

ทัศนคติของนักศึกษาที่มีต่อการใช้ภาษาอังกฤษเพื่อเป็นสื่อในการเรียน

พนิตพิมพ์ ไชยศิริกุล¹

มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรี บางมด ทุ่งครุ กรุงเทพฯ 10140

รับเมื่อ 8 พฤศจิกายน 2549 ตอบรับเมื่อ 14 พฤษภาคม 2550

บทคัดย่อ

ในการสอนภาษาที่สองซึ่งหมายถึง การใช้ภาษาอังกฤษเพื่อเป็นสื่อในการเรียนการสอนในห้องเรียน พบว่ายังคงมี ปัญหาหรือข้อจำกัดบางประการ ปัญหาที่เห็นเด่นชัดคือ นักศึกษาจะไม่ค่อยตอบสนองครูผู้สอน แต่หากครูผู้สอนใช้ภาษา ไทยในห้องเรียน นักศึกษาจะให้การตอบสนองค่อนข้างมาก ที่จริงแล้วนักศึกษาทราบดีว่าการใช้ภาษาอังกฤษนั้นมีประโยชน์ แต่ก็ยังคงต้องการใช้ภาษาไทยในห้องเรียน ดังนั้นงานวิจัยฉบับนี้จัดทำขึ้นเพื่อต้องการสำรวจทัศนคติของนักศึกษาในการ ใช้ภาษาอังกฤษเพื่อเป็นสื่อในการเรียนการสอนในห้องเรียน รวมไปถึงปัญหาต่างๆ ของนักศึกษาที่มีต่อการใช้ภาษา ภาษาอังกฤษของครูผู้สอน ตลอดจนข้อเสนอแนะต่างๆ กลุ่มตัวอย่างในการทำวิจัยคือ นักศึกษาที่ลงทะเบียนเรียนภาษาอังกฤษ บัณฑิต จำนวน 183 คน ณ มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรี จากการศึกษาพบว่า นักศึกษามีทัศนคติที่ดีต่อ การใช้ภาษาอังกฤษในห้องเรียน แต่ก็ยังคงต้องการใช้ภาษาไทยด้วยเช่นกัน

¹ อาจารย์ สายวิชาภาษา คณะศิลปศาสตร์

Student Attitudes Towards the Target Language as a Means of Communication

Phanitphim Sojsirikul ¹

King Mongkut's University of Technology Thonburi, Bangmod, Toongkru, Bangkok 10140

Received 8 November 2006 ; accepted 14 May 2007

Abstract

In second language teaching where English is used as a means of communication, many difficulties are inevitable. Mainly, students' participation is lacking. On the contrary, if L1 is used, there is more interaction in the class. It seems that students realize the advantages of L2 but prefer L1. This article aims to investigate students' attitudes towards the use of English as a means of communication in the class. It also concerns problems with teachers' use of English, and students' suggestions. The participants were 183 mixed-ability students who enrolled in compulsory English courses at KMUTT. The findings show that the students had positive attitudes towards L2 use. Nevertheless, L1 was also needed to some extent.

¹ Lecturer, Department of Language, School of Liberal Arts.

1. Background

At present, the new language curriculum promotes the intensive use of the target language. Many institutions, including King Mongkut's University of Technology Thonburi (KMUTT), Thailand, promote this phenomenon.

According to Tudor [1], "living in the target language community is the best way to learn a language." Thus, "the role of language should be as a means of communication and social interaction" [1]. English teachers at KMUTT are encouraged to use the target language as the medium of communication.

However, a learning environment that uses solely the target language seems to be problematic for KMUTT students. Since the majority of students are engineering ones who generally do not have positive attitudes towards learning English, and English is not seen as their major subject, it is not easy for teachers to deal with not only preparation of course content – which should meet students' language proficiency – but also student readiness in terms of language use.

