnaire consisted of a number of five-point Likert's scale items based on the activities found in the observation notes in order to ensure that the list of activities shown in the questionnaire were those actually used in that particular class. The questionnaire was written in Thai in order to avoid any misunderstandings.

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Drafts of the instruments: the observation note, the questions for the student interviews, the questions prepared for the teacher interviews and the questionnaire on the perceptions of the students were designed based on studies and articles included in the literature review, a two and a half hour observation of a class taught by the teacher participating in the main study, and the activities contained in Units 2 and Unit 3 of the *Business Venture II* coursebook. The instruments were tried out in the *Business English II* class in the third week of the first semester of the academic year 2008 and revised before being used in the main study.

3.3 Data collection procedures

The design of this study was based on a survey research. Below are the procedures used in the data collection:

1. The observation of the two types of students: full-time students and part-time students started in the fourth week and finished at the end of the ninth week of the academic year 2008. The observation covered five units over a period of 6 weeks, totaling 30 hours, 15 hours for each class (see table 3.1). Observation notes were the instruments used to collect the data. Each observation was also audio recorded.

Table 3.1: Overview of the observation plan

Week	Unit	Content	Observation time per class <i>1 period = 50 minutes</i>	
			Full-time class	Part-time class
Week 4	Unit 2	Telephoning	3 periods <i>(observation 1A)</i>	3 periods <i>(observation 1B)</i>
Week 5	Unit 3	Schedule and Appointment	3 periods <i>(observation 2A)</i>	3 periods <i>(observation 2B)</i>
Week 6	Unit 4	Company Performance	3 periods <i>(observation 3A)</i>	3 periods <i>(observation 3B)</i>
Week 7	Unit 5	Product and Services	3 periods <i>(observation 4A)</i>	3 periods <i>(observation 4B)</i>
Week 8	Unit 5 and Unit 7*	Product and Services / Complaints and Problems	3 periods <i>(observation 5A)</i> <i>42 Minutes</i> <i>(observation 5AA**)</i>	3 periods <i>(observation 5B)</i>
Week 9	Unit 7	Complaints and Problems	3 periods <i>(observation 6A)</i>	3 periods <i>(observation 6B)</i>
Total time			18 periods and 42 Min. (15 hours and 42 Min.)	18 periods (15 hours)

*The teacher skipped Unit 6.

** For full-time students, the teacher assigned them to do a presentation activity outside their regular class. Therefore, 42 minutes of observation were added for the presentation activity.

2. After each observation was finished, 9 students from each of the student types participated in the weekly interview. Among the 9 students, 6 were selected based on their English grades: 2 had low grades, 2 had average grades and 2 had high grades. Students of the same level of proficiency were paired and interviewed in the same session. The other three students were selected based on their having

volunteered to talk about their perceptions. They were grouped and interviewed in the same session so they did not intimidate each other in expressing their comments. The interviews were in Thai and audio recorded.

3. After each class, the teacher was interviewed to establish her point of view about the activities she employed in her class such as why she employed similar or different activities with the different types of students as well as whether the activities employed in her class were suitable for both types of students or not. The interviews with the teacher were in Thai and audio recorded.

4. After the period of observation was over, in the tenth week both types of students were asked to respond to the questionnaire. The questionnaire was related to the students' perceptions on the activities experienced in their classes in terms of their enjoyment of them and the usefulness of the activities. The data collection process can be summarized in the table below.

Table 3.2: Data collection procedures

Week	Content	Data collection	
		<i>Full-time students</i>	<i>Part-time students</i>
4	Unit 2 Telephoning <i>Periods 1-3</i>	Observation 1A Interview with the teacher 1A Interview with the students 1A (9 students, 4 separate sessions)	Observation 1B Interview with the teacher 1B Interview with the students 1B (9 students, 4 separate sessions)
5	Unit 3 Schedule and Appointment <i>Periods 4-6</i>	Observation 2A Interview with the teacher 2A Interview with the students 2A (9 students, 4 separate sessions)	Observation 2B Interview with the teacher 2B Interview with the students 2B (9 students, 4 separate sessions)
6	Unit 4 Company Performance <i>Periods 7-9</i>	Observation 3A Interview with the teacher 3A Interview with the students 3A (9 students, 4 separate sessions)	Observation 3B Interview with the teacher 3B Interview with the students 3B (9 students, 4 separate sessions)

Week	Content	Data collection	
7	Unit 5 Product and Services <i>Periods 10-12</i>	<i>Full-time students</i>	<i>Part-time students</i>
		Observation 4A Interview with the teacher 4A Interview with the students 4A (9 students, 4 separate sessions)	Observation 4B Interview with the teacher 4B Interview with the students 4B (9 students, 4 separate sessions)
8	Unit 5 Product and Services and Unit 7 Complaints and Problems <i>Periods 13-15</i>	Observation 5A <i>Observation 5AA**</i> Interview with the teacher 5A Interview with the students 5A (9 students, 4 separate sessions)	Observation 5B Interview with the teacher 5B Interview with the students 5B (9 students, 4 separate sessions)
9	Unit 7 Complaints and Problems <i>Periods 16-18</i>	Observation 6A Interview with the teacher 6A Interview with the students 6A (9 students, 4 separate sessions)	Observation 6B Interview with the teacher 6B Interview with the students 6B (9 students, 4 separate sessions)
10	After the whole observation was finished, both types of students were asked to respond to the questionnaire.		

** For full-time students, the teacher assigned them to do a presentation activity outside their regular class.

3.5 Data analysis

To answer the first question related to the activities the teacher used with both types of students, data from observation notes were calculated to find out the number of times and percentage of activities used. Then the activities found in both classes were grouped in order to find out the types of activities, the frequency of their use, and the time spent on each activity.

To answer the second question on whether there were any differences in the teacher's use of activities with the two types of students in terms of types of activities, the frequency of use, and the time spent on each activity, the data were analyzed both quantitatively and qualitatively. Specifically, the data obtained from the observation notes of the two classes were compared in order to find out whether the teacher employed different kinds of activities in the two classes of the same course or not. The comparison focused on the types and the number of activities which were used in each class, the time spent on each activity as well as the frequency of use of the activities. In addition, the teacher's responses in the interviews were analyzed for the reasons why she used similar or different activities with the two classes.

To answer the third research question about the students' perceptions of the activities used in the classes in terms of their enjoyment and their usefulness of them, the data were analyzed both qualitatively and quantitatively. The students' responses to the questionnaire administered after the end of the observation period were calculated for percentage, mean scores and standard deviations of the frequency. In addition the data from the group interviews with the students were analyzed qualitatively by grouping on the basis of common content. The data, then, were used to further clarify and enrich the data from the questionnaire.

To answer the last question about whether there were any difference between the full-time and the part-time students' perceptions of the English teaching and learning activities in their classes, a series of t-tests was employed to determine whether the perceptions were significantly different or not.

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To answer the last question about whether there were any difference between the full-time and the part-time students' perceptions of the English teaching and learning activities in their classes, a series of t-tests was employed to determine whether the perceptions were significantly different or not.

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter reports the findings of the study. First the findings about the activities used in the classes of full-time and part-time students were reported in terms of the types of activities, their frequency of use and the time spent on each activity. The similarities and the differences between the activities the teacher used with the full-time and part-time students were also discussed. Second, the students' perceptions of the activities used in the two classes were reported. The similarities as well as the differences between full-time and part-time students' perceptions of English teaching and learning activities in their classes were discussed in terms of enjoyment and their usefulness.

4.1 Activities the teacher used with the full-time and part-time classes

This section reports the findings in relation to the first and second research questions aiming to find out what activities the teacher used with the two types of students and whether they were the same or different. To answer the first research question, the results from the observation notes analysis were divided into three aspects: types of activities, the frequency of use of activities and the time spent on each activity. To answer the second research question, the activities used in the two classes were compared to find out whether there were any significant differences among them.

It was found that all the three main types of activities: presentation, practice and production were used in both classes. The findings are shown in Table 4.1.

Table 4.1 Number and percent of activities used with the full-time and part-time classes

Types of activities used in classes	Full-time class		Part-time class	
	Number of activities	Percent	Number of activities	Percent
Presentation activities	6	27.27%	6	28.58%
Practice activities	14	63.64%	13	61.90%
Production activities	2*	9.09%	2*	9.52%
Total	22	100%	21	100%

*One of them was the activity the teacher assigned the students to prepare outside class time

In the full-time class, 22 out of 25 activities were used. The majority of them (14 or 63.64%) were practice activities (items 8 to 11, and items 13 to 22). Six of them (27.27%) were presentation activities (items 1 to 6) and the other two (9.09%) were production activities (items 23 and 25).

In the part-time class, 21 out of 25 activities were used. Thirteen of them (61.90%) were practice activities (items 7 to 14 and items 18 to 22). Six of them (28.58%) were presentation *activities* (items 1 to 6) and the rest (9.52%) were production activities (items 23 and 24).

As shown in Table 4.2, twenty five activities were used in classes of full-time students and part-time students. Two of them were found in the teacher's assignment for the students to do outside their classes: one for full-time students (item 24) and the other for part-time students (item 25). The activities found in the classes were then assigned to the three stages of teaching: presentation, practice, and production. The details of the activities were described and discussed in three main aspects: 1) types of activities, 2) their frequency of use, and 3) the time spent on each activity.

Table 4.2 Types of activities, frequency of use and time spent on activities in the full-time and part-time classes

Item	Types of activities	Activities used in Business English II class	Used with	Full-time class		Part-time class	
				Number of time and percent	Time spent on activities (minutes) and percent	Number of time and percent	Time spent on activities (minutes) and percent
1	Presentation activities	The teacher describes the content of the subject in Thai.	Both	10 (9.71%)	73 (9.52%)	7 (5.69%)	57 (7.70%)
2		The teacher describes how to do activities in Thai.	Both	13 (12.62%)	78 (10.17%)	18 (14.63%)	80 (10.80%)
3		The teacher translates the meaning of vocabulary before doing activities.	Both	16 (15.53%)	83 (10.82%)	20 (16.26%)	96 (13.0%)
4*		The teacher reads and translates English passages for the students.	Both	4 (3.88%)	54 (7.04)	5 (4.07%)	40 (5.40%)
5*		The students listen to conversations while reading scripts from transparencies.	Both	5 (4.85%)	38 (4.99%)	7 (5.69%)	29 (3.91%)
6		The students listen to conversations from a cassette (and use them as models for speaking).	Both	3 (2.91%)	10 (1.30%)	1 (0.81%)	3 (0.40%)
Total				51 (49.51%)	336 (43.83%)	58 (47.15%)	305 (41.20%)
7	Practice activities	The students practice pronunciation by repeating after the cassette.	Part-time	0 (0%)	0 (0%)	4 (3.25%)	13 (1.75%)
8		The students practice English pronunciation by repeating after the teacher.	Both	1 (0.97%)	4 (0.52%)	1 (0.81%)	5 (0.67%)
9*		The students listen to conversations and do comprehension check exercises.	Both	11 (10.68%)	60 (7.82%)	13 (10.57%)	55 (7.42%)
10		Pairs of students help their partners to write conversation scripts.	Both	2 (1.94%)	16 (2.09%)	4 (3.25%)	23 (3.10%)
11		The students practice speaking English conversations (allowed to see their scripts).	Both	3 (2.91%)	17 (2.22%)	5 (4.07%)	26 (3.51%)
12		The students read aloud one by one.	Part-time	0 (0%)	0 (0%)	1 (0.81%)	2 (0.26%)
13*		The whole class of students read aloud together.	Both	2 (1.94%)	11 (1.43%)	3 (2.44%)	8 (1.07%)

