

แบบประเมินบทความวิจัย

การประชุมวิชาการระดับชาติ "การศึกษาเพื่อพัฒนาการเรียนรู้ ครั้งที่ 3" ประจำปี 2562

วันศุกร์ที่ 31 พฤษภาคม 2562

ณ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏสวนสุนันทา กรุงเทพมหานคร

1. ชื่อบทความ : ปัญหาการสื่อสารทางอินเทอร์เน็ตของวัยรุ่น และผู้สูงอายุในโรงเรียน
บ้านคลองพร้าว

2. หัวข้อการประเมินบทความ

รายการประเมิน	ผลการประเมิน		ข้อคิดเห็น/ข้อเสนอแนะ
	ผ่าน/แก้ไข	ไม่ผ่าน	
1. บทคัดย่อภาษาไทย	✓		
2. Abstract	✓		
3. บทนำ		✓	- ทบทวนเนื้อหา และจำนวนที่สอดคล้องกับบทนำและหัวข้อที่ศึกษา - ปรับปรุงย่อหน้า 1 กับย่อหน้า 2 ให้อยู่ในบทนำ การสื่อสารกับวัยรุ่นและผู้สูงอายุ เกิดความสับสน/หรือ สับสนซ้ำ
4. วัตถุประสงค์การวิจัย	✓		ข้อ 15 -
5. สมมติฐานการวิจัย (ถ้ามี)	-	-	-
6. วิธีดำเนินการวิจัย	✓		
7. ผลการวิจัย	✓		- ปรับปรุงแบบฟอร์ม เลข 0 และ 1 ให้ชัดเจน
8. สรุปผลการวิจัย	✓		
9. อภิปรายผล		✓	- ไม่พบข้อบกพร่องแบบฟอร์มที่กล่าวถึงในหัวข้อ วิธีดำเนินการวิจัย
10. ข้อเสนอแนะ	✓		
11. เอกสารอ้างอิง	✓		
12. องค์ความรู้ใหม่และคุณค่าทางวิชาการ	✓		
13. ความถูกต้องตามรูปแบบ (Template)			- ทบทวนไวยากรณ์และจำนวนพจนานุกรม - ปรับปรุงแบบฟอร์มฉบับแก้ไข และ ตาราง

ผลการพิจารณาของผู้ทรงคุณวุฒิ

☐ 1) บทความผ่านเกณฑ์โดยไม่ต้องแก้ไข

☒ 2) บทความผ่านเกณฑ์ และแก้ไขตามข้อเสนอแนะ

☐ 3) บทความไม่ผ่านเกณฑ์

บทคัดย่อ

ผลการวิจัยพบว่าปัญหาการฟังของกลุ่มตัวอย่างอยู่ในระดับกลาง ซึ่งปัญหาที่พบในการฟังที่อยู่ในระดับสูงมี 1 ปัญหา คือ ปัญหาเมื่อผู้พูดชาวต่างชาติพูดเร็วเกินไป ปัญหาการพูดอยู่ในระดับกลาง ซึ่งไม่มีปัญหาระดับสูง ข้อเสนอแนะในการแก้ไขปัญหากลุ่มการฟังและการสื่อสารภาษาอังกฤษอยู่ในระดับกลางทั้งหมด ใน 2 ด้านข้อเสนอแนะการพัฒนาการฟัง และข้อเสนอแนะในการพัฒนาการสื่อสาร

คำสำคัญ: ปัญหาการฟังภาษาอังกฤษ, ปัญหาการพูดภาษาอังกฤษ, การสื่อสารภาษาอังกฤษ

The problem of English communication among Thai teachers to foreign teachers in Ban Khlong Bua school

ABSTRACT

The instrument used to collect data is questionnaire. It can be divided into four parts: (a) the general background information of the participants (b) their listening problems (c) their speaking problem (d) their suggestions. The questionnaires were distributed directly to participants. The data was analysed by using percentages, mean scores, standard deviation, and level of problems.

The result of study showed that there were one problem rated as a high level of English listening problems that is they do not understand listening because of speed of speakers. Others are rated as moderate problems. The result of study showed that all problems rated as moderate level of English speaking problems.

In term of suggestions, the result of study displayed that all suggestions were rated as moderate level in all aspects including Suggestion in improving listening and Suggestion in improving communication.

Keywords: Listening problems, Speaking problems, and Communications

Preface

Generally, English is accepted as one of the most useful languages that people around the world use it as a lingua franca. It can be said that it is a language of opportunity. For example, if people know English, it would be fruitful for those people to access not only information, but also knowledge and experiences.