After conducting informal talks with teachers, it was found that most teachers used their mother tongue in teaching. They argued that otherwise, students felt reluctant to use the target language and rarely contributed to the class. It seemed as if they were demotivated in learning. This has a great effect upon teaching. For instance, teachers wasted their time repeating and paraphrasing the same questions many times over, and students gave no answers. Nevertheless, if teachers used their mother tongue, they had lots of answers. Little study has been conducted in this area especially, in relation to Thai students studying English.

The point is that students might lack language proficiency, effort and confidence in language use.

Therefore, the purpose of the study is to investigate KMUTT students' general attitudes towards teachers' use of the target language as a medium of communication and to find out the problems students encounter when teachers use the target language. It is hoped that the findings would bring some suggestions to overcome the difficulties of studying in the target language. Moreover, it would be beneficial for teachers to be aware of how to use L2.

2. Literature review

In language learning, good language learners will "seek out opportunities to use the target language and make maximum use" [2]. They should be exposed to the second language as much as possible since "people cannot learn a language without plenty of opportunities for real language use" [2]. The more students use the target language, the better they will perform in using it.

To Harbord [3], L2 use is an important source of students' language acquisition. If it is used as the main source of language input, it increases the amount of language exposure and provides real reasons for using language for communication. This environment provides students opportunities to be creative, take risks and try out their guesses about the language, and develops their confidence in language use. Using L2 can motivate students to learn. Much classroom language has a simple and repetitive pattern which can be picked up by students without them being aware that they are learning. This, then, helps develop greater language fluency and, eventually, their internal language system [4].

Therefore, to achieve the goals of L2 use, students' attitudes need to be prepared since this might impact teaching methodology. Harmer [5]

suggests that teachers discuss the importance of language use with students. Such a discussion would probably involve the value of language as input for learning and the need to practice using the language as much as possible. This, then, helps create “a relaxed and supportive environment in which students want to talk and are willing to experiment with the language” [4]. It is hoped that, through this exposure, using the second language can become “routine for the students” [6].

However, if L2 is used all the time in class, it can cause some unpleasant effects. Weaker students will be afraid to use English. This might affect their confidence in language learning. Besides, it takes time for the teacher to explain things and also for students to follow things. One more important point is that if the teacher is a non-native speaker and has insufficient language proficiency, she might not be a good model of L2 use for students.

In second-language classrooms, there always has been a mixture of first and second language use by both teachers and students, and sometimes teachers accept students' first language as a natural means of communication. Actually, using the first language provides some advantages. To Watson Todd [6], using the first language helps reduce affective barriers to English acquisition. For teachers, it saves time in giving instructions and checking understanding. It is also useful to explain structures and vocabulary, doing many kinds of exercises and so on [7].

To Deller [8], there are some more positive aspects in the use of L1. It helps facilitate classroom management. It can make difficult materials easier for students. It also helps them to fully understand English words or expressions that they really want and need. Students will be able to give ongoing feedback, and produce their own

materials, including tests. It could be said that using L1 is useful for students to notice differences and similarities between L1 and L2. It encourages “spontaneity and fluency.” [8]

Although there are advantages to L1 use, there might be dangers in excessive use in the classroom. Moon [4] states that if every lesson is always conducted in L1, students will get limited exposure to English. Moreover, Watson Todd [6] expresses the idea that overuse of the first language may cause students to fail to see the benefits of using and practicing the second language. “By relying on using L1, the students' strategic competence may be stunted, with adverse effects on their language learning” [6]. Therefore, it could be said that the amount and type of language a teacher uses will affect the quantity and quality of input students receive [4].

3. Methodology

Considering arguments in favor of both L1 and L2 use in the classroom, and the possible variety of beliefs concerning the language used, it is worth investigating what beliefs are actually held. This research investigates the beliefs of students towards the teachers' use of the target language as a medium of communication. It also concerns the difficulties that the students have regarding L2 use and any useful suggestions in dealing with those difficulties.

In order to achieve the purpose of the study, this section aims to give an overview of the research methodology: participants, instruments and data analysis.