Item	Types of activities	Activities used in Business English II class	Used with	Full-time class		Part-time class	
				Number of time and percent	Time spent on activities (minutes) and percent	Number of time and percent	Time spent on activities (minutes) and percent
14	Practice activities	The students study English by playing games.	Both	2 (1.94%)	14 (1.83%)	2 (1.63%)	19 (2.56%)
15		The students read English passages and answer comprehension questions.	Full-time	1 (0.97%)	3 (0.39%)	0 (0%)	0 (0%)
16		The students guess the meaning of vocabulary before doing activities.	Full-time	1 (0.97%)	3 (0.39%)	0 (0%)	0 (0%)
17		The students find the meaning of vocabulary before doing activities.	Full-time	2 (1.94%)	5 (0.69%)	0 (0%)	0 (0%)
18		The students practice speaking in the information gap activities.	Both	4 (3.88%)	51 (6.65%)	4 (3.25%)	54 (7.29%)
19		The students volunteer to speak.	Both	9 (8.74%)	48 (6.26%)	10 (8.30%)	58 (7.83%)
20		The teacher calls upon the students to speak.	Both	1 (0.97%)	8 (1.04%)	3 (2.44%)	13 (1.75%)
21		The students take a vocabulary test as a reinforcement of vocabulary learnt.	Both	3 (2.91%)	60 (7.82%)	3 (2.44%)	60 (8.10%)
22*		The students do exercises in their book.	Both	7 (6.80%)	54 (7.04%)	9 (7.32%)	46 (6.20%)
Total				49 (47.57%)	354 (46.15%)	62 (50.41%)	382 (51.55%)
23	Production activities	The students take a speaking test.	Both	2 (1.94%)	35 (4.56%)	2 (1.63%)	54 (7.25%)
24		The students practice writing an English paragraph. (assigned as homework)	Part-time	0 (0%)	0 (0%)	1 (0.81%)	Homework
25		The students present their work in class. (assigned to prepare outside class time)	Full-time	1 (0.97%)	42 (5.48%)	0 (0%)	0 (0%)
Total				3 (2.91%)	77 (10.04%)	3 (2.44%)	54 (7.25%)
Grand Total				103 (100%)	767 (100%)	123 (100%)	741 (100%)

*The activities the teacher used in the class of part-time students more often than in the class of full-time students, but she spent more time in the class of full-time students than in that of part-time students.

**The rest of time were spent on classroom management such as checking the students' attendance, taking a break, setting equipment, etc.

4.1.1 Types of activities the teacher used in the full-time and part-time classes

Based on the finding shown in Table 4.2, it should be noted that all presentation activities (items 1 to 6) were used with both types of students though with different frequency and time spent on them. The fact that the teacher taught the different types of students with the same activities may be explained as follows. First, all of the presentation activities were teacher-fronted. They were prepared and implemented by the teacher. Before actually teaching, the teacher herself had prepared the activities for both classes. Based on Hedge (2000, p.31) “the learning activities are clearly linked to prioritized aims for the lesson”. As a result, it was likely that the teacher planned once for both classes since the objectives of both were the same. Second, both classes of students used the same coursebook; hence the teacher used the same presentation activities for the different types of students based on the lessons in the same coursebook. According to Jones (2007), coursebooks play important roles in managing activities in classrooms and he states that coursebooks can be used to guide students and manage activities in classes.

Turning now to practice activities, 7 out of 16 were used in both classes. All of them were activities aiming to get the students involved in using the four skills of English: listening (item 9), speaking (items 8, 11, 14 and items 18 to 20), reading (items 13 and 22) and writing (items 10 and 21). Although the teacher tried to provide various kinds of activity for the students to practice the four skills of English, speaking activities seem to have been used most frequently to enhance the students’ confidence in using English to communicate in their classes. As the coursebooks (Business Venture II) used for this course contained many conversations, the teacher then, used speaking activities more than the others types of activities. Moreover, the teacher revealed in her interview that she regarded the main aim of learning English as being able to communicate by using the skill of speaking, therefore, she addressed speaking activities as key elements in her teaching.

As can be seen, only 1 out of 3 production activities employed were used in both classes. This was *the speaking test* (item 23). This is because testing is an

important assessment activity and Johnson (2001) asserts that tests can tell us about the learners' proficiency level. Therefore, after teaching by using various kinds of activities the teacher needed to assess the progress of both types of students. Since they were taking the same course, they had to also take the same test. For that reason this activity was found in both classes.

4.1.2 Frequency of use of the activities in the full-time and part-time classes

It was found that the most frequently used activity with both types of students was item 3, *the teacher translates the meaning of vocabulary before doing activities* which was a presentation activity. This activity was used 16 times in the full-time class and 20 times in the part-time class. In the teacher's perception, the students did not know much about vocabulary which could lead to difficulties in participating in all kinds of activity. Therefore, she tried to help them by providing time for them to learn English vocabulary.

4.1.3 Time spent on activities in the full-time and part-time classes

The teacher spent the greatest amount of time on practice activities in both classes (354 minutes or 46.15% in the full-time class and 382 minutes or 51.55% in the part-time class), followed by presentation activities (336 minutes or 43.83% in the full-time class and 305 minutes or 41.20% in the part-time class) and production activities (77 minutes or 10.04% in the full-time class and 54 minutes or 7.25% in the part-time class). The teacher probably spent most of her time conducting practice activities because she wanted to get her students to practice using the language by themselves in order to improve their English proficiency. Additionally, since most activities found in both classes were practice activities (14 activities in the full-time class and 13 activities in the part-time class), that is the reason why they also spent the greatest amount of time on them.

As expected, although there were only 6 presentation activities, the teacher spent a lot of her time using them in both classes. In this respect, Jones (2007) who

addresses student-centeredness as a key element in teaching, advocates that before asking students to work together they sometimes need to be given teacher-led explanations. According to the teacher, both types of students had low levels of English proficiency; therefore she tried to facilitate their learning by preparing them before asking them to do practice and production activities such as by explaining the meaning of vocabulary, the content of the subject and how to do activities in Thai as well as asking them to listen to conversations from a cassette. Additionally, in the teacher's perception, both classes of students seemed to understand the lesson she taught easily when she employed presentation activities. Based on the findings from the interviews with the students, both types of students confirmed that presentation activities were very helpful for them. They stated that *explanation of the content of the subject in Thai* as well as *translations of the vocabulary before doing activities* were very advantageous for them. Both activities helped them understand English lessons better.

The reason why the students felt that presentation activities were useful for them might be because normally the teacher spoke Thai during the presentation activities such as when describing the meaning of vocabulary or explaining the content. As found in the study of Tang (2002), the low English proficiency students failed to understand their teachers when they used only English in their classes. Schweers (2003) also confirms that using L1 facilitates students in learning English. Thus, by giving and explaining instructions in Thai, the teacher made the activities easier for the students to follow and understand.

It is interesting to note that item 3, *the teacher translates the meaning of vocabulary before doing activities* was not only the most frequently used activity, but it was also the activity taking up the most time in both classes (83 minutes or 10.82% in the full-time class and 96 minutes or 13.0% in the part-time class). Interestingly, although other activities used to foster vocabulary knowledge were not used very often; they still occupied quite a lot of class time in both classes (item 4: 54 minutes in the full-time and 40 minutes in the part-time class, item 8: 4 minutes in the full-time class and 5 minutes in the part-time class, and item 21: 60 minutes in both classes). Again, this shows that the teacher considered vocabulary as the most

important aspect of language and hence spent a lot of time getting the students to practice it.

4.2 Differences between the activities the teacher used with the full-time and part-time classes

Based on the results of a series of t-tests (See Appendices VI a and b), it was found that there was no significant difference between the types of activities, their frequency of use and the time spent on each activity between the two classes. However, based on the findings from the observation notes, some differences worthy of comment should be pointed out as follows:

4.2.1 Differences between types of activities used in the full-time and part time classes

Three of the practice activities (items 15, 16 and 17) were used only with the full-time students while two practice activities (items 7 and 12) were used only with the part-time students.

All the activities the teacher used only with the full-time students were activities which aimed to train the students to understand reading and vocabulary (item 15, *the students read English passages and answer comprehension questions*; item 16, *the students guess the meaning of vocabulary before doing activities*; and item 17, *the students find the meaning of vocabulary before doing activities*). During the interview with the teacher, it was explained as follows:

“In my opinion, the full-time students seem to have a higher level of English proficiency than the part-time ones. Therefore, I unconsciously tried to encourage the former group to try to study by themselves before helping them with reading and vocabulary whereas I helped the latter group by telling them more about the meaning of the vocabulary”.

On the other hand, two practice activities were used only with part-time students: item 7, *the students practice pronunciation by repeating after the cassette* and item 12, *the students read aloud one by one*. As can be seen, both of them were

activities training the students in pronunciation. Based on the interview with the teacher, it was explained as follows:

“In fact I did not realize that I treated the two types of students differently but after I knew about the result of the finding from observation notes I tried to think about the reasons why I treated them differently. In my opinion the part-time students did not know much vocabulary, so I tried to help them to learn more both by telling them the meaning of new vocabulary and providing chances for them to pronounce English words and sentences much more than the full-time students.”

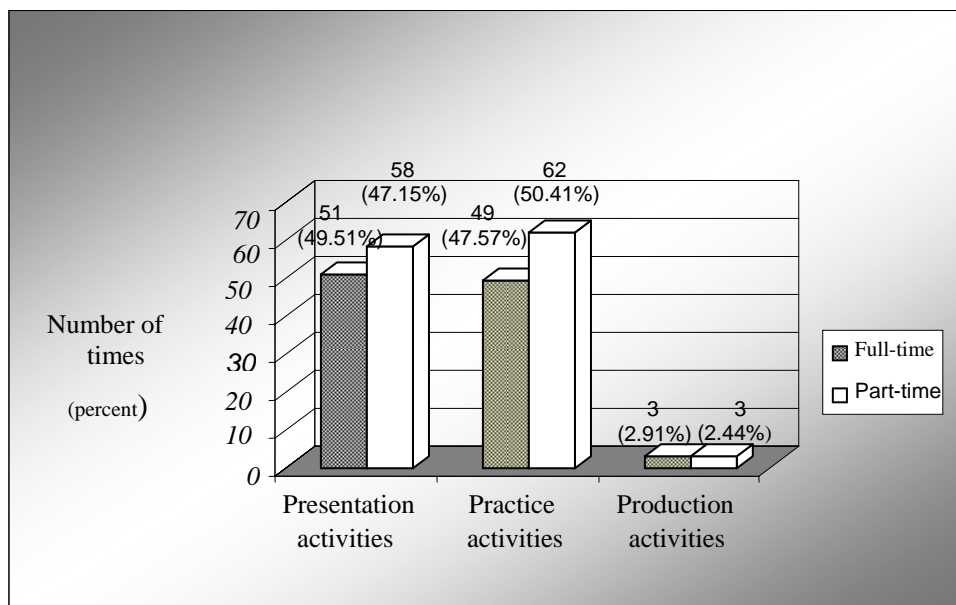
Moreover, in respect of the activities the teacher assigned the students to do after class, only the full-time students were asked to *present their work in class* (item 25). The part-time students, when studying the same topic (giving details of products) were assigned to write a paragraph instead. The teacher explained why she assigned the two types of the student different activities although they were studying the same topic:

“The full-time students have more time to work in groups because they spent time studying together from Mondays to Fridays. The part-time students, on the other hand, met their classmates only on weekends. It would be better to assign them individual work such as writing a paragraph instead of asking them to do a presentation activity which required more time to prepare together as a group.

