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## วารสารภาษาปริทัศน์

เป็นวารสารวิชาการด้านการเรียนการสอนและภาษาศาสตร์ภาษาอังกฤษ

ของสถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย

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## บรรณาธิการแถลง

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วารสารภาษาปริทัศน์ฉบับที่ 34 ปี 2562 ประกอบด้วยบทความวิจัยและวิชาการด้านการเรียนการสอนภาษาอังกฤษ โดยผู้เขียนจากหลากหลายสถาบันการศึกษา กองบรรณาธิการหวังเป็นอย่างยิ่งว่าบทความที่ได้รับการตีพิมพ์ในฉบับนี้จะเป็นประโยชน์ต่ออาจารย์ผู้สอนภาษาอังกฤษ รวมทั้งนักศึกษาระดับบัณฑิตศึกษา นักวิจัยด้านการเรียนการสอนภาษาอังกฤษ และผู้สนใจในศาสตร์การเรียนการสอนภาษาอังกฤษโดยทั่วไป

กองบรรณาธิการวารสารภาษาปริทัศน์ ขอขอบพระคุณคณาจารย์และนักวิชาการทุกท่านที่ได้ให้ความกรุณาเป็นผู้ทรงคุณวุฒิประเมินบทความ ผู้เขียนบทความและผู้อ่านที่มีส่วนช่วยให้วารสารภาษาปริทัศน์ฉบับนี้ได้รับการตีพิมพ์สำเร็จลุล่วงไปได้ด้วยดี

จิระจิตรา ฮิคคินส์  
บรรณาธิการ

### Editorial

Welcome to volume 34, 2019 of *Pasaa Paritat*. This issue includes seven research and academic articles which cover a wide range of contributors from various educational contexts who have shared their research perspectives on English Language Teaching.

I would like to express my gratitude to all contributors, reviewers, readers and editorial team members for their support and contributions to the journal, *Pasaa Paritat*.

Jirajittra Higgins  
Editor

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# An Evaluation of a Commercial Coursebook for a University Foundation English Course: Selection, Implementation and Effects

Apiwan Nuangpolmak

*Chulalongkorn University Language Institute*

## Abstract

This paper reports a comprehensive evaluation of a commercial coursebook involving multiple perspectives. Three research objectives were proposed and different data collection methods were employed accordingly. First, to understand the criteria used in selecting the coursebook, interviews were conducted with the materials selection committee. Second, to explore opinions of students and teachers on the implementation of the coursebook, both quantitative and qualitative data were collected. To specify, 527 students representing 18 disciplines and 33 teachers who were teaching the course completed the questionnaire. In addition, 20 students and seven teachers later participated in interviews. Lastly, to examine the extent that the coursebook contributed to the enhancement of English proficiency, students' achievements were compared in terms of pre- and post-test scores. The findings from the study revealed that the selection of a coursebook was conducted informally in that each evaluator used her own experience and personal judgment instead of a checklist with pre-determined criteria. With regard to students' and teachers' opinions on the coursebook, it was found that although the majority provided positive responses to questionnaire items, some negative reviews of the coursebook emerged from the interview data. Finally, the comparison between pre- and post-test scores suggested that the coursebook had contributed to the students' development of English proficiency in that the mean post-test scores differed significantly from the mean pre-test scores.

**Keywords:** commercial coursebooks, textbook selection, ELT materials, materials evaluation



## บทคัดย่อ

บทความวิจัยนี้รายงานภาพรวมของการประเมินหนังสือแบบเรียนภาษาอังกฤษจากมุมมองต่าง ๆ โดยมีวัตถุประสงค์ 3 ประการและใช้วิธีการเก็บข้อมูลที่แตกต่างกัน ดังนี้ (1) เพื่อศึกษาหลักเกณฑ์ที่ใช้ในการคัดเลือกหนังสือแบบเรียน โดยเก็บข้อมูลจากการสัมภาษณ์คณะกรรมการคัดเลือกหนังสือแบบเรียน (2) เพื่อสำรวจความคิดเห็นของผู้เรียนและครูสอนเกี่ยวกับการใช้หนังสือแบบเรียนทั้งในเชิงปริมาณและเชิงคุณภาพ โดยใช้แบบสอบถามในการเก็บข้อมูลจากผู้เรียนจำนวน 527 คนจาก 18 สาขาวิชาและครูสอนจำนวน 33 คน และใช้การสัมภาษณ์ในการเก็บข้อมูลจากผู้เรียนจำนวน 20 คนและครูสอนจำนวน 7 คน และ (3) เพื่อศึกษาผลของการใช้หนังสือแบบเรียนที่มีต่อการพัฒนาความสามารถทางภาษาอังกฤษของผู้เรียน โดยเปรียบเทียบคะแนนสอบก่อนเรียนและหลังเรียน จากการศึกษาพบว่า การคัดเลือกหนังสือแบบเรียนทำอย่างไม่เป็นทางการ กล่าวคือ ผู้ประเมินใช้ประสบการณ์และพิจารณาญาณส่วนบุคคลในการคัดเลือก แทนการใช้แบบประเมินที่มีหลักเกณฑ์กำหนดไว้แล้ว ในส่วนของความคิดเห็นของผู้เรียนและครูสอนนั้น ถึงแม้ว่าข้อมูลจากแบบสอบถามส่วนใหญ่จะแสดงความคิดเห็นในเชิงบวก แต่ข้อมูลบางส่วนจากการสัมภาษณ์นำเสนอความคิดเห็นในเชิงลบ เมื่อเปรียบเทียบคะแนนสอบก่อนเรียนและหลังเรียน พบว่าหนังสือแบบเรียนมีส่วนช่วยในการพัฒนาความสามารถทางภาษาอังกฤษของผู้เรียน โดยคะแนนเฉลี่ยจากการสอบหลังเรียนแตกต่างจากคะแนนเฉลี่ยจากการสอบก่อนเรียนอย่างมีนัยยะสำคัญทางสถิติ

**คำสำคัญ:** หนังสือแบบเรียนภาษาอังกฤษ การคัดเลือกตำราเรียน สื่อการสอนภาษาอังกฤษ การประเมินแบบเรียน

## Introduction

According to Graves (2003, p.226), commercial coursebooks are defined as “pre-packaged, published books used by the students and teacher as a primary basis for a language course”. In English classrooms all over the world today, commercial coursebooks play a more prominent role as the main teaching and learning resources than other types of materials. However, the scholars’ opinions on commercial coursebooks vary. For the advocates, coursebooks are praised for their systematic and structured presentation of content (Cunningsworth, 1995), credibility (Sheldon, 1988), accuracy of language input (Zacharias, 2005), professional layout and visual appeal (Kayapinar, 2009). Moreover, commercial coursebooks provide a sense of security for inexperienced teachers (Richards, 2014), minimize teaching

preparation time (Tomlinson, 2008), ensure accountability and standardization (McGrath, 2002), and most importantly, are cost-effective (Kayapinar, 2009) because a coursebook package often includes an audio CD, a DVD, internet materials and even test papers.

On the other hand, there are many criticisms against commercial coursebooks. First and foremost, since these coursebooks are developed for the global market, they often fail to address learners' individual differences (Allwright, 1981). With their highly structured format, coursebooks are accused of deskilling teachers by leaving only little room for taking initiative or making decision (Graves, 2003) as well as leading to students' boredom from experiencing a repetitive style of presentation and practice (Charalambous, 2011). Furthermore, commercial coursebooks are heavily criticized for biased representation of English varieties and world cultures (Gray, 2000). In terms of learning outcomes, concerns are also raised whether coursebooks can promote long-term communicative competence (Tomlinson & Masuhara, 2013) as they tend to focus more on pre-specified language forms than on negotiation of meanings (Graves, 2003). Coursebooks rarely represent authentic language use as the materials are written specifically to incorporate teaching points (Richards, 2002) and many of them fail to create a scaffolding where one activity is built upon the previous one and serves as a preparation for the next (Tomlinson, 2010).

Owing to the vigorous debates regarding the value of commercial coursebooks, studies have been conducted to investigate this type of materials in three domains: production, content and use (Harwood, 2014). While the investigation into the coursebooks' design process and the analysis of coursebooks' linguistic, pragmatic and cultural content are overwhelming, research that explores how coursebooks are used is limited (ibid.). It is argued that the value of the materials should not be determined without the perspectives of materials users (Garton & Graves, 2014). Accordingly, studies on coursebooks consumption have examined views of teachers toward a specific coursebook (e.g. Riasati & Zare, 2010; Tok, 2010) or observed how teachers actually used coursebook materials in their classrooms (Arikan, 2009). What lacking in these studies, however, is the learners' voices which

represent another important part of materials users. Furthermore, in order to conduct a full assessment of the materials' value, there needs to be an investigation into the selection of such materials, classroom implementation and its outcome (Cunningworth, 1995; Tomlinson, 2003). Perspectives of individuals involved the process are seen as vital to this evaluation.

The present paper reports a materials evaluation study which was conducted at Chulalongkorn University. Like most universities in Thailand of which curricula mandate at least two compulsory English courses, the university offers two foundation courses to be enrolled by first-year students of 18 disciplines. With some 5,000 students enrolling in these English courses each year, the adoption of a commercial coursebook as the main teaching and learning materials has become a preferred practice in recent years in order to ensure feasibility and standardization. To evaluate a new coursebook for this foundation course, the study proposed to (1) investigate the criteria based on which the coursebook was selected; (2) explore teachers' and students' opinions on the materials; and (3) assess the effectiveness of the materials in promoting learning outcomes.

## Literature Review

According to Tomlinson (2003, p.15), materials evaluation "involves making judgments about the effect of the materials on the people using them". Materials can be evaluated during three stages: pre-use, in-use and post-use (Cunningworth, 1995; Tomlinson, 2003). At the pre-use stage, materials are evaluated for their potential value to the future users whereas in-use evaluation is concerned with the observation of materials being used. Meanwhile, post-use evaluation investigates the outcomes of the materials.

Prior to adoption, commercial coursebooks are often evaluated, either formally or informally. Depending on the points of departure, these coursebooks can be assessed for potential usage or contextual suitability. The former focuses on the features of a specific coursebook with no predetermined class in mind whereas the latter involves finding a coursebook to match the pre-existing course (Cunningworth, 1995). Simply put, the pre-

use evaluation can be done so as to develop a course based on the book or to see whether there is any book that will be good for the existing syllabus.

Several scholars have posited criteria for pre-use materials evaluation. For instance, Cunningsworth (1995) proposed four main guidelines for coursebook selection namely (1) coursebooks should address learners' needs and parallel with the objectives of the study program; (2) coursebooks should reflect the language use of learners both at present and in the future; (3) coursebooks should accommodate individual differences in the learning process; and (4) coursebooks should facilitate learning. Meanwhile, McDonough and Shaw (2003) argue that assessment should be made on materials' usability, generalizability, adaptability and flexibility if they are to be integrated into the existing syllabus. In their evaluation of six global coursebooks developed by various British publishers, Tomlinson and Masuhara (2013) assessed the coursebooks' potential value against these following criteria:

- providing extensive exposure to English in use
- engaging learners affectively
- engaging learners cognitively
- setting an achievable challenge
- helping learners to personalize learning
- assisting learners in making discoveries about how English is used
- providing opportunities to use language for communication
- helping learners to develop cultural awareness
- helping learners to make use of the English environment outside the classroom
- catering for the needs of all learners
- providing the flexibility needed for effective localization
- helping learners to continue to learn English after the course
- helping learners to use English as Lingua Franca
- helping learners to become effective communicators in English
- achieving the stated learning objectives

Many of the criteria used by Tomlinson and Masuhara coincided with principles of materials development (e.g. Dörnyei, 2001; Hall, 1995; Hutchinson & Waters, 1987; Nunan, 1988; Tomlinson, 2011) which have been influenced by second language acquisition theories, second language teaching methodology and motivational strategies.

There are three approaches commonly employed for pre-use materials evaluation. The first approach is impressionistic method. This method yields a general impression of the material. Although the assessment may cover a wide spectrum of such material, it can only address each of the features superficially (Cunningworth, 1995) and the views of the evaluators are often criticized for subjectivity (McGrath, 2002). This is why the second approach, the checklist method, is preferred when objectivity is concerned. McGrath (2002) asserts four advantages of checklist as systematic, cost effective, convenient and explicit. He claims that not only does checklist offer a common framework, understood by everyone involved, which covers all important features to be evaluated, but this method also allows information to be recorded quickly and kept in easy-for-comparison format. Nevertheless, to ensure the strength of this method, the criteria included in the checklist may need to be updated from time to time to reflect the current context of use and/or the trends in materials design. Finally, there is also the in-depth method for pre-use materials evaluation. As this approach encourages the evaluators to closely examine the specific features of materials such as units of study or lesson extracts to determine their value, it yields richer information about the materials in question. However, this approach tends to be criticized for its partiality since it only focuses on some selected samples which may or may not accurately represent the whole materials. Another drawback of this approach is the amount of time and expertise required (McGrath, 2002). Regardless of the approach taken, the results of the pre-use evaluation are predictive in nature. It can only serve the purpose of coursebook selection, but in no way guarantees the success in practice. This is why materials evaluation during in-use and post-use stages is also encouraged.

There are two main objectives of in-use evaluation. First is to re-examine the selection criteria used during the pre-use stage whether they are realistically met in the classrooms, and second is to investigate how teachers actually use the coursebook (McGrath, 2002). To evaluate a coursebook while it is being used, Tomlinson and Masuhara (2007, p.5) suggest some observable aspects of the materials that can be measured:

- Clarity of instructions
- Clarity of layout
- Comprehensibility of texts
- Achievability of tasks
- Flexibility of the materials
- Appeal of the materials
- Motivating power of the materials

In-use materials evaluation is claimed to yield direct benefits to the quality of teaching and learning since this type of evaluation tends to focus on “moment-by-moment assessment” rather than looking at the materials as a whole (McGrath, 2002, p.180). While the in-use evaluation focuses on what is going on in the actual classrooms, post-use materials evaluation examines what happens after that. Post-use evaluation is claimed to be the most valuable type of evaluation as it can measure both short-term and long-term effects of materials on the learners. Short-term effects of materials are concerned with motivation and immediate learning whereas long-term effects involve durable learning and application. When conducting post-use materials evaluation, the following questions should be asked (Tomlinson, 2003, p.25):

- What do learners know which they did not know before starting to use materials?
- What do learners still not know despite using materials?
- What can learners do which they could not do before starting to use materials?
- What can learners still not do despite using materials?
- To what extent have materials prepared learners for examination?

- What effects have materials had on the confidence of learners?
- What effects have materials had on the motivation of learners?
- To what extent have materials helped learners become independent learners?

In other words, post-use evaluation assessed the ‘gains’ that learners have made from being engaged with the learning materials both in terms of academic and affective outcomes. The academic and psychological impact of materials is not easily observed and therefore is often indirectly measured. For instance, in order to determine what learners know/do not know and can do/cannot do, test scores may be collected as they imply the levels of learners’ understanding of the issues. Furthermore, documents such as test papers need to be examined to see how learners actually perform on the test. In this sense, the scores and the exam papers can suggest what has been taught successfully/unsuccessfully by the materials. Likewise, to measure the affective impact, self-reported information, gathered through questionnaires, interviews, and diaries, can shed light on how learners feel about the materials.

### **Studies on Coursebook Evaluation**

A review of literature shows that there have been a number of studies concerned with coursebook evaluation. For example, Tomlinson and Masuhara (2013) reported their review of six intermediate-level coursebooks namely *The Big Picture*, *Global*, *English Unlimited*, *New Headway* (fourth edition), *Speakout*, and *Outcomes* against 15 criteria to determine the materials’ potential to facilitate long-term acquisition of the second language. It was found that only two coursebooks; *Global* and *English Unlimited* showed likelihood of promoting long-term acquisition while the others were deemed unlikely to be effective in facilitating acquisition. *English Unlimited*, specifically, was praised in terms of its potential to help learners personalize their learning in that “The units start with personal questions and most of the activities invite the learners to make connections to their own experience”

(p.239). However, the coursebook was heavily criticized for its limitation in catering to the needs of all learners. The reviewers commented that the materials writers had made an assumption that “learners are middle-class, well-educated, much travelled, urban computer users” and that “the expressions provided for conflict resolution are all based on British middle-class expectations” which may not be required in the contexts where learners will use the language (p.242). Furthermore, there was also a negative review on the coursebook’s shortcoming in encouraging the use of English outside class. Regarding this, the experts pointed out that “simulation with roles in conflict resolution may lead to actual use in real life, but the book does not actually suggest developing such skills outside the classroom” (p.242).

In addition to an evaluation conducted by experts, there are other studies that involved opinions of teachers. Dat (2008) interviewed experienced English teachers from various countries in Southeast Asia and found that the majority of EFL teachers preferred imported (global) coursebooks over local materials because they contained appealing pictures and illustrations, offered interesting topics, were organized systematically, ensured linguistic accuracy and provided assistance to teachers in terms of “how to conduct activities, what to emphasize and how to answer many questions” (p.265). In contrast, they pointed out weaknesses of the global coursebooks with regard to their inaccurate representation of cultural images, lack of meaningful language use, linguistic difficulty, irrelevance to local examination system, and high cost. Similar to the findings of Dat’s study, Zacharias’ (2005) research revealed that the majority of the teachers surveyed, predominantly non-native speakers, preferred internationally-published materials to locally-produced ones because of both credibility and availability.

These similar results were also seen in other smaller-scale studies that examined characteristics of particular coursebooks. For instance, Riasati and Zare (2010) set out to determine the value and suitability of *New Interchange*. They surveyed opinions of 35 Iranian teachers regarding the coursebook and found that accessibility, cost-effective, clear layout and



organization, integrated skills, and teacher manual were the positive attributes the teachers saw in the materials. On the other hand, the teachers stated that the coursebook's shortcomings were irrelevance to Iranian culture, incompatibility with learners' linguistic capacity, insufficient focus on writing skill, lack of supplementary materials, and too many testing exercises. Similarly, Tok (2010) reported strengths and weaknesses of *Spot On* as evaluated by 46 Turkish teachers. The survey revealed that teachers saw interesting topics, multi-skill development, and teacher manual as advantages of the coursebook while lack of meaningful practice, unrealistic context, and repetitive tasks were named as its disadvantages.

Although there is little research that deals with learners' evaluation of coursebooks (Harwood, 2014), those studies that do reported teachers' and learners' agreement on certain issues. To illustrate, Masuhara and Tomlinson (2008) surveyed opinions of 60 teachers and 119 students and found that both parties would welcome more challenging tasks and relevant, meaningful content from the coursebooks. Students also agreed with teachers in their preference of materials with flexibility; i.e. the ones that cater for different learning and teaching styles. In the same vein, Litz (2005) conducted a survey with eight instructors and 500 first-year students following an introduction of a new coursebook called *English Firsthand#2* at Sung Kyun Kwan University, South Korea. The study found that the strength of this coursebook, as agreed upon by both instructors and students, lay in its attention to sub-skills such as skimming and note-taking. Both groups of participants gave negative comments of the coursebook on the issues of inadequate revision and practice, lack of balanced activities, and inability to present language points in motivating contexts. Meanwhile, Ahmed (2016) reported an evaluation of a piloted local coursebook commissioned by the Ministry of Higher Education, Malaysia. It was found that 214 students and three instructors who were surveyed provided generally positive feedback, with average scores of 3.9 and 4.1 out of a 5-point scale respectively. However, shortcomings of the book were seen in its lack of activities that promote students' productive language use and the unattractive design. These two negative aspects were also mentioned by Dat (2014) as the weaknesses of many domestic coursebooks.

In addition to research that examined the perspectives of materials users, there have been a few studies that focused on how the coursebooks were actually used in the classroom. For example, Arikan (2009) analyzed the observation notes taken by practicum students in Turkey on how the observed teachers used the assigned coursebook in their secondary EFL classes. The findings revealed that teachers occasionally skipped or omitted parts of the book. They tended to pay more attention to reading comprehension and vocabulary exercises and less to writing activities. Many also ignored listening practice and hardly played the accompanying CD. There were a small number of teachers who decided to forgo the coursebook and conducted their classes based entirely on their own materials. The discovery in Arikan's study coincides with comments of many scholars that classroom teachers do not religiously follow the coursebooks page by page (McGrath, 2002; Richards, 2002; Graves, 2003).

## Methodology

The present study was designed as a mixed-method research in which both quantitative and qualitative research approaches were followed. As Dörnyei (2007) points out, a mixed-method design has an advantage in that the weaknesses of one method may be substituted with the strengths of the other method. In the concurrent mixed method design, not only the textual data which yield rich description were collected, but numeric data which allow for quantification were also gathered. These two forms of data are collected at the same time and treated as having equal roles in the study. Both forms of data are integrated to provide a comprehensive analysis in the interpretation of the findings (Creswell, 2009).

## Research Setting

The coursebook under investigation is *English Unlimited (Upper-Intermediate)* (Tilbury, Hendra, Rea & Clementson, 2011). The coursebook was selected as the main instructional materials for *Experiential English 1 and 2*, compulsory foundation English courses for all faculties except Faculty of Arts, which are offered by Chulalongkorn University Language Institute (CULI).

Although there are 14 units in this coursebook, only eight units were selected; four units to be covered in *Experiential English 1* (offered in the first semester) and the other four units in *Experiential English 2* (offered in the second semester). This study was conducted during the first semester of academic year 2012 when the coursebook was first used; thus, the scope of this investigation only included the four units taught in the first semester namely *Unit 1: Talented*, *Unit 2: Misunderstandings*, *Unit 4: Local Knowledge*, and *Unit 6: Virtual World*.

### Participants

There were three main groups of participants. Firstly, to examine the criteria used in selecting a coursebook (pre-use evaluation), three teachers who were part of the materials selection committee were interviewed. These three teachers were selected because each represented one of the three teaching divisions at CULI namely Sciences and Technology, Business, and Social Sciences and Humanities. Secondly, to assess the value of the coursebook in the real teaching context, questionnaires were sent out to all 86 instructors of *Experiential English 1* (39 full-time lecturers and 47 part-time teachers) and 33 were returned (38.37%). Of these, seven instructors, with teaching experience ranging from two to 30 years, agreed to participate in subsequent semi-structured interviews. The last group of participants was students who enrolled in the course. Based on Krejcie and Morgan's (1970) table of sample size determination, at least 357 samples are required for a population around 5,000 with a confidence level of 95%. In this study, purposive sampling was employed because the data collected from student participants were for two purposes; to investigate their perspectives toward the use of the coursebook and to explore the effects of the coursebook in terms of learning outcomes (post-use evaluation). Due to feasibility issues in the administration of pre-test and post-test, student samples were selected by sections that they were registered in. These sections, however, were purposely selected to represent all the 18 disciplines to which the course was offered. All in all, 536 students (10.57% of the population) sat for pre-test and post-test. Of these, 527 students completed the questionnaire and

20 (seven males and 13 females) voluntarily gave in-depth interviews. These 20 students also represented three streams of disciplines: Sciences and Technology (Faculties of Medicine, Pharmaceutical Science, Architecture, Engineering, Science, and Allied Health Science), Business (Faculties of Commerce and Accountancy, and Economics), and Social Sciences and Humanities (Faculties of Law, Political Science, Communication Arts, and Education).

### **Instruments**

As implied by mixed method approach, a variety of research instruments were used in this study for data collection.