3.1 Participants

There were 183 mixed-ability students who took compulsory English courses at KMUTT, such

as Fundamental English I, Fundamental English II, Fundamental English III, and Content-based Language Learning I.

3.2 Instruments

A questionnaire (see Appendix 2) was administered to the students in the middle of the semester. There were two main parts. The first part was to investigate the students' attitudes towards their needs to use L1 and L2 in the classroom. It was in the form of a checklist of items requiring them to select from the alternatives by putting a tick in the provided parentheses.

In part I, there were four sub-sections. Section I was to investigate students' attitudes towards the use of L2, whereas section II was for the use of L1. Then, section III was provided to examine the need of a particular type of language in a particular situation. The last section was to ask about the needs of L2 outside the class.

The second part of the questionnaire was open-ended and called for suggestions in handling their difficulties when using L2 in the class.

3.3 Data analysis

Each part of the questionnaire was analyzed. Part I contained questions on how students felt

towards different issues pertaining to the use of L1 and L2 of the teacher in the class. The data were calculated and represented as a frequency percentage.

After the data were collected, analyzed and presented, percentage was used to present the results of Part I.

In Part II, the participants' responses were collected and grouped into main themes. The responses of students who showed the same ideas were also taken into account.

4. Findings

From the questionnaire, the study shows students' attitudes towards the teachers' use of L1 and L2; namely, reasons for the use of English and Thai in class, the language students want teachers to use in certain situations, their attitudes towards the teachers' use of English outside class and finally students' problems with teachers' use of English in class.

4.1 Teachers' use of English in class

The results of questionnaire show students' opinions on the use of the target language and reasons why the students wanted the teachers to use L2 in class.

Table 1 Reasons why students wanted teachers to use English in class

Reasons	Percentage
Practicing listening	85.2
Becoming familiar with English	78.1
Practicing speaking	74.3
Being useful for students' future life	68.3
Learning more about vocabulary and expression	62.8
Learning to pronounce words	60.1
Daring to use English	57.4
Being able to use English fluently	49.2
Being able to write in English	43.2
Learning how to order words in a sentence	42.1
Practicing reading	37.7

As shown in Table 1, most students realized the advantages of L2 in many aspects. Nearly every aspect shows quite a high frequency percentage of target language preference. However, there were three outstanding aspects to the use of L2. It was noticeable that the majority of students thought that the target language helped them practice listening. Besides, a large number of students stated that the environment provided a good chance for students to become familiar with the target language. Many students said it was an opportunity to practice speaking. These three

reasonpoints reflected the importance of exposure to spoken language as direct practice. Other reasons were less direct. Thus, the exposure to spoken language was a means of learning something else.

4.2 Teachers' use of Thai in class

Although L2 was beneficial, the findings from the questionnaire also show that the students still felt a need for L1 in the classroom. According to Table 2, L1 was necessary in three significant situations.

Table 2 Reasons why students wanted teachers to use Thai in class

Reasons	Percentage
Students do not understand the lesson.	90.2
Students cannot follow the instructions.	58.5
Students cannot use English fluently.	43.2
Students are not familiar with using English in studying.	19.1
It saves time.	14.2

In the use of L1, the most important reason as reported by a large majority of the students was when students did not understand the lesson. Moreover, L1 was preferable when students could not follow the instructions. Finally, it was also mentioned that L1 was preferred when students could not use the target language fluently.

4.3 Students' language preferences

When the students were asked to think carefully about which language they wanted to have in particular situations, the findings show the language preference as can be seen in Table 3.