It can be seen that the teacher was concerned about students' different levels of ability and also the learning contexts when she adjusted the types of activities used with the 2 different classes.

4.2.2 Differences between the frequency of use of activities in full-time and part-time classes

Figure 4.1 Comparison of the frequency of activity use in the full-time and part-time classes



In the full-time class, the type of activity used most frequently was presentation activities. Out of 103 times of all activities used with the full-time class, 6 presentation activities were used altogether 51 times (49.51%), 14 practice activities were used altogether 49 times (47.57 %) and 2 production activities were used 3 times (2.91 %).

The most frequently used activity in the full-time class was presentation activity. It was item 3, *the teacher translates the meaning of vocabulary before doing activities* (16 times or 15.53%). Conversely, there were 5 activities the teacher used the least frequently in the full-time class. Firstly, item 8, *the students practice English pronunciation by repeating after the teacher*. Secondly, item 15, *the students read English passages and answer comprehension questions*. Thirdly, item 16, *the students guess the meaning of vocabulary before doing activities*. Fourthly, item 20, *the teacher calls upon the students to speak*. And lastly, item 25, *the students present their work class*. Each of them was used only once (0.97%) in this class.

Let us turn to the part-time class, the type of activity used most frequently in this class was practice activity. Out of 123 times of all activities used with this group, 13 of practice were used altogether 62 times (50.41%), 6 presentation activities were

used altogether 58 times (47.15 %) and 2 production activities were used 3 times (2.44 %).

Although most of activities the teacher used with the part-time class belong to practice activity, type of the activity she used most frequently in this class was a presentation activity. It was item 3, *the teacher translates the meaning of vocabulary before doing activities* (20 times or 16.26%).

In contrast, there were 4 activities she used least frequently in the part-time class. The first was item 6, *the students listen to conversations from a cassette and use them as models for speaking*. The second was item 8, *the students practice English pronunciation by repeating after the teacher*. The third was item 12, *the students read aloud one by one*. The last was item 24, *the students practice writing an English paragraph*. Each of them was used once (0.81%) in this class.

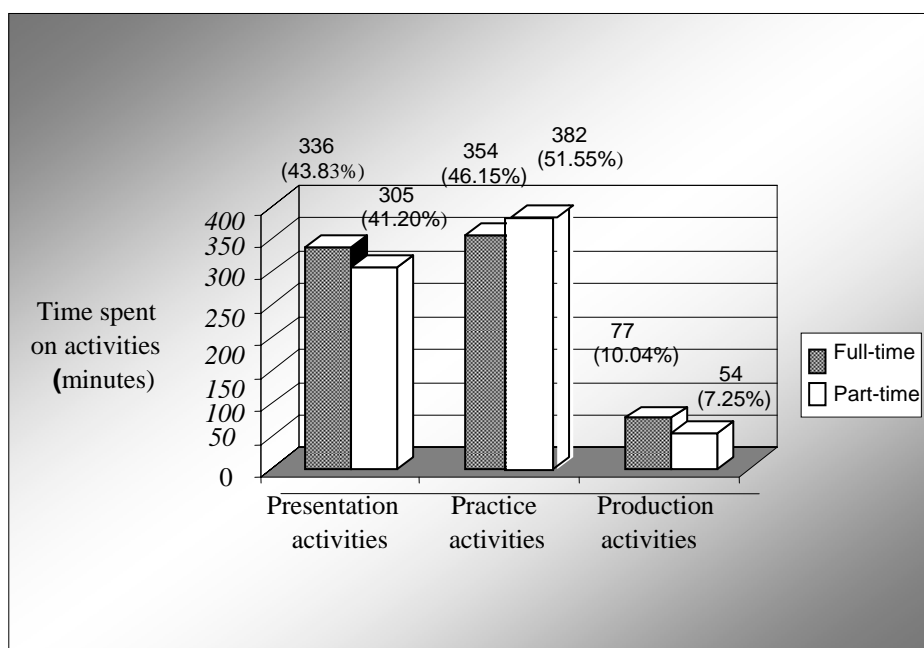
The fact that the type of activity the teacher used most frequently in the full-time class was presentation activity (51 out of 103 times or 49.51 %) whereas the type of activity she used most frequently in the part-time class was practice activity (62 out of 123 times or 50.41%) was because according to the teacher's perception the part-time class had a lower level of English proficiency than the full-time class. Therefore, she tried to prepare them for the test at the end of the semester by providing them with more opportunities to practice in class. That's the reason why she used the practice activities most often in the part-time class.

In short, twenty five activities were found in this study. Six of them were presentation activities in which the teacher played the main role. All of them were found in both classes (items 1 to 6). Sixteen practice activities integrating the four skills of English were found in this study. However, eleven of them focus on practicing speaking skills and were found in both classes (items 8 to 11, 13 to 14, and 18 to 22). Besides, 3 practice activities aiming at training students to understand reading and vocabularies were found only in the full-time class (items 15 to 17). On the other hand, two of them aiming at training pronunciation (items 7 and 12) were found in the part-time class only.

4.2.3 Differences between time spent on each activity in the full-time and part-time classes

The findings of the time the teacher spent on different types of activities are shown in figure 4.2.

Figure 4.2 Comparison between the time spent on activities in the full-time and part-time classes



As can be seen from Figure 4.2, most of the time in the full-time class was spent on practice activities (354 minutes or 46.15%). The teacher spent 336 minutes (43.83%) of her teaching time on presentation activities. Conversely, she spent only 77 minutes (10.04%) of the class time on production activities. It can, thus, be said that in general, the teacher not only addressed the presentation stage but also the *practice* stage as the key elements in teaching the full-time students.

Similarly, Figure 4.2 shows that most of the time in the part-time class was spent on practice activities (382 minutes or 51.55 %). The teacher spent 305 minutes (41.20%) of her teaching time using presentation activities and only 54 minutes (7.25 %) using production activities.

It should be noted that the teacher managed the frequency of use and the time spent on each activity differently when teaching the different types of students. As can

be seen, when the frequency of use and time spent on each activity of both classes were compared, there were some activities the teacher used in the part-time class more often than in the full-time class but she spent more time in the full-time class than in the part-time class.

The first was item 4, *the teacher reads and translates English passages for the students*, (full-time class: 54 minutes, 4 times; part-time class: 40 minutes, 5 times). The teacher explained that when she read and translated passages for the students, she encouraged the full-time students to guess the meaning of some words before doing activities. Therefore, the full-time students spent more time participating in this activity whereas in the part-time class, she interrupted while the students were reading and explained the meaning of vocabulary. As a result, the part-time students spent less time than the full-time ones on this activity but the frequency of its use was higher because of these interruptions. The second was item 5, *the students listen to conversations while reading scripts from transparencies* (full-time class: 38 minutes, 5 times; part-time class: 29 minutes, 7 times). The third was item 9, *the students listen to conversations and do comprehension check exercises*, used in the full-time class 11 times for 60 minutes altogether. In the part-time class, on the other hand, she used this activity 13 times for 55 minutes altogether.

As can be seen, both items 5 and 9 were listening activities. When using listening activities in the part-time class, the teacher had to break them by using other activities such as reading aloud one by one or practicing pronunciation by repeating after the cassette in order to train the students in pronunciation. Then she returned to do the listening activity again. Thus, she used these two activities (items 5 and 9) more often in the part-time class. On the other hand, in the full-time class she did not interrupt the listening activities; therefore, more time was used in activities although the frequencies of their use were fewer. The teacher probably had different objectives in using listening activities in the different classes. Listening in order to promote and check comprehension was used with the full-time class whereas with the part-time class listening was used in order to familiarize them with speech or to practice pronunciation. According to the teachers' perception the part-time students would not have been able to understand the listening texts; therefore, she used the listening texts

as a model for the students to practice pronunciation which seemed to be more appropriate for them.

The last item on which there were differences in their employment with the two types of students was item 22, *the students do exercises in their book* (full-time class: 54 minutes, 7 times; part-time class: 46 minutes, 9 times). The teacher mentioned that she had to explain how to do the activities in Thai more often in the part-time class because the students sometimes did not understand how to do the activity as some of them had left school more than 5 years ago before returning to study again. Thus, when doing an exercise in their book, the teacher often had to interrupt the activity to explain the instructions before continuing the exercise. The full-time students, on the other hand, already knew how to do the activities; thus, they were able to proceed without any doubts. For that reason, item 22 took more time in the full-time class than in the part-time one.

Interestingly, item 20, *the teacher calls upon the students to speak* was used with the part-time students more often and occupied more time than with the full-time class. It was used in the full-time class only once occupying 8 minutes, whereas in the part-time class, it was used 3 times for 13 minutes altogether. However, the part-time students still thought that it should have been used more frequently. When asked about activities they want the teacher to use in class, 7 out of 23 students stated in their interviews that they wanted the teacher to call upon them to answer questions, give responses or present work more frequently. They also pointed out that when the teacher asked for volunteers to speak, they were not confident enough to raise their hands. Since the teacher would give them some scores for their presentation, they preferred instead to allow the teacher to call on them to speak. According to Jones (2007) "older students may fear losing face by making mistakes and lack the confidence to express themselves in less than perfect English"(p.5). Clearly the reason why the part-time students did not want to volunteer to speak was that they were too shy. However, as they would be rewarded with marks from the teacher for speaking in class, they wanted the teacher to ask them more often. They perceived this as a way of helping them to overcome their shyness.

In conclusion, in teaching the classes of different types, the method of managing activities seems to be of paramount importance. Even though the teacher used the same activities, she needed to know how to manage them: when to use the activities, how long the activities should take and how often she should use them in order to ensure that the activities were suitable for the type of students. Nunan (1999) states that “in a learner-centered classroom, key decisions about what will be taught, how it will be taught, when it will be taught and how it will be assessed will be made with reference to the learners” (p.11). In addition, Jones (2007) mentions that teachers may give different tasks to different types of students based on their strengths and weaknesses as well as the teachers’ knowledge of each class. Watkins (2005) states that teachers cannot change the personality of the learners, but they can vary their teaching styles to suit the need and the expectation of the learners.

4.3 Full-time and part-time students’ perceptions of the activities used in their classes

In order to discover the answer to the third research question regarding the students’ perceptions of the activities employed in their classes in terms of the enjoyment and the usefulness, means and standard deviations were employed to compute the students’ responses to the questionnaire. Data from the group interviews with the students were analyzed and interpreted. The results were used to clarify and enrich the data from the questionnaire.