However, the EF English Proficiency index (EF EPI) showed that in 2018, Thailand ranked 64th out of 88 countries with 48.54 scores and was leveled 'Low Proficiency'. Sripatham (2003) quoted Wiriyachitra that the cause of low proficiency in English was teaching and learning. There are many factors which reduce teaching skill, such as heavy teaching loads, mixed overly large class, and unchallenging English lessons.

This research would like to investigate the problems of English communication among Thai teachers to foreign teachers in Ban khlong bua school. This results could lead the recommendation to academic research to focus on these skills and encourage the schools to be aware problem and find ways to resolve.

Objective of the research

This research has been conducted to investigate and analyse the problem of English communication among teachers to foreign teachers in Ban khlong bua school.

Research Methodology

The target in this research were 62 Thai teachers in Ban khlong bua school. All mixed subject teachers who work with foreign teachers. There were 57 Thai teachers who did questionnaire while 5 of them missed on that day.

The method employed to collect data in this research was a survey. The instrument used in this survey was a 29-item questionnaire based on Schmitt's Taxonomy. It was constructed according to the purposes of this research as follows:

The quantitative data of the questionnaires were analyzed to calculate the percentages, means (\bar{x}) and standard deviations (S.D.).

4. ผลของการวิจัย
มีผลต่อการวิจัย
ครูไทย
นักเรียน
ครูต่างชาติ
ครูไทย
ครูต่างชาติ

Phai

The results were presented by using tables and charts to describe the information. After statistical process, results from data collection followed by relevant discussion based on the research questions are presented. The method of specifying the student's level of agreement or disagreement was followed by Reniss Likert's approach.

Table 1 -

Results

Speaking Problems	\bar{x}	S.D.	Level
1. I do not understand listening because of accent differences.	3.33	0.87	Moderate
2. I do not understand English listening because of speed of speakers.	3.58	0.92	High
3. I do not understand listening because I do not know some words.	3.35	0.85	Moderate
4. I do not understand listening because of English structure.	3.40	0.93	Moderate
5. I do not understand listening because of surrounding environment.	3.00	0.94	Moderate
6. I do not understand English because of using Rhyme words.	3.16	0.85	Moderate
7. I do not understand listening because of some technical words.	3.42	0.99	Moderate
8. I do not understand listening because I do not catch up Key words.	3.28	0.91	Moderate
9. I do not understand listening because I do not understand some English slangs.	3.40	0.90	Moderate

Table 2. -

Listening Problems	\bar{x}	S.D.	Level
1. I feel nervous to speak to foreigner first.	3.16	1.02	Moderate
2. I feel shy to pronounce English.	3.27	1.13	Moderate
3. I am afraid to speak English because of using wrong structure.	3.22	0.99	Moderate
4. I am afraid to speak English because of using wrong words.	3.27	1.00	Moderate
5. I am afraid to speak English because of my local	3.16	1.09	Moderate

pronunciations.			
6. I am not confident to use English.	3.33	1.11	Moderate
7. I am afraid that foreigners might not understand what I say.	3.36	1.02	Moderate
8. I am afraid to speak English because I do not understand Tenses.	3.33	0.98	Moderate
9. I am afraid to speak English because of different culture.	3.20	1.00	Moderate
10. I am totally shy to communicate to foreigners.	3.24	1.15	Moderate

Table 3-

Suggestions	\bar{x}	S.D.	Level
1. School should hold English listening training.	3.39	1.12	Moderate
2. School should hold one on one program.	3.33	0.98	Moderate
3. School should hold more activities with foreigners.	3.26	1.10	Moderate
4. School should arrange more free time for getting close with foreigners.	2.84	1.28	Moderate
5. School should arrange listening tests for Thai teacher.	2.88	1.29	Moderate