Table 3 Students' language preferences in certain situations

Situations	Percentage	
	Thai	English
Consulting on students' learning	73.8	26.2
Checking students' understanding	52.5	47.5
Having informal conversations with students	49.7	50.3
Managing discipline	48.6	51.4
Explaining the lesson	44.3	55.7
Explaining learning objectives	44.3	55.7
Teaching grammar	42.6	57.4
Giving feedback on students' tasks	42.6	57.4
Managing classroom activities	36.6	63.4
Explaining how to do exercises and tests	35.5	64.5
Giving instructions	30.1	69.9
Writing comments on students' tasks	25.1	74.9
Teaching vocabulary	19.7	80.3
\bar{X}	41.95	58.05

Table 3 shows the average frequency of students' choices of Thai compared with those of English in some activities relating to teaching and learning. It was interesting that students generally preferred teachers' use of English (58.05) to Thai (41.05). However, there was one outstanding situation where L1 may be required in class. It is clearly shown that most of the students preferred having consultations conducted in L1. Also, more than half of the students would like to have L1 whenever they were asked whether they comprehended what they were studying. Regarding the use of L2 in the classroom,

the top two activities in which students preferred their teachers' use of English were vocabulary teaching and writing comments on students' tasks.

Therefore, it was clear that the students needed both L1 and L2 in the class and it would be interesting to know their opinions on the use of teachers' language in other places.

4.4 Teachers' use of language outside class

Table 4 shows students' attitudes towards the use of L2 outside class, where the learning atmosphere is different.

Table 4 Students' attitudes towards teachers' use of target language outside class

Percentage of students' attitudes towards having L2 outside class	
Agree	Disagree
62.8	37.2

It was remarkable that more than half of the students (62.8%) were positive towards using L2 outside the classroom. It shows that though the students might have difficulties in using the target language in class, as reflected in their language preferences in some activities presented in the first three tables, most of the students still wanted their

teachers to use L2 outside class.

4.5 Students' problems with teachers' use of English in class

The analysis of students' responses revealed their opinions about the difficulties of teachers' use of the target language in class, and their suggestions.

Table 5 Problems students had when teachers used English in class

Students' problems	No. of students who answered
1. The students could not understand when the teacher gives instructions.	28
2. The students could not understand when the teacher explains the content.	21
3. The students don't know vocabulary or the teacher uses difficult words.	15
4. The teacher speaks too fast. The students can't catch up.	13

As seen in Table 5, the students might have problems with teachers' use of English when they gave instructions and explained the lesson. These findings were similar to those of the checklist presented previously. Although the students wanted to have the target language in class, they also needed teachers' support because of their poor language proficiency. Out of 183 students who shared their ideas in the open-ended section, 49 of them said that if they didn't understand the teachers' instructions, and the lesson content, they wanted the teachers to translate them into Thai. Furthermore, especially when the teachers used unfamiliar words and spoke very quickly, they wanted her/him the teachers to

give more explanations in Thai. The following quotations are given to support the findings in Table 5.

Examples of students' statements of one of the problems "the students could not understand when the teachers explained the content," are given; as follows:

Subject no.119

"When the teacher explains the lesson, I want to have her/him to use Thai."

Subject no.173

"When the teacher speaks English, I sometimes can't catch it up. Thus, I don't understand the lesson. It might be because I am weak at using

English. I would like the teacher to use Thai along with the lesson.”

Another problem concerns “the teachers speaking too fast for the students to catch up what is said;”

Subject no.109

“If I don’t understand the teacher, for instance, the teacher’s talk is just a bit fast, I really don’t comprehend the meaning of the words, etc., I would like the teacher to explain again or give some examples.”

5. Discussion

In this study, from the findings, it was found that L2 was primarily regarded as a tool for practicing listening and speaking, and providing situations demanding L2 use. The findings also reveal that the students had positive attitudes towards the use of L2 since they realized if they got involved in an L2 environment, they could practice some language skills. When asked about the choice of language use in the classroom, more than half of students would like their teachers to use English in the classroom. Most of them expressed their preference for the use of English in teaching vocabulary and writing comments. This shows students’ awareness of the benefits of using English in the classroom. It could be the case that in writing comments in L2, students felt more relaxed and had more confidence in reading teachers’ comments privately. They could review and check their understanding of the written notes whenever and wherever they wanted. Furthermore, reading comments in this way would not have been constrained by time. Students were also able to use dictionaries as a support.