Table 4.3 presents mean scores (\bar{x}) of level of the students’ perceptions of the activities used in their Business English II classes in terms of enjoyment and usefulness. Based on Best (1977), the criteria for the interpretation of the mean scores were as follows:

4.21 – 5.00 = highest

3.41 – 4.20 = high

2.61 – 3.40 = average

1.81 – 2.60 = low

1.00 – 1.80 = lowest

Table 4.3 Full-time and part-time students' perceptions of the enjoyment and usefulness of the activities used in their classes

Item	Type of activity	Activities used in Business English II class	Enjoyment			Usefulness		
			Full-time class	Part-time class	Total	Full-time class	Part-time class	Total
			\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)
1	Presentation activities	The teacher describes the content of the subject in Thai.	3.67 (0.76)	3.72 (0.76)	3.56 (0.78)	4.20 (0.64)	3.89 (0.84)	4.04 (0.76)
2		The teacher describes how to do activities in Thai.	3.58 (0.78)	3.37 (1.13)	3.46 (0.85)	3.91 (0.86)	3.78 (0.88)	3.84 (0.87)
3		The teacher translates the meaning of vocabulary before doing activities.	4.29 (0.71)	4.22 (0.92)	4.08 (0.85)	4.44 (0.78)	4.16 (1.02)	4.30 (0.92)
4		The teacher reads and translates English passages for the students.	4.21 (0.79)	4.37 (0.89)	4.02 (0.86)	4.53 (0.67)	4.08 (1.08)	4.28 (0.94)
5		The students listen to conversations while reading scripts from transparencies.	3.91 (0.86)	3.66 (1.14)	3.67 (0.92)	4.00 (0.73)	3.83 (1.05)	3.91 (0.91)
6		The students listen to conversations from a cassette and use them as models for speaking.	4.11 (0.91)	4.18 (1.02)	3.78 (1.01)	4.36 (0.78)	3.83 (1.14)	4.08 (1.01)
7	Practice activities	The students practice pronunciation by repeating after the cassette.	4.14 (0.82)	4.08 (0.89)	3.85 (0.96)	4.17 (0.67)	3.91 (1.03)	4.04 (0.88)
8		The students practice English pronunciation by repeating after the teacher.	4.11 (0.97)	3.91 (0.98)	3.92 (0.94)	4.14 (0.78)	3.72 (1.17)	3.92 (1.01)
9		The students listen to conversations and do comprehension check exercises.	4.02 (0.75)	3.86 (0.91)	3.84 (0.87)	4.06 (0.74)	3.67 (1.31)	3.85 (1.09)
10		Pairs of students help their partners to write conversation scripts.	4.11 (0.94)	4.08 (1.07)	3.92 (1.06)	4.20 (1.03)	4.08 (0.99)	4.14 (1.01)
11		The students practice speaking English conversations (allowed to see their scripts).	4.02 (0.93)	3.37 (1.18)	3.81 (1.00)	4.23 (0.74)	3.83 (1.16)	4.02 (0.99)
12		The students read aloud one by one.	3.69 (0.88)	3.05 (0.94)	3.32 (1.03)	4.02 (0.75)	3.81 (1.12)	3.91 (0.96)
13		The whole class of students read aloud together.	3.76 (0.98)	3.59 (0.83)	3.54 (0.96)	4.08 (0.83)	3.54 (1.09)	3.80 (1.00)

Item	Type of activity	Activities used in Business English II class	Enjoyment			Usefulness		
			Full-time class	Part-time class	Total	Full-time class	Part-time class	Total
			\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)
14	Practice activities	The students study English by playing games.	3.91 (0.83)	3.02 (1.10)	3.79 (0.91)	3.93 (0.86)	3.74 (1.01)	3.83 (0.94)
15		The students read English passages and answer comprehension questions.	3.73 (0.89)	3.61 (0.83)	3.53 (0.93)	3.88 (0.84)	3.83 (0.84)	3.85 (0.83)
16		The students guess the meaning of vocabulary before doing activities.	3.91 (0.86)	3.16 (1.09)	3.50 (0.99)	3.97 (0.93)	3.48 (1.16)	3.71 (1.08)
17		The students find the meaning of vocabulary before doing activities.	3.85 (0.89)	3.29 (1.19)	3.40 (1.06)	4.23 (0.74)	3.75 (1.14)	3.98 (0.99)
18		The students practice speaking in the information gap activities.	4.20 (0.72)	3.89 (0.99)	3.95 (0.86)	4.41 (0.70)	4.08 (0.89)	4.23 (0.81)
19		The students volunteer to present their speaking output.	4.41 (0.78)	4.32 (0.81)	4.26 (0.86)	4.35 (0.88)	4.48 (0.73)	4.42 (0.80)
20		The teacher calls upon the students to speak.	3.79 (0.94)	3.44 (0.96)	3.68 (0.87)	4.02 (0.86)	3.88 (0.85)	3.95 (0.85)
21		The students take a vocabulary test as a reinforcement of vocabulary learnt.	4.18 (0.89)	4.29 (0.84)	3.84 (1.13)	4.24 (0.79)	4.37 (0.86)	4.31 (0.82)
22		The students do exercises in their book.	3.78 (0.89)	3.40 (0.98)	3.49 (0.96)	4.0 (0.66)	3.86 (1.05)	3.92 (0.88)
23		Production activities	The students take a speaking test.	3.79 (0.94)	3.78 (1.08)	3.68 (0.90)	4.23 (0.74)	3.83 (1.06)
24	The students practice writing an English paragraph. (assigned as homework)		3.91 (0.83)	3.78 (0.75)	3.76 (0.91)	4.11 (0.87)	3.91 (1.03)	4.02 (0.94)
25	The students present their work in class (assigned to prepare outside class time)		4.29 (0.79)	2.59 (1.25)	3.49 (1.22)	4.26 (0.82)	3.32 (1.27)	3.77 (1.17)
Total			3.97 (0.85)	3.68 (0.98)	3.72 (0.94)	4.15 (0.78)	3.86 (1.03)	3.84 (0.93)

To report the perceptions of the students on the activities used in their classes in terms of the enjoyment and the usefulness, this section will start by focusing on the perceptions of the full-time students. Then the perceptions of the part-time students will follow. The perceptions of the two classes will then be compared to find out the differences between them.

4.3.1 Students' perceptions of the activities used in terms of enjoyment

4.3.1.1 Full-time students' perceptions of the activities used in terms of enjoyment

The full-time students' perceptions of the activities used in their class in terms of enjoyment varied from high to highest with the item means ranging between 3.58 and 4.41.

They perceived some activities used in their class as enjoyable at the highest level with item means ranging from 4.21 to 4.41. Two of them were presentation activities, one was a practice activity and another was a production activity. On the other hand, one presentation activity was perceived as the least enjoyable activity they encountered in their class with an item mean of 3.58.

The four activities the full-time students perceived as enjoyable activities at the highest level were items 3 and 4 (presentation activities), 19 (practice activity) and 25 (production activity). The most enjoyable activity in the full-time students' perception was item 19, *the students volunteer to speak* ($\bar{x} = 4.41$), followed by item 3, *the teacher translates the meaning of vocabulary before doing activities* ($\bar{x} = 4.29$), item 25, *the students present their work in class* (item 25: $\bar{x} = 4.29$) and item 4, *the teacher reads and translates English passages for the students* ($\bar{x} = 4.21$).

The interviews with the students revealed three main reasons why the full-time students perceived one practice activity which is item 19, *the students volunteer to present their speaking output*, as the most enjoyable activity in their class. First of all, every time they volunteered to speak, they got one or more marks for their presentation. Therefore, the students liked to volunteer in order to get marks from the teacher. Second, as many students aimed to get a score from their volunteering, the

students were excited in competing to volunteer with their classmates. Third, in this activity, they did not only have the chance to participate in their studying but they also acted as a key element of their own learning. These reasons brought a lot of fun to their learning and enjoyment to their class.

Other two activities the full-time students enjoyed at the highest level in their class were presentation activities: item 3, *the teacher translates the meaning of vocabulary before doing activities*, and item 4, *the teacher reads and translates a paragraph for the students*. Learners often see vocabulary as a very important and difficult part of language learning (I.S.P., 2003). By using these activities, the students were able to better understand difficult texts and the words they encountered; therefore, they found these activities most enjoyable.

One production activity the full-time students enjoyed at the highest level in their class was item 25, *the students present their work in class*. Based on Jacobs and Goh (2007) group activities such as presentation activity is advantageous because they allow students to play a more active role in their own learning. Thus, to have a role to play in their learning activities made them become more interested in their learning and thus brought them a lot of enjoyment. Moreover, since the topic of their presentation was to describe products they wanted to sell to their friends, other students enjoyed watching their friends acting like sale representatives and presenting their own products.

The full-time students perceived one presentation activity as the least enjoyable. This was item 2, *the teacher describes how to do activities in Thai*. Since it was an activity in which they did not have a chance to play an important role, they perceived it as the least enjoyable activity they encountered in class.

4.3.1.2 Part-time students' perceptions of the activities used in terms of enjoyment

The part-time students' perceptions of the activities used in their class in terms of enjoyment varied from low to highest with the item means ranging between 2.59 and 4.37.

It was found that the part-time students enjoyed four activities used in their class at the highest level with the item means ranging from 4.22 to 4.37. Two of them were presentation activities (items 3 and 4). The others were practice activities (items 19 and 21). The activity the students perceived as the least enjoyable activity they encountered in their class was a production activity (item 25).

The activity the part-time students enjoyed most in their class was item 4, *the teacher reads and translates English passages for the students*, ($\bar{x} = 4.37$). This was a presentation activity. Because of the lack of vocabulary knowledge, the part-time students found some difficulty in reading by themselves. Two of the part-time students revealed in the group interview that, to listen to the teacher read and translate passage was enjoyable for them because this activity enabled them to understand reading passages easily. Thus, they perceived that presentation activities such as translating vocabulary and paragraphs were advantageous for them. As a result, they enjoyed participating in these activities.

The second activity the part-time students enjoyed in class at the highest level was item 19, *the students volunteer to speak*, ($\bar{x} = 4.32$). Like the full-time students, the part-time students found this activity enjoyable. To be specific 6 out of 22 responses of the part-time students replied in the interview with the students that the activities they enjoy most in their class was to volunteer to speak. For the part-time students, volunteering to present their speaking output was very exciting. It not only helped them alert in the English class but it also encouraged them to try to speak English in class in order to get some marks from their teacher.

The third activity they enjoyed at the highest level was item 21, *the students take a vocabulary test as a reinforcement of vocabulary learnt* ($\bar{x} = 4.29$). The last was item 3, *the teacher translates the meaning of vocabulary before doing activities* ($\bar{x} = 4.22$). Again, it was found that, items 3, 4 and 21 were activities relating to gaining knowledge of vocabulary. The part-time students reported that the lack of knowledge of vocabulary made them bored with learning English as the texts they read were too difficult to understand. Therefore, being supported by having the meaning of words or texts explained and taking vocabulary tests enhanced their

enjoyment in learning English because to know more words leads to a better understanding of the English content they studied.

As expected, item 25, *the students present their work in class* was perceived as the activity the part-time students enjoyed the least in their class ($\bar{x} = 2.59$: low). As the teacher never used this activity in the part-time class, the students reported it as the activity they enjoyed at the lowest level.

4.3.2 Students' perceptions of the activities used in terms of usefulness

4.3.2.1 Full-time students' perceptions of the activities used in terms of usefulness

The full-time students' perceptions of the activities used in their class in terms of usefulness varied from high and highest with the item means ranging from 3.88 to 4.53.

Out of 25 activities, 10 were rated as useful at the highest level with the item means ranging from 4.23 to 4.53. Three of them were presentation activities, 5 were practice activities and 2 were production activities. However, 1 practice activity was perceived as the least useful in their class.

The two activities rated most useful by the full-time students were presentation activities. They were item 4, *the teacher reads and translates an English passage for the students*, ($\bar{x} = 4.53$), followed by item 3, *the teacher translates the meaning of vocabulary before doing activities*, ($\bar{x} = 4.44$). Another presentation activity the full-time students rated at the highest level of usefulness was item 6, *the students listen to conversations from a cassette and use them as models for speaking* ($\bar{x} = 4.36$).