#### **1. Questionnaires**

To survey users' opinions on the coursebook, questionnaires were administered to both teachers and students. The questionnaires administered to the students consist of four main parts. The first part surveys background information of the respondents, namely, gender, age, faculty, years of prior English study, and self-assessment of four English skills. This is followed by questions regarding students' needs and goals in learning English. Part three is the main content of the questionnaire which focuses on materials evaluation. In this part, there are 15 questionnaire items concerning three main aspects of materials: appeal, relevance and utility. These three factors are commonly considered when designing materials as they are believed to attract and maintain learners' engagement with the materials (Dörnyei, 2001; Brohy, 2004; Tomlinson, 2010). Last but not least, part four of the questionnaire is open-ended for further suggestions and/or comments. Similar to the student's version, there are three parts in the teacher's questionnaire; one being demographic questions such as gender, years of teaching, faculty taught, and number of sections taught, while the other two parts comprise materials evaluation questions and open-ended comments, respectively. The questions regarding materials evaluation in both versions of the questionnaire are identical, with exception of an additional question about teacher's manual in the teacher's version. The students were administered questionnaires in Thai

to minimize the language barriers. However, the English version was administered to the teachers as there were also some foreign staffs teaching this course. Experts were consulted to ensure the validity of questionnaire content and the consistency of translations. The questionnaire's reliability was confirmed by a Cronbach's Alpha value of .89.

## 2. Interviews

In order to compensate for the questionnaires' limitations in providing rich and descriptive data (Dörnyei & Taguchi, 2010), interviews were also conducted with some of the students and teachers to further explore their views on the coursebook. In addition, semi-structured interviews were administered to three CULI instructors who were part of the materials selection committee in order to gain insights of how this coursebook was reviewed and selected as the main materials for the course. The participants had options of giving interviews in English or in their mother tongue. Each interview lasted between 20 and 40 minutes.

## 3. Pre-test and Post-test

To assess the impact of the coursebook on the learners' development of English proficiency, the pre-and-post-test method was employed. This followed Tomlinson's notion (2003) that the impact of materials can only be measured indirectly by implying from what learners know/do not know or can/cannot do after using the materials. Computerized Assessment System for English Communication (CASEC) was used to test the English proficiency of the student samples from all 18 faculties. CASEC is an adaptive computer-based English test that focuses on general communicative skills and topics. The CASEC testing method was developed based on Item Response Theory (IRT) which not only aims for high accuracy measurement but can also be equated to other proficiency scores such as TOEIC ([www.global.casec.com](http://www.global.casec.com)). The justification for using CASEC as testing instrument in this study was because the test is of international standard, developed by an accredited organization (The Japan Institute for Educational Measurement, Inc. (JIEM)), and the test content covers topics of general

English which *English Unlimited* also focuses on. This coincides with suggestion of Ellis (as cited in McGrath, 2002, p.198) that to measure the learning effects, the learners should be tested in a parallel situation where the similar knowledge/skills are required.

### **Data Collection**

1. During the third week of the first semester, student samples, representing the 18 faculties, were asked to take the CASEC test of their own volition. These students were informed of the purpose of the study and the benefits of their participation and that anyone who did not wish to do so would be excluded from the study without any adverse effects. Later in the fifteenth week of the semester, students were asked to sit for a post-test.
2. Three teachers who were part of materials selection committee were interviewed individually during the semester, using the same set of interview questions.
3. On the day that the students sat for the post-test, they were asked to fill out the questionnaire. In that same week, questionnaires were also sent out to Experiential English teachers.
4. After the final examination, 20 students who had left their contact details on the questionnaires, indicating their willingness to provide more perspectives, were asked to come in for interviews, as pairs or small groups, using the same list of interview questions.
5. Seven teachers were interviewed individually at the end of the semester, using the same guideline questions.

### **Data Analyses**

The quantitative data, namely the questionnaire responses and students' CASEC test scores, were analyzed statistically. Meanwhile, the qualitative data yielded by the semi-structured interview records were transcribed and coded for emerging themes. Both students' and teachers' comments in the open-ended section of the questionnaire were also analyzed qualitatively. Triangulation of different sources of data was

conducted to ensure the trustworthiness of the analysis (Rallis & Rossman, 2009).

## Results of the Study

In order to determine the value of *English Unlimited*, the results obtained from the various sources will be presented according to the purposes of the study.

### 1. Criteria used in selecting the coursebook

The findings from the interviews conducted with three members of the materials selection committee suggested that the procedures for coursebook selection were done strictly internally and informally among a small group of academic staff. The materials selection committee appeared to consist of selected instructors who either had been teaching *Experience English* for numerous years or were seen as experienced members of the teaching faculty. It was unclear how the initial process of coursebook selection was conducted but it was revealed that the selection committee were asked to evaluate the suitability of only two coursebooks.

Despite the lack of materials evaluation checklist, each member of the selection committee came up with similar personal criteria to compare the two coursebook finalists. The findings suggested that two standpoints were taken when assessing the coursebook. The first was from learner's standpoint. The committee were putting themselves in first-year students' shoes in order to find materials with appealing topics, relevant skills and appropriate level of difficulty.

Committee Member 1: "As for content, I was trying to think of the students – what they would be interested to read, relevant to their lives, or appropriate to the modern world."

Committee Member 1: "If you consider the skills offered in this coursebook, I think students can use them. For their future study, there's this language function that they can use like expressing opinions which they will need in EAP courses. The students will need to talk about similarities and differences. Or even job interview [skills] is something they will certainly need."

Committee Member 2: “As there were students from several disciplines, an intermediate level of a coursebook was to be selected.”

Committee Member 3: “We aimed at the middle. If the students are too advanced for the coursebook we chose, teachers need to give them extra work. But if the students’ level of proficiency is lower than the [level of] coursebook, teachers need to give them a little push to reach that level.”

However, taking another standpoint as teachers/evaluators, the committee members also assessed the materials in terms of potential usage. While reviewing the coursebook, the committee members tended to visualize the preparation and the implementation of the coursebook in the classroom setting.

Committee Member 1: “I like the content of this coursebook because I think it’s easy to lead in to the lesson.”

Committee Member 2: “I was trying to see whether the content can be expanded into tasks.”

Committee Member 1: “As a teacher, I assessed whether there were any [language] functions to teach – anything students should learn. It would be good if grammar is in there. If exercises are included, it’s even better. Then, there isn’t much else left to do.”

Committee Member 2: “This coursebook lends itself to interaction. It encourages the involvement of learners.”

In summary, the committee found that, compared to the other coursebook finalist, *English Unlimited* offered more practical, better-structured, integrated activities for four skills which were easier to implement, yet allowed possibilities for adaptation/expansion. In addition, there were contemporary themes as well as vocabulary and grammar in context. Hence, the book was chosen to be the main instructional materials for the foundation course. However, it is worth mentioning that the committee assessed the suitability of the coursebook as a whole. The selection of units to be taught was decided later by another group of academic staff who were involved in the administration of the course.



## 2. Teachers' and students' appraisals of the coursebook implementation

In this section, the findings from the analysis of students' and teachers' questionnaire data, including their written comments in the open-ended section, and verbal information collected during the subsequent semi-structured interviews will be reported. As Tomlinson (2003) emphasizes, the retrospective evaluation of materials mainly concerns the impact of such materials on learners' academic and affective development. Accordingly, this section first presents the findings that deal with the motivational aspect of the materials. That is whether the materials had engaged learners through various affective domains such as relevance, utility and appeal (Brohy, 2004; Dörnyei, 2001; Tomlinson, 2010).

In general, both students and teachers provided positive responses to questionnaire items with regard to relevance of *English Unlimited* to the students' needs and real-life usage. Table 1 shows the views of students and teachers on the coursebook's relevance and usefulness.

Table 1. Views of students (Ss) and teachers (Ts) on the relevance and utility of the coursebook

Statement	Strongly disagree		Disagree		Agree		Strongly agree	
	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts
The content of the coursebook was relevant to students' needs.	2.8%	3.03%	23.1%	15.15%	67.7%	63.64%	6.3%	18.18%
The content of the coursebook was useful and applicable to real life.	2.47%	0%	13.09%	9.09%	74.95%	72.73%	9.49%	18.18%

As shown in Table 1, the majority of students and teachers surveyed agreed that the content of the coursebook addressed the students' English learning needs and future application. This view was also supported by the interview data.

Student 15: "The book helped me a lot with grammar because there was an explanation of grammar at the back of the book so it's useful for me."

Student 12: "I especially liked the writing part. I think I can really apply it in my real life such as responding to emails and recommending places to go."

Teacher 4: "The good thing about this coursebook is that it covers all four skills."

Despite a generally positive review, it should be highlighted that approximately a quarter of students did not think that the coursebook was relevant to their needs. Some comments from the interviews also reflected this dissatisfaction.

Student 13: "The content of the coursebook looks pretty much like what I'd studied in high school – I thought I'd get to learn something different at university level."

Student 14: "I feel like what I actually need to learn isn't in the textbook. I'll just do some exercises and look at nice illustrations in the book."

Meanwhile, there were teachers' concerns regarding the irrelevance of some tasks and the insufficient attention paid to some necessary skills.

Teacher 1: "The grammar explanation for each unit was too short. Although there's more in the appendix, I still think it's too little."

Teacher 4: "The disadvantage of this book is that there's so little information about writing. It just gives you the finished product. I don't think weak students can produce one right off the bat like that."

To investigate the appeal of the coursebook, a few essential motivational factors were focused, namely variety, interest and challenge. These factors are claimed to promote learners' engagement and positive

learning experiences (Dörnyei, 2001; Tomlinson, 2010). The survey results regarding students' and teachers' appraisals on the appeal of *English Unlimited* are presented in Table 2.

**Table 2. Views of students (Ss) and teachers (Ts) on the appeal of the coursebook**

Statement	Strongly disagree		Disagree		Agree		Strongly agree	
	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts
There was a variety of content in the coursebook.	0.76%	0%	11.57%	9.09%	74.2%	69.7%	13.47%	21.21%
There was a variety of activities in the coursebook.	1.33%	0%	20.3%	24.24%	70.4%	54.55%	7.97%	21.21%
The content of Unit 1 (Talented) was interesting.	0.76%	3.03%	13.66%	9.09%	76.28%	60.61%	9.3%	27.27%
The content of Unit 2 (Misunderstanding) was interesting.	0.76%	0%	11.57%	33.33%	76.66%	54.55%	11.01%	12.12%
The content of Unit 4 (Local Knowledge) was interesting.	0.76%	0%	9.68%	21.21%	77.8%	57.58%	11.76%	21.21%
The content of Unit 6 (Virtual World) was interesting.	0.76%	0%	11.4%	12.12%	74.38%	54.55%	13.47%	33.33%
The level of difficulty of the coursebook was appropriate.	2.09%	9.09%	15.49%	15.15%	70.78%	57.58%	11.20%	18.18%

As seen in Table 2, both students and teachers agreed that the coursebook achieved its variety, through the topics more than it did through

the activities. In general, both groups rated all of the four units studied in the first semester favorably. It was apparent that the students enjoyed Unit 4 the most (89.56%) and Unit 1 the least (85.53%) when combining the responses for both ‘agree’ and ‘strongly agree’. Conversely, the teachers found Unit 1 the most interesting (87.88%) while Unit 2 appeared to be least favored by the teachers, with 11 out of 33 responses (33.33%) cited disagreement. The interview data were also in accordance with these results.

Student 17: “I like Unit 4 because I was able to learn about different places around the world. It opened up my horizons.”

Student 13: “The content of Unit 1 wasn’t much about us. I don’t know – it wasn’t interesting. Other units had current news or some interesting places. This unit didn’t seem to have anything.”

Student 9: “This topic about talent, how practice makes perfect, seems to be in all coursebooks. I’ve studied this same theme repeatedly so many times. It’s just so popular as a topic that I found nothing new in it.”

Teacher 1: “I think this topic [Unit 1] is good. Since these students have just got into the university, I think they should learn about these things. If they can apply them to their lives, they’ll be successful in their studies.”

Teacher 3: “The topic [Unit 1] is good because it makes students aware of themselves. It can be related to personal experience.”

Teacher 5: “It looked like Unit 2 hadn’t got much focus in terms of content. I wasn’t really sure what it was about. I tended to teach more about grammar in this unit. We didn’t discuss much about the theme of the unit.”

Teacher 1: “It was difficult to teach Unit 2. The topic was rather abstract. It was difficult to try to relate it to students’ lives. There wasn’t anything to attract their attention; nothing like tourism [Unit 4] or computer games [Unit 6].”

In terms of challenge, the majority of students surveyed (81.98%) thought the coursebook level was appropriate for them. Likewise, more than half of teacher respondents (75.76%) agreed that the coursebook provided the appropriate level of difficulty. However, it should be noted that almost a

quarter of teacher respondents indicated their disagreement with the level of the coursebook (15.15% and 9.09% for ‘disagree’ and ‘strongly disagree’ respectively). The perception of ‘appropriateness’ may depend on the proficiency of students who use the book, as seen in Teacher 2’s comment below.

Teacher 2: “[The coursebook] isn’t appropriate for weak students. It’s just too difficult. For the strong students, it’s okay; they could do it and it was quite challenging for them. But for the weak ones, they would be quite discouraged whenever they were asked to perform any tasks.”

Besides the affective impact, the learning impact of the materials both in short-term (i.e. preparing for an exam) and long-term (i.e. developing proficiency) was also evaluated by the students and the teachers. Table 3 shows the analysis of the responses to the questionnaire items regarding the learning impact of the coursebook.

**Table 3. Views of students (Ss) and teachers (Ts) on the learning impact of the coursebook**

Statement	Strongly disagree		Disagree		Agree		Strongly agree	
	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts
The coursebook facilitated performance on the exam.	5.12%	6.06%	26%	36.36%	59.96%	54.55%	8.92%	3.03%
The coursebook assisted the overall development of English proficiency.	2.84%	0%	16.51%	21.21%	71.16%	75.76%	9.49%	3.03%

Even though the questionnaire data shown in Table 3 revealed that the majority of students (68.88%) and teachers (57.58%) could recognize the

coursebook's short-term learning impact, the percentage of respondents who did not think that the coursebook had facilitated exam performance was noteworthy (31.12% of the students and 42.42% of the teachers). The main reason for this negative evaluation was perhaps because of the misalignment between the coursebook's content and the exam requirements. During the interviews, both students and teachers made extensive comments with regard to this issue.

Student 13: "What was in the exam and what we actually learned were two different things. What was in the exam wasn't there in the book."

Student 6: "I felt that the exams focused too much on grammar which the book didn't have anyway."

Teacher 2: "Although this coursebook offers integrated skills, I felt that we focused too much on reading and writing because that's how the exam was."

Teacher 4: "I don't think the coursebook helped students much with grammar. Most of them used the supplement worksheets to prepare for this part in the exam."

This negative review, however, should not be taken as an unfavorable evaluation of the coursebook. Due to constraints in administrative feasibility, the assessment format of the course focused on reading and writing skills, including the test on discrete vocabulary and grammar items, rather than four integrated skills as presented by the coursebook. The students had been familiarized with the test format mostly through supplement worksheets; therefore, they may not feel that the coursebook itself was much helpful in this regard.

For long-term learning impact, the majority of both students and teachers agreed with the potential of the coursebook in assisting the overall development of proficiency. Despite this, some teachers still voiced their concerns about the unequal distribution of skills focused in the coursebook which, in their opinions, could lead to the development of one or two specific skills, but not the overall proficiency.

Teacher 6: “The skill that students most likely gain from this coursebook is listening.”

Teacher 7: “It could develop some skills – not so much reading skill though. But it’s probably good for [developing] listening skill. They could also gain vocabulary and idioms.”

To sum up, a considerable number of students and teachers had somewhat negative appraisals toward the coursebook in terms of learning impact. These unfavorable views appeared to be influenced by a perceived mismatch between the content offered by the coursebook and the assessment format mandated by the course.

### 3. Effects of the coursebook on students’ learning

According to principles in retrospective materials evaluation, one way to assess the effectiveness of learning materials is to measure the learning gains (McGrath, 2002). In this study, Computerized Assessment System for English Communication (CASEC) was employed as a measurement of students’ English proficiency before and after the implementation of the coursebook. There were 606 students who took the pre-test and 557 who did the post-test. For the purpose of comparative analysis, data of only 536 students who completed both tests were included in the t-test analysis. Table 4 compares the scores of pre-test and post-test.

Table 4. Comparison between pre- and post-test scores (N=536)

CASEC	Mean	SD	Cor.	Sig.	t	Sig.(2-tailed)
Part I (pre)	151.27	41.19	.807	.000	-3.300	.001
Part I (post)	154.90	40.91				
Part II (pre)	147.39	39.81	.773	.000	-2.385	.017
Part II (post)	150.16	39.81				
Part III (pre)	157.46	41.56	.777	.000	-2.325	.020
Part III (post)	160.23	41.19				
Part IV (pre)	133.13	42.10	.761	.000	-3.135	.002
Part IV (post)	137.07	42.21				
Total (pre)	589.24	146.80	.929	.000	-5.393	.000
Total (post)	602.08	146.04				

As shown in Table 4, the pre-test and post-test scores in all four parts of CASEC test differ significantly. In part 1, there is a significant difference between the pre- and post-test scores ( $t = -3.300$ ,  $\text{sig} = .001$ ) in that the mean score of the post-test is higher than that of the pre-test ( $M_{\text{pre}} = 151.27$ ,  $M_{\text{post}} = 154.90$ ). The scores of part 2 are also different significantly between the two tests ( $t = -2.385$ ,  $\text{sig} = .017$ ) in that there is an increase in the average post-test score ( $M_{\text{pre}} = 147.39$ ,  $M_{\text{post}} = 150.16$ ). Similarly, the mean pre-test score of part 3 differs significantly from that of the post-test ( $t = -2.325$ ,  $\text{sig} = .020$ ) with the former being lower than the latter ( $M_{\text{pre}} = 157.46$ ,  $M_{\text{post}} = 160.23$ ). Lastly, a significant difference can be seen between the pre- and post-test scores of part 4 ( $t = -3.135$ ,  $\text{sig} = .002$ ) in that the mean score of the post-test increases from that of the pre-test ( $M_{\text{pre}} = 133.13$ ,  $M_{\text{post}} = 137.07$ ). According to the statistical analysis, it can be concluded that the English proficiency of the students have improved during the period of the study.

## Discussion

The findings from the study suggested the satisfactory evaluation of *English Unlimited* in that the coursebook had made an impact on both learners' academic and affective development. Although the process of pre-use evaluation of the coursebook was done informally and impressionistically due to the lack of checklist, the results of post-use evaluation showed that the selection was more or less reliable and valid throughout the implementation and the impact stages.

Even though the committee did not conduct an in-depth evaluation of the coursebook, three common aspects were found regarding the basis of their judgements: interesting and relevant content, appropriate level of difficulty and practicality for classroom teaching. The findings from this study are in keeping with those criteria submitted by teachers in previous studies by Kim (2002) and Sercu et al. (2004) in that motivational appeal and level of difficulty of the coursebook were viewed as significant selecting criteria. Despite not having any specified criteria to work with, the committee members' professional instincts seemed to accord with many established



checklists. Mukundan and Ahour's examination of keywords in materials review checklists (2010, p.347) revealed that the most cited terms, throughout the four decades from 1970s to 2000s, were students, teachers, content, skills and practice, followed by concepts such as variety of activities and exercises, interest, clarity, culture, layout and tests. It could be said that the way in which the committee evaluated the coursebook by concerning factors such as students' interests and needs, relevance of skills and content and practicality for teaching more or less served the same principles in materials review as those of generic checklists. The practice of materials evaluation without the proper checklist is not uncommon. McGrath (2013) asserts that due to either (or combination of) time constraint, insufficient training, or lack of confidence, teachers in most contexts could not achieve a systematic materials evaluation. Instead, they often rely upon their own instinct governed by teaching experience and sound understanding of their own students.

In terms of users' evaluation of the coursebook, despite a generally favorable assessment in the survey, minor criticisms were made, during the interview, against the relevance of the materials to the students' needs and the impact of the materials on both short-term or long-term language development. These unfavorable appraisals were consistent with Tomlinson and Masuhara's (2013) evaluation conducted on a coursebook in the same series, i.e. *English Unlimited: Intermediate*, which disapprovingly pointed out its irrelevance of content to EFL contexts and its limited potential in promoting the use of English outside class. The negative review regarding the limitations of the coursebook in preparing learners for examination also aligned with previous findings in Dat's study (2008) that many Southeast Asian teachers felt that commercial coursebook could not properly address the demands of local examinations.

However, it may not be fair to judge the coursebook's failure to equip students adequately for the examination as its limitations. As mentioned previously, there was a misalignment between the content of the coursebook and the examination format. This situation left some teachers no choice but to heavily supplement the skills that were the main focus of the test. By

doing this, the teachers often had to sacrifice part of the coursebook content which did not directly address the test requirement. The similar findings were noted in Farooqui's study (as cited in McGrath, 2013, p.173) where the coursebook activities that targeted the oral skills were omitted in classroom teaching because they would not be tested. Through the teachers' practice of reducing or omitting content, some students could not help feeling that the coursebook was not necessary. This could arguably be a factor underlying their negative evaluation of the coursebook.

Findings from the interviews also revealed different factors underlying students' and teachers' attraction to the materials. Students' comments suggested that they favored the novelty of topics and personally-relevant content. These support Dörnyei's (2001) notion that a novelty element in learning materials decreases boredom; hence, prolongs the learners' engagement with learning, and materials that are related to the learners' personal experiences are likely to intrinsically motivate them. On the other hand, the suitability for classroom teaching served as a main criterion in the appraisals of the coursebook content by teachers in this study. The focus on practicality has consistently been one of the main criteria in teachers' evaluation of coursebooks as seen in many previous studies (e.g. Kim 2002; Masuhara & Tomlinson, 2008; Tok, 2010). The appraisals of students and teachers emerged from this study highlight two different points of departure when it comes to motivational factor in learning materials. For the students, it seems that enjoyment was their main criterion for assessing the materials. In their view, good materials should generate interest and promote an enjoyable learning environment. On the other hand, the teachers seem to place more emphasis on the value of the materials, both in terms of teaching advantages (i.e. teachable content) and learning benefit (i.e. knowledge/skills enhancement). For them, the academic merit of the materials was as important as affective appeal.

Lastly, although the CASEC results suggested that the student samples in this study had shown improvement in their communicative skills after the implementation of the selected coursebook, it may be premature to conclude that *English Unlimited* had single-handedly enhanced students'

proficiency. While it may be true to some extent that students' measurable learning gains can indirectly inform the impact of learning materials (Tomlinson, 2003), it is argued that such gains may be promoted by outside factors (McGrath, 2002). The exposure to and the practice of the target language beyond the scope of the materials may have contributed to the increased general proficiency of this group of students. Nevertheless, the fact that the students scored the highest on the listening part of the test (CASEC Part 3) may be linked to the focus of *English Unlimited* which has been placed heavily on listening skills. Provided that the classroom teachers had covered the listening activities as offered in the coursebook, it could be surmised that the exposure and practice of such skills mandated by the coursebook had assisted the students' development of listening proficiency as witnessed in CASEC test results.

### Limitations

While the research findings provide useful insights into the issues of materials evaluation, the limitations presented here should be taken into consideration. First of all, the samples of students in this study were not achieved randomly and the return rate of the teacher's questionnaire was relatively low. These may result in some groups of population being underrepresented. Secondly, as the interviews were based on a voluntary basis, student interviewees did not represent all the faculties. Likewise, the group of teacher interviewees did not include native-speaker instructors. Nevertheless, views of the latter were expressed in written form and also considered in the analysis. All in all, this limitation was not believed to severely affect the integrity of the findings as the interview data only permit an in-depth investigation of the issue but do not aim at generalisation. Another limitation of this study may have been a result of the questionnaire design which overlooked the information regarding students' previous use of coursebook and teachers' background in materials development as these two factors could have influenced their perceptions of the current coursebook.