Although L2 can provide lots of benefits, students also need L1 at times. This study shows that the students needed L1 when they did not

understand the lesson, and when they could not follow the instructions. It is also very interesting to find that L1 was needed for consulting on their learning (73.8%), and checking their understanding (52.5%). This can be supported by the students’ opinions they expressed in the open-ended part, stating that they did not understand when the teachers used L2 in giving instructions and explaining the lesson. They even suggested that they needed further clarification in L1.

The fact that many students needed to have L1 in consultations and in checking understanding could be explained by the fact that consultations were conducted individually and required metacognitive thinking. It may be very difficult for students to think about and reflect upon their ideas verbally. Moreover, students might be afraid to have a face-to-face consultation with the teachers. In addition, they may feel that their language ability is poor. Thus, they are not confident to use L2 in consultations. This may lead to some misunderstandings, which in turn could affect their process of learning.

Therefore, two factors contributing to students’ difficulties in the use of L2 could be students’ low language proficiency and the teachers. Some teachers might speak too fast or use quite difficult words that the students could not understand the lesson. In spite of these difficulties, the students stated they tried to understand what they were taught or presented.

Comparing individual consultations to a whole-class learning atmosphere, there is not much pressure in the class, since learning as a whole class helps create a sense of security. The students might have more confidence in that situation. Moreover, there they have a chance to share their feelings and attitudes with their friends. To some extent, this

reduces tension in learning, and creates a relaxed learning atmosphere. This could explain why the students preferred taking risks using L2 in whole-class learning.

Therefore, providing a relaxed learning atmosphere is a very important key factor in promoting confidence in L2 use. This study also reveals that more than half of the students (62.8%) would agree to have L2 outside the classroom. Although the students faced difficulties in L2 use, they also realized its advantages. They were ready to seek out opportunities to have more practices. If teachers can establish a relaxed atmosphere of consultation outside the classroom, it might encourage students to take risks in L2 use.

So far, the evidence could be supported by a research study conducted with Chinese students which was about the differences and similarities between L1 and L2 on language acquisition. The results showed that students had negative attitudes towards English. The researcher suggested that providing learning environment where students could leave their first language as much as possible is crucial to foster English language acquisition [9]. To put forward the ideas, in a research project, it has been mentioned that students would receive advantages from both L1 and L2 if basic needs are being met so that schooling can take place, and if L1 is properly implemented [10].

6. Conclusion

There is no reason to be dogmatic about L2 use. Teachers should be pragmatic and prepared to use L1 when necessary, while ensuring that the majority of communication is in L2. If there is psychological preparation in the use of L2 at the initial stage of learning, this might help raise the students' awareness of its significance create

participatory learning atmospheres that are conducive to cognitive as well as language development [9]. In addition, the use of L1 should be guided by a purpose. This helps avoid its over-use.

7. References

1. Tudor, I., 1996, *Learner-centredness as Language Education*, Cambridge, Cambridge University Press.
2. Willis, J., 1996, *A Framework for Task-based Learning*, London, Longman.
3. Harbord, J., 1992, "The Use of the Mother Tongue in the Classroom" *ELT Journal*, Vol. 46/4, October, pp. 350-355.
4. Moon, J., 2000, *Children Learning English*, Oxford, Macmillan.
5. Harmer, J., 1998, *How to Teach English*, London, Longman.
6. Watson Todd, R., 1997, *Classroom Teaching Strategies*, Hemel Hempstead, Herts, Prentice Hall.
7. Medgyes, P., 1994, *The Non-native Teacher*, London, Macmillan.
8. Deller, S., 2003, "The Language of the Learner" *English Teaching Professional*, Issue 26, January 2003, pp. 5-7.
9. Benson, C., 2005, "The Importance of Mother Tongue-Based Schooling for Educational Quality" *The EFA Global Monitoring Report 2005, The Quality Imperative*, [online], April, Available: http://portal.unesco.org/education/en/ev.php-URL_ID=38921&URL_DO=DO_TOPIC&URL_SECTION=201.html.