The majority of full-time students stated in the interviews that understanding the meaning of words enhanced their confidence in using them to communicate both in speaking and writing. Furthermore, they stated that listening to the conversations from a cassette and listening to the teacher presenting new vocabulary in the form of sentences were very useful for them in learning how to apply new words in the form of sentences to communicating in real situations.

Regarding the practice activities, the students perceived five practice activities as useful at the highest level (items 11: $\bar{x} = 4.23$, 17: $\bar{x} = 4.23$, 18: $\bar{x} = 4.36$, 19: $\bar{x} = 4.35$ and 21: $\bar{x} = 4.24$ and). Interestingly, three of them were speaking activities. They were item 18, *the students practice speaking in the information gap activities* ($\bar{x} = 4.36$) followed by item 19, *the students volunteer to speak* ($\bar{x} = 4.35$), and item 11, *the students practice speaking English conversations* ($\bar{x} = 4.35$).

Based on the finding from the interviews with the students, by using information gap activities, they had more chance to practice speaking English in their class. Moreover, the students found that practicing English speaking with their close friends was very enjoyable as they were more confident to try to speak. As the students always repeat dialogues time and time again in information gap activities, this helped them remember how to use English to communicate with others. As can be seen, items 19 and 11 were activities providing opportunities for the students to practice speaking in conversations. The students stated in their interviews that, they want to be good at speaking in order to communicate with foreigners. Thus, they perceived these activities as useful for them at the highest level.

The remaining two practice activities perceived by the full-time students as useful at the highest level were concerned with gaining knowledge of vocabulary. The first was item 17, *the students find the meaning of vocabulary before doing activities*. The second was item 21, *the students take vocabulary tests as a reinforcement of vocabulary learnt*.

According to the interview with the full-time students, they claimed that to study vocabulary was helpful for them. To be specific, 13 of them reported that the most useful activity they encountered in classes was to study about vocabulary such as to *take vocabulary tests* and to *find the meaning of vocabulary before doing activities*. Again, this confirmed that to do vocabulary activities was very beneficial for the students.

It can be observed that, two production activities were seen as being useful by full-time students at the highest level by the full-time students. One was item 24, *the students take speaking tests* ($\bar{x} = 4.23$). The students needed to prepare

conversations by themselves and practice a lot before their test. Therefore, with a lot of work to do, they found this activity to be very useful for them. Another was item 25, *the students present their work in class* ($\bar{x} = 4.26$). The students reported that a presentation activity required all their English skills. They not only practiced writing and reading skills, but they also had a chance to practice speaking and listening to other groups' presentation.

The least useful activity in the full-time students' perception was item 15, *the students read English passages and answer comprehension questions* ($\bar{x} = 3.88$). This was a practice activity. Although the full-time class seemed to have a higher level of English proficiency than the part-time class, most of them were not good at English. Since the teacher always helped them in their reading, to try to read English passages by themselves seemed to be too difficult for them. Comparing between the teacher reading English passages for them and reading by themselves, they found the former more useful for them.

4.3.2.2 Part-time students' perceptions of the activities used in terms of usefulness

The part-time students' perceptions of the usefulness of the activities used in their class varied from the average to the highest level with the item means ranging from 3.32 to 4.48.

Two activities were rated as useful at the highest level. It can be observed that both activities were practice activities. The most useful activity in the part-time students' perceptions was item 19, *the students volunteer to speak* ($\bar{x} = 4.48$). The students stated in the interviews that they enjoyed volunteering to present their speaking output; therefore, they tried to study harder in class. Moreover, most of them reported that they would volunteer to present their output when they were well-prepared. This activity helped them practice more in class.

The second activity the part-time students rated as highest in usefulness was item 21, *the students take vocabulary tests as a reinforcement of vocabulary learnt* ($\bar{x} = 4.37$). According to the part-time students, taking vocabulary tests was very

useful for them because it helped them learn more words which were useful for them both in reading texts and preparing conversations.

Not surprisingly as the part-time students never participated in *present their work in class*, they perceived this as the least useful activity in their class ($\bar{x} = 3.32$).

4.4 Differences between full-time and part-time students' perceptions of the activities used in their classes

Independent t-tests were used to find out whether or not there were any significant differences in the full-time and part-time students' perceptions of their enjoyment and the usefulness of the activities used in their classes. The results are presented and discussed in the following sections.

4.4.1 Differences between full-time and part-time students' perceptions in terms of enjoyment

Table 4.4 shows that no significant differences were found between the full-time and part-time students' perceptions of the enjoyment of presentation activities used in their classes. However, for practice and production activities, there were some significant differences (at the 0.05 and 0.01 level) in the perceptions of the different types of students.

Table 4.4 Comparison between the full-time and part-time students' perceptions of the enjoyment of the activities used in their classes

Item	Types of Activities	Activities used in Business English II class	Full-time class	Part-time class	Total	t	Sig.
			\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)		
1	Presentation activities	The teacher describes the content of the subject in Thai.	3.67 (0.76)	3.72 (0.76)	3.56 (0.78)	1.16	0.24
2		The teacher describes how to do activities in Thai.	3.58 (0.78)	3.37 (1.13)	3.46 (0.85)	1.16	0.24
3		The teacher translates the meaning of vocabulary before doing activities.	4.29 (0.71)	4.22 (0.92)	4.08 (0.85)	2.03	0.06
4		The teacher reads and translates English passages for the students.	4.21 (0.79)	4.37 (0.89)	4.02 (0.86)	1.73	0.08
5		The students listen to conversations while reading scripts from transparencies.	3.91 (0.86)	3.66 (1.14)	3.67 (0.92)	2.11	0.06
6		The students listen to conversations from a cassette and use them as models for speaking.	4.11 (0.91)	4.18 (1.02)	3.78 (1.01)	1.16	0.23
7	Practice activities	The students practice pronunciation by repeating after the cassette.	4.14 (0.82)	4.08 (0.89)	3.85 (0.96)	1.36	0.19
8		The students practice English pronunciation by repeating after the teacher.	4.11 (0.97)	3.91 (0.98)	3.92 (0.94)	1.62	0.10
9		The students listen to conversations and do comprehension check exercises.	4.02 (0.75)	3.86 (0.91)	3.84 (0.87)	1.73	0.08
10		Pairs of students help their partners to write conversation scripts.	4.11 (0.94)	4.08 (1.07)	3.92 (1.06)	1.45	0.15
11		The students practice speaking English conversations (allowed to see their scripts).	4.02 (0.93)	3.37 (1.18)	3.81 (1.00)	1.73	0.08
12**		The students read aloud one by one.	3.69 (0.88)	3.05 (0.94)	3.32 (1.03)	2.97	0.00 **
13		The whole class of students read aloud together.	3.76 (0.98)	3.59 (0.83)	3.54 (0.96)	1.82	0.72
14		The students study English by playing games.	3.91 (0.83)	3.02 (1.10)	3.79 (0.91)	1.02	0.30
15	The students read English passages and answer comprehension questions.	3.73 (0.89)	3.61 (0.83)	3.53 (0.93)	1.74	0.08	

Item	Types of Activities	Activities in Business English II class	Full-time Class	Part-time class	Total	t	Sig.	
			\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)			
16**	Practice activities	The students guess the meaning of vocabulary before doing activities	3.91 (0.86)	3.16 (1.09)	3.50 (0.99)	3.53	0.00 **	
17**		The students find the meaning of vocabulary before doing activities	3.85 (0.89)	3.29 (1.19)	3.40 (1.06)		0.00 **	
18*		The students practice speaking in the information gap activities.	4.20 (0.72)	3.89 (0.99)	3.95 (0.86)		2.38	0.02 *
19		The students volunteer to speak.	4.41 (0.78)	4.32 (0.81)	4.26 (0.86)		1.36	0.17
20		The teacher calls upon the students to speak.	3.79 (0.94)	3.44 (0.96)	3.68 (0.87)		1.00	0.31
21*		The students take a vocabulary test as a reinforcement of vocabulary learnt.	4.18 (0.89)	4.29 (0.84)	3.84 (1.13)		1.16	0.23
22*		The students do exercises in their book.	3.78 (0.89)	3.40 (0.98)	3.49 (0.96)		2.52	0.01 *
Total			3.97 (0.85)	3.68 (0.98)	3.72 (0.94)		3.68	3.72
23	Production activities	The students practice writing an English paragraph assign as homework.	3.79 (0.94)	3.78 (1.08)	3.68 (0.90)	1.33	0.15	
24		The students take a speaking test.	3.91 (0.83)	3.78 (0.75)	3.76 (0.91)	0.96	0.33	
25**		The students present their work in class.	4.29 (0.79)	2.59 (1.25)	3.49 (1.22)	6.72	0.00 **	

* significant at 0.05 level

** significant at 0.01 level

Regarding practice activities, there were six where significant differences between the perceptions of the two types of students were found. Two of them were significantly different at the 0.05 level (items 18 and 22). The others were significantly different at the 0.01 level (items 12, 16, 17 and 25).

The first activity the two types of students perceived significantly different at 0.05 level was item 18, *the students practice speaking in the information gap activities*. Based on the finding in table 4.3 the full-time students rated it as enjoyable

at the highest level ($\bar{x} = 4.20$) whereas the part-time students enjoyed it at a high level ($\bar{x} = 3.89$). As the full-time students seemed to have higher level of English proficiency, they therefore dealt with this activity better than the part-time ones. That's the reason why they enjoyed participating in the activity more than the part-time students.

Another one was item 22, *the students do exercises in their book* ($t = 2.52, p = 0.01$). For this activity, the full-time students enjoyed it at a high level with the means average of 3.78, while the part-time students rated it at an average level ($\bar{x} = 3.40$). Again, it indicated that the level of proficiency leads students to react to activities used in class differently. To do exercise in their book required reading and writing skills, thus the part-time students who were generally not good at these skills did not find it as enjoyable as the full-time students.

For the activities the two classes perceived significantly different at 0.01 level, most of them were activities aiming at practicing vocabularies and pronunciation. To be specific, they were item 12, *the students read aloud one by one* (full-time $\bar{x} = 3.69$: high, part-time $\bar{x} = 3.32$: average), item 16, *the students guess the meaning of vocabularies before doing activities* (full-time $\bar{x} = 3.91$: high, part-time $\bar{x} = 3.16$: average) and item 17, *the students find the meaning of vocabularies before doing activities* (full-time $\bar{x} = 3.85$: high, part-time $\bar{x} = 3.29$: average). For item 12, the reason might be that most of the part-time students were older than the full-time ones; they might find practicing pronunciation especially to read aloud not easy for them. When they read aloud, other students would keep quiet and listen to them; therefore, they were embarrassed when they made mistakes. As Jones (2007) states, "older students may fear losing face by making mistakes" (p.5); therefore, the part-time students, who were somebody in their society such as the members of Local Administration Organization, managers of company, or owners of business did not enjoy this activity as much as the full-time students did.

For items 16 and 17, which are related to finding and guessing the meaning of vocabulary, the full-time students also enjoyed these activities at a higher level than the part-time students. Based on the interviews with the students, the part-time students complained that they could not even remember vocabulary they had just

studied because they were too old. This could help to explain why they did not enjoy trying to find the meaning of words as much as the full-time students did.