## Implications and Recommendations

The findings from the study highlight the value of conducting comprehensive materials evaluation involving multiple perspectives in that it provides a better understanding of how the coursebook is selected and how effective it is in a real setting. To ensure a systematic appraisal and comparison, it is recommended that pre-use evaluation involve a checklist (McGrath, 2002). Moreover, the checklist evaluation should be accessible by all teachers who will be using the materials (Garton & Graves, 2014) and applicable to all materials available in the market. In this sense, it may be more feasible to conduct rounds of evaluation where checklist is used to narrow down choices from generally acceptable materials to highly suitable ones (see Kim, 2002). The checklist itself can be adapted from those proposed by experts (see Mukundan & Ahour, 2010 or Huang, 2011 for a review of checklists) or created to embody features specific to a certain context. Likewise, all stakeholders namely administrators, teachers and students can be included in the process of developing the checklist to ensure the validity of the criteria. Regardless of checklist type, it is imperative that the evaluators be trained how to use it (McGrath, 2002).

While it may not be feasible to involve the voices of learners in the initial selection of a coursebook, the next step in the materials evaluation process which warrants the continuation of such materials can be designed to include learners' opinions. As teachers are implementing the materials in the classroom, it is suggested that they also conduct an in-use materials evaluation to see whether the selected materials really 'work' in the actual classrooms (Ellis, 1997; Tomlinson & Masuhara, 2007). Learners are involved in this process in two levels. Firstly, their performance on the actual tasks/activities and their learning gains as a result of engaging in the activities is to be observed (Ellis, 2011). Secondly, the views of learners on the implementation of materials are to be collected. This can be done quickly by having them rate their gratification after each class (Ellis, 1997) or comprehensively through learner diaries (McGrath, 2002).

The involvement of learners can also be extended into post-use materials evaluation process, as seen in this study. In addition to opinions of

teachers who have implemented the materials in the classroom, views of learners, i.e. persons who are directly affected by such implementation, can confirm the valid selection in the pre-use step. Furthermore, the academic gains achieved by learners can support the value of the selected coursebook as learning materials. Nevertheless, there may be numerous factors that influence learners' academic achievement. Instead of focusing solely on test scores, it is recommended that other "soft" gains such as motivation, attitude and self-confidence be assessed as well (McGrath, 2002, p.199).

### Concluding Remarks

As a result of the satisfactory evaluation, *English Unlimited* was continued as the main coursebook for *Experiential English* for four more years. The Department of Academic Affairs had taken on board comments from both teachers and students in terms of assessment format and future selection of coursebooks. Recently, a new coursebook has been adopted for this foundation course. The selection process involved a larger pool of materials and a checklist for evaluation. The findings from this research have raised awareness in the selection of commercial materials to be used in the existing syllabus and the alignment between the materials and the assessment.

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## Perspectives on English Language Policy and the Importance of English in a Government Workplace

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### Abstract

This study aims to explore the English language policy of a Thai government organization and the problems concerning the policy and practice in government working contexts. The data were collected via semi-structured interviews with eight civil servants from the Ministry of Labour: four civil servants from senior level and four civil servants from operational level. It was found that the current problems related to English language policy in the government organization are a lack of English skill practices and language management. The Thai civil servants were well aware of the significant role of English in a government work context and their English skills should be strengthened. The study contributes to an understanding of Thai civil servants' views on the importance of English skill development. English training programs would bring all the civil servants to a higher level of English proficiency and bridge to their use of English for professional development and everyday life. Besides, encouraging the Thai civil servants to develop their English skills should be strongly supported and linked to the English language policy of the organization.

**Keywords:** English language policy, Thai civil servants, government organization, English for professional development

# มุมมองต่อนโยบายด้านภาษาอังกฤษและความสำคัญ ของภาษาอังกฤษในหน่วยงานราชการ

## บทคัดย่อ

การศึกษาวิจัยนี้มีวัตถุประสงค์เพื่อศึกษามุมมองของข้าราชการไทยที่มีต่อนโยบายภาษาอังกฤษในหน่วยงานราชการของไทย รวมถึงปัญหาที่เกี่ยวข้องกับนโยบายและการปฏิบัติงานในบริบทการทำงานราชการ ผู้วิจัยศึกษาข้อมูลที่ได้จากการสัมภาษณ์ข้าราชการไทยจำนวน 8 คน ในกระทรวงแรงงาน ซึ่งแบ่งเป็นข้าราชการระดับชำนาญการพิเศษขึ้นไปจำนวน 4 คน และข้าราชการระดับชำนาญการจำนวน 4 คน ผลการศึกษาพบว่า ปัญหาของนโยบายภาษาอังกฤษในหน่วยงานราชการคือการใช้ภาษา และการจัดการภาษา ข้าราชการไทยมีความตระหนักรู้ถึงบทบาทความสำคัญของภาษาอังกฤษในบริบทการทำงานภาครัฐและเห็นว่าทักษะภาษาอังกฤษของข้าราชการควรได้รับการพัฒนา การศึกษานี้มีส่วนทำให้เกิดความเข้าใจมุมมองของข้าราชการไทยที่มีต่อความสำคัญของการพัฒนาทักษะภาษาอังกฤษและการสนับสนุนให้มีหลักสูตรฝึกอบรมภาษาอังกฤษให้ข้าราชการจะส่งผลดีต่อการใช้ภาษาในระดับที่ดียิ่งขึ้นและนำไปสู่การพัฒนาอาชีพและการใช้ภาษาอังกฤษในชีวิตประจำวัน นอกจากนี้ ควรส่งเสริมให้ข้าราชการไทยพัฒนาทักษะภาษาอังกฤษและเชื่อมโยงกับนโยบายการใช้ภาษาอังกฤษขององค์กรได้อีกด้วย

**คำสำคัญ:** นโยบายภาษาอังกฤษ, ข้าราชการไทย, องค์กรภาครัฐ, ภาษาอังกฤษเพื่อการพัฒนาอาชีพ

## Introduction

Globalization has integrated the world, with countries coming together to form a single global economy, and people communicating and receiving news directly from different corners of the world via the Internet. These activities tend to use English as a lingua franca or a common language of communication. In the present day, English is widely used in various contexts such as business, society, culture, education, and international politics. English is the most taught foreign language in the world and has been used extensively (Yano, 2009). Moreover, English is progressively becoming the significant language of scientific research and academic papers worldwide (Farrell & Martin, 2009).

English has been the main foreign language taught for at least 50 years in Thailand (Darasawang & Todd, 2012). In 1999, the Ministry of Education reformed the National Education Act for improving education standards and aimed to complete internationally in English skills (Kaur, Young & Kirkpatrick, 2015). However, the Education First's 2017 report remarked that English proficiency of Thai people is in very low ranking, standing at the 53rd out of 80 countries around the world and the 15th out of 20 countries in Asia. Remarkably, Thailand's English proficiency remains low despite the country's large tourism industry. English is used by urban middle class not Thai society in general (Keyuravong, 2015).

Although Thailand puts an effort into education reformation, the poor result of Thai people's English proficiency remains an issue, and an education problem has been the primary issue. Most Thai media and news direct their attention towards an educational policy for taking responsibility for the education problem. Many studies have found that a lot of problems exist in the education system of Thailand. English teaching in Thailand is largely unsuccessful because of poorly-trained teachers, poorly-motivated students, and infrequent opportunities for exposure to English outside of class time (Num-ura, 2013).

Thailand has set national standards and curricula which include four broad goals for English: effective communication, understanding of cultures, linking foreign languages to the content of other subjects, and applications outside classrooms (Darasawang & Todd, 2012). It would seem that the English educational policy in Thailand is relatively appropriate and was established as it should be. However, the policy implementation remains problematic. Due to the decentralization of central power to regional areas, schools in remote rural areas are expected to design their own English learning materials based on the needs of local communities. In particular, many teachers do not have sufficient skills necessary for designing effective teaching materials (Darasawang & Todd, *ibid.*). As a result, the educational policy has been criticized broadly for resulting in low English proficiency.

Nevertheless, it seems to be a one-sided perspective to say that the cause of Thai people's low English proficiency is the result of the only English

education policy. Regarding the theory of Spolsky's tripartite language policy, a language policy features three interrelated components: language practices, language beliefs or ideology, and language management (Spolsky, 2009). The most important element is language practices which are observable behavior and choices – what people do in real life situations. Language beliefs or ideology is the values or positions assigned to name a language, varieties, and features. Language management is the operational attempt by the authorities to adjust beliefs and practices. Hence, education is only one element of a language policy and the most important aspect is language practices. Accordingly, without language choices there could be no language beliefs or language management (Baker & Jarunthawatchai, 2017). Therefore, it is an oversimplification to denounce only educational policy on this matter.

Low English proficiency of Thai people can be an issue relating to Thailand's education policy promoting English as a foreign language and a compulsory subject for all education levels. This is why education is the first factor to which is attributed overall low English proficiency. However, two important components of a language policy: language practices and language beliefs, are also significant as previously mentioned. Moreover, Ricento (2006) stated that a language policy is a field of research which considers and explores the interaction of theory with practice. Research in a language policy can explain the relationship between language practices in different contexts, or the effects of the policy implementations in various aspects, such as cultures, races, regions, and politics. To support this, Schiffman (1996) stated that a language policy is ultimately grounded in a linguistic culture which involves administrations, constitutions, belief systems, religions, attitudes, cultural systems, stereotypes, and ways of thinking about the language. Simply put, the study of a language policy necessarily involves the sociocultural background of the community (Schiffman, 1996). Furthermore, McCarty (2011) characterized a language policy as a complex sociocultural process which is a human interaction, negotiation, and production vis-à-vis the supremacy. The view of a language policy is not as simple as top-down or bottom-up, but it is multi-layered and people in a community need to be involved (McCarty, 2011). These two concepts show that a language policy is

not only an administrative tool, but also a social construct involving various levels of a society from an upper level such as a government, an organization, and a schools down to an individual family. Regarding this, a focus only on education does not cover the overall issue as shown in the study of an English language policy. Other factors should be concerned.

A government sector is regarded as the most significant mechanism of a country. A government policy sets the direction of the country, and government agencies are the core mechanisms to drive the government policy. Civil servants or government officers are those who work for public services and related jobs under the government agencies. Unavoidably, English plays an important role in the government affairs. Typically, a civil servant is regarded as a representative of the country to international meetings or conferences in which English is the main language for communication. Likewise, domestic public services in various areas such as tourism and travel-related services nowadays also use English for successful business interactions with foreigners. Moreover, adequate civil servants' English skills can be viewed as an essential professional aspect for those who wish to serve the public. However, there has been little research into English language policy in Thailand, particularly in the field of an English language policy in government organizations.

This study aims to explore the Thai civil servants' views on current problems concerning the English language policy under the framework of Spolsky's tripartite language policy theory. The objectives of this study are to explore views of the Thai civil servants on the current problems of the English language policy in a government organization and their use of English in workplace, as well as the development of their English language proficiency.

#### Methodology

This study concerned reflections of the Thai civil servants towards the English language policy more than the policy itself. Their beliefs, perspectives, or practices regarding the English language policy were investigated. The study relied on interpretive and critical perspectives. A qualitative research design

was employed and the Spolsky's tripartite model (2009) was adopted as the conceptual framework of the study.

Eight Thai civil servants of the Ministry of Labour were purposively selected. They were chosen according to their duties and responsibilities in the foreign relations division and other divisions which also need English for communicating with foreigners. All the participants could be divided into two groups: four from a senior level (policy makers) and another four from an operational level for cross-checking results.

The participants are anonymous and coded as follows:

- Participants from a senior level are SL1, SL2, SL3, and SL4
- Participants from an operational level are OL1, OL2, OL3, and OL4

The study is qualitative in nature. The sample size is small because the qualitative research is more concerned with meaning, not making generalized hypothesis statements, and following the concept of data saturation (Cresswell, 2013). Thus, semi-structured interviews were used as the source of data collection. Data collection was conducted at the Ministry of Labour via individual face to face semi-structured interviews. Audio was recorded throughout each interview. Moreover, respondents' reactions were observed and note-taken during the interview. The interview questions were developed based on Spolsky's tripartite model (2009) including the general situation of English. There are four parts to the interview questions.

The interview started with asking the respondents' views of the general situation of the English language in Thailand with two main questions: 1) What are the main causes of low English proficiency of the Thai civil servants?; and 2) What are the obstacles that give rise to the Thai civil servants' English inefficiency? The second part focused on their views about the language ideology. The third part emphasized the language practices. The respondents were asked to elaborate their routine work in relation to the use of English. The last part of the interview concerned the language management in relation to how the English language influenced members of the government organization. Moreover, before ending the interview, the respondents were asked to give suggestions and advices on how to develop

the English proficiency of the Thai civil servants. Each interview lasted approximately one hour.

The transcription of the recorded interviews was carried out immediately after each interview was completed. Then, it was supplemented with the researchers' reflections on the data obtained as well as the respondent's reactions which were also written down for the data analysis. The data were collected in Thai; thus, translation-related issues were of concern. The justification of ensured validity and reliability were also carried out by sending the interview transcriptions back to all the respondents for member checking. Moreover, the data categorization was discussed with an expert in TESOL. For ethical consideration, the notion of the informed consent was prepared, and all the respondents' names and their personal information were not revealed.

## Findings

### 1. General Situation of the English language in Thailand

All eight respondents agreed that Thais are not proficient in English for many reasons. It was apparent that English learning was an investment requiring a high capital input from parents who wanted their children to be fluent in English. The education standard was very different, especially in English learning, when comparing public schools and private bilingual schools or schools in urban and suburban areas and those in the country. In public school, students started learning English at grade five while in private bilingual school they could learn English along with the Thai language from kindergarten. The tuition fees of private bilingual schools was significantly more than public schools. Consequently, this resulted in the rise of education inequality. As one respondent stated:

*“Education inequality has always been existed in Thai society, particulrly in Bangkok. When I was a child, I wanted to study in a bilingual school which was closed to my house. Their English course books were very beautiful with four-color-printed. They looked fantastic to me at that time. Unfortunately, my parents could not*



*afford it, so I had to attend a public school where I started to learn English at grade five with plain black and white course books.” (SL1)*

Moreover, all of them referred to education quality, mentioning that the English curriculum emphasized grammars more than conversations. Many Thai students lacked an opportunity to use English in their daily life and only studied English in the classroom with little skill practices. In addition, children had never been encouraged to be confident in using English in real-life situations; as a result, many of them were diffident and had less confidence when talking with foreigners. Additionally, some respondents pointed out that Thai behaviors, to some extent, may cause low English efficiency. For example, some who tried to speak English like native speakers were usually accused of being insincere and unnatural.

Many obstacles held back the civil servant respondents from developing their English skills – having Thai as a primary language choice, having less opportunities to use English in working situations, being disincentive to practise English, and feeling insecure and anxious of making mistakes when using English. On the other hand, when their jobs as civil servants did not relate to the English language and did not provide them more chances of communicating in English, they tend to lack English practices and be afraid of making mistakes when using English. As a result, they considered it easier to avoid using the language. Although many realized that it would be better if they could use English confidently, their motivation or ambition may not be strong enough to push them out of their comfort zone. For instance, a respondent from the operational group accepted that when she needed to read a report from international news, she usually selected a Thai-translated version. As she explained:

*“I was studying English since kindergarten which is earlier if compared with other children. However, after I graduated, I have never used English at work or in my daily life. So it’s very difficult for me to communicate in English now. I strongly believe that language practices are a very important factor for supporting people to have better English language skills.” (OL2)*

## 2. Language Beliefs or Language Ideology

When asked about the Thai language and their national identity, some of the respondents agreed with the statement: *“The Thai language represents a national identity, and Thailand has never been colonized by the western countries.”* This may be one of the causes resulting in the current problem that Thai people were not proficient in English. However, these Thai government officers did not perceive English as a language of a colonizer, but the language for business communication. Thus, the Thais’ perceptions towards English has changed significantly. Therefore, all eight respondents did not take this proposition seriously or did not consider the above statement as a typical excuse of those who lacked English skills in the present day. Besides, a national language was linked to a national identity which was the pride of the nation. Nevertheless, all of the respondents gave a view that only learning English as a foreign/second or even a third language did not affect to the perceptions towards the first language. In this regard, learning English did not have any effects to learners’ Thai national identity. As one of them elaborated:

*“Thailand cannot stand alone in the world economic. We need to do business and interact with people from foreign countries and use English as a medium of communication. For a national identity, we can use English to present our Thainess to the world and I think it’s not bad in this way.”* (OL3)

That is to say, the respondents strongly disagreed that colonization by Western countries was a major cause of English insufficiency among Thais. They viewed that learning English a second/foreign or third language was not related to a national identity. It was definitely not the cause of having low English efficiency among Thais. As one emphasized: *“Even though I speak English fluently, it doesn’t mean that my Thainess is less than others.”* (SL3)

## 3. Language Practices

All the respondents had different duties at work; some worked directly with international agencies or had more opportunities to interact with

foreigners in English than other respondents. Nevertheless, all of them accepted that their English skills were insufficient for the government work context. In addition, English had a lot of influences on every work position in the government organization, not only on those who worked in the foreign relations divisions. As one respondent explained:

*“In my view, English has a big influence on our department. We need to interact with people inside and outside the organization. Now many organizations have many foreign workforces, so it is undeniable that English becomes important in workplaces. In the past, we could simply use an English-written brochure to give information to foreigners, but now it is not enough. Many of the foreign people need to know more in detail and communication in English is really necessary. Thus, English is very important as it can help us to work successfully.” (OL3)*

All the eight respondents insisted that the English skills of Thai civil servants could be developed. However, only short training programs were insufficient to improve their English language skills. General English training programs did not meet the different language needs of each civil servant. As one described:

*“We have different types of job, so I think the different skills should be developed. Moreover, it cannot be short-term courses which last only 2 or 3 days. It should be continuing courses which can be linked to the application to our jobs. For example, some people are working with documents and they rarely meet and talk to foreigners, so other English skills, like reading and writing, should be developed. However, most of the programs now are only about general conversation or basic conversation for beginners.” (OL2)*

However, many respondents said that offering long-term English courses may be difficult to organize because of annual budget allocation which may create uncertainty.

#### 4. Language Management

When the respondents were asked to give views on the English language policy of the organization, the word “unclear” was derived from all of them. The most important reason they referred to was the concern about the annual budget, which did not include the English language development for the government officers. Besides, most training courses needed to wait for the left over budget as it was not considered as the first priority of the organization’s annual plan. Some respondents revealed that actually it was not only because of the budget, but the high-level policies and the policy implementation. At present, the English skill practice of the government officers is a matter of individuals’ interests. The officers who wish to develop their English skills must try to achieve themselves. With the exception of learning via the education system and some training programs, there are no other supporting policies to inspire or motivate people for English skill development.

In response to the issue of implementing English as a second language in Thailand, all the respondents reacted that it would be beneficial if the English language were implemented as a second language. Nevertheless, they considered that it could not happen in the near future. Over time, English has played an increasingly important role in Thailand. The perception of Thais has changed from English being the language of a colonizing country to being the language of business, technology, education, or more recently even politics. As one of the respondents explained:

*“Sometimes we do not realize that English has influenced on our lives more than we think. It is not just important to know English nowadays, but it is essential. Therefore, I believe that there are more advantages than disadvantages to set English as a second language in Thailand.” (OL2)*

Although all the respondents agreed that implementing English as a second language in the Thai context was a good idea, they suggested that this issue should be a lot more considered before being implemented by the policy makers.

To improve the Thai civil servants' English skills, the government should have a clearer English language policy or should set the English language skills development as part of the national agenda which is related to other policies focusing on improving English language skills of Thai people. Thai people, including those in the government organizations, should be inspired and encouraged to continue developing their language skills by giving more wages, work incentives and/or promotions as one of the core competencies for their career paths. In addition, coaching systems and English language guidelines for each work position were recommended. Furthermore, some civil servants needed to change their mind set towards the English language. They should instead consider English not as a special feature, but as an essential tool for work and everyday use. Therefore, the awareness of English language development could be raised.

#### Discussion

According to Spolsky's tripartite model (2009), a language policy features three interrelated components: language practices, language beliefs or ideology, and language management. From the current study, it was found that there were some problems in each of the three components of the language policy, particularly the language practices and the language management, and few problems concerning the language beliefs.

For the language beliefs, Thais give a priority to the English language compared to other languages taught and used in the Thai context. During the interviews, all eight respondents reflected that English competency in an organization could benefit the organization's image. They considered English competency as a professional tool which they, as the Thai civil servants, should acquire. However, one respondent shared her experiences while studying in school, stating that many students were afraid of speaking English even in English class with the mindset that those who pronounced words like native speakers were overacting. Nevertheless, in a professional setting, Thais who are fluent in English are commonly perceived as well educated and professional people. This is also regarded as a positive image for their working life. Therefore, most Thais have positive views towards the English language.

Another important point of discussion is that language practices are language choices. Obviously, the Thai language has been used widely across the country. In contrast, the English language is only one subject taught in educational settings. English can be found in popular tourist areas such as Phuket, Chiang Mai, Pattaya, Silom and Khaosan roads. Therefore, those involved in the tourism industry or working with multinational companies use English in their working life. The issue of language practices has been a major problem of the English language policy in Thailand. It is comprehensible that when people have choices, they will typically choose an easier and more convenient way. Thus, Thais need to be motivated to change and this can be made possible through language management.

Language management is also a major problem of the English language policy. Regarding the written policy, teaching of English as a foreign language has been written into the education policy. There are national standards and curricula in which English, along with other languages, has been set into four broad goals: effective communication, understanding of culture, linking foreign languages to the content of other subjects, and application outside classrooms (Darasawang & Todd, 2012). It is assumed that the English education policy was appropriately established. However, the policy implementation remains a problem. Because of the decentralization of central power to regional areas, schools in remoted areas are expected to design their own English learning materials based on the needs of local communities. However, some teachers lack sufficient skills to design effective teaching materials (Darasawang & Todd, *ibid.*). Therefore, educational policy is a basic starting point for Thai students. The policy which has not been implemented properly may be the cause of education inequality.

Previous studies focusing on the English education policy revealed that the policy implementation was a major problem. This present study, despite having a focus on a government organization, also confirms the same results that the policy implementation is a critical issue. In addition, the English language policy of the Thai government organizations is uncertain and intermittent. Subsequently, this can be resulted in the Thai civil servants

working for the government organizations who could be inactive in the English skill development.

Moreover, the English language policy in the Thai government organizations was not well-defined. Although the English competency of the Thai civil servants was written into the job description of every work position in the organizations, it was apparent that the policy could not be implemented effectively in practice. This was similar to the policy to drive for annual training programs of English skill development. However, in practice, the training programs were often not arranged according to the plan because of inadequate budgets. That is why all eight respondents pointed out the same critical issue that the English language policy of the government organization was unclear.

Importantly, the English educational policy should be implemented relatively to other policies of the country in order to improve Thais' English proficiency. Paradoxically, the Thai government has realized the significance of English vis-à-vis globalization although they lack a notable policy. The development of English skills has not been mentioned in any national policies although the Article 34 of ASEAN Charter stipulates that "the working language of ASEAN shall be English". ASEAN launched ASEAN Community in 2015; however, nothing has changed in terms of English language policy in Thailand. However, in 2010 the Minister of Education suggested that English should be made as the second official language, but the proposal was withdrawn the next day on the grounds of national security and identity (Darasawang & Todd, 2012).

Currently, English skills practice of Thais has been considered an individual interest. English skills practice of the Thai civil servants is also a matter of individual interest. The government officers who wish to develop their English skills must try to achieve it on their own. With the exception of learning via the education system and some training programs, there are no other supporting policies to inspire or motivate Thais to pursue English skill development. In this sense, some Thais can effectively communicate in English, while most Thai people cannot communicate in English at all.

Because they chose Thai, they do not feel English is essential for their everyday life.