Appendix 1

The data obtained from the open-ended section

Students' problems with teachers' use of English in the class and suggestions

Students' problems and suggestions	No. of students who answered
<p>1. The students can't understand when the teacher gives instructions.</p> <p><u>Suggestions</u></p> <ul style="list-style-type: none"> - The teacher should use L1. 14 - They ask their friends. 9 - The teacher should simplify or repeat. 2 - The teacher should speak slowly. 1 - They make a guess. 1 - They ask the teacher. 1 	<p>28</p>
<p>2. The students can't understand when the teacher explains the content.</p> <p><u>Suggestions</u></p> <ul style="list-style-type: none"> - The teacher should translate into Thai. 10 - The teacher should simplify or repeat. 4 - The teacher should explain slowly. 3 - They ask their friends. 3 - They will practice more. 1 	<p>21</p>
<p>3. The students don't know vocabulary or the teacher uses difficult words.</p> <p><u>Suggestions</u></p> <ul style="list-style-type: none"> - The teacher should explain in L1 before using L2. 7 - They ask their friends. 5 - They ask the teacher. 2 - They will practice more. 1 	<p>15</p>
<p>4. The teacher speaks too fast. The students can't catch up.</p> <p><u>Suggestions</u></p> <ul style="list-style-type: none"> - They ask the teacher to repeat. 5 - They ask their friends. 3 - They listen more carefully. 2 - The teacher should speak slowly. 1 - The teacher should use L1. 1 - The teacher should give examples. 1 	<p>13</p>

Appendix 2

แบบสอบถาม

เรื่อง การใช้ภาษาอังกฤษในการเรียนการสอน และการติดต่อสื่อสาร

แบบสอบถามนี้มีวัตถุประสงค์เพื่อสำรวจความต้องการการใช้ภาษาอังกฤษเพื่อเป็นสื่อในการเรียนการสอน และการติดต่อสื่อสารกับครูผู้สอน ปัญหาที่นักศึกษาประสบเมื่อครูผู้สอนใช้ภาษาอังกฤษในการเรียนการสอนและข้อเสนอแนะเพื่อให้นักศึกษาสามารถเรียนด้วยภาษาอังกฤษได้อย่างราบรื่น ขอให้นักศึกษาใช้เวลาอ่านและตอบคำถามให้ครบถ้วน และตรงกับความเป็นจริง

คำสั่ง: กรุณาทำเครื่องหมายถูก ✓ หน้าข้อที่ตรงกับความเป็นจริงหรือความรู้สึกของนักศึกษามากที่สุด

ตอนที่ 1 ความต้องการการใช้ภาษาอังกฤษในการเรียนการสอน

1. เหตุผลข้อใดที่นักศึกษาต้องการให้ครูผู้สอนใช้**ภาษาอังกฤษ**ในการสอน (ตอบได้มากกว่า 1 ข้อ)

- 1.1 นักศึกษาได้เรียนรู้เกี่ยวกับภาษาอังกฤษมากขึ้นในด้าน
 - 1.1.1 ศัพท์และสำนวน
 - 1.1.2 การเรียงคำในประโยค
 - 1.1.3 การพูด
 - 1.1.4 การฟัง
 - 1.1.5 การเขียน
 - 1.1.6 การอ่าน
 - 1.1.7 สำเนียง
 - 1.1.8 อื่นๆ (โปรดระบุ)_____
- 1.2 นักศึกษามีความคุ้นเคยกับภาษาอังกฤษมากขึ้น
- 1.3 นักศึกษามีความคล่องแคล่วในการใช้ภาษาอังกฤษมากขึ้น
- 1.4 นักศึกษากลับมาใช้ภาษาอังกฤษมากขึ้น
- 1.5 เพื่อเป็นประโยชน์ในภายภาคหน้า เช่น การทำงาน
- 1.6 อื่นๆ (โปรดระบุ)_____