The production activity the students perceived significantly differently at the 0.01 level was item 25, *the students present their work in class* (full-time $\bar{x} = 4.29$: highest, part-time $\bar{x} = 2.59$: low, $t = 6.72$, $p < 0.001$). As expected, the full-time students had a much higher perception on this activity than the part-time students. As shown in table 4.1, the part-time students never had an opportunity to try this activity. Thus, they ranked it as a low enjoyment activity.

4.4.2 Differences between full-time and part-time students' perceptions in terms of usefulness

Based on the findings in table 4.4, the results showed that there were some significant differences at the 0.05 level (item 4) and at the 0.01 level (items 13, 17 and 25) between the full-time and part-time students' perceptions of the usefulness of the activities used in their classes. The differences cover all types of activities: presentation, practice and production activities.

For presentation activities, there was one activity the two types of students found useful at significantly different level. This was item 4, *the teacher reads and translates English passages for the students*. For this item, the full-time students perceived it at the highest level of usefulness, whereas the part-time students perceived it as an activity useful for them only at a high level (full-time $\bar{x} = 4.53$, part-time $\bar{x} = 4.08$, $t = 2.02$, $p = 0.04$). The other activity where a significant difference was found was item 6, *the students listen to conversations from a cassette and use them as models for speaking*. (Full-time $\bar{x} = 4.36$: highest, part-time $\bar{x} = 3.83$: average, $t = 2.21$, $p = 0.03$).

Table 4.5 Comparison between the full-time and part-time students' perceptions of the usefulness of the activities used in their classes

Item	Types of Activities	Activities used in Business English II class	Full-time class	Part-time class	Total	t	Sig.
			\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)		
1	Presentation activities	The teacher describes the content of the subject in Thai.	4.20 (0.64)	3.89 (0.84)	4.04 (0.76)	1.75	0.08
2		The teacher describes how to do activities in Thai.	3.91 (0.86)	3.78 (0.88)	3.84 (0.87)	0.61	0.54
3		The teacher translates the meaning of vocabulary before doing activities.	4.44 (0.78)	4.16 (1.02)	4.30 (0.92)	1.25	0.21
4		The teacher reads and translates English passages for the students.	4.53 (0.67)	4.08 (1.08)	4.28 (0.94)	2.02	0.04*
5		The students listen to conversations while reading scripts from transparencies.	4.00 (0.73)	3.83 (1.05)	3.91 (0.91)	0.76	0.44
6		The students listen to conversations from a cassette and use them as models for speaking.	4.36 (0.78)	3.83 (1.14)	4.08 (1.01)	2.21	0.03*
7	Practice activities	The students practice pronunciation by repeating after the cassette.	4.17 (0.67)	3.91 (1.03)	4.04 (0.88)	1.22	0.22
8		The students practice English pronunciation by repeating after the teacher.	4.14 (0.78)	3.72 (1.17)	3.92 (1.01)	1.75	0.08
9		The students listen to conversations and do comprehension check exercises.	4.06 (0.74)	3.67 (1.31)	3.85 (1.09)	1.48	0.14
10		Pairs of students help their partners to write conversation scripts.	4.20 (1.03)	4.08 (0.99)	4.14 (1.01)	0.50	0.61
11		The students practice speaking English conversations (allowed to see their scripts).	4.23 (0.74)	3.83 (1.16)	4.02 (0.99)	1.69	0.09
12		The students read aloud one by one.	4.02 (0.75)	3.81 (1.12)	3.91 (0.96)	0.95	0.34
13		The whole class of students read aloud together.	4.08 (0.83)	3.54 (1.09)	3.80 (1.00)	2.35	0.02*
14		The students study English by playing games.	3.93 (0.86)	3.74 (1.01)	3.83 (0.94)	0.86	0.39
15		The students read English passages and answer comprehension questions.	3.88 (0.84)	3.83 (0.84)	3.85 (0.83)	0.24	0.80
16		The students guess the meaning of vocabulary before doing activities.	3.97 (0.93)	3.48 (1.16)	3.71 (1.08)	1.91	0.06

Item	Types of Activities	Activities used in Business English II class	Full-time class	Part-time class	Total	t	Sig.
			\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)		
17	Practice activities	The students find the meaning of vocabulary before doing activities.	4.23 (0.74)	3.75 (1.14)	3.98 (0.99)	2.07	0.04*
18		The students practice speaking in the information gap activities.	4.41 (0.70)	4.08 (0.89)	4.23 (0.81)	1.72	0.08
19**		The students volunteer to speak.	4.35 (0.88)	4.48 (0.73)	4.42 (0.80)	-.69	0.48
20		The teacher calls upon the students to speak.	4.02 (0.86)	3.88 (0.85)	3.95 (0.85)	0.68	0.49
21**		The students take a vocabulary test as a reinforcement of vocabulary learnt.	4.24 (0.79)	4.37 (0.86)	4.31 (0.82)	-.68	0.49
22		The students do exercises in their book.	4.0 (0.66)	3.86 (1.05)	3.92 (0.88)	0.63	0.53
23*		Production activities	The students take a speaking test.	4.23 (0.74)	3.83 (1.06)	4.01 (0.96)	0.86
24	The students practice writing an English paragraphs.(assign as homework)		4.11 (0.87)	3.91 (1.03)	4.02 (0.94)	1.80	0.07
25*	The students present their work in class		4.26 (0.82)	3.32 (1.27)	3.77 (1.17)	3.66	0.00**
Total			4.15 (0.78)	3.86 (1.03)	3.84 (0.93)	1.26	0.26

*significant at 0.05 level

** significant at 0.01 level

For practice activities, there were two activities which were significantly different at the 0.05 level. They were item 13, *the whole class of students read aloud together* (full-time $\bar{x} = 4.08$: high, part-time $\bar{x} = 3.54$: high, $t = 2.32$, $p < 0.05$) and, item 17, *the students find the meaning of vocabulary before doing activities* (full-time $\bar{x} = 4.23$: highest, part-time $\bar{x} = 3.75$: high, $t = 2.07$, $p < 0.05$).

As expected, for production activities, the full-time students perceived item 25, *the students present their work in class* as useful at a higher level than the part-time students did (full-time $\bar{x} = 4.26$: highest, part-time $\bar{x} = 3.32$: average, $t = 3.66$, $p < 0.001$). Again, since the part-time students had never participated in this activity, they perceived it as useful only at an average level while the full-time students who tried it once found it a very useful activity for them.

Although the full-time students' perception of the usefulness of almost all activities used in classes were higher than those of the part-time students, there were two activities the part-time students found useful at a higher level than the full-time students did. They were item 19, *the students volunteer to present their speaking output*. (Full-time $\bar{x} = 4.35$: highest, part-time $\bar{x} = 4.84$: highest) and item 21, *the students take a vocabulary test as a reinforcement of vocabulary learnt*, (full-time $\bar{x} = 4.24$: highest, part-time $\bar{x} = 4.37$: highest). The reason why the part-time students perceived them as more useful than the full-time students may have been because of their motivation to learn English. The students were awarded marks for these activities. Since the part-time students came to study because they wanted to gain promotion into a higher position in their work, they were keener to get good scores from the teacher and therefore found these activities very useful for them.

4.5 Mismatches between the activities used in classes and the students' perceptions

When the findings from the six-week observation notes and the findings from the students' perceptions were compared, some mismatches between the activities used in both classes and the perceptions of the students were found as shown in Table 4.6.

Table 4.6 Comparison of the activities used most frequently and the students' perceptions of activities used in their classes

Types of students	Activities used most frequently	Students' perceptions	
		Most enjoyable activities	Most useful activities
Full-time class	Item 3, <i>the teacher translates the meaning of vocabulary before doing activities.</i> (16 times, 83 minutes)	Item 19, <i>the students volunteer to speak.</i> (\bar{x} = 4.41, 9 times, 48 minutes)	Item 4, <i>the teacher reads and translates English passages for the students.</i> (\bar{x} = 4.53, 4 times, 54 minutes)
Part-time class	Item 3, <i>the teacher reads and translates English passages for the students.</i> (20 times, 96 minutes)	Item 4, <i>the teacher reads and translates English passages for the students.</i> (\bar{x} = 4.37, 5 times, 40 minutes)	Item 19, <i>the students volunteer to speak.</i> (\bar{x} = 4.48, 10 times, 58 minutes)

As shown in Table 4.6, the most enjoyable activity and the most useful activity found in the full-time and part-time classes were not the activity used the most frequently in both classes. The details of the mismatches between them will describe as follows.

4.5.1 Mismatches between the activities used in classes and the full-time students' perceptions

For the full-time class, the activities used most frequently and took time the most was item 3, *the teacher translates the meaning of vocabulary before doing activities* (16 times, 83 Minutes) whereas the most enjoyable activity in the full-time students' perception was item 19, *the students volunteer to present their speaking output* (\bar{x} = 4.41) which was used only 9 times and took 48 minutes in this class.

Additionally, the most useful activity in the full-time students' perceptions was item 4, *the teacher reads and translates English passages for the students* ($\bar{x} = 4.53$). This activity was used 4 times and took 54 minutes in the full-time class.

Regarding to the data from Table 4.2, 4.3 and 4.4, one production activity which the full-time students perceived as enjoy and useful at highest level was used only once in the full-time class. It was item 25, *the students present their work in class* (\bar{x} of enjoyment = 4.29 and \bar{x} of usefulness = 4.26).

Finally, according to table 4.4, the activity the full-time students perceived as enjoy the least (\bar{x} of enjoyment = 3.58) was used highly frequently in this class. It was item 2, *the teacher describes how to do activities in Thai* which was used 13 times and took 78 minutes in this class.

4.5.2 Mismatches between the activities used in class and the part-time students' perceptions

Some mismatches between the use of activities and the students' perceptions were found in the part-time class.

Based on Table 4.6, for the part-time class, the activities used most frequently and took time the most was also item 3, *the teacher translates the meaning of vocabulary before doing activities* (20 times, 96 minutes) while the most enjoyable activity in the full-time students' perceptions was item 4, *the teacher reads and translates English passages for the students*. ($\bar{x} = 4.37$) which was used only 5 times and took 40 minutes in this class. Moreover, the most useful activity in the part-time students' perceptions was item 19, *the students volunteer to speak*. ($\bar{x} = 4.48$). It was used 10 times and took 58 minutes in the part-time class.

With reference to Table 4.4, one of the activities the teacher used only with the part-time students did not seem to be suitable for this type of students. This was item 12, *the students read aloud one by one*, which the part-time students perceived as enjoyable at average level ($\bar{x} = 3.05$). For the full-time students, although they did not encounter this activity, they seemed to be familiar with it as they had done it in

other classes and they considered it more enjoyable. Their perceptions were higher than those of the part-time ones ($\bar{x} = 3.69 = \text{high}$).

Interestingly, as can be seen in Table 4.6, the different types of students have totally different perceptions of activities used in their class. The full-time class enjoyed item 19, *the students volunteer to speak* most whereas the part-time class enjoyed item 4, *the teacher reads and translates English passages for the students*. Again, when we turn to the usefulness of activities, the two types of students revealed different perceptions. The full-time students perceived item 19, *the students volunteer to speak* as most useful whereas the part-time class perceived item 4, *the teacher reads and translates English passages for the students* as most useful activity in their class.

As can be seen, although the teacher carefully chose and managed the activities in order to provide those appropriate for the types of students, some mismatches were found in both classes. Thus, the learners' perceptions seem to provide teachers with a guideline for using more suitable activities for their students.