The results of the study show that the Thai civil servants were well aware of the importance of English in their government workplace. The English language has had an influence on the government work context over a long period of time; nevertheless, Thailand has not been colonized by any Western countries. Almost every ministry has some connection with international agencies and the system of Thai law is also based on international standards. Many Thai regulations were drawn from the law of developed countries such as the U.S.A., the U.K., and Australia. The first draft of Criminal, Civil and Commercial Codes were in English and translated into Thai by the Ministry of Justice, which was first established in 1892 (Powell, 2012). Moreover, Thailand is a member of many international agencies and has ratified many international conventions which have to follow international standards and submit a country report to the international agencies regularly. Therefore, English is not an option but a required tool for government work contexts. The Thai civil servants, in this regard, need to be effective in English language use for enhancing the government working standard.

From the study, it is apparent that the civil servants are conscious of the significance of the English language use and realized that their English skills should be improved. Consequently, the language management at the national level should be the focus because only the top policies, such as national policy, can be enforced at all levels in order that there is a change in language practices and beliefs (Spolsky, 2009). English language development should be mentioned in the national agenda to raise public awareness and connect with related policies across sectors. Language development is one part of human resource development which needs a long-term plan and may require a significant proportion of the budget. However, the sustainable development of the country starts with human development and language development is an investment that will return dividends over the long term.



## Implications

The results of this study contribute to further development of English skills and proficiency of civil servants in government organizations. The English language skills of civil servant should be promoted and supported by providing continuing English training programs with monitoring and evaluation, providing guidelines for English language use for each position in organizations, and developing an English language coaching system. Moreover, this study also raises awareness of Thai civil servants and policy makers who are in charge of language skill development along with professional development of the civil servants. From the study, these civil servants may be better aware of the significance of having good skills of English at work.

## Limitation of the Study

This study has been limited by time and that it was conducted only in the Ministry of Labour. Only data from the interviews were considered. In future studies, the full range of government plans and policies concerning human resource development should be considered and other government organizations should be investigated.

## Conclusion

This study presents another aspect of English language policy, that is, the policy in a governmental work context through the lens of the Spolsky's tripartite language policy model (2004, 2009). The study aims to explore the current problems of English language policy in a Thai government organization, to study the views of civil servants on the English language use and English language policy in the government organization and to find suitable solutions to develop English language proficiency of civil servants. The data were collected by interviewing eight participants from the Ministry of Labour and the semi-structure interview was employed.

The results reveal that the respondents have very few different views on English. They agree that Thais have insufficient English and English is very important and plays a significant role in government contexts. The main problem is English practice in real life situations. Many Thais do not have

opportunities to use English outside the classroom or in workplaces. Moreover, language management is also unclear. Although English has been mentioned by the Prime Minister several times, stating that Thais should improve their English skills, and some mobile applications have been developed for self-learning, in this sense, it is considered an individual interest to practice English. The policy at national level should encourage English. Therefore, the Thai government should seriously give priority to English by specifying that each sector must use English along with the Thai language, making English more engaging with real-life contexts, creating systematic English training programs which can respond to different working requirements, and encourage Thais to develop their English skills by giving some incentives or special promotions. Moreover, English should be included as part of the national agenda to receive public attention and be connected to other policies.

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# Motivational Factors and Job Satisfaction of EFL Teachers at the Tertiary Level in a Thai Context

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## Abstract

This research aims at examining teachers' motivational factors by looking at job satisfaction of university teachers teaching EFL in a Thai context and giving suggestions to maintain and enhance teacher motivation level. The questionnaires containing closed and open-ended statements were used to gather the quantitative and qualitative data from two groups of respondents consisting of 28 Thai and 21 native speakers of English (NS) who were full-time EFL teachers at universities in Thailand. The results from the questionnaires revealed that both groups of EFL teachers were mainly motivated by intrinsic factors, especially those related to students such as imparting knowledge and helping students to succeed. On the other hand, issues related to institutional support such as unfair treatment, unclear rules, and muddled communication were found to be major demotivators. The results are further discussed in relation to the Self-Determination Theory (SDT). Based on the findings, recommendations for maintaining and enhancing teacher motivation level are made; so too are limitations of the study and suggestions for future research discussed towards the end of the paper.

**Key words:** teacher motivation, job satisfaction, intrinsic motivation, extrinsic motivation, Self-Determination Theory

# ปัจจัยที่มีผลต่อแรงจูงใจและความพึงพอใจในการปฏิบัติงานของครูผู้สอน ภาษาอังกฤษเป็นภาษาต่างประเทศในระดับอุดมศึกษาในบริบทสังคมไทย

นริศ จิตต์ปราณีชัย

สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย

## บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่มีต่อแรงจูงใจในการทำงานของครู โดยการสำรวจความพึงพอใจในการปฏิบัติงานของครูในระดับอุดมศึกษาที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศในบริบทสังคมไทย และเพื่อให้คำแนะนำในการรักษาและเพิ่มแรงจูงใจของครู เครื่องมือที่ใช้ในการเก็บข้อมูลเชิงปริมาณและเชิงคุณภาพจากผู้ตอบแบบสอบถาม 2 กลุ่ม ซึ่งประกอบด้วยชาวไทย 28 คน และชาวต่างประเทศผู้ใช้ภาษาอังกฤษเป็นภาษาแม่ 21 คน ได้แก่ แบบสอบถามที่ประกอบด้วยคำถามปลายปิดและปลายเปิด ผู้ตอบแบบสอบถามเป็นอาจารย์ประจำที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ ณ มหาวิทยาลัยต่างๆ ในประเทศไทย ผลจากแบบสอบถามแสดงให้เห็นว่า อาจารย์ทั้งสองกลุ่มต่างมีแรงจูงใจจากภายใน และมักได้รับแรงกระตุ้นจากปัจจัยที่เกี่ยวข้องกับแรงจูงใจภายใน โดยเฉพาะอย่างยิ่งในเรื่องที่เกี่ยวข้องกับนิสิตนักศึกษา เช่น การให้ความรู้ และการช่วยให้ นิสิตนักศึกษาประสบความสำเร็จ ในอีกด้านหนึ่ง ผู้วิจัยพบว่าประเด็นต่างๆ ที่เกี่ยวกับการสนับสนุนของหน่วยงาน เช่น การปฏิบัติอย่างไม่เป็นธรรม กฎเกณฑ์ที่ไม่ชัดเจน และการสื่อสารที่ไม่ชัดเจน ถูกพบว่าเป็นตัวการหลักที่ทำให้แรงจูงใจลดลง ผู้วิจัยได้อภิปรายผลการวิจัยเพิ่มเติมเชื่อมโยงกับทฤษฎี Self-Determination Theory (SDT) และจากผลการวิจัยนี้ ได้พัฒนาข้อเสนอแนะเพื่อรักษาและเสริมสร้างระดับแรงจูงใจของครู อีกทั้งยังกล่าวถึงข้อจำกัดของงานวิจัย และข้อเสนอแนะสำหรับงานวิจัยในอนาคตไว้ในส่วนท้ายของงานวิจัยนี้

**คำสำคัญ:** แรงจูงใจของครู ความพึงพอใจในงาน แรงจูงใจภายใน แรงจูงใจภายนอก Self-Determination Theory

## Introduction

Motivation has been one of the most popular subjects in psychological and educational research, and the issue of second language (L2) motivation has been relatively widely researched. Many studies (e.g. Dörnyei, 2001; Gardner & Lambert, 1972; Lambert, Gardner, Barik, & Tunstall, 1963) underscore the significance of motivation and its impacts on successful second language acquisition (SLA). In the L2 context, most of the attention is paid to learner, rather than teacher motivation (Dörnyei & Kubanyiova, 2014) although teacher motivation is considered "one of the most important factors that can affect learners' motivation to learn" (Dörnyei & Ushioda, 2011, p. 158). Previous studies have shown a strong connection between teachers' and learners' motivation and academic success (e.g. Dörnyei, 2003a; Dörnyei, 2005; Kassabgy, Boraie & Schmidt, 2001). Dörnyei (2001) also notes that teachers' level of motivation is "infectious" (p. 50) as it affects students' commitment to their learning. Despite its importance, there is still a scarcity of research on teacher motivation, especially that of L2 teachers (Hastings, 2012) when compared to learner motivation.

Therefore, this present study looks into the motivational factors of Thai and native speakers of English (NS) teaching EFL at different universities in Thailand to explore the issue further to gain more insights into EFL teacher motivation in a Thai context. With this in mind, this research aims to examine factors that motivate and demotivate L2 teachers. It attempts to address the following questions:

1. What work-related aspects are regarded as important and unimportant among the Thai and NS EFL teachers?
2. What work-related aspects are regarded as satisfactory and unsatisfactory in reality among the Thai and NS EFL teachers?
3. What factors do the Thai and NS EFL teachers find motivating and demotivating?
4. What could be done to improve the motivation of the Thai and NS EFL teachers?

## Literature review

### *Definition of motivation*

Motivation is a complex issue. Many scholars have come up with different theories which offer different views about it. According to Dörnyei (2001), motivation causes humans' actions and determines how much they want to pursue something and how far they can stay engaged in an activity. Being self-motivated and curious makes humans strive to improve their knowledge and skills and commit themselves to doing something (Ryan & Deci, 2000a). In brief, motivation is the force driving human behavior and keeping them engaged in something. Early studies on teacher motivation were done after the community started to realize that teachers' levels of motivation could greatly affect students' motivation and performance.

### *Job satisfaction and teacher motivation*

The concept of job satisfaction and motivation is usually closely linked as both have an influence on each other (Dinham & Scott, 1998). While motivation generally refers to a stimulus for human action, satisfaction is a product of action. Teacher job satisfaction refers to “a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher” (Zembylas & Papanastasiou, 2004, p. 359). Job satisfaction occurs when job-related needs are satisfied, while dissatisfaction arises when such needs are not fulfilled (Evans, 1997). Researchers have been interested in studying factors affecting ESL/EFL teacher motivation (Erkaya, 2012). Motivational factors have been examined through the perspective of satisfaction teachers have with their job, which implied the interrelatedness between motivation and job satisfaction. An early work by Hill (1986) highlighted that teacher job satisfaction should stem from not only intrinsic factors like the inherent joy of teaching itself, scholarly success, and creativity, but also external factors like salary, fringe benefits, administration, and relationships with colleagues. However, several previous empirical studies on teacher motivation and job satisfaction (e.g. Dinham & Scott, 1998, 2000; Kassabgy et al., 2001) have highlighted the dominance of intrinsic factors as primary sources of teacher motivation over extrinsic factors. Nevertheless, extrinsic factors were believed to be major causes of teacher



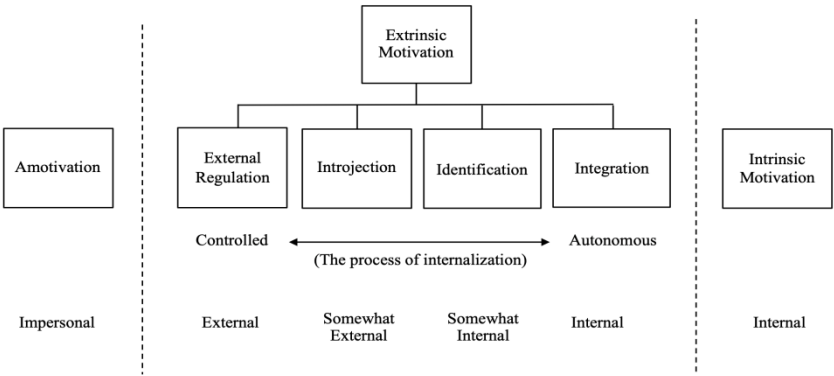
job dissatisfaction. The distinctions between intrinsic/extrinsic motivation and their pivotal roles in teacher motivation were discussed in the next section.

### ***Self-Determination Theory (SDT)***

To better understand the nature of motivation and draw basic distinctions between intrinsic and extrinsic motivation and the roles they play, Deci and Ryan's (1985) Self-Determination Theory (SDT), which is claimed to be one of the most influential motivation theories (Winn, Harley, Wilcox & Pemberton, 2006), is adopted. According to Ryan and Deci's (2000a), intrinsic motivation refers to "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (p. 56). It generally refers to doing something for inherent satisfaction and joy in performing a certain thing. It is arguably an initial push that brings teachers to the teaching career, and it plays an important role in retaining them in the profession. Deci and Ryan (1985) put forward that intrinsically motivated behavior is closely related to three fundamental needs of humans: autonomy, relatedness, and competence. Teaching is a profession that provides practitioners with opportunities to meet these needs, especially the first two, as they usually have a fair amount of autonomy in teaching and work intensively with humans such as students and coworkers (Dörnyei & Ushioda, 2011). Freedom to do what they see fit to help learners achieve goals, the joy of pursuing purposeful activities, and the love of the language are good examples of factors contributing to increased intrinsic motivation, which could be one of the reasons why practitioners in the teaching profession tend to forgo financial rewards (Hastings, 2012) and be able to stay in the profession for many years.

In contrast, extrinsic motivation occurs when one performs an activity for a separate outcome such as tangible rewards (e.g. pay and trophies) or psychological rewards (e.g. praise, feedback, and recognition). According to SDT, extrinsic motivation is believed to vary greatly in terms of autonomy (Ryan & Deci, 2000b) (see Figure 1). While intrinsic motivation is associated closely with internal feelings, extrinsic motivation is prompted by external stimuli. It is worth noting that although intrinsic motivation is an initial condition for someone to engage in doing something, many activities are not

done out of intrinsic motivation alone (Ryan & Deci, 2000b). Oftentimes, extrinsic motivation is necessary to maintain a person’s overall motivation when intrinsic motivation becomes weaker, for instance, when activities are not interesting or enjoyable (Niemic & Ryan, 2009).



**Figure 1** The self-determination continuum of human motivation (Ryan & Deci, 2000a, p. 61)

Instead of explaining motivation using the intrinsic/extrinsic dichotomy, Deci and Ryan (1985) came up with an elaborate continuum of human motivation and highlighted the dynamic nature of motivation. Figure 1 above shows the continuum exhibiting various degrees of external and internal control, ranging from amotivation (i.e. lacking an intention to act) on the left to more active commitment and self-determination on the right. The nuances of extrinsic motivation are captured through the concept of *internalization*, which is instrumental in a shift from a more controlled to a more autonomous form of extrinsic motivation (Deci & Ryan, 1985; Ryan & Deci, 2000a). This process consists of four stages. *External regulation* is the least autonomous form of extrinsic motivation occurring when one does something to obtain rewards or avoid punishment. Next, *introjected regulation* or *introjection* involves the state of being controlled by rules and regulations and pressure to feel worthy and involved. Regulation through *identification* is another stage. It is when a person has more self-determination and sense of intentionality in engaging in an activity, for instance, memorizing lists of words as it helps with teaching. Lastly, *integration* or the most autonomous, self-determined stage of extrinsic motivation occurs when one’s behavior is fully

internalized and becomes a part of oneself. However, this form of extrinsic motivation is not intrinsic motivation, but they share several qualities. By and large, studying motivational factors through the lens of SDT would provide some useful insights into factors affecting EFL teachers' motivation and help draw possible methods to enhance their motivation.

### ***Studies on ESL/EFL teacher motivation***

Several studies investigated teacher motivation by looking at motivational factors that impact job satisfaction. Pennington (1995), whose work was probably the earliest study in the field of ESL teacher motivation, surveyed ESL teachers teaching in secondary schools in Australia, Hong Kong, and the United States. Attempting to identify ESL teacher satisfaction and their working conditions, she found that high satisfaction among teachers involved intrinsic aspects of the work itself and relationship with colleagues, while low satisfaction resulted from extrinsic factors such as unsatisfactory salaries and limited career prospects, which could hinder teachers' performance and achievement. Crediting Pennington with her groundwork, Doyle and Kim (1999) studied the motivation and satisfaction of ESL teachers in the United States and EFL teachers in South Korea using the combination of surveys, written answers, and interviews. They also concluded that teacher satisfaction was mainly curbed by extrinsic factors of work, whereas the intrinsic aspects of teaching were primary sources of teacher satisfaction.

Later, Dinham and Scott (2000) surveyed 2,000 school executives and teachers in England, Australia and New Zealand and found that intrinsic factors such as learners' success, positive relationships with students and coworkers, professional development and a sense of membership at work were the main sources of job satisfaction. Conversely, their major dissatisfiers were extrinsic, uncontrollable matters such as increased expectation from societies, heavy workload, and lack of institutional support. Kassabgy et al. (2001) also conducted a survey to investigate ESL teachers in Egypt and Hawaii and their motivation together with job satisfaction based on teachers' views on what they considered important and their reported realities about their jobs. They concluded that the teachers usually valued intrinsic more

than extrinsic factors, and were intrinsically satisfied in general. However, they were extrinsically dissatisfied with pay, fairness, and good administration.

A more recent study by Oga-Baldwin and Praver (2008) discussed intrinsic and extrinsic motivation and explored job satisfaction of a diverse group of EFL teachers in Japan, including Japanese and international teachers, by looking at teachers' desired factors versus realities at work. Using a questionnaire survey, they found that intrinsic factors and institutional support were the major motivators and that institution-related issues were the most dissatisfying. More recently, Syamananda (2017) investigated factors affecting the motivation of Thai EFL teachers teaching at a tertiary level focusing only on Thai teachers from one state university in Thailand. Using the questionnaire adapted from Kassabgy et al.'s (2001), she found that Thai teachers valued relationships with both students and colleagues and opportunities to impart knowledge and improve the society highly, while extrinsic factors such as a heavy workload and low salaries were teachers' main demotivators.

Unlike Syamananda's (2017) study which investigated motivational factors of only Thai EFL teachers working at a university, this study includes both Thai and native speakers of English (NS) teaching staff from different universities in Thailand. Considering the dynamic and nuanced nature of motivation, the researcher chose to follow Kassabgy et al. (2001) and Oga-Baldwin and Praver (2008) by looking at the following motivational factors: intrinsic and extrinsic factors, autonomy, relationships, professional development, and institutional support. This would facilitate the analysis of results as the questionnaire items can be categorized in relation to these motivational factors. The following section further describes the factors and their related issues.

### **Motivational factors of interest**

#### ***Intrinsic factors***

Teaching is believed to be closely related to the internal needs. The joys of teaching and having contact with the language, as well as the desire to educate people, impart knowledge, and drive the society forward are considered intrinsic components (Dörnyei & Ushioda, 2011). According to

Csikszentmihalyi (1982), internal rewards can come from relationships with students, students' development, and the learning of teacher him/herself. The study of Kiziltepe (2008) highlighted that for university English teachers, students could be their major motivator, but at the same time, the most important demotivator.

### ***Extrinsic factors***

Extrinsic factors including financial incentives and fringe benefits, job security, recognition, and flexible working hours are believed to contribute to teachers' job satisfaction and motivation (Kassabgy et al., 2001; Oga-Baldwin & Praver, 2008). Unrealistic workloads, stress, lack of recognition for creativity, and conflicts in teaching strategies can potentially be detrimental to teacher motivation. To maintain a high level of teacher motivation, Pennington (1995) suggested that extrinsic demotivators be removed from their work environment. Otherwise, teachers are likely to be stressed and less motivated.

### ***Autonomy***

Autonomy is one of the vital needs that can enhance self-motivation (Ryan & Deci, 2000b). Individuals will become more willing to work when they have more freedom of choice to set their own goals and to adopt their own teaching methods in the classroom. Aoki and Smith (1999) noted that with teachers' competence, together with freedom of choice for their teaching, teachers would become intrinsically motivated. Also, when teachers work in an environment that allows freedom in materials design, teaching strategies, and lesson planning, they experience flow in their jobs (Abbott, 2000), resulting in greater self-efficacy as well as better control of their work.

### ***Relationships***

Relationships include rapport and connections with colleagues and other staff on a personal and professional level. Barth (2006) asserted that the quality of an institution and achievement of both students and teachers are affected by relationships among staff members at the institution more than anything else and that toxic relationships at work are likely to be greatly

damaging to teachers' job satisfaction. Conversely, positive communication at work, together with social support among colleagues can create bonds and lead to job satisfaction (Ducharme & Martin, 2000). When there are positive relationships among coworkers, work environment becomes trustful and supportive, hence a great motivator for teachers.

### ***Professional development***

Professional development, including personal growth, has been reported to be an important motivator and is associated with internal needs (Kassabgy et al., 2001) for self-competence. Challenges in jobs and opportunities to develop oneself improve teachers' skills and competence, which would foster intrinsic motivation if accompanied by autonomy (Ryan & Deci, 2000b). Praver and Oga-Baldwin (2008) also noted that teachers could be motivated and perform more effectively if their needs for challenging but achievable goals were met. However, the lack of development programs and teacher training prevents teachers from developing professionally and can be detrimental to motivation.

### ***Institutional support***

One of the most important components of teachers' lives involves the support provided by the institution they work for. The institution-related issues include proper teaching materials, feedback from supervisors or institutions, fair treatment, clear guidance, and clear rules. Olsen (1993) found that many university instructors feel that institutional support together with good materials can raise their teaching standards. Praver and Oga-Baldwin (2008) also underscored its significance commenting that with adequate institutional support, teachers were more likely to believe their efforts would earn them success. With such a belief, teachers' motivation would increase and they are likely to prepare lessons with greater dedication and perform better in class.

Table 1 below summarizes the aforementioned motivational factors and examples of their related issues.

**Table 1** Motivational factors of interest and their related issues

Factors	Related issues
Intrinsic factors	imparting knowledge, enjoyable careers, students' achievement, positive relationships with students
Extrinsic factors	realistic salary, fringe benefits, job security, realistic workloads, social status, prestige
Autonomy	freedom to choose teaching strategies, freedom to make choices and set goals, abilities to initiate something
Relationships	positive relationships with colleagues, teamwork
Professional development	personal growth, opportunities for training, career prospect
Institutional support	policies, fair treatment, good teaching materials, good physical working conditions, recognition, feedback from supervisors

## Methodology

### *Participants*

Table 2 below shows the demographic information of the participants of the study. A total of 49 teachers teaching EFL at universities in Thailand participated in this study. Of these 49 teachers, 28 were Thais and 21 were NSs. For Thai participants, there were five males and 23 females from state and private universities in Thailand. Twenty-three participants held a master's degree and the rest held a doctoral degree. Participants were divided into four age ranges, i.e. 25-30, 31-40, 41-50, and 50 and above. Seven participants have taught English for 1-5 years while 10 participants had 6-10 years of teaching experience. Eleven participants were experienced teachers with more than 10 years of experience.

**Table 2** Thai and NS participants' demographic data

	Thai (N = 28, 57.14%)		NS (N = 21, 42.86%)	
	Number	%	Number	%
<b>Gender</b>				
Male	5	10.20	17	34.69
female	23	46.94	4	8.16
<b>Age</b>				
25-30	4	8.16	1	2.04
31-40	16	32.65	10	20.41
41-50	6	12.24	5	10.20
50 and over	2	4.08	5	10.20
<b>Academic degree</b>				
Undergraduate	0	0	6	12.24
Master's	23	46.94	15	30.61
Doctoral	5	10.20	0	0
<b>Teaching experience</b>				
1-5	7	14.29	3	6.12
6-10	10	20.41	7	14.29
More than 10	11	22.45	11	22.45
<b>Type of university</b>				
State	16	32.65	17	34.69
Private	12	24.49	4	8.16

Another group of participants consisted of 21 native English speakers (17 males, four females) of different nationalities. All were full-time teaching staff from state and private universities in Thailand. Six participants held a bachelor's degree while 15 of them held a master's degree. Participants were divided into four age ranges, i.e. 25-30, 31-40, 41-50, and 50 and above. Three participants have taught English for 1-5 years whereas seven participants had 6-10 years of teaching experience. Eleven participants were experienced instructors with more than ten years of experience.