2. เหตุผลข้อใดที่นักศึกษาต้องการให้ครูผู้สอนใช้**ภาษาไทย**ในการสอน (ตอบได้มากกว่า 1 ข้อ)

- 2.1 อธิบายเป็นภาษาไทยเมื่อนักศึกษาไม่เข้าใจบทเรียน
- 2.2 ใช้ภาษาไทยเมื่อนักศึกษาไม่คุ้นเคยกับการเรียนเป็นภาษาอังกฤษ
- 2.3 ใช้ภาษาไทยเมื่อนักศึกษาใช้ภาษาอังกฤษติดขัดไม่คล่องแคล่ว
- 2.4 อธิบายเป็นภาษาไทยเมื่อนักศึกษาทำงานไม่ตรงกับคำสั่งของครูผู้สอน
- 2.5 ใช้ภาษาไทยเพื่อช่วยประหยัดเวลาในการเรียนการสอน
- 2.6 อื่นๆ (โปรดระบุ)_____

3. นักศึกษาต้องการให้ครูผู้สอนใช้ภาษาใดในเรื่องต่อไปนี้

	ไทย	อังกฤษ
3.1 อธิบายบทเรียน	<input type="checkbox"/>	<input type="checkbox"/>
3.2 สอนคำศัพท์	<input type="checkbox"/>	<input type="checkbox"/>
3.3 สอนไวยากรณ์	<input type="checkbox"/>	<input type="checkbox"/>
3.4 ตรวจสอบความเข้าใจในบทเรียน	<input type="checkbox"/>	<input type="checkbox"/>
3.5 ให้ความคิดเห็นต่องานหรือการเรียนของท่าน	<input type="checkbox"/>	<input type="checkbox"/>
3.6 ให้คำปรึกษาหรือคำแนะนำเกี่ยวกับการเรียน	<input type="checkbox"/>	<input type="checkbox"/>
3.7 อธิบายวัตถุประสงค์ในการเรียน	<input type="checkbox"/>	<input type="checkbox"/>
3.8 เขียนวิจารณ์หรือเขียนเสนอแนะเกี่ยวกับงานที่ท่านทำ	<input type="checkbox"/>	<input type="checkbox"/>
3.9 อธิบายคำสั่งในการทำกิจกรรมในห้องเรียน	<input type="checkbox"/>	<input type="checkbox"/>
3.10 อธิบายกระบวนการในการทำแบบฝึกหัดและแบบทดสอบต่างๆ	<input type="checkbox"/>	<input type="checkbox"/>
3.11 จัดระเบียบการเรียนการสอนในห้องเรียน	<input type="checkbox"/>	<input type="checkbox"/>
3.12 อบรมระเบียบวินัย	<input type="checkbox"/>	<input type="checkbox"/>
3.13 สนทนากับนักศึกษานอกบทเรียน	<input type="checkbox"/>	<input type="checkbox"/>

4. นักศึกษาคิดว่าครูผู้สอนควรใช้ภาษาอังกฤษนอกห้องเรียนหรือไม่

- 4.1 ควร
- 4.2 ไม่ควร

ตอนที่ 2 ปัญหาที่นักศึกษาประสบเมื่อครูผู้สอนใช้ภาษาอังกฤษในการเรียนการสอน และข้อเสนอแนะ

ให้นักศึกษาทบทวนถึงชั่วโมงเรียนภาษาอังกฤษที่เพิ่งผ่านมา กรุณายกตัวอย่างเหตุการณ์ที่ครูใช้ภาษาอังกฤษแล้วท่านมี
ปัญหา และวิธีที่ท่านแก้ไขปัญหา

ขอบคุณที่ให้ความร่วมมือ