4.6 Summary

Twenty five activities were found in the full-time and part-time classes. Sixteen were practice activities; 6 were presentation activities; and 3 were production activities. The activity used the most frequently and took the most time in both classes was *the teacher translates the meaning of vocabularies before doing activities* which was a presentation activity. The most enjoyable activity in the full-time class' perception was *the students volunteer to present their speaking output* which was a practice activity. In contrast, the most enjoyable activity in the part-time class' perception was *the teacher reads and translates English paragraph for the students* which was a presentation activity. Focusing on the perception of the usefulness of activities used in their class, the most useful activity in the full-time class' perception was *the teacher reads and translates English paragraph for the students* which was a presentation activity. On the other hand, the most useful activity in part-time class'

perception was *the students volunteer to present their speaking output* which was a presentation activity.

Some mismatches between the use of activities and the students' perceptions were found in the full-time class (items 2, 3, 4, 19 and 25). In the part-time class, the use of items 3, 4, 12, and 19 did not seem to be appropriate in the students' perceptions.

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

5.1 Summary of the study

This study attempted to investigate the activities used in classes of different types of students: full-time and part-time students, whether they were similar or different in terms of the types of activities used, their frequency of use and the time spent on each activity. It also aimed to discover the perceptions of the students in terms of their enjoyment and the usefulness of the activities used in their classes.

The subjects of the study were one teacher and two groups of third year NSTRU students majoring in General Management who took the “*Business English II*” course in the first semester of the academic year 2008. The first was a group of 34 full-time students (29 females and 5 males). Another one was a group of 37 part-time students (32 females and 5 males). The two classes were taught by the same teacher using the same coursebook, *Business Venture II*. The classes met once a week in three consecutive periods of fifty minutes each, totaling 150 minutes or two and a half hours.

Four research instruments were used in this study. The first was a *class observation note* aiming to record activities used by the teacher in both classes in 6 weeks. The second was weekly *interviews with the students* focusing on the students’ perceptions of the activities they encountered in their classes. The third was *interviews with the teacher* focusing on finding out more about the teacher’s point of view in using the activities with the two types of students. The last was a *five-point Likert scale questionnaire* aiming to eliciting the students’ perceptions of the activities they encountered in their classes.

The results were as follows:

Activities used

The activities found in this study included 25 activities divided into three main groups: 6 presentation activities, 16 practice activities and 3 production activities.

1. All six presentation activities were used with both types of students though with different frequency and with different amounts of time devoted to them. The reason might be that this type of activity was teacher-fronted and prepared based on the course objective. Hence, the teacher played the key role in conducting these activities.

2. For practice and production activities, the teacher taught the different types of students differently as follows:

2.1 The activity used the most frequently in both classes was *the teacher translates the meaning of vocabulary before doing activities* which was a presentation activity.

2.2 The teacher used the following 5 activities the least in the full-time class. Firstly, item 8, *the students practice English pronunciation by repeating after the teacher*. Secondly, item 15, *the students read English passages and answer comprehension questions*. Thirdly, item 16, *the students guess the meaning of vocabulary before doing activities*. Fourthly, item 20, *the teacher calls upon the students to speak*. Lastly, item 25, *the students present their work in class*.

2.3 The teacher used the following 4 activities the least in the part-time class. The first was item 6, *the students listen to conversations from a cassette and use them as models for speaking*. The second was item 8, *the students practice English pronunciation by repeating after the teacher*. The third was item 12, *the students read aloud one by one*. The last was item 24, *the students practice writing an English paragraph*.

2.4 The activities which occupied the most time in both classes was a presentation activity: *the teacher translates the meaning of vocabulary before doing activities*.

2.5 The activities on which the teacher spent the least time in the full-time class were item 15, *the students read English passages and answer comprehension questions* and item 16, *the students guess the meaning of vocabulary before doing activities*.

2.6 The activities on which the teacher spent the least time in the part-time class was item 12, *the students read aloud one by one*.

3. For the activities the teacher assigned the students to do after class, only the full-time students were asked to perform item 25, *the students present their work in class*. The part-time students, when studying the same topic (giving details of products) was assigned to write a paragraph instead as it was more convenient for them to prepare.

The students' perceptions

The full-time and part-time students had different perceptions of the activities used in their classes as follows:

1. The most enjoyable activity in the full-time students' perceptions was *the students volunteer to speak* while the most enjoyable activity in the part-time students' perceptions was *the teacher reads and translates English passages for students*. On the other hand, the least enjoyable activity in the full-time students' perceptions was item 2, *the teacher describes how to do activities in Thai* whereas the least enjoyable activity in the part-time students' perceptions was item 25, *the students present their work in class* which the part-time students did not do at any time during the period of research.

2. The most useful activity in the full-time students' perceptions was *the teacher reads and translates English passages for students* whereas the most useful activity in the part-time students' perception was *the students volunteer to present their speaking output*. In contrast, the least useful activity in the full-time students' perception was item 15, *the students read English passages and answer comprehension questions* whereas the least useful activity in the part-time students' perception was item 25, *the students present their work in class*.

Mismatches between the activities used in classes and the students' perceptions

1. The activity which were used most in both classes (*the teacher translates the meaning of vocabulary before doing activities*) was not the activity the students enjoy most (full-time = *the students volunteer to speak*, part-time = *the teacher reads and translates English passages for students*).

2. The activity which were used most in both classes (*the teacher translates the meaning of vocabulary before doing activities*) was not the activity the students perceived as most useful (full-time = *the teacher reads and translates English passages for students*, part-time = *the students volunteer to speak*).

3. The activity the full-time students enjoy the least (*the teacher describes how to do activities in Thai*) was used very often in their class.

4. The activity the full-time students perceived as enjoyable and useful at the highest level was used only once in their class (*the students present their work in class*).

5.2 Pedagogical implications

As most activities were prepared based only on the teachers' point of view, knowledge of the students' perceptions of the activities used in their class would be helpful for teachers in preparing appropriate activities for different types of students. Several implications emerge from the findings of this study. They are as follows:

1. Teachers' selection of activities for different groups of students based on their own assumption might not be accurate since the chosen activities may not match with those students perceive as useful and enjoyable. This may lead to low rate of success in teaching and learning. Hence, to select activities for students, teachers should be aware of this possibility and find out the facts about them before doing so.

2. Teachers sometimes cannot assume students' perceptions only by observing their reaction to activities. Students may seem to enjoy participating as seen in their laughs and eagerness to speak. However, they, in fact, may not perceive the activities as useful for their learning at all. On the other hand, activities which require them to just sit and listen to learn may be perceived as useful. Teachers, thus, should study in depth about how students perceive the activities and use the fact as a basis of their activity choice.

3. Teacher's perception sometimes deprives the students of opportunities to participate in useful activities. For instance, as the teacher thought the part-time students might have difficulty in preparing a presentation in their class, she did not

ask them to do a presentation activity which might have been very useful for them in learning language. This problem might have been solved by asking them to do a presentation which occupied a shorter time preparation and was appropriate for their proficiency, instead of avoiding using the activity completely. In this way, the part-time students would have had a good chance to get involved in this valuable presentation activity in their class.

4. Opportunities to participate in activities sometimes lead the students to appreciate the enjoyment and the usefulness of activities they encounter in class. As can be seen, as the part-time students did not have the opportunity to undertake a presentation activity, they rated it as a low enjoyment activity. Moreover, they also perceived it as an activity of low usefulness. Therefore, it may be more advantageous for the students to ask them to do various kinds of activity so that they will appreciate the usefulness of the activities the teacher uses in their classes.

5. Although presentation activities such as using the students' native language (Thai) to explain the language content or to describe the meaning of the target language in the native language are generally viewed as passive activities which the teacher should avoid, both types of students still wanted these activities in their classes. Thus, using Thai in presentation activities is still necessary. However, teachers should consider ways to reduce the frequency of use of the students' native language and the time spent using it. In addition, teaching vocabulary by using games is also recommended in order to lower the use of describing the meaning of words in Thai.

6. The teacher should be careful in using activities involving reading aloud one by one with the part-time students as it may not be as effective as it is with the full-time (i.e. teenage and young adult) students. Outside the class, part-time students have social roles in their community, for instance, they may be the president of a local administration organization, the manager of a company, or the owner of a business. As a result, they may be concerned about losing face by making mistakes when trying to read on their own. This may lead them to have a negative attitude towards participation in their class. It is recommended that it may be preferable to give them CDs for practicing pronunciation as a self-study activity and to give pronunciation correction to students individually to solve this problem.

7. It was confirmed that rewarding the students' with marks for their performance was a successful instrumental motivation in both classes especially in the part-time one. Although the students were shy about presenting their output they tried to raise their hands in order to do so to get marks from their teacher. However, the output that the teachers ask them to give should not be too difficult for them, so they will be encouraged to try to participate in class activities.

5.3 Recommendations for further studies

Based on this study, some recommendations for further studies are made:

1. This study was conducted only with two groups of students in NSTRU, the results cannot be generalized to other students who study in other locations and teaching situations. Therefore, it is recommended to conduct studies with other groups of students in order to compare the perceptions of the students who study in different majors but need to study the same course with the same teacher. This could be helpful for teachers in preparing appropriate activities to suit their students. Additionally, comparison of the teachers' and the students' perceptions of the activities used in their classes is also recommended in order to find out whether or not there is any mismatch between them.

2. Since this study divided the activities into three stages of teaching: presentation, practice and production, the discussion focus was based on those stages of teaching. It would be interesting to divide activities into groups based on other parameters, such as the four language skills: listening, speaking, reading and writing. Further studies may show interesting points of view which were not dealt with in this study.

3. To obtain more accurate explanations of the reasons why students have different perceptions of the same activities, additional questions may need to be asked in the interview and in the questionnaire.

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Appendix I

Examples of presentation activities

1. The teacher describes the content of the subject in Thai.
2. The teacher describes how to do activities in Thai.
3. The teacher translates the meaning of vocabularies before doing activities.
4. The teacher reads and translates English passages for the students.
5. The students listen to conversations while reading scripts from transparencies.
6. The students listen to conversations from a cassette and use them as models for speaking.

Examples of practice activities

1. The students practice pronunciation by repeating after the cassette.
2. The students practice English pronunciation by repeating after the teacher as a model.
3. The students listen to conversations and do comprehension check exercises.
4. Pairs of students help their partners to write conversation scripts.
5. The students practice speaking English conversations (allowed to see their scripts).
6. The students read aloud one by one.
7. The whole class of the students read aloud together.
8. The students study English by playing games.
9. The students read English passages and answer comprehension questions.
10. The students guess the meaning of vocabularies before doing activities.
11. The students find the meaning of vocabularies before doing activities.
12. The students practice speaking in the information gap activities.
13. The students volunteer to speak.
14. The teacher calls upon the students to speak.
15. The students take vocabulary tests.
16. The students do exercises in their book.

Examples of production activities

1. The students practice writing an English paragraphs.(assigned as homework)
2. The students take speaking tests.
3. The students present their work in class.