Conclusions and Discussions

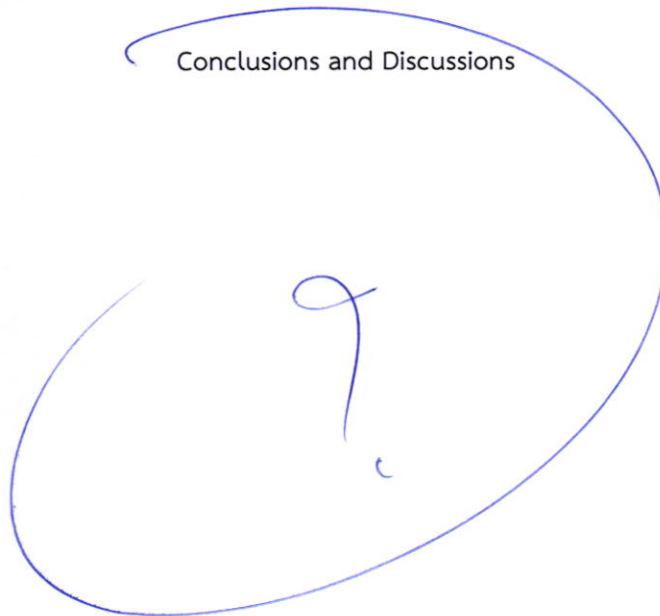


Table 4

Suggestions	\bar{x}	S.D.	Level
1. School should hold group training in speaking English.	2.67	1.26	Moderate
2. School should arrange culture exchange program.	2.77	1.29	Moderate
3. School should encourage Thai teacher to present in English.	2.84	1.25	Moderate
4. School should hold one on one program.	3.11	1.06	Moderate
5. School should encourage teacher to work closely with foreigners.	2.98	1.26	Moderate

Listening problem

The highest rate of listening problem was students could not follow the speed of speakers because some speakers speak so fast and unclear. Moreover, some source cannot be controlled by listeners. It is even impossible to control for foreigners to control speed of from an uncontrolled source, such as broadcast from airports, or radio. That is the main reason of greatest difficulty comprehension with listening (Underwood 1998).

However, other than the above problem, they are all rated as moderate problems. There are three problems which are nearly rated as high problems

Speaking problem

Regarding to speaking problem, it can be seen that all problems are rated as moderate problems. It can be either translated that most Thai teachers avoid to speak foreigners or the latter group tends to be individualism. According to Craig Baddle (2012), those people who are individualisms does not focus on society or different group. In this study, it can be separated in two ways; either Thai teachers or foreigners do not want to affiliate with others. However, there are three problems which are nearly rated as high problems.

Suggestion in improving listening

All suggestions was rated as moderate which can be described that Thai teachers are not encouraged in improving listening skills. There are only three suggestion that is above 3.00 as follows;

Firstly, the highest suggestion was that teachers should practice more listening. Therefore, school should hold English listening training. This suggestion is accordance with problem listed in questionnaire in which Lui (2007) mentioned. It is vital that non-native people should practice regularly so as to understand efficiently. Another advantage of practicing is that they might comprehend the accents and follow the speed of speaker because they would familiar with these skills.

Then, the second was that school should hold one on one program in which each Thai teacher should practice listening with a foreigner. This might change attitude in communicate with foreigners. According to Robin and Thomson (1994), attitude can be a key to success in language learning. In other words, non-native people who have positive attitude are willing to learn English and then might achieve goals, while the others who have negative attitude may not intend to learn English. Therefore, being positive attitude in learning English can be a first thing they should have.

The third was school should hold more activities with foreigners. It is difficult to change the idea of individualisms unless those foreigners accept others into their group. By holding more activities, it is possibly for them to accept Thai teachers in to their group so that they can cooperate closely and openly. Moreover, Thai teachers should understand foreigners more.

Suggestion in improving communication

This part can be seen that the average of rate is under 3.00. It can be translated that there are barriers between foreigners and Thai teachers. As we see the rate in English skills, there is no high rate problem. However, culture should be taken into account closely. There are three suggestions as follows;

The first suggestion is one on one program. This is not the training in lecturing English skills. Most Thai teachers would like to know foreigners more closely because some feel uncomfortable to work with. In term of intercultural communication, verbal communication is not essential. Admittedly, Thai people have advantage in nonverbal communication that is smile. This expression might lead to social interaction.

The second suggestion was the school should encourage Thai teachers to work closely with foreigners. This suggestion is consequence of the above suggestion. When working together, they might get social interaction and lead to close relationship which is effective in working. They should study each other not only personal characteristics, but also different culture. Thailand is a mixed culture country. Hence, Thai people easily adapt to other foreigners. It can be said that Thai people tend to be collectivisms.

Lastly, school should encourage Thai teacher to present in English. Regular practice can sharpen English skills. It is important that non-native people should practice regularly so as to understand efficiently (Lui 2007). However, they can do presentation in group. As Lui (2007) stated that non-native speakers rarely to do assignment alone, particularly speaking. They prefer speaking to foreigners in group as they have more confidence.

Recommendations

This study focused on only problem of English communication among teachers to foreign teachers in Ban khlong bua school. thai
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1. As the problem in communication is not spotted only English skill, but also culture. This study should be widely focus on another factor and should use qualitative tools, such as interview in order to seek depth conclusions and different aspects of samples.
2. This study can be conducted in wider area. It can be researched in district to seek depth answer.

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