### ***Questionnaire and data collection***

This study used a self-completed close and open-ended questionnaire adapted from that of Kassabgy et al. (2001) to gather information. The original questionnaire was included in Dörnyei's (2003b) selected list of published L2 questionnaires of teacher motivation and was widely used by many researchers conducting research on teacher motivation. In this study, some of the close-ended questionnaire items that were not relevant to the context of this study were taken out (e.g. *I am employed part-time in one educational organization* and *I have a good relationship with my students' parents*). One open-ended item asking the respondents to suggest what should be done to improve what they perceived as demotivating factors was added to the questionnaire.

The questionnaire created on Google Form consisted of four sections. In the first section, participants were asked to provide their demographic information. The second section consisted of 31 close-ended statements functioning as probes into factors important to teachers' decision to pursue their teaching career. Participants rated from 5 to 1 (5 = very important, 4 = somewhat important, 3 = neutral, 2 = somewhat unimportant, and 1 = not important at all). The third section was comprised of 31 statements that matched those in section 2, making it possible to investigate the extent to which their current teaching job matched the desired factors. Participants rated from 5 to 1 (5 = strongly agree, 4 = agree, 3 = no opinion/neutral, 2 = disagree, and 1 = strongly disagree). The questionnaire ended with three open-ended questions to add more insightful, qualitative information about the positive and negative influences of their jobs and suggestions for improvement.

Two experts in the field of language testing and assessment who taught English to both undergraduate and postgraduate students at a prestigious university in Thailand, with more than twenty years of teaching experience were asked to validate the questionnaire. This present study followed Kassabgy et al.'s (2001) data analysis approach by measuring the mean scores of each statement in sections 2 and 3. Given the small number of questionnaires, both the researcher and the second coder who was a Thai

EFL university teacher with 10 years of teaching experience coded all the responses from the open-ended items in section 4 to ensure that the coding was consistent and reliable. The percentage of agreement between the two coders was 98.18.

The questionnaire was distributed to the researcher's colleagues who were asked to help email the questionnaire further to their acquaintances teaching EFL at other universities in Thailand. All the participants were informed about the purposes of this study and were well aware that their personal information and responses would remain confidential. In the end, there were 49 teachers (see Table 2 for their demographic information) responding to the questionnaire.

## Results

### *Research question 1: What work-related aspects are regarded as important and unimportant among the Thai and NS EFL teachers?*

The responses from the questionnaire (section 2) revealed what EFL teachers in Thai universities considered vital for their jobs. Table 3 shows that 18 out of 31 statements rated by Thai teachers received overall means of 4.0 or higher. One-third of these 18 statements were intrinsic factors with *helping my students to learn English* ( $M = 4.68$ ) receiving the highest mean score. Institutional support was also important to their teaching jobs as institution-related items took almost one-third of 18 items, followed by those under the themes of extrinsic motivator, autonomy, professional development, and relationships, respectively.

Among the top five items ( $M \geq 4.5$ ), two of them were intrinsic factors [*helping my students to learn English* ( $M = 4.68$ ), *having a job that is enjoyable and stimulating* ( $M = 4.57$ )], another two were related to autonomy [*having the freedom to do what is necessary in performing good teaching* ( $M = 4.64$ ), *being able to work independently and use my own initiative* ( $M = 4.50$ )], and the last one [*being fairly treated in my organization* ( $M = 4.50$ )] involved institutional support.

**Table 3** Thai EFL teachers' desired factors (high and low)

Items	Means $\geq$ 4.0 (SD)
Helping my students to learn English (Intrinsic)	4.68 (0.80)
Having the freedom to do what is necessary in performing good teaching (Autonomy)	4.64 (0.81)
Having a job that is enjoyable and stimulating (Intrinsic)	4.57 (0.68)
Being fairly treated in my organization (Institutional support)	4.50 (0.91)
Being able to work independently and use my own initiative (Autonomy)	4.50 (0.68)
Having a job in which I can perform to the best of my ability (Intrinsic)	4.46 (0.73)
Having a person I report to who is responsive to suggestions and grievances (Institutional support)	4.46 (0.68)
Having clear rules and procedures at my organization (Institutional support)	4.36 (0.97)
Having a job in which I can learn and develop my abilities to my full potential (Professional development)	4.32 (0.89)
Having flexible working hours (Extrinsic)	4.39 (0.98)
Having job security (Extrinsic)	4.25 (0.95)
Having a manageable workload (Extrinsic)	4.21 (0.94)
Having good relationships with colleagues (Relationships)	4.18 (0.76)
Having a friendly relationship with my students (Intrinsic)	4.18 (0.85)
Having an adequate and comfortable physical working environment (Institutional support)	4.18 (0.71)
Being evaluated positively by my students (Intrinsic)	4.11 (0.62)
Being recognized for my teaching accomplishment (Institutional support)	4.07 (0.92)
Receiving feedback about the effectiveness of my performance from my students (Intrinsic)	4.00 (0.89)
Items	Means $\leq$ 3.5 (SD)
Being included in the goal setting process at my organization (Autonomy)	3.50 (0.87)
Being promoted to a senior supervisory job at some point in my career (Professional development)	3.21 (1.08)

None of the 31 items received mean scores of 3.0 or lower. In other words, none of them was considered unimportant. However, *being included in the goal-setting process at my organization* ( $M = 3.50$ ) and *promoted to a senior supervisory job at some point in my career* ( $M = 3.21$ ) received the lowest mean scores.

**Table 4** NS EFL teachers' desired factors (high and low)

Items	Means $\geq 4.0$ (SD)
Helping my students to learn English (Intrinsic)	4.76 (0.43)
Being fairly treated in my organization (Institutional support)	4.76 (0.43)
Having the freedom to do what is necessary in performing good teaching (Autonomy)	4.71 (0.45)
Having a job that is enjoyable and stimulating (Intrinsic)	4.62 (0.58)
Having a friendly relationship with my students (Intrinsic)	4.52 (0.50)
Having a manageable workload (Extrinsic)	4.48 (0.66)
Having a job in which I can perform to the best of my ability (Intrinsic)	4.48 (0.50)
Being able to work independently and use my own initiative (Autonomy)	4.38 (0.58)
Having good relationships with colleagues (Relationships)	4.29 (0.55)
Having a job in which I can learn and develop my abilities to my full potential (Professional development)	4.24 (0.68)
Earning a good salary (Extrinsic)	4.19 (0.58)
Having flexible working hours (Extrinsic)	4.19 (0.66)
Having job security (Extrinsic)	4.19 (0.79)
Having an adequate and comfortable physical working environment (Institutional support)	4.19 (0.50)
Having clear rules and procedures at my organization (Institutional support)	4.14 (0.64)
Having a person I report to who is responsive to suggestions and grievances (Institutional support)	4.14 (0.71)
Providing service to society (Intrinsic)	4.10 (0.92)

Items	Means $\leq$ 3.5 (SD)
Having fringe benefits (Extrinsic)	3.24 (0.87)
Having contact with professionals in the field of English language teaching (Professional development)	3.24 (0.87)
Having a profession that is prestigious (Extrinsic)	2.86 (0.83)
Being promoted to a senior supervisory job at some point in my career (Professional development)	2.29 (1.12)

As can be seen from Table 4 above, 17 out of 31 items rated by NS participants received means of 4.0 or higher. Almost one-third of these 17 statements were intrinsic factors. Statements related to extrinsic factors and institutional support came the second and third, followed by those involved autonomy, professional development, and relationships, respectively. Among the top five items ( $M \geq 4.5$ ), three of them were intrinsic factors. NS teachers ranked *helping my students to learn English* ( $M = 4.76$ ) the highest, alongside *being fairly treated in my organization* ( $M = 4.76$ ). *Having the freedom to do what is necessary in performing good teaching* ( $M = 4.71$ ) came the second, followed by *having a job that is enjoyable and stimulating* ( $M = 4.62$ ) and *having a friendly relationship with my students* ( $M = 4.52$ ), respectively. Overall, the top five items of NS were relatively similar to those of Thai teachers.

On the low-end of desired factors, NS teachers felt somewhat neutral about *having fringe benefits* ( $M = 3.24$ ) and *having contact with professionals in the field of English language teaching* ( $M = 3.24$ ). However, unlike Thai teachers who rated every item higher than 3.0, NS teachers did not consider *having a profession that is prestigious* ( $M = 2.86$ ) and *being promoted to a senior supervisory job at some point in my career* ( $M = 2.29$ ) important as both received mean scores lower than 3.0. In other words, these teachers were not very keen on having a prestigious job title or advancing to a higher position.

***Research question 2: What work-related aspects are regarded as satisfactory and unsatisfactory in reality among the Thai and NS EFL teachers?***

The responses from the questionnaire (section 3) revealed the realities EFL teachers in Thai universities faced and to what extent they were satisfied with their current jobs. Overall, both Thai and NS teachers rated almost every item in this section lower than those in section 2. In addition, none of them was rated higher than 4.5.

Table 5 below shows that only seven out of 31 items rated by Thai teachers appeared on the high-end ( $M \geq 4.0$ ), which were regarded as rewards teachers gain from their jobs (Kassabgy et al., 2001). The mean scores of these seven reported realities and their matching desired factors in Table 4 ( $M \geq 4.0$ ) were congruent, except for *I work for a reputable organization* ( $M = 4.07$ ). Although the reputation of the workplace did not matter much to Thai teachers, they agreed that they actually worked for reputable organizations. Additionally, four out of these seven items were intrinsic rewards: *I have a friendly relationship with students* ( $M = 4.29$ ), *I know that I am helping my students to learn English* ( $M = 4.21$ ), *my students evaluated me positively* ( $M = 4.11$ ), and *my teaching job is enjoyable and stimulating* ( $M = 4.11$ ). The other three consisted of extrinsic rewards: *flexible working hours* ( $M = 4.14$ ) and *I work for a reputable organization* ( $M = 4.07$ ) and autonomy: *I am allowed sufficient freedom to do what is necessary to perform good teaching* ( $M = 4.00$ ). It is also important for the employer to note that none of the institution-related items was rated higher than 4.0.

**Table 5** Thai EFL teachers' reported realities

Items	Means $\geq$ 4.0 (SD)
I have a friendly relationship with my students (Intrinsic)	4.29 (0.84)
I know that I am helping my students to learn English (Intrinsic)	4.21 (0.77)
I have flexible working hours (Extrinsic)	4.14 (0.79)
My students evaluated me positively (Intrinsic)	4.11 (0.82)
My teaching job is enjoyable and stimulating (Intrinsic)	4.11 (0.86)
I work for a reputable organization (Extrinsic)	4.07 (0.70)
I am allowed sufficient freedom to do what is necessary to perform good teaching (Autonomy)	4.00 (0.76)
Items	Means $\leq$ 3.5 (SD)
I have a good relationship with the person I report to (Relationships)	3.46 (1.15)
I have an adequate and comfortable physical working environment (Institutional support)	3.46 (1.05)
I have good job security (Extrinsic)	3.43 (0.90)
The person I report to is responsive to suggestions and grievances (Institutional support)	3.39 (0.98)
I have sufficient opportunities for contact with professionals in the field of English language teaching (Professional development)	3.29 (0.96)
I am fairly treated in my organization (Institutional support)	3.25 (1.21)
I am included in my organization's goal setting process (Institutional support)	3.21 (0.90)
I have good teamwork at my organization (Relationships)	3.21 (1.01)
Teaching accomplishments are recognized at my organization (Institutional support)	3.21 (1.01)
I have a satisfactory salary (Extrinsic)	3.18 (1.04)
I have prospects for promotion (Professional development)	3.11 (1.05)
There are clear rules and procedures at my organization (Institutional support)	2.96 (1.15)
I have good fringe benefits (Extrinsic)	2.86 (1.03)
Independence and initiatives are rewarded at my organization (Autonomy)	2.82 (0.97)

Thirteen statements on the low-end received group means of 3.5 or lower, representing what teachers were not rewarded from their jobs (Kassabgy et al., 2001). Among these 13 statements, *there are clear rules and procedures at my organization* ( $M = 2.96$ ), *I have good fringe benefits* ( $M = 2.86$ ), *independence and initiatives are rewarded at my organization* ( $M = 2.82$ ) were rated lower than 3.0. In other words, their workplace lacked clear rules and procedures, did not provide proper fringe benefits, and did not place importance on independence and initiatives. None of the intrinsic items could be found in the low-end ( $M \leq 3.5$ ). Overall, Thai teachers mainly lacked institutional support and extrinsic factors.

As for NS teachers' reported realities, 18 out of 31 items were rated 3.5 or lower. Only five items were rated 4.0 or higher, but none were higher than 4.5 (see Table 6). Concerning rewards ( $M \geq 4.0$ ), NS teachers *had a good relationship with colleagues* ( $M = 4.19$ ), *a friendly relationship with students* ( $M = 4.14$ ), and *sufficient freedom to do what is necessary to perform good teaching* ( $M = 4.05$ ). These high-end reported realities were congruent with their matching desired factors (see Table 4). In addition, NS teachers also *received a positive evaluation from students* ( $M = 4.10$ ) and admitted that they *worked for the reputable organization* ( $M = 4.00$ )

**Table 6** NS EFL teachers' reported realities

Items	Means $\geq 4.0$ (SD)
I have a good relationship with colleagues (Relationships)	4.19 (0.73)
I have a friendly relationship with my students (Intrinsic)	4.14 (0.71)
My students evaluated me positively (Intrinsic)	4.10 (0.61)
I am allowed sufficient freedom to do what is necessary to perform good teaching (Autonomy)	4.05 (0.79)
I work for a reputable organization (Extrinsic)	4.00 (0.76)



Items	Means $\leq$ 3.5 (SD)
I have sufficient opportunities for contact with professionals in the field of English language teaching (Professional development)	3.48 (0.66)
I have a manageable workload (Extrinsic)	3.38 (0.84)
Teaching English is a prestigious profession (Extrinsic)	3.29 (1.03)
I have good teamwork at my organization (Relationships)	3.24 (1.06)
I have good job security (Extrinsic)	3.10 (1.02)
I am fairly treated in my organization (Institutional support)	3.10 (1.02)
My job provides scope for me to learn and develop to my full potential (Professional development)	3.10 (1.15)
I receive frequent enough feedback about the effectiveness of my performance from my students (Intrinsic)	3.10 (1.02)
The person I report to is responsive to suggestions and grievances (Institutional support)	3.05 (1.13)
I have good fringe benefits (Extrinsic)	2.86 (0.89)
There are clear rules and procedures at my organization (Institutional support)	2.71 (1.08)
I receive frequent enough feedback about the effectiveness of my performance from the person I report to (Institutional support)	2.29(1.08)
Teaching accomplishments are recognized at my organization (Institutional support)	2.24 (1.19)
Independence and initiatives are rewarded at my organization (Autonomy)	2.14 (1.12)
I am included in my organization's goal setting process (Institutional support)	1.90 (1.06)
I have prospects for promotion (Professional development)	1.86 (1.04)

On the other hand, issues related to institutional support and extrinsic factors accounted for more than half of 16 items on the low-end ( $M \leq 3.5$ ). Considering the items with means  $\leq 3.0$ , NS teachers felt the institution did not make enough efforts to make rules and procedures clearer, provide adequate feedback on teacher performance, and recognize their accomplishment. It is also worth mentioning that *I have prospects for promotion* ( $M = 1.86$ ) and *I am included in my organization's goal setting process* ( $M = 1.90$ ) were rated lower than 2.0.

**Table 7** Thai and NS EFL teachers' mean scores (desired vs reported-reality means)

	Desired means	Reported-reality means	Difference
Thai (n= 28)	4.06	3.54	0.52
NS (n= 21)	3.98	3.33	0.65

Table 7 shows the discrepancy between desired and reported-reality means of both Thai and NS EFL teachers. It can be seen that the mean scores of the desired factors were higher in both groups. This suggested that what happened in reality were not so positive as their expectations.

***Research question 3: What factors do the Thai and NS EFL teachers find motivating and demotivating?***

The first open-ended questionnaire item in section 4 revealed what the participants considered positive influences on their jobs. Twenty-eight Thai and 21 NS teachers responded to this item. Forty percent of the answers of Thai teachers were intrinsic factors (4% = love of English, 36% = student-related issues e.g. being a part of students' achievement or helping students to improve). This was also the case for NS teachers as student-related issues accounted for almost 30% of their answers. Below were some of the comments:

*"Students' faces when they learn something new from my class or when they understand what I teach"* (Thai 18)

*"When I can see that they are enjoying classes and enjoy having me as a teacher, I gain further motivation."* (NS 17)

Fourteen percent and 12% of Thai teachers' answers referred to flexible schedules/working hours and good relationships with colleagues respectively as positive influences. On the other hand, healthy relationships with colleagues/teamwork (20%) and autonomy (15%) were viewed as positive influences by NS teachers. Other extrinsic factors such as salary and fringe benefits were barely mentioned by either Thai or NS teachers. Some of the comments were as follows:

*“flexible workload, supportive colleagues and supervisors” (Thai 21)*

*“Personal relationships; being respected; being understood; being treated humanely; being treated as a person with a life outside of working” (NS 16)*

The second open-ended item elicited negative influences of their jobs. Twenty-seven Thai and 21 NS teachers responded to this item. The issues related to institutional support clearly dominated the answers of both groups. To illustrate, almost 50% of Thai teachers’ and 75% of NS teachers’ answers were institution-related. They mainly considered red tape, unclear rules and regulations, unfairness, and ineffective management as negative influences. Also, about one-third of the answers showed that Thai teachers were not happy with many impractical rules set by the Ministry of Education (MOE) and Office of the Higher Education Commission (OHEC). In contrast, NS teachers mainly criticized muddled communication, poor management within the workplace, and exclusion from the organizational affairs. Interestingly, while 20% of the comments from Thai teachers were about low salary and inadequate fringe benefits, only approximately 3% of NS teachers’ comments were about this issue. Lastly, it is worth mentioning that none of the Thai or NS teachers mentioned intrinsic factors related to students as their negative influences. Some of the negative influences mentioned in the questionnaire were as follows:

*“Not-so-practical standards set by OHEC” (Thai 9)*

*“Unorganized and unprepared working system” (Thai 23)*

*“Unfair supervisor and unprofessional management” (Thai 26)*

*“The institution being disorganized, with poor communication and weak administration” (NS 8)*

*“Over-reliance on student feedback as the sole assessment criteria for teaching, lack of transparency in the evaluation process” (NS 13)*

#### ***Research question 4: What could be done to improve the motivation of the Thai and NS EFL teachers?***

Twenty-six Thai and 19 NS teachers shared their thoughts on what could be done to improve their feelings about teaching EFL. Their recommendations were mainly to tackle the aforementioned negative influences. Approximately 50% and 65% of the recommendations from Thai

and NS teachers respectively were on institutional issues. Fairer treatment, better communication, better performance evaluation, and transparent administration were suggested by both groups.

A closer look at the recommendations showed that NS teachers placed more emphasis on receiving feedback on their performance, being more included in terms of collaboration and other affairs in the workplace, teaching well-organized courses with well-written materials, and seeing more efforts from the administration to communicate with them. It can be said that NS teachers' recommendations were mainly about internal issues. On the other hand, among all of the suggestions made by Thai teachers, almost half of them went beyond their workplace to third parties such as the Ministry of Education (MOE) and Office of the Higher Education Commission (OHEC), calling for the revision of impractical policies and regulations. It is also worth mentioning again that while several Thai teachers wished for increased salary and improved fringe benefits (about 16% of Thai teachers' comments), none of the NS teachers brought up such issues.

Below are some of the recommendations:

*"I think we need a clear procedure, maybe something written e.g. who is qualified to attend international conferences, who you evaluate and who evaluates you, etc."* (Thai 8)

*"less document work which is caused by too many assessments designated by the ministry of education"* (Thai 16)

*"Being more included (foreigners are rarely consulted)"* (NS 5)

*"More positive feedback, constructive criticism from those with authority, and greater consistency in the quality of courses"* (NS 6)

*"Openness to share ideas, less of a top-down approach to administration"* (NS 15)

## Discussion and implications

As regards research question 1, the results of this present study generally corroborate previous studies (e.g. Doyle & Kim, 1999; Kassabgy et al., 2001; Oga-Baldwin & Praver, 2008; Syamananda, 2017) in that both groups of EFL teachers were mainly motivated by intrinsic factors, especially the issue related to students. The results also supported Hastings's (2012) claim that although teaching is not a financially rewarding career, its practitioners

are usually paid more with intrinsic rewards. It can be seen from the results that the EFL teachers of this study stressed the importance of the intrinsic value of teaching such as imparting knowledge, working with students, and developing good relationships with students. This confirms that the intrinsic interest in helping students is a major motivating factor for teachers, and this type of motivation is likely to remain high despite facing unpleasant situations (Davis & Wilson, 2000).

The results also showed that generally, both Thai and NS EFL teachers did not consider extrinsic factors such as having a prestigious job or being promoted to a higher position as crucial factors in their teaching jobs, which is in line with Pennington's (1995) study. The fact that most teachers expect intrinsic rewards from their jobs makes them readily overlook prestige and high income (Dörnyei & Ushioda, 2011). This scenario might appear positive, but the fact that teachers tend to forgo such extrinsic rewards can be an opportunity for many educational establishments to treat teachers unfairly, knowing that teachers would hold onto intrinsic motivation to stay in their career. However, the results of some previous studies (e.g. Doyle & Kim, 1999; Kassabgy et al., 2001; Syamananda, 2017) and this present study also revealed that unsatisfactory extrinsic rewards like salaries and career advancement caused dissatisfaction, which can have detrimental effects on teacher motivation and performance in the classroom in the long term.

Concerning research question 2, it was found that teachers received intrinsic rewards, especially those related to students, leading to higher job satisfaction. Both groups also reported having freedom and capacity for autonomy at work, which is good for maintaining teacher motivation. Based on Hackman's (1991) view of work motivation, when work allows teachers to have control over what, when, and how teaching should be done, that work will become more motivating. Nevertheless, it is important to be aware that although teachers can earn autonomy through their lesson planning and teaching, teacher autonomy can be undermined by some constraints imposed by institutions or other governmental bodies. The results of this study showed that the respondents had relatively negative views on the items reflecting such issues. It is important to note that teachers who lack

autonomy are more likely to be stricter with their students and engage less in autonomy-supportive practice (Pelletier, Séguin-Lévesque, & Legault, 2002), which can be detrimental to learner motivation too.

On the contrary, to address rewards teachers did not receive from their jobs, an interesting issue that deserves attention is teachers' prospects for promotion. Similar to Kassabgy et al.'s (2001) finding, the questionnaire item addressing this issue did not receive very high mean scores from Thai teachers and was rated strikingly low by NS teachers. This implied that there was the lack of an appropriate career path, especially for NS teachers, although it was not considered as a pressing issue for both groups of teachers as neither Thai nor NS teachers expressed concerns over job promotion when they responded to the open-ended items. Even so, professional development is an important factor that should not be ignored. Pennington (1995) pointed out that job satisfaction can occur when a person has the outlook of his/her career, whereas dissatisfaction is likely to occur among those without it. A lifelong career path can stimulate achievement strivings, helping teachers gain more extrinsic rewards and enhance intrinsic motivation as one can better identify him/herself with their professions (Dörnyei & Ushioda, 2011).

Qualitative comments from the teachers also supported that students were teachers' primary positive influence. However, many of the comments revealed their needs for feedback and healthy relationships with colleagues and supporting staff, both on a personal and professional level. The relationship at work is a factor that deserves attention too as it reflects basic human needs for relatedness (i.e. feeling connected to others) and competence (i.e. feeling efficacious) through working with others and receiving constructive feedback. Based on SDT, feelings of relatedness and competence are considered internalization boosters that help teachers take in the value of their work and increase employees' motivation (Gagne & Deci, 2005).