Appendix III

คำถามที่ใช้ในการสัมภาษณ์นักศึกษา

1. กิจกรรมที่ใช้ในการเรียนการสอนวิชาอังกฤษ 2 กิจกรรมใดที่นักศึกษาคิดว่าอาจารย์ใช้สอนบ่อยที่สุด/ แล้วนักศึกษาชอบกิจกรรมนี้หรือไม่/ ชอบหรือ ไม่ชอบ เพราะอะไร/ กิจกรรมที่คิดว่าใช้บ่อยนี้ นักศึกษาคิดว่า มีประโยชน์ต่อนักศึกษาในการเรียนภาษาอังกฤษหรือไม่/ มีประโยชน์ หรือไม่มีประโยชน์ เพราะอะไร
2. กิจกรรมที่ใช้ในการเรียนการสอนวิชา อังกฤษ 1 กิจกรรมใดที่นักศึกษาคิดว่าเรียนแล้วสนุกที่สุด หรือว่าชอบมากที่สุด/ เพราะอะไร / ถ้าสนุกแล้วอยากให้อาจารย์ใช้สอนบ่อยๆหรือไม่/ อยากหรือไม่อยากเพราะอะไร/ กิจกรรมที่เรียนแล้วสนุกนี้ นักศึกษาคิดว่า มีประโยชน์ต่อนักศึกษาในการเรียนภาษาอังกฤษหรือไม่/ มีประโยชน์ หรือไม่มีประโยชน์ เพราะอะไร
3. กิจกรรมที่ใช้ในการเรียนการสอนวิชา อังกฤษ 1 กิจกรรมใดที่นักศึกษาคิดว่ามีประโยชน์ต่อการเรียนภาษาอังกฤษของนักศึกษามากที่สุด/ ทำไมถึงคิดว่ากิจกรรมนี้เป็นกิจกรรมที่มีประโยชน์มากที่สุด/ ถ้ามีประโยชน์แล้วนักศึกษาอยากให้อาจารย์ใช้สอนบ่อยๆหรือไม่/ อยากหรือไม่อยากเพราะอะไร/ แล้วนักศึกษาคิดว่ากิจกรรมที่มีประโยชน์นี้เป็นกิจกรรมที่เรียนแล้วสนุกหรือไม่/ สนุกหรือไม่สนุกเพราะอะไร
4. มีกิจกรรมใดบ้างที่นักศึกษาอยากให้อาจารย์นำมาใช้ในการเรียนการสอน/ เพราะอะไร

Appendix IV**คำถามที่ใช้ในการสัมภาษณ์ อาจารย์**

1. โดยภาพรวม อาจารย์มีความเห็นเกี่ยวกับการเรียนการสอนวันนี้อย่างไรบ้าง
2. ก่อนสอนได้วางแผนจะใช้กิจกรรมในการสอนอย่างไรบ้าง / เมื่อสอนจริง มีการปรับเปลี่ยนแผนการสอนบ้างไหม / ปรับอย่างไรบ้าง
3. ในการสอนวันนี้อาจารย์พอใจกับกิจกรรมใดมากที่สุด / คิดว่ากิจกรรมใดได้ผลมากที่สุด
4. คิดว่ากิจกรรมที่ใช้วันนี้เหมาะกับเนื้อหาที่ใช้สอน และเหมาะกับนักศึกษาที่เรียนหรือไม่
5. ถ้าเป็นไปได้อาจารย์อยากจะปรับเปลี่ยนหรือ เพิ่ม/ ลด กิจกรรมการสอนในวันนี้หรือไม่ / อยากรหรือไม่อยากเพราะอะไร
6. อาจารย์คิดว่าการสอนวันนี้กิจกรรมใดที่สอนแล้วนักศึกษาสนุกที่สุด/ กิจกรรมใดที่มีประโยชน์ต่อตัวนักศึกษาในการเรียนภาษามากที่สุด
7. ทำไมอาจารย์ใช้กิจกรรมที่สอนใน 2 ห้องเหมือนกัน หรือแตกต่างกันคะ

Appendix V (a)

The questionnaire to survey the learners' perceptions of Business English II classroom teaching and learning activities

Instruction: Please check ✓ in the blanks which match your feeling the most.

1 = At the lowest degree 2 = At a low degree 3 = At an average degree 4 = At a high degree 5 = At the highest degree

Item	Activities used in Business English II class	The enjoyment of use					The usefulness of use				
		1	2	3	4	5	1	2	3	4	5
1	The teacher describes the content of the subject in Thai.										
2	The teacher describes how to do activities in Thai.										
3	The teacher translates the meaning of vocabularies before doing activities.										
4	The teacher reads and translates English passages for the students.										
5	The students listen to conversations while reading scripts from transparencies.										
6	The students listen to conversations from a cassette (and use it them as models for speaking).										
7	The students practice pronunciation by repeating after the cassette.										
8	The students practice English pronunciation by repeating after the teacher.										
9	The students listen to conversations and do comprehension check exercises.										
10	Pairs of students help their partners to write conversation scripts.										
11	The students practice speaking English conversations (allowed to see their scripts).										

Item	Activities used in Business English II class	The enjoyment of use					The usefulness of use				
		1	2	3	4	5	1	2	3	4	5
12	The students read aloud one by one.										
13	The whole class of the students read aloud together.										
14	The students study English by playing games.										
15	The students read English passages and answer comprehension questions.										
16	The students guess the meaning of vocabularies before doing activities.										
17	The students find the meaning of vocabularies before doing activities.										
18	The students practice speaking in the information gap activities.										
19	The students volunteer to speak.										
20	The teacher calls upon the students to speak.										
21	The students take vocabulary tests as a reinforcement of vocabularies learnt.										
22	The students do exercises in their book.										
23	The students take speaking tests.										
24	The students practice writing an English paragraph. (assigned as homework)										
25	The students present their work in class. (assigned to do outside class)										

Appendix VIa

Comparison of means of the frequency of use of each activity in the two types of classes

Item	Types of Activity	Activities used in Business English II classes	Full-time	Part-time	Total	T	Sig
			\bar{X}	\bar{X}	\bar{X}		
1	Presentation activities	The teacher describes the contents of the subject in Thai	1.66	1.16	1.41	0.85	0.41
2		The teacher describes how to do activities in Thai.	2.16	3.0	2.58	-.88	0.39
3		The teacher translates the meaning of vocabularies before doing activities.	2.66	3.33	3.00	-.52	0.61
4		The teacher reads and translates English passages for the students.	0.66	0.83	0.75	-.62	0.54
5		The students listen to conversations while reading scripts from transparencies.	0.83	1.16	1.00	-.76	0.46
6		The students listen to conversations from a cassette and use them as models for speaking.	0.50	0.16	0.33	0.87	0.40
7	Practice activities	The students practice pronunciation by repeating after the cassette.	0.00	0.66	0.33	-2.0	0.73
8		The students practice English pronunciation by repeating after the teacher.	1.66	1.66	0.16	0.00	1.00
9		The students listen to conversations and do comprehension check exercises.	1.8	2.16	2.0	-.49	0.63
10		Pairs of students help their partners to write conversation scripts.	0.16	0.66	0.41	-1.3	0.20
11		The students practice speaking English conversations. (allowed to see their scripts)	0.66	0.83	0.75	-.31	0.75
12		The students read aloud one by one.	0.00	0.16	0.08	-1.0	0.34
13		The whole class of the students read aloud together.	0.33	0.50	0.41	-.41	0.68

Item	Types of Activity	Activities used in Business English II classes	Full-time	Part-time	Total	T	Sig
			\bar{x}	\bar{x}	\bar{x}		
14	Practice activities	The students study English by playing games.	0.33	0.33	0.33	0.00	1.00
15		The students read English passages and answer comprehension questions.	0.16	0.00	0.08	1.00	0.34
16		The students guess the meaning of vocabularies before doing activities	1.66	0.00	0.08	1.00	0.34
17		The students find the meaning of vocabularies before doing activities	0.33	0.00	0.16	1.58	0.14
18		The students practice speaking in the information gap activities.	0.66	0.66	0.66	0.00	1.00
19		The students volunteer to speak.	1.50	1.66	1.58	-.25	0.80
20		The teacher calls upon the students to speak.	0.16	0.50	0.33	-1.1	0.26
21		The students take a vocabulary test as a reinforcement of vocabulary learnt.	0.50	0.50	0.50	0.00	1.00
22		The students do exercises in their book.	1.16	1.50	1.33	.40	0.69
23**		Production activities	The students practice writing an English paragraph. (assigned as homework)	0.00	0.00	0.00	0.00
24	The students take speaking tests.		1.00	0.83	0.91	1.00	0.34
25*	The students present their work in class.		0.00	0.00	0.00	0.00	0.00

* The activity the teacher assigned only the “full-time” students to do outside class

** The activity the teacher assigned only the “part-time” students to do outside class

Appendix VIb

Comparison of means of time spent on each activity with the two types of classes

Item No.	Types of Activity	Activities	Full-time	Part-time	Total	T	Sig
			\bar{X}	\bar{X}	\bar{X}		
1	Presentation activities	The teacher describes the contents of the subject in Thai	12.10	9.50	10.83	0.43	0.61
2		The teacher describes how to do activities in Thai.	13.0	13.33	13.16	-0.06	0.67
3		The teacher translates the meaning of vocabularies before doing activities.	13.83	16.0	14.91	.40	0.69
4		The teacher reads and translates English passages for students.	9.0	6.60	7.80	0.61	0.55
5		The students listen to conversations together with read scripts from transparencies.	6.33	4.83	5.50	0.46	0.65
6		The students listen to conversations from a cassette and use them as models for speaking.	1.60	0.50	1.08	0.91	0.38
7	Practice activities	The students practice pronunciation by repeating after the cassette.	0.00	2.10	1.08	-1.85	0.09
8		The students practice English pronunciation by repeating after the teacher.	0.66	0.83	0.75	-1.56	0.87
9		The students listening to conversations and do comprehension check exercises.	10.0	9.16	9.58	0.256	0.80
10		Pairs of students help their partners to write conversation scripts.	1.33	3.83	2.50	0.96	0.35
11		The students practice speaking English conversation (allowed to see their scripts).	4.16	4.53	4.25	-0.05	0.95
12		The students read aloud one by one.	0.00	0.33	0.16	-1.00	0.34
13		The whole class of the students read aloud together.	1.40	1.33	1.58	0.25	0.80

Item No.	Types of Activity	Activities	Full-time	Part-time	Total	T	Sig
			\bar{X}	\bar{X}	\bar{X}		
14	Practice activities	The students study English by playing game.	2.30	3.10	2.75	-.33	0.74
15		The students read English passages and answer comprehension questions.	0.50	0.00	0.25	1.00	0.34
16		The students guess the meaning of vocabularies before doing activities	0.50	0.00	0.25	1.00	0.34
17		The students find the meaning of vocabularies before doing activities	0.83	0.00	0.41	1.53	0.15
18		The students practice speaking in the information gap activities.	10.16	9.00	9.50	0.30	0.76
19		The students volunteer to speak.	6.30	9.60	8.00	0.63	0.38
20		The teacher calls the students by their names to present their output.	4.60	2.10	3.41	0.71	0.49
21		The students take vocabulary tests as a reinforcement of vocabulary learnt.	6.60	10.0	8.30	-.54	0.59
22		The students do exercises from their book.	9.00	7.60	8.30	0.24	0.81
23**		Production activities	The students practice writing English paragraph. (assigned as home work)	0.00	0.00	0.00	0.00
24	The students take speaking tests.		21.66	6.80	22.0	1.21	0.90
25*	The students present their work in class.		0.00	0.00	0.00	0.00	0.00

* The activity the teacher assigned only the “full-time” student to do outside class

** The activity the teacher assigned only the “part-time” student to do outside class