Despite being perceived as vital for teacher motivation, institutional support was the factor that left EFL teachers in this study deeply dissatisfied, which was in line with previous studies (e.g. Kassabgy et al., 2001; Oga-

Baldwin & Praver, 2008). As can be seen from the findings, unfair treatment and unclear rules were among the most disappointing issues. Rules and regulations that teachers are bound to comply with, be it from their institution or external policymakers, can inhibit EFL teachers' sense of autonomy. Dörnyei and Ushioda (2011) conceded that education is the area that consists of many players (e.g. governments, educational organizations, and university boards) who impose rules and regulations that teachers are obliged to follow. Despite good intention, being controlled by unnecessary rules can weaken self-determination and cause teacher autonomy to decline. Through the lens of SDT, fulfilling duties only to avoid undesirable consequences or to follow the rules is among the most controlled forms of extrinsic motivation that disrupts the process of internalization (see Figure 1) and probably pulls teachers away from autonomy, but towards amotivation.

Interestingly, several Thai teachers expressed dissatisfaction with their salaries through their comments, while NS teachers rarely did so. The results found in this study were consistent with Syamananda's (2017) but different from Oga-Baldwin and Praver's (2008). While the former study was conducted in a Thai context, the latter was done in a Japanese context in which EFL teachers enjoyed good remuneration. This shows that teacher motivation and job satisfaction are context specific and can vary from one context to another. Additionally, although salaries or other extrinsic factors like fringe benefits are the less autonomous form of extrinsic motivator, they can be beneficial for teachers who have to struggle with some challenges (e.g. difficult students or monotonous lessons) that could weaken their intrinsic motivation. When a person does not feel inherent joy or loses intrinsic interest in their work for any reason, extrinsic motivation can come into play and help that person to focus on a separate outcome (Ryan & Deci, 2000a). Also, only an educated guess could be made as to why salaries were not an issue for NS teachers. One possible explanation might be greater job opportunities for NS teachers, for the number of university's international programs has been on the rise in recent years. When compared to Thai programs, these international programs can pay teachers much higher. As Wongsamuth (2015) argued, in Thailand, obsession with white skin and the

standard English accent is prevalent. Many prestigious institutions in Thailand hire only NS, preferably white candidates, to teach English in their international programs (Wongsamuth, 2015). Nonetheless, the reason why very few NS teachers complained about this financial issue was beyond the scope of this paper and therefore will not be discussed further.

In terms of recommendations for improvement, basically, both groups of teachers would like to remove the abovementioned negative factors and have the administration improve the current situation. To support career advancement and improve teacher competence, the provision of professional training that provides teachers with opportunities to reflect on their performance and to instill new pedagogical knowledge can be motivational (Darling-Hammond & McLaughlin, 1995). This might compensate for the lack of prospect for promotion and help promote competence, which is one of the cornerstones of intrinsic motivation according to SDT (Deci & Ryan, 1985). In addition, the administration may implement some policies or hold activities that foster collaboration among both Thai and NS teachers in order to satisfy the need for relatedness and foster a sense of belonging among both Thai and NS teachers, as well as support staff. Also, educational authorities should guarantee sufficient teacher autonomy, weed out unnecessarily strict rules, and invite teachers to participate in decision-making, especially in the issues that matter to their jobs. Lastly, the administration should realize that despite their needs for institutional support, both groups of teachers are not in identical situations and customized approaches may be required to deal with different issues of different groups of teachers.

## Conclusion

This research studies factors affecting the motivation of Thai and NS EFL teachers in Thai universities by identifying what they considered desired factors for their jobs as well as their job satisfaction through reported realities. The key findings indicated the belief that the primary source of EFL teacher motivation lays in intrinsic factors, especially those involving students. These findings support Kassabgy et al.'s (2001) belief that teachers are primarily altruistic and intrinsically motivated to become teachers. Nevertheless, EFL



teacher motivation can be undermined mainly due to the issues involving the institutions. Thai teachers were mainly dissatisfied with unfair evaluation, unclear rules, unsatisfactory salaries and benefits, and unnecessary paperwork. In contrast, insufficient support, lack of feedback, muddled communication, and exclusion from organizational affairs were considered troublesome for NS teachers.

One of the ways to improve the situation might be through the support of administrators and policymakers. As Dörnyei and Ushioda (2011) noted, there has been an increase in evidence that teacher motivation has a positive impact on learner motivation. Therefore, a better understanding of motivational factors and their roles in teacher motivation is crucial. It is also important to understand that the issues the EFL teachers in this study addressed are manageable. The stakeholders should take these issues seriously and revise certain policies to enhance teacher motivation, for highly motivated teachers can pass on their infectious enthusiasm to their students and make a positive difference to both their teaching and the learning of their students.

### **Limitations of the study**

This present study is an attempt to conduct institutional research. However, it can be considered a preliminary study instead of a full-scale one due to some limitations. First, the researcher used only questionnaires as a data collection tool. Although the open-ended questions in the questionnaire allowed the researcher to go beyond numerical data to elicit participants' thoughts and feelings, these qualitative data might yield some insights in relation to teacher motivation and job satisfaction only to a certain extent. This is because questionnaires, by their nature, do not provide the researcher with the opportunity to follow up respondents' ideas and clarify certain issues. In terms of representativeness, as the sample size of this study was small, it could impact generalizability. However, the goal of this study is not the generalizability of the results but a deeper understanding of teacher motivation and job satisfaction in a specific context.

### **Suggestions for future research**

Future research on teacher motivation can be conducted in various ways. As this present study explored teacher motivation in a particular context, it would be interesting for future research to be conducted in a different context and recruit participants with different backgrounds or cultures. Another interesting option is to conduct motivation research based on novice and experienced teachers or teachers with different academic backgrounds. Also, a longitudinal study to assess levels of teacher motivation and job satisfaction over time would be interesting. It might also be interesting to observe highly motivated teachers and see how they fare in the classroom and how learners react to their teaching. Finally, to make the findings more generalizable, the number of respondents should be larger, and a variety of data collection methods such as an interview, a group discussion, and a classroom observation might be adopted in order for the researcher to probe further into respondents' thoughts and feelings.

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## Business Writing Skills Development through Metacognition Training

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### Abstract

This study was conducted to investigate how metacognition training could facilitate students' writing skills development using a mixed research approach. The participants were university students from two Business Communication in English classes; one class was selected to be experimental and the other control. The metacognition training was served as a treatment. Four students from the experimental group were selected based on their pretest scores to represent two high and two low proficient writers for retrospective interviews. Quantitative data from the pretest and posttest writing scores were analyzed to find the significant difference between groups in the three component scores which include relevance and adequacy of content, compositional organization, and cohesion. Qualitative data from retrospective interviews before, during, and after metacognition training with the high and low proficient writers were analyzed to find the development of person, task, and strategic knowledge. The results showed that the significant difference between the groups exists only in the posttests' mean of the content scores. The retrospective interviews also revealed that both high and low proficient students could develop metacognition to a certain extent. However, the high proficient writers could develop better.

**Keywords:** metacognitive knowledge, metacognitive strategies, learning strategies, writing skills

## การพัฒนาทักษะการเขียนทางธุรกิจโดยผ่านการอบรมด้านอภิปัญญา

### บทคัดย่อ

งานวิจัยนี้จัดทำขึ้นเพื่อศึกษาว่าการอบรมด้านอภิปัญญาจะช่วยการพัฒนาทักษะการเขียนของนักศึกษาได้อย่างไรโดยผ่านโดยการวิจัยแบบผสม ผู้เข้าร่วมวิจัยได้แก่นักศึกษาระดับมหาวิทยาลัยที่เรียนรายวิชาการสื่อสารทางธุรกิจในภาษาอังกฤษ 2 กลุ่ม และได้ถูกแบ่งเป็นกลุ่มทดลองและกลุ่มควบคุม โดยมีการอบรมด้านอภิปัญญาเป็นหน่วยทดลอง นักศึกษา 4 คนจากกลุ่มทดลองถูกเลือกจากคะแนนก่อนการทดลองให้เป็นตัวแทนของนักศึกษาที่มีความเชี่ยวชาญทางการเขียนสูง 2 คนและต่ำ 2 คน สำหรับการสัมภาษณ์แบบย้อนหลัง ข้อมูลเชิงปริมาณจากคะแนนการเขียนก่อนและหลังทดลองของสองกลุ่มถูกนำไปวิเคราะห์เพื่อหาความแตกต่างอย่างมีนัยยะระหว่างกลุ่มของคะแนนสามส่วน คือ ความเกี่ยวข้องและความพอเพียงของเนื้อหา การจัดเรียงการเขียน และความเชื่อมโยง ข้อมูลเชิงคุณภาพจากการสัมภาษณ์แบบย้อนหลังก่อนระหว่างและหลังจากการอบรมด้านอภิปัญญา กับนักศึกษาที่มีความเชี่ยวชาญทางการเขียนสูง 2 คนและต่ำ 2 คน ได้รับวิเคราะห์เพื่อหาการพัฒนาความรู้ด้านบุคคล ด้านงาน และด้านยุทธวิธี ผลการศึกษาพบความแตกต่างอย่างมีนัยยะของคะแนนการเขียนหลังการทดลองระหว่างสองกลุ่มจากคะแนนเพียงส่วนเดียวคือ คะแนนความเกี่ยวข้องและความพอเพียงของเนื้อหา ผลจากการสัมภาษณ์แบบย้อนหลังพบว่านักศึกษาที่มีความเชี่ยวชาญทางการเขียนสูงและต่ำสามารถพัฒนาอภิปัญญาได้ในบางขอบเขต แต่นักศึกษาที่มีความเชี่ยวชาญทางการเขียนสูงพัฒนาได้ดีกว่า

**คำสำคัญ:** ความรู้เกี่ยวกับอภิปัญญา กลยุทธ์ในอภิปัญญา กลยุทธ์การเรียนรู้ ทักษะการเขียน

### Introduction

Writing is a skill that can hardly be acquired naturally but it has to be taught and learned especially when writing in a foreign language. József (2001) notes that “writing is among the most complex human activities because it involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects” (p.5). Accordingly, it can be assumed that becoming an efficient writer requires the ability to integrate such complicated skills as generating ideas, planning and monitoring writing processes, and evaluating and revising writing works. To be successful in writing, Ahmed (2010) also points out that students should be



trained to demonstrate awareness of their communicative goals or purposes of writing, the readers, and the writing context. Having awareness of such writing related issues means that learners are equipped with *metacognition* which helps them to plan, implement, and evaluate their writing tasks effectively. Furthermore, it is believed that students possessing metacognition could overcome their writing difficulties (Ruan, 2005; Wu, 2008; Xinghua, 2010). However, few studies have been conducted to investigate the improvement of students' writing ability after they have been trained with metacognition. In addition, most related studies (e.g., Lv & Chen, 2010; Lu, 2014; Zeleke, 2015) only explored the development of students' writing skills after receiving the metacognition training treatment in quantified results comparing experimental and control groups. This present study therefore applied both quantitative and qualitative approaches to investigate the effect of metacognition training on EFL tertiary students' business writing skills. The main objective is to investigate, through an experiment, the EFL tertiary students' business writing skill development as a consequence of metacognition training. Moreover, the development of metacognitive knowledge of self, task, and strategy were explored through the retrospective interviews.

### Theories of Metacognition

Metacognitive knowledge refers to the knowledge that helps to control the cognitive processes. There are three variables, including knowledge of person, task, and strategy (Flavell, 1979; Wenden 1998). Person knowledge is the belief about oneself as a learner who deals with his or her ability in achieving the effectiveness of his or her learning. Task knowledge is the learners' knowledge about the purpose, the demands, and the nature of learning tasks; for example, learners tend to understand what the tasks require them to do and how they should do to accomplish the task. Strategic knowledge is the knowledge about when and how the learners should employ strategies in dealing with their learning. Schraw and Moshman (1995) also described that metacognitive knowledge is what learners know about their own cognitive processes. To them, metacognitive knowledge is

categorized in declarative, procedural and conditional domains. For declarative knowledge, it refers to learners' ability to talk about what they know about how they learn and what factors influence their performance. Procedural knowledge is the learners' knowledge about different learning and memory strategies or procedures that work best for them. Conditional knowledge is the knowledge the learners have about the conditions under which they can implement various cognitive strategies. Although metacognitive knowledge has been categorized in slightly different ways by different theorists, the sub-categories share quite similar characteristics of the knowledge that help ones manage and control what they are doing.

According to Oxford (1990), "metacognitive strategies allow learners to control their own cognition using three sets of metacognitive strategies which are: (1) centering your learning, (2) arranging and planning your learning, and (3) evaluating your learning. The first set deals with how learners are prepared with the upcoming language tasks by overviewing key concepts and associating them with what is already known, paying either directed or selective attention according to the requirement of the task, and delaying speech production to focus on listening comprehension. The second set helps learners to organize and plan the language tasks as learners are capable of setting goals and objectives, knowing the task's purpose, identifying the focus of the task, and getting more involved in group work activities in order to seek for more practice opportunities. The last set of metacognitive strategies assists learners to become aware of what they are going to do by self-monitoring and self-evaluating. They are called indirect strategies because they support and manage language learning without directly involving the target language." (p. 135). She stated that learners should always be conscious when they are learning. By that, it means they should rely on their metacognitive strategies that help them to deal with the learning difficulties effectively. At times, learners are overwhelmed with the novelty of unfamiliar language features such as vocabulary, grammar, and writing processes that distract them, but they can regain the focus when they pay attention or apply metacognition to manage the learning tasks.

## Previous Studies on Metacognition Training

Many authors claimed that metacognition training facilitates L2 learning. Oz (2005) stated that guiding L2 learners through the thinking process can assist developing their learning skills as they think through a problem, make decisions, or attempt to understand a situation or text. He suggested that students who are trained with metacognition will be confident in their abilities to learn. They are considered autonomous learners who can assess why they are successful in performing a task or think critically about the mistakes they made when failing to do the task. Since the students are able to reflect and adjust themselves to cope with new situations, Oz categorized them as continual learners and thinkers. According to Wenden (1998), metacognitive knowledge is considered crucial to successful learning of a second or foreign language because it enables learners to reflect their own belief and knowledge about learning. The three components of metacognitive knowledge include person, task, and strategic. Learners having person knowledge believe that they have general ability to achieve specific learning goals because they have proficiency in a certain area; learners possessing task knowledge know about a task's demands and the skills needed to complete the particular task; and learners who have strategic knowledge are able to use different kinds of strategies to successfully deal with a language task. Moreover, Schraw (1998) added that metacognition is essential to successful learning as it allows students to better manage their learning because students have to think about how to perform the language skill. In addition, Victori and Lockhart (1995) suggested that learner's metacognitive knowledge training in the form of counseling sessions is useful for L2 learners since it equips them with a self-directed learning approach. They also believe that students who are trained with metacognition, i.e. knowledge and strategies related to language learning, will approach learning autonomy with less effort than those who are not trained.

For writing skill development, Zimmerman & Bandura (1994) claimed that effective strategy instruction could improve learners' writing outcomes and performance. In order to have positive learning outcomes, students should possess self-regulatory efficacy which means "the capability to

mobilize, direct, and sustain one's instructional efforts" (p. 846). The authors suggested that students need to be taught skills and strategies to have such self-regulatory efficacy which can be directly linked to their perceived need in succeeding in the writing task and consequently receiving good grades. Moreover, Ching (2002) suggested that strategy and self-regulation instruction has equipped engineering students with the knowledge of how to plan and revise their essays. Engineering students were selected to be the participants in this study because the author was interested to find out whether self-regulation instruction could be extended to other ESP settings. Moreover, the study intended to correct those students' misconceptions about writing as they think that English writing may not be necessary in their future career.

Xiao (2007) suggested that a need exists to integrate metacognition as part of EFL writing instruction, for example, coaching in brainstorming strategies and implementing a training program on the development of self-monitoring in student writing. She added that interactive and reflective writing activities, including learning journals and self-editing tasks, may be also applied to enhance learners' metacognitive knowledge and overall writing effectiveness. Maftoon, Birjandi, and Farahian (2014) also proposed that EFL writing courses should implement metacognition so that teachers can develop students' metacognitive knowledge. Based on the results of their study, the authors suggested that declarative, procedural, and conditional knowledge should be implemented in EFL courses so that students have a positive self-concept toward their own abilities, know how to deal with a particular goal, and also know when and why to use particular strategies. To do so, the students should be trained to plan, draft, consider the audience's needs, checking the content, evaluate, and revise their writing tasks.

### **Studies on Writing Instruction in the Thai Context**

Even though metacognition training is found to be useful in helping students to develop writing strategies and cope with writing difficulties, relatively few studies were conducted in the Thai context and mostly applied the quantitative approach using Strategy Inventory for Language Learning (SILL), a survey questionnaire designed by Oxford (1990), to only investigate

English language problems. For example, Pawapatcharaudom (2007) pointed out in her study that the most problematic skill for Thai undergraduate students studying in an international program at a public university was writing. She reported the results gathered from SILL and the results showed that metacognitive strategies were not used sufficiently even though it appeared these were the strategies that students tried to use the most. However, there were no reasons found in her studies as to why students did not use metacognitive strategies sufficiently. Moreover, Tangpermpoon (2008) discussed the benefits and drawbacks of using the integration of genre, product, and process approaches in the writing classroom. She suggested that the writing teachers in the Thai context should incorporate these three approaches in teaching writing to the university students. However, she did not mention writing strategies training even though it should be used in the process approach. In addition, Ka-kan-dee and Kaur (2014) applied think aloud protocols in their study to only identify students' argumentative writing problems and the results indicated that several difficulties students faced deal with the lack of metacognitive knowledge and strategies such as incapability to think while writing, to understand the task requirement, and to evaluate own writing tasks. The findings also reported that students even expected their teacher to provide regular feedback, process-based teaching, and pre-discussion of the writing task. Therefore, it is suggested that writing teachers should consider students' writing difficulties and consider appropriate teaching strategies to help students develop writing skills. In sum, writing strategy instruction is still limited and neglected in the Thai educational context.

### **Challenges in Writing Strategy Instruction**

Based on the notion of strategy instruction, it is assumed that writing strategy instruction can help writing teachers develop students' writing skills because useful strategies are implicitly and explicitly introduced to them. However, training students with different English proficiency to improve writing skills remains challenging. Sasaki (2000) found in her study that both high and low proficiency students consume considerable time to develop

writing skills yet the quality and fluency of their writing were still not improved. In addition, even though Ching's (2002) study discussed several practicalities of the strategy and self-regulation instruction, it was suggested that the writing teachers need to improve the course implementation by not focusing on the writing frequency. In so doing, the suitable quantity of writing tasks should be assigned at the appropriate time otherwise they increase workload from the students' core course writing tasks. Then, the students feel pressured and do not develop writing strategies effectively. Similar to Ching's (2002) study, De Silva (2015) reported the positive results of the strategy training; however, she suggested that strategy instruction program should be appropriately designed to suit the particular needs of the learners. For example, she used the writing tasks beginning from less demanding to more demanding (e.g. from describing object to writing argumentative essay) to gradually develop students' writing strategies. Therefore, writing teachers should take into consideration that training writing strategies to EFL students requires considerable time, appropriate quantity of the assigned writing tasks, and well-designed writing tasks.

## **Research Methodology**

This present study was conducted at Business English department, Assumption University where all the offered courses are taught in English. The approximate number of students in each class is between 25 and 30 depending on the course complexity and the skills taught. Business Communication in English II (EN3211) is the major required course for the third year students. EN3211 concentrates on both business writing skills and business communication skills such as working in team, conducting meetings, and making business presentations.

### **Participants**

The student participants comprised groups of third year students majoring in Business English, Faculty of Arts, Assumption University. Two Business Communication in English II classes were administered as a control group ( $N=24$ ) and an experimental group ( $N=28$ ). The students are mostly Thai and some international students are from Korea and China. Their ages

ranged from 21 to 25 years old and there are more females than males. Based on the pretest results, four students from the experimental group who received the highest (H1, H2) and lowest scores (L1, L2) were chosen for further interviews.

### **Metacognition Training for Business Writing Skills Development**

For metacognition training, the researcher of this current study (as the trainer) applied Cohen's (1998) strategies-based instruction (SBI) to implicitly and explicitly integrate metacognitive strategies training into a normal business English classroom. The aim of the metacognition training is to help students learn to write business correspondence and develop metacognitive knowledge for the writing tasks. Researcher-designed activities for metacognition training and writing development were administered in the course lessons. The activities for the metacognition training applied three strategy sets introduced by Oxford (1990) which are centering, planning, and monitoring and evaluating strategies. Centering refers to the technique of linking the prior knowledge to perform a present task; planning refers to the strategy to identify the goal and know what specific requirements are needed to perform the task; monitoring and evaluating refers to the ways students consciously monitor their own errors and evaluate their own actions. To train with metacognition, each course lesson was divided into two sessions of lecture-based teaching and metacognition training as shown in Appendix 3. During the lecture-based session, when the regular course content from the textbook discussed some relevant writing strategies such as analyzing problem, defining purpose, and revising ideas, the researcher explicitly explained the usefulness of those strategies so that students could consider using them in other writing tasks. After the lecture-based session, the teacher distributed the metacognition training tasks that support each of the lecture topic. The instructions were explained clearly to the students for them to work by themselves individually, in pairs, or sometimes in groups while the control group was administered with the writing drills without metacognition discussions. The researcher then observed how the students did the task; moreover, she explicitly suggested appropriate metacognitive strategies for the assigned writing activity and encouraged them to use.

## Data collection

The pretest and posttest, adapted from the writing assignments of the prerequisite course, Business Communication in English I, were used to measure changes in the students' business correspondence writing ability resulting from the metacognition training as an intervention (See Appendix 1). Before administering these pretest and posttest, the three evaluators as experts were requested to rate the tests' difficulty and the results showed that the level of difficulty was similar. Before the metacognition training, both the control and the experimental groups were administered with the pretest. Whereas the students in experimental group were exposed to writing tasks and metacognition training activities, the regular Business Communication in English II course's writing tasks were administered to the control group only to introduce the business writing concepts and strategies from the textbook. After the training was completely finished, the students from both groups were administered with the posttest in which the content was similar to the pretest. Both pretest and posttest were evaluated by three nonnative instructors, from the Business English Department at Assumption University, who have more than 5 years of experience teaching business English courses where writing skills are in focus, using the Test in English for Educational Purposes (TEEP) developed by Weir (1988), as cited in Weigle (2002). TEEP scheme consists of seven scales: (1) relevance and adequacy of content; (2) compositional organization; (3) cohesion; (4) adequacy of vocabulary for purpose; (5) grammar; (6) mechanical accuracy I (punctuation) and (7) mechanical accuracy II (spelling). However, only the first three scales were employed in this study because they assessed behaviors/practices which could be improved by using metacognitive strategies and knowledge, while the rest were rather related to the language knowledge. To ensure the reliability of the pretest and posttest scores, there was a discussion with the three evaluators regarding the criteria for assessing those tests.

To investigate how high and low proficient writers (H1, H2 and L1, L2) use and develop metacognitive knowledge and strategies, retrospective interviews were conducted before, during, and after metacognition training. In



each interview, the students were given a writing task, and after they finished the task, they were asked questions about metacognitive knowledge and strategies (See Appendix 2).

### Data analysis

The pretest and posttest scores collected from both control and experimental groups were analyzed using Statistical Package for the Social Sciences (SPSS) through the inferential statistics, Independent Sample *t*-test, to measure the students' writing abilities before and after the metacognition training. The qualitative data from the student interviewees' retrospective interviews were interpreted and coded according to the set themes of person, task, and strategic knowledge (Wenden, 1998).

### Results

This section reports the results from the pretest and posttest scores of both groups. The descriptive statistics and Independent Samples *t*-test analysis of students' pretest scores of both groups are presented in Table 2 and Table 3 presents descriptive statistics and Independent Samples T-Test analysis of both groups' posttest scores.

**Table 2** Pretest scores for the writing tasks of both groups

	Max. scores	Control group (N=24)		Experimental group (N=28)		Sig. (2-tailed)
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Content	3	2.07	0.25	2.02	0.34	0.595
Organization	3	1.58	0.50	1.61	0.45	0.837
Cohesion	3	1.63	0.34	1.53	0.42	0.388

\* $p = < .05$

As can be seen in Table 2, the mean scores for the relevance and adequacy of content are 2.07 for the control group and 2.02 for the experimental group; the mean scores for the compositional organization are 1.58 for the control group and 1.61 for the experimental group; and the mean scores for the cohesion are 1.63 for the control group and 1.53 for the

experimental group. When comparing the mean scores, an Independent Sample T-test shows that there is no statistically significant difference in the three component pretest scores between control and experimental groups. This indicates that the level of writing competency of students from both groups is statistically homogeneous

**Table 3** Posttest scores for the writing tasks of both groups

	Max. scores	Control group (N=24)		Experimental group (N=28)		Sig. (2-tailed)
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Content	3	2.38	0.33	2.59	0.28	0.021*
Organization	3	1.93	0.48	2.12	0.26	0.082
Cohesion	3	1.77	0.33	1.92	0.26	0.073

\*p = < .05

Table 3 shows the posttest mean scores of both groups. The mean scores for the relevance and adequacy of content are 2.38 for the control group and 2.59 for the experimental group; the mean scores for the compositional organization are 1.93 for the control group and 2.12 for the experimental group; and the mean scores for the cohesion are 1.77 for the control group and 1.92 for the experimental group. The Independent Sample T-test shows that there is a statistically significant difference in the posttests' mean of the content scores ( $p = 0.021$ ) between control and experimental groups. Even though there is no statistical difference in the posttests' mean scores of the compositional organization and cohesion, these two component scores of experimental group are considerably higher. This can be concluded that the experimental group could outperform the control group on writing performances after receiving the metacognition training.

For the qualitative data of the student interviewees' retrospective interviews, findings revealed that high and low proficient writers were considerably different in terms of person knowledge development. High proficient writers described more of their writing progress and abilities than the difficulties, while low proficient writers mostly viewed themselves negatively as poor writers. However, it is shown that metacognition training

helps the low proficient writers talk about weaknesses in more details. The ability to disclose their weaknesses may help them to find the right ways to develop writing skills. Their responses after the metacognition training are shown below.

*H1: "I can write well because I put myself into the situation. I can write better and I can put more details. I know how to organize the message."*

*H2: "I think I can write better than the previous task. I can write more analytically and the thinking process is more organized. I think the progress is from the way I think."*

*L1: "It is very difficult for me because I am not good at persuading other people to follow my ideas."*

*L2: "It is still difficult for me because I have to figure out how to ask for the reader's cooperation politely."*

In developing positive attitude towards themselves, L1 stated *"I think my writing is improved because I know the patterns for writing different types of message"* and L2 said *"I think I have a progress because I practice and I know more about the patterns for writing different types of messages."*

For the task knowledge, all participants had no difficulties in identifying the intended readers; however, indicating the task purpose was somewhat challenging for them. For example, instead of giving bad news to the hotel guests that the outdoor pool was out of service, H1 stated that she had to persuade the customers to use the service in their next visit. Nevertheless, all students could develop the task knowledge of this aspect after the metacognition training. The high proficient writers could develop their knowledge of task requirement even before they were trained. The pre-training interview results showed that they focused on discussing the cognitive and language requirements. Their responses are shown below.

H1: *“...I need to realize the problem. Why the company failed to include the product when delivering and what caused the problem?”*

H2: *“I should know what word to use to make customer feel satisfied and purchase from us again next time.”*

H1 emphasized thinking of what to write in the content based on the given situation. H2 focused on using appropriate language to better communicate with the readers. Even though the low proficient writers’ initial responses related only to objective requirement of the task, (e.g. L1: *“The customer didn’t receive the product she ordered. I have to do something to let the customer know it’s the company’s mistake.”*; L2: *“This letter requires me to solve problem to meet customer’s satisfaction. I have to write in a polite way.”*) they were able to describe a more subjective form of the task requirement (e.g. cognitive and language requirements) after the metacognition training. Their responses are shown below.

L1: *“This writing task requires me to plan to persuade the readers.”*

L2: *“This task requires me to avoid using the forcing tone and ask politely for the cooperation from the readers.”*

The metacognition training helped all participants to be aware of the necessities of particular writing strategies such as outlining, understanding context and situation, and the appropriate use of word choice. Their responses relating to the strategies use are demonstrated below.

H1: *“For planning, it is quite clear for me from the given situation that we have to face with this problem. For the evaluation, as I said, I emphasized details and solution. I monitor by asking myself questions if I am ok with the provided solution.”*

H2: *“I plan to write the reasons to support the idea so that the reader takes certain actions.”*

*L1: "Planning for me is to think about how to write each paragraph to make it clear to the readers. I try to monitor myself but I cannot figure out what to monitor. I evaluate my writing that it is still not ok."*

*L2: "I plan what to write in each paragraph. I do not monitor. I evaluate that the message should make sense."*

For the writing process, the students focused mostly on the content organization and they considered planning the main points as their first step in the writing process. For the strategy use, in terms of goal and objective setting, the high proficient writers could develop this strategy better than the low proficient writers. H1 said she set writing goal and objective every time before she wrote; H2 said he focused on the reader's responses as he set goal and objective for his writing, while L1 and L2 stated that they did not set any writing goal and objective. Although participants did not provide detailed explanation of how planning, monitoring, and evaluating strategies were used, their answers showed that the metacognition training could help them to be aware that they had to use these particular strategies for the writing tasks.

## **Discussion**

The experimental group students outperformed the control group students in terms of relevance and adequacy of content. A possible explanation for this would be because the students' task knowledge was developed. They were trained to identify the task's purposes, requirements, and the intended readers; therefore, they were able to write relevant and appropriate content of the message. However, there is no significant difference between the two groups in the aspects of organization and cohesion of writing. This is contrasting to most research studies (e.g. Bacha, 2001; De Silva, 2015; Gustilo, 2016; Lee, 2006) as those studies reported students' writing skills improvement regarding these two aspects. In general writing courses, measuring the writing improvement on content, organization, and cohesion is mundane as De Silva (2015) stated that she paid attention to organization and cohesion in her intervention because students are usually

weak in these aspects. However, with the business writing genre, students are generally discussed with the different patterns in writing different types of business correspondence. For example, if a student has to write a negative message, he or she will begin writing the reason for refusal before offering other alternatives to satisfy the readers' needs. Therefore, it could be justified that gauging the scores of organization and cohesion might not be applicable to see effect of the metacognition training as the students are already equipped with frameworks to organize the coherent message. However, metacognition training could still help students to indirectly improve the way they organized the message in a coherent way through the thinking of how to provide adequate and relevant content.

Comparing between high and low proficient writers, the former used and developed more of person, task, strategic knowledge in all aspects. For the person knowledge, high proficient writers have more self-confidence in their writing than the less proficient writers. According to Oz's (2005) suggestion, students who are trained with metacognition will be confident in their abilities to learn; however, this present study's finding showed that skilled writers possess this quality even before the training whereas low skilled writers who perceived themselves as poor writers and did not have confidence when writing could be developed slightly through metacognition training. For the task knowledge, the findings indicate that high and low proficient writers are different in terms of the way they evaluate tasks and how to communicate effectively. To the proficient writers, they emphasized understanding the readers' needs, using appropriate language, as well as considering to write appropriate type of message. However, the low proficient writers focused on the objective requirement of the tasks such as accepting mistake, solving problem, and considering special offer. To simply identify tasks' requirement is not sufficient in business writing. The students usually discussed that maintaining goodwill with the customers is vital. To do so, they should initially identify the purpose accurately in order to write the correct type of message using the suggested pattern. Moreover, the language use can also help them to remain courteous when communicating with the customers. These characteristics refer to the effective communication in

business context. Therefore, this indicates that high proficient writers have a higher level of critical thinking skills that could help to develop better message for effective communication. The finding correlates with Kasper's (1997) study which states that good writing requires adequate content with the clear communication that makes the readers understand the message well. For the strategic knowledge, high proficient writers are aware that writing requires strategic thinking which help them to adjust their writing to the given situation, the purpose, and the target reader. Based on Victori's (1999) study, skilled writers tend to be more aware of content development than less skilled writers; therefore, the findings from this research is in line with this.

Although several training sessions enhanced students to develop person knowledge which helped them to be aware of their writing progress, abilities, and difficulties, some writing tasks required considerable time to proceed; therefore, they caused the low proficient writers to feel demotivated. Thus, the focus should be on training the low proficient students by giving them easier writing tasks or arranging a pre-discussion of the assigned task with the teacher before they perform the task. The course content and the training sessions introduced several types of readers in the business context and the main purposes in business communication. As a result, students were able to develop task knowledge of these aspects. However, time allotment was not sufficient in the training sessions that trained students to be aware of the task requirement. Then, some poor writers did not know what the task required them to do and could not continue writing resulting in not developing the task knowledge. Training strategic knowledge could be considered the most challenging. The training sessions seemed to emphasize training planning strategy, but not monitoring and evaluating strategies. Similar to the limitations for training person and task knowledge, the time constraint was the major problem for the teacher to manage the metacognition training.

In summary, the research findings contribute to the knowledge on conducting the metacognition training to develop the metacognitive knowledge and strategies for EFL tertiary students, both high and low

proficient, in the business writing classroom or the similar context. However, there are additional pedagogical implications suggested to the writing teachers who desire to teach the writing course using the approach of embedded strategies-based instruction.

The study raised the learners' awareness that, even though it was justified that students in the business writing course have already been equipped with the frameworks to organize the coherent message based on the quantitative results, the statistically difference does not exist in the mean scores of compositional organization and cohesion. These two component scores could not be exempted from the metacognition training as they were still used in most general writing studies (e.g. Lee, 2006; Bacha, 2001; De Silva, 2015; Gustilo, 2016) to show the writing skills development.

Furthermore, when training students with metacognition, the pre-designed writing tasks should not be too difficult to perform because when the students are able to understand the instructions of the task, they (particularly high proficient students) are able to discuss and share strategies they find useful with other friends. This indication helps promote scaffolding concept and benefits low proficient students. Moreover, the writing tasks that are not too difficult also facilitate metacognition development and writing abilities. With the matter of time restriction, it is obviously shown that high and low proficient students require different length of time to develop metacognition; therefore, each pre-designed writing task should not contain too many strategies to be trained. It is suggested that teachers should also consider dealing differently with students who have different writing abilities. In addition, it might be very practical if a group of low proficient students are arranged with the "how to learn" course before participating in the metacognition training.

Since training strategic knowledge and strategy use is difficult and challenging, it is suggested that the needs analysis should be conducted before administering the metacognition training so that the appropriate writing strategies can be established and categorized prior to the metacognition training. Consequently, the students can orchestrate suitable strategies to be used in a certain writing task. Furthermore, the metacognition training should



acknowledge the students with the concept of the self-oriented feedback loop which “entails a cyclic process in which students monitor the effectiveness of their learning methods or strategies and react to this feedback in a variety of ways, ranging from covert changes in self-perception to overt changes in behavior such as altering the use of a learning strategy” (Zimmerman, 1990, p. 5) so that they are able to develop monitoring strategy. With the evaluating strategy, the interview results showed that students were more concerned with their English language ability; therefore, it is suggested that providing additional training sessions to the students with the linguistic structure could help them to develop evaluating strategy as they are able to use the knowledge to evaluate their own work by revising and editing the message content.

## Conclusion

This study investigated how metacognition training helps students develop better business writing skills and the findings revealed that high and low proficient students could develop metacognition to a certain extent. Based on the findings, it is suggested that business writing course should employ particular writing activities in training students to be equipped with person, task, and strategic knowledge (Wenden, 1998). However, those writing activities should be adjusted to suit students who have different writing abilities so that they are able to fully develop metacognition. In so doing, writing teachers have to consider the level of task’s difficulty and the appropriate length of time provided in the training. For further research, this study can be replicated or expanded in other contexts such as universities which provide either regular or international educational programs and offer similar business writing or other content subject courses, to explore the extent to which metacognition training could improve EFL students’ ‘writing skills.

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## **Appendix 1: Pretest and Posttest Writing Tasks**

### Pretest Instructions (Type of message: informative)

Your company has just launched a new product which is a multifunction printer. A key customer is interested to buy in quantity to replace all the old printers. Write a letter to provide specific information to your customer giving good news that you will offer special discount. Write at least 200 words using full-block format. Make up necessary information such as the customer's name and company, products' details, terms and conditions, etc.

### Posttest Instructions (Type of message: informative)

You work at a well-known fitness center as a manager. Your corporate customer writes a letter to ask for more details about the membership and the special price since the company has decided to provide more employee benefits in using the service at your fitness center. Reply with a positive message offering additional privilege. In the letter, provide all details of your fitness center's services. Write at least 200 words using full-block format. Make up necessary information regarding the special offer and the fitness center's facilities such as swimming pools, aerobic classes, weight machines, etc.

## **Appendix 2: Retrospective Interview Questions**

### Person Knowledge

- How do you explain about the overall progress of your writing task?
- How do you see yourself as effective writer of this business letter?
- What difficulties you had while writing this business letter.

### Task Knowledge

- Who is the reader of this business letter?
- What do you think this writing requires from you?
- What skills do you need to complete writing this business letter?

### Strategic Knowledge

- What strategies did you use to succeed in this writing task?
- How did you write this business letter? briefly explain step by step.

### Appendix 3: Examples of Metacognition Training Tasks

Lecture Session (45-60 minutes)	Metacognition Training Tasks (30-45 minutes)	Trained Metacognitive Knowledge
Business Communication, Management, and Success	<b>Connecting with what already known</b> Spend 10 minutes of nonstop writing telling what you can remember about the business writing you have learnt from EN3210 Business Communication in English I. You may list relevant vocabulary or expressions that should be used in writing good news, bad news, and persuasive messages.	Person and task knowledge
Adapting Your Message to Your Audience	<b>Analyzing audiences</b> Brainstorm with your friends in a group of 3-4 students a range of specific language functions and structures you will be using in your writing for different contexts such as asking questions, describing and explaining the company's products in order to deal with five different types of audiences: primary, secondary, initial, gatekeeper, and watchdog. Examples of specific language functions and structures include using past, present, future tenses, or conditional. You should also consider the tone of your message. Information from Module 14-16 can be useful to your group discussion.	Task knowledge
Planning, Writing, and Revising	<b>Applying writing strategies</b> Write a letter to a hotel to book a room for three nights. Make up more details on your own. Apply the strategies of planning, writing, and revising discussed in this module. Exchange your letter with your partner. Read your partner's letter and point out the errors he or she has made. Use the information from Module 14-16 for identifying the writing errors in spelling, punctuation, vocabulary, organization, content, and tone. Ask your partner to reflect on his or her strategies used in writing this letter.	Person and strategic knowledge

### **Biodata**

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# Cross-Cultural Differences in Language Learning Strategies: A Comparative Study of Thai and Japanese University Students

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## Abstract

Studies in language education have paid attention to the effect of individual and cultural features of language learners' learning strategy use. The present study aims to compare the language learning strategy choice of students from two different cultures: Thai and Japanese university students studying English as a foreign language in their native countries. To have an insightful picture and understanding, the use of a multi-data collection method was employed to gather both quantitative and qualitative data through the questionnaire of Oxford (1990) and semi-structured interviews designed by the researchers. The Strategy Inventory for Language Learning (SILL) Version 7.0 for EFL/ESL (50 items) was designed for non-native English speaking students who use English as a second or foreign language. It comprised 50 questions divided into six parts: memory, cognitive, compensation, meta-cognitive, affective, and social strategies. Students answered each item statement using a five-point Likert-scale ranged from 1 (never or almost never use) through 5 (always or almost always use). Interview question items were written based on the purpose of the study and related to the questionnaire items, textbooks, and journals. The interview question form consisted of two main sections: background information and open-ended questions regarding language learning strategy use together with information of factors affecting individual language learning. To investigate the differences in language learning strategy choice and learners' individual factors, learning strategy use as reported by 20 Thai and 4 Japanese university students was compared. The quantitative results will be reported and further discussed using support from qualitative data. The implications for learning and teaching are insightfully discussed in this paper.

**Keywords:** Cross-cultural differences, language learning strategies, Strategy Inventory for Language Learning (SILL)



# ความแตกต่างข้ามวัฒนธรรมในกลวิธีการเรียนรู้ภาษา : การศึกษาเปรียบเทียบ ระหว่างนักศึกษาไทยและนักศึกษาญี่ปุ่นในระดับมหาวิทยาลัย

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## บทคัดย่อ

งานวิจัยเกี่ยวกับการศึกษาด้านภาษาได้ให้ความสนใจในการศึกษาผลกระทบของลักษณะบุคคลและวัฒนธรรมในการใช้กลวิธีการเรียนรู้ของผู้เรียนภาษา งานวิจัยนี้มีจุดประสงค์เพื่อเปรียบเทียบการเลือกใช้กลวิธีการเรียนรู้ภาษาของนักศึกษาจากสองวัฒนธรรม คือนักศึกษาไทยและนักศึกษาญี่ปุ่นซึ่งเรียนภาษาอังกฤษเป็นภาษาต่างประเทศในประเทศของตนเอง เก็บรวบรวมข้อมูลทั้งข้อมูลเชิงปริมาณและเชิงคุณภาพโดยใช้แบบสอบถามของ Oxford (1990) และการสัมภาษณ์แบบกึ่งโครงสร้างที่ออกแบบโดยผู้วิจัยเพื่อให้ได้ภาพที่ชัดเจนและความเข้าใจเกี่ยวกับการใช้กลวิธีในการเรียนรู้ภาษาของนักศึกษาทั้งสองประเทศ แบบสอบถามของ Oxford คือ The Strategy Inventory for Language Learning (SILL) Version 7.0 for EFL/ESL จำนวน 50 ข้อ ที่ได้รับการออกแบบเพื่อเก็บรวบรวมข้อมูลจากผู้เรียนภาษาที่ใช้ภาษาอังกฤษเป็นภาษาที่สองหรือภาษาต่างประเทศ แบบสอบถามนี้แบ่งเป็น 6 ส่วน ได้แก่ กลวิธีจดจำ กลวิธีพหุปัญญา กลวิธีเสริมและการทดแทน กลวิธีแก้ปัญหา กลวิธีด้านจิตใจ และกลวิธีด้านสังคม นักศึกษาระดับการใช้กลวิธีการเรียนรู้ภาษา ซึ่งใช้มาตรวัดของลิเคิร์ท 5 ระดับ โดยเริ่มจากระดับ 1 หมายถึง ไม่เคยหรือแทบจะไม่เคยใช้ ถึงระดับ 5 คือใช้สม่ำเสมอหรือเกือบสม่ำเสมอ คำถามสัมภาษณ์สร้างขึ้นตามวัตถุประสงค์ของงานวิจัย และมีความสอดคล้องกับแบบสอบถาม หนังสือเรียนที่นักศึกษาใช้ และการจัดบันทึกการเรียนรู้ของนักศึกษา คำถามสัมภาษณ์ประกอบด้วยสองส่วนคือ คำถามเกี่ยวกับข้อมูลส่วนตัว และคำถามปลายเปิดเกี่ยวกับกลวิธีการเรียนรู้ภาษา และข้อมูลเกี่ยวกับปัจจัยที่ส่งผลถึงการเรียนรู้ภาษาของแต่ละบุคคล เพื่อศึกษาความแตกต่างในการเลือกใช้กลวิธีการเรียนรู้ภาษา งานวิจัยนี้ได้เปรียบเทียบการใช้กลวิธีการเรียนรู้ภาษาของนักศึกษาไทยจำนวน 20 คน และนักศึกษาญี่ปุ่นจำนวน 4 คน และบทความวิจัยนี้ได้รายงานผลการศึกษาจากข้อมูลเชิงปริมาณ และเสริมด้วยการอธิบายด้วยข้อมูลเชิงคุณภาพ เพื่อสนับสนุนผลวิจัยจากข้อมูลเชิงปริมาณ รวมทั้งอภิปรายข้อเสนอแนะในการนำผลวิจัยไปใช้ในการเรียนการสอนภาษาอังกฤษต่อไป

**คำสำคัญ** : ความแตกต่างข้ามวัฒนธรรม กลวิธีการเรียนรู้ภาษา แบบสอบถามกลวิธีการเรียนรู้ภาษา (SILL)

## Introduction

Previous studies in the areas of language education have paid attention to the effect of individual and cultural features of foreign language learners' learning strategy use. Such an issue necessarily needs to be addressed because, as Stern (1983) contended, language learners' uses of language learning strategies (LLSs) are largely manipulated by different factors, including learners' individual characteristics, social contexts, and teachers' characteristics. Agreeing with Stern (1983), Cohen (1992) called for more studies dealing with the relationship between language learners' uses of LLSs and individual learner-related variables. Consequently, numerous research studies have tried to identify LLSs adopted by successful language learners together with learners' related variables such as motivation, gender, levels of proficiency, different cultures and contexts that may associate with differences in LLS use among EFL learners. Their results have shown that LLS use is related to both individual differences (Altan, 2003; Bruen, 200; Ehrman, Leaver, & Oxford, 2003) and the contexts in which learners acquire the language (Garcia, 2005; Hong-Nam & Leavell, 2017; Parks & Raymond, 2005; Takeuchi, 2003; Wharton, 2000). Since language is socially mediated and context dependent, it would follow that learners' use of language learning strategies could vary with the environment; for example, in Wharton's study (2000), it was found that bilingual Singaporean students preferred to use social strategies in studying a foreign language. In 2003, Takeuchi (2003) used biographies to identify characteristics of good language learners in Japan and found that Japanese EFL learners would create opportunities to practice English, apply specific strategies for different tasks, and use different kinds of memory and cognitive strategies to help with their internalization and practical use of the language. More recently, LLS uses of monolingual Korean and bilingual Korean-Chinese university students were investigated and compared by Hong-Nam and Leavell (2017). They reported that learners' use of language learning strategies varies with the environment. Monolinguals and bilinguals employed preferred LLSs to learn English variously.

In terms of cultural background differences in relation to strategy use, in the contexts of Thailand and Japan, the results of some studies showed

that learners of different ethnicity demonstrated preferred use of LLSs (e.g. Takeuchi, 2003; Lengkanawati, 2004). From these studies, culture is, nevertheless, too broad a term with too many factors involved; therefore, caution should be taken when any generalization is to be drawn in terms of ethnically preferred LLSs. The current study thus aims at examining LLSs commonly employed by language learners in EFL contexts like Japan and Thailand. Through the identification of EFL learners' LLSs, and how they have applied these strategies in the process of English learning, some understandings, useful suggestions, and tips may be drawn in helping other EFL learners improve their strategy use and consequently advance their English language proficiency. That would invariably provide insights to facilitate pedagogical implications for instruction and curriculum development to some extent.

## **Research Methodology**

The purposes of the study were to examine LLSs commonly employed by Japanese and Thai students and to clarify how the variables (nationality and levels of English language proficiency) relate to their use of LLSs. Based on the research purposes, this study is directed at testing the following null hypotheses:

H0 1: There is no significant difference in the use of LLSs between Thai and Japanese students.

H0 2: There is no significant relationship between the use of overall LLSs and the variables (nationality and levels of language proficiency).

## **Participants**

There were two groups of participants in this study: Japanese university students and Thai university students. They were all undergraduate students. In the first group, four students volunteered among 25 Japanese students of a private university located in the southern-central region of Japan's main island. In the second group, 20 Thai students out of 24 students were volunteer participants whose university is located in the lower northern

part of Thailand. Both groups of participants were students majoring various disciplines (e.g. Graphic Design, Mass Media, Social Sciences, Humanities, Sciences). They ranged in age from 20 to 22. At the time of the study, it was in Semester 1/2017. Both Japanese and Thai students were similarly required to enroll and complete the English Foundation Programs in their universities. It is important to note that the number of the participants was small as the researchers recruited the participants based upon a voluntary basis, with research ethics in mind. Although only a few students participated in this study, it could be said that the data collected were valid as they were derived from those who agreed to take part in this research, thus providing true information about their strategy use.

For one purpose of the study, TOEIC scores were used and classified students' levels of English language proficiency under three levels: advanced (above 655), intermediate (405-650), and elementary (10-400) according to TOEIC scores (Rogers, 2003:5).

### **Data collection**

To have an insightful picture and understanding, the use of a multi-data collection method was employed to gather both quantitative and qualitative data through the questionnaire of Oxford (1990) and semi-structured interviews designed by the researchers. The data were collected as follows.

1. The Strategy Inventory for Language Learning (SILL) Version 7.0 for EFL/ESL (50 items) was designed for non-native English speaking students who use English as a second or foreign language. LLSs were classified into direct strategies and indirect strategies. For direct strategies, the three categories were: 1) memory strategies, 2) cognitive strategies, and 3) compensation strategies. As for indirect strategies, they included: 1) metacognitive strategies, 2) affective strategies, and 3) social strategies. The questionnaire comprised 50 questions divided into six parts: memory, cognitive, compensation, metacognitive, affective, and social strategies. Students answered each item statement using a five-point Likert-scale ranged from 1 (never or almost never use) through 5 (always or almost always use). For reliability and validity of

SILL, Cronbach's alpha coefficient was computed to determine an internal consistency reliability of the SILL (50 items) for each group. The reliability for Japanese students was .82 on 10 cases, and for Thai students, it was .85 on 30 cases.

The responses were categorized based on the following reporting scale designed by Oxford (1990) to inform students which groups of strategies they used the most in learning English:

**1) High Usage**

Always Used with a mean of 4.5-5.0 or

Usually Used with a mean of 3.5-4.4;

**2) Medium Usage**

Sometimes Used with a mean of 2.5-3.4); and

**3) Low Usage**

Generally Not Used with a mean of 1.5-2.4 or

Never Used with a mean of 1.0-1.40.

2. In order to assist with interpretation of the results, interview question items were written based on the purpose of the study and related to the questionnaire items, textbooks, and journals. The interview question form consisted of two main sections: background information and open-ended questions regarding language learning strategy used together with information of factors affecting individual language learning. The validity of the interview questions in this structure were also checked by experts, then piloted. With comments from those participating in pilot interviews and with a discussion with the experts, the interview questions were then re-worded and re-arranged before their actual use.

## **Data Analysis**

The Statistical Package for the Social Science (SPSS) for Microsoft Windows 11.5 was used to analyze the quantitative data:

1. To examine the use of LLSs, descriptive statistics including frequencies, percentages, means, and standard deviations

2. To evaluate the differences in the use of LLSs between Thai and Japanese students, t-test was used
3. To investigate the effect of LLSs on students' nationality and levels of language proficiency, chi-square was employed

Regarding the interview data analysis, the researchers went through this with an assistance of experts who had experiences in this type of qualitative data analysis. As Robson (2002) states, in qualitative data analysis, the experienced people like professional lecturers in the same field can help the researcher analyze this type of qualitative data. To increase the reliability and validity of the interview transcripts, three strategies were used: 1) comparing researcher's handwritten notes with tape transcripts; 2) repeatedly listening and transcribing the tape records; and 3) equating the literal meanings of transcripts through careful back-translations with the co-researcher who is now teaching English in Japan in order to check the researcher's translated data by doing Japanese-English translations.

## Results

The results displayed are for hypothesis testing. The study fails to reject two null hypotheses. As illustrated in the following tables, there is no difference in the overall strategy and strategy class between Japanese and Thai students, and there is no significant relationship between the use of overall LLSs and the two variables (nationality and levels of language proficiency).

Table 1: Differences in the overall strategy and strategy class

Strategy Class	Japanese		Thai		t-test	df	P-Value
	$\bar{x}$	SD	$\bar{x}$	SD			
Direct	3.38	.42	3.14	.35	1.23	22	.232
Indirect	3.47	.52	3.12	.43	1.46	22	.16
Overall strategy	3.43	.38	3.13	.34	1.59	22	.127

Table 1 shows that there is no significant difference in the use of overall LLSs between Japanese and Thai students. The findings indicate that Japanese students used overall LLSs more frequently than Thai students.

Table 2: Differences in the language learning strategy (LLS) group use

Strategy Class	Japanese		Thai		t-test	df	P-Value
	$\bar{x}$	SD	$\bar{x}$	SD			
Memory	3.28	.35	3.02	.33	1.40	22	.176
Cognitive	3.54	.63	3.11	.48	1.55	22	.136
Compensation	3.33	.41	3.29	.54	.144	22	.886
Meta-cognitive	3.67	.86	3.24	.39	1.605	22	.123
Affective	3.08	.75	3.08	.67	.000	22	1.000
Social	3.67	1.06	3.03	.62	1.686	22	.106

The information in Table 2 illustrates the differences in the LLS group between Japanese and Thai students. There is no significant difference. The findings indicate that Japanese students used most of LLS groups more frequently than Thai students.

Table 3: Rank order of strategy group use

Frequency	Rank	Strategy Group		$\bar{x}$	SD
		Direct	Indirect		
Medium Use	1		Metacognitive	3.31	.50
	2	Compensation		3.30	.52
	3	Cognitive		3.18	.52
	4		Social	3.13	.72
	5		Affective	3.08	.67
	6	Memory		3.06	.34

Table 3 shows the most frequent used strategies by Japanese and Thai students. All six specific strategies, of which the mean values are between 2.5 and 3.4, fall into the medium-use range. The data indicate that direct strategies were used as frequently as indirect ones.

Table 4: Rank order of the most frequency of specific use

Rank	Strategy Group		Specific Strategy	$\bar{x}$	SD
	Direct	Indirect			
1		Social	45. If I do not understand something in English, I ask the other persons to slow down or say it again.	4	1.06
2	Cognitive		12. I practice the sounds of English.	3.83	.70
3		Affective	40. I encourage myself to speak English even when I am afraid of making a mistake.	3.83	1.01
4	Compensation		29. If I can't think of an English word, I use a word or phrase that means the same thing.	3.79	.83
5		Metacognitive	33. I try to find out how to be a better learner of English.	3.79	.72
6	Compensation		24. To understand unfamiliar English words, I make guesses.	3.75	.85
7	Compensation		25. When I can't think of a word during a conversation in English, I use gestures.	3.71	.86
8	Cognitive		18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.67	.82
9		Metacognitive	32. I pay attention when someone is speaking English.	3.67	.96
10		Affective	39. I try to relax whenever I feel afraid of using English.	3.63	.86
11		Metacognitive	30. I try to find as many ways as I can to use my English.	3.54	.72
12		Metacognitive	31. I notice my English mistakes and use that information to help me do better.	3.54	.59
13	Cognitive		11. I try to talk like native English speakers.	3.5	1.02



Table 4 shows the most frequent used strategies by Japanese and Thai students. Among all fifty strategies in six LLS groups, thirteen specific strategies, of which the mean values are 3.5-4.4, fall into the often-use range. There are three cognitive, three compensation strategies in direct strategy group and four metacognitive, two affective, and one social strategy in indirect strategy group.

Table 5: Rank order of the least frequency of specific use

Rank	Strategy Group		Specific Strategy	$\bar{x}$	SD
	Direct	Indirect			
50		Metacognitive	34. I plan my schedule, so I will have enough time to study English.	2.38	.82

The results from Table 5 indicate the least frequently used strategies, of which the mean values are between 1.0-2.4, fall into the low strategy use level. Only one strategy in the metacognitive strategy group is used with the least frequency. It is item 34, "I plan my schedule, so I will have enough time to study English." ( $\bar{x}$  = 2.38, SD = .82)

### Relationship between students' use of LLSs and two variables

Chi-square tests were performed to determine the relationships between the students' use of LLSs and two variables: nationality (Japanese and Thai) and levels of English language proficiency (advanced, intermediate, and elementary). In illustrating the results of data analysis, the students' use of overall LLSs was examined to ascertain whether these variables had the effect on the use of LLSs by Japanese and Thai university students.

Table 6: Relationship between the overall LLS use and nationality

Nationality	N	Overall LLS use			$\chi^2$	P Value
		High	Medium	Low		
Japanese	4	2 (8.33%)	2 (8.33%)		1.600	.206
Thai	20	4 (16.67%)	15 (62.5%)	1 (4.17%)		

Table 7: Relationship between the overall LLS use and levels of English proficiency

Level of English Proficiency	N	Overall LLS use			$\chi^2$	P Value
		High	Medium	Low		
Elementary	16	3 (12.5%)	12 (50%)	1 (4.17%)	3.381	.184
Intermediate	7	2 (8.33%)	5 (20.83%)			
Advanced	1	1 (4.17%)				

From Table 6 and Table 7, the results show that there is no significant relationship between the overall LLS use and the two independent variables.

### Findings and Discussions

The purposes of the study were to examine LLSs commonly employed by Japanese and Thai students and to clarify how the variables (nationality and levels of English language proficiency) relate to their use of LLSs. The findings and discussions are summarized as follows:

1. Japanese students used overall LLSs more frequently than Thai students. In terms of strategy group, the results reveal that Japanese students employed cognitive, metacognitive and social strategies at a high level, while memory, compensation, and affective strategies were at a medium level. LLSs used by Thai university students were compensation and metacognitive language learning strategies that were employed more frequently than other strategies. The results support previous studies in Japan and Thailand (e.g. Grainger, 1997; Tirabulkul, 2005; Sootsuwan, 2005; Sumamarnkul, 2006; Pawapatcharandom, 2007).

2. The most frequently used specific strategies by Japanese and Thai students involved asking for clarification, self-practice, and self-encouragement. These findings were in line with the findings of Tirabulkul (2005), Sootsuwan (2005), and Yutaka (1996). It could be explained that this strategy was highly used by non-native speakers of English (Japanese and Thai students) to support and continue their English language learning both inside and outside the classrooms.

From the main findings above, the study displayed that the learners' levels of English language proficiency and nationalities do seem not to influence the frequency of strategy use of Thai and Japanese learners. The data from students' strategy interviews of the study provided a much more detailed and comprehensive picture of what was being explored by the strategy questionnaire. Based on the interview results of the study, LLS uses of Japanese and Thai students could be attributed to some influential factors. First, it dealt with learner-related factors influencing the success at learning English. Japanese and Thai students reported their individual learner differences. For example, Japanese students seemed to be more self-regulated and active. Most of them said that they pushed themselves hard to improve their English competence both inside and outside the classroom, while Thai students relied on classroom-based learning, such as teachers' instructions, textbooks, and classroom activities. Moreover, more than half of Thai student participants mentioned that their success in learning English was mainly from following teachers' lectures intentionally in class, and most thought that learning English in class was enough for them. However, both Japanese and Thai students shared common characteristics as social (interpersonal) learners. They reported that teachers and classmates helped enhance their learning motivation significantly. They liked interactions with their teachers and classmates in the classes. For example, interactive classroom activities such as group work and prepared presentations were their preferred classroom activities. In addition, both groups reflected their positive thoughts regarding being corrected and interrupted right away when they make errors, provided that the correction was offered with politeness and sensitivity. Interestingly, they both reported that they would continue to practise their English further independently after graduation.

### **Pedagogical Implications**

Based upon the results of this study, the following practical implications are offered.

Firstly, learners of English as a foreign language should learn to recognize the strategies they are using and be advised to select more

appropriate techniques for the instructional environment. Advanced language learners may serve as informants for other students who are experiencing less success in language learning regarding strategies, techniques, and study skills. Through monitoring each other, students can take an active part in not only learning but also teaching.

Secondly, teachers should become more aware of the learner strategies that their students are (and are not) using so that teachers can develop their teaching styles and strategies to serve their students' ways of learning.

Thirdly, language curricula, materials and instructional approaches should incorporate diversified activities to accommodate the various characteristics of the individual learners found in the foreign language classroom. Moreover, the use of appropriate learning strategies can enable students to take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction (Dickinson, 1987). These factors are important because learners need to keep on learning when they are no longer in a formal classroom setting (Oxford, Crookall, & Lavine, 1989).

### **Limitations of the Study**

In this study, there are certain limitations as follows.

Firstly, the main problem that the researchers faced in carrying out the study was the short period of time (one month) for data collection in Japan, so it would be more reliable and have more Japanese participants if it was done during a longer period of time.

Secondly, it would be more useful if more students are recruited from other universities in Japan and Thailand or other contexts, then compared their choices of LLSs.

Finally, a variety of data collection methods: surveys, classroom observations, diaries, think-aloud data or other means should be conducted to find out more in-depth data of language learning strategy use, so as to increase the reliability of the research and validity of the data. For example, LLS use and levels of English language proficiency can change over time;

therefore, longitudinal case studies should be continuously carried out to determine the reasons for their choices of LLS use.

## Acknowledgements

This study is part of the cooperation between Kamphaeng Phet Rajabhat University (KPRU), Thailand and Otemae University, Japan. It would not have been possible to complete without the help, support, and participation of so many people: Otemae University and Kamphaeng Phet Rajabhat University students and the colleagues of both universities. The researchers hope that this study would provide significant understanding, useful suggestions, and strategies to facilitate pedagogical instruction and curriculum development to the process of English language learning. That could assist Otemae University and KPRU students to improve their strategy use, and consequently advance their English language proficiency.

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## Appendices

### Consent Form for Online Survey

You are invited to participate in an online survey on Cross-Cultural Differences in Language Learning Strategies: A Comparative Study. The study focuses on investigating language learning strategy use of Thai and Japanese university students engaged in learning English as a foreign language. This is a research project being conducted by Nisakorn Prakongchati, Thai visiting scholar at Otemae University. It should take approximately 15 minutes to complete.

Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to decline to answer any particular questions you do not wish to answer for any reasons.

You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about how Thai and Japanese university students use their language learning strategies in learning English.

Your survey answers will be sent to me directly, and the data will be stored in a password protected electronic format. The data do not collect identifying information such as your name, email address, or IP address. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

At the end of the survey you will be asked if you are interested in participating in an additional interview by email. If you choose to provide contact information such as your phone number or email address, your survey responses may no longer be anonymous to the researcher. However, no names or identifying information would be included in any publications or presentations based on these data, and your responses to this survey will remain confidential.

If you have questions at any time about the study or the procedures, you may contact me via email at [nprakongchati@yahoo.com](mailto:nprakongchati@yahoo.com).

Please select your choice below. You may print a copy of this consent form for your records. Clicking on the “Agree” button indicates that

- You have read the above information
- You voluntarily agree to participate

☐ Agree

☐ Disagree

*THANK YOU!*



### Strategy Inventory for Language Learning (SILL)

The Strategy Inventory for Language Learning (SILL) version 7.0 developed by Oxford (1990). In this study, the SILL is used as a research instrument to have subjects identify students' language learning strategies.

There are 50 statements in this questionnaire, please read each statement and choose the response (5, 4, 3, 2, or 1) that tells how true the statement is in terms of what you actually do when you are learning English. The criteria for the response are as follows:

- 1 = Never true of me or Almost never true of me
- 2 = Generally not true of me
- 3 = Somewhat true of me
- 4 = Generally true of me
- 5 = Always true of me or Almost always true of me

Please answer in terms of how well the statements describe you. There are no right or wrong answers to these statements.

#### Part I: General Background Information

1. Gender: ☐ Male ☐ Female
2. Age: \_\_\_\_\_
3. Your e-mail address: \_\_\_\_\_
4. Self-rated English Proficiency: ☐ Beginning ☐ Intermediate ☐ Advanced
5. Years of English Study: \_\_\_\_\_
6. Experiences Taking English Proficiency Test:  
☐ TOEIC ☐ TOEFL ☐ IELTS ☐ Others (Please specify): \_\_\_\_\_  
How much scores do you get? \_\_\_\_\_
7. Experiences Living/Visiting English Speaking Country and Visited Countries:  
☐ Yes ☐ No

## Part II

Language Learning Strategies	Never true of me or Almost never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always true of me or Almost always true of me
1. I think of relationships between what I already know and new things I learn in English.	1	2	3	4	5
2. I use new English words in a sentence, so I can remember them.	1	2	3	4	5
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	1	2	3	4	5
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	1	2	3	4	5
5. I use rhymes to remember new English words.	1	2	3	4	5
6. I use flashcards to remember new English words.	1	2	3	4	5
7. I physically act out new English words.	1	2	3	4	5
8. I review English lessons often.	1	2	3	4	5
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a screen sign.	1	2	3	4	5
10. I say or write new English words several times.	1	2	3	4	5
11. I try to talk like native English speakers.	1	2	3	4	5
12. I practice the sounds of English.	1	2	3	4	5
13. I use the English words I know in different ways.	1	2	3	4	5
14. I start conversations in English.	1	2	3	4	5
15. I watch English language TV shows spoken in English or to go to movies spoken in English.	1	2	3	4	5

Language Learning Strategies	Never true of me or Almost never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always true of me or Almost always true of me
16. I read for pleasure in English.	1	2	3	4	5
17. I write notes, messages, letters, or reports in English.	1	2	3	4	5
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5
19. I look for words in my own language that are similar to new words in English.	1	2	3	4	5
20. I try to find patterns in English.	1	2	3	4	5
21. I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
22. I try not to translate word-for-word.	1	2	3	4	5
23. I make summaries of information that I hear or read in English.	1	2	3	4	5
24. To understand unfamiliar English words, I make guesses.	1	2	3	4	5
25. When I can't think of a word during a conversation in English, I use gestures.	1	2	3	4	5
26. I make up new words if I do not know the right ones in English.	1	2	3	4	5
27. I read English without looking up every new word.	1	2	3	4	5
28. I try to guess what the other persons will say next in English.	1	2	3	4	5
29. If I can't think of an English word, I use a word or phrase that means the same thing.	1	2	3	4	5
30. I try to find as many ways as I can to use my English.	1	2	3	4	5
31. I notice my English mistakes and use that information to help me do better.	1	2	3	4	5

Language Learning Strategies	Never true of me or Almost never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always true of me or Almost always true of me
32. I pay attention when someone is speaking English.	1	2	3	4	5
33. I try to find out how to be a better learner of English.	1	2	3	4	5
34. I plan my schedule, so I will have enough time to study English.	1	2	3	4	5
35. I look for people who I can talk to in English.	1	2	3	4	5
36. I look for opportunities to read as much as possible in English.	1	2	3	4	5
37. I have clear goals for improving my English skills.	1	2	3	4	5
38. I think about my progress in learning English.	1	2	3	4	5
39. I try to relax whenever I feel afraid of using English.	1	2	3	4	5
40. I encourage myself to speak English even when I am afraid of making a mistake.	1	2	3	4	5
41. I give myself a reward or treat when I do well in English.	1	2	3	4	5
42. I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5
43. I write my own feelings in a language learning diary.	1	2	3	4	5
44. I talk to someone else about how I feel when learning English.	1	2	3	4	5
45. If I do not understand something in English, I ask the other persons to slow down or say it again.	1	2	3	4	5
46. I ask English speakers to correct me when I talk.	1	2	3	4	5

Language Learning Strategies	Never true of me or Almost never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always true of me or Almost always true of me
47. I practice English with other students.	1	2	3	4	5
48. I ask for help from English speakers.	1	2	3	4	5
49. I ask questions in English to other students or native speakers of English.	1	2	3	4	5
50. I try to learn about the culture of English speakers.	1	2	3	4	5

### Interview Questions

#### Part I – Background & Previous Knowledge

- 1) Birthplace
- 2) Areas of study
- 3) Do you consider yourself to be :
  - a. a high language learner
  - b. a moderate language learner
  - c. a low language learner
- 4) When did you start and how long did you learn English?
- 5) When you learn English, what did you study? Grammar? Speaking?
- 6) What kinds of text-books you used e.g. commercial books, or teacher-made handouts if any?
- 7) Did the teacher speak in English most of the time?
- 8) Do you remember what kind of homework you had to do?
- 9) Did you have any contact outside the classroom/your home with English native speakers?
- 10) Did you listen to the radio or watch films, TV, YouTube, or any media (s) in English?
- 11) Do you think that your success at learning English is due to the teacher? Or did it have something to do with the environment? Or would you say that you developed some special study habits? Or do you have some particular personal learning techniques that helped you in learning?

## Part II – Language Learning Strategies

1. How often do you study English at university?
2. According to 1., do you think it is enough for you?
3. What have you been doing in your class last semester?
4. Do you do anything to help yourself understand the English lessons better (before/during/after the class)?
5. What do you do to improve your English in general (inside/outside the classroom)?
6. How do you think you get along with your teacher and the other students?
7. How does the atmosphere in the English class compare with that of other classes?
8. Which classroom activities do you most like or dislike? Why?
9. Which classroom activities do you consider to be the most or the least effect and useful? Why?
10. In your opinion, should the teacher speak English only while teaching?
11. Could you please tell me which aspects of learning English are easy or difficult for you? Why?
12. What do you do when you get stuck while responding in English?
13. When you make an error, would you prefer to be interrupted right away or would you rather finish your response?
14. Do you mind being corrected? Why?
15. Do you have any other comments about your language learning experiences?

THANK YOU!

### The Authors

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Fostering EFL students' global mindedness  
at the undergraduate level through the use of  
literature teaching activity based on a Reader-Response theory

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**Abstract**

This article attempts to discuss the potentiality of using literature teaching activity based on a Reader-Response theory to enhance EFL students' global mindedness at the undergraduate level. The background of a Reader-Response theory and the essence of global mindedness will be examined first. This is followed by the procedures of using literature teaching activity based on a Reader-Response theory to develop the students' global mindedness. Finally, the suggested activities in a developmental model of a reader-response approach in a global mindedness process to L2 literature teaching will be provided.

**Keywords:** Global mindedness, Reader-response theory, Literature teaching activity, EFL students

การพัฒนาจิตสำนึกสากลของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในระดับมหาวิทยาลัยโดยใช้กิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่าน

**สุกัญญา เกาะวิวัฒนากุล**

คณะศิลปศาสตร์ มหาวิทยาลัยพะเยา

### **บทคัดย่อ**

บทความนี้มีวัตถุประสงค์เพื่อนำเสนอศักยภาพของการใช้กิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านเพื่อพัฒนาจิตสำนึกสากลของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในระดับมหาวิทยาลัย โดยจะมีการอธิบายถึงทฤษฎีการตอบสนองของผู้อ่านและแนวคิดสำคัญของจิตสำนึกสากลเป็นอันดับแรก ตามด้วยการนำเสนอขั้นตอนกระบวนการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านเพื่อพัฒนาจิตสำนึกสากล และจะมีการแนะนำตัวอย่างรูปแบบของกิจกรรมที่จะใช้สอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านเพื่อพัฒนาจิตสำนึกสากลเป็นอันดับสุดท้าย

**คำสำคัญ:** จิตสำนึกสากล, ทฤษฎีการตอบสนองของผู้อ่าน, กิจกรรมการสอนวรรณคดี, ผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ



## บทนำ

ในบริบทของโลกยุคโลกาภิวัตน์ สถาบันอุดมศึกษาในหลายประเทศได้มีการปรับเปลี่ยนแนวทางในการบริหารและพัฒนาสถาบันของตนให้มุ่งไปสู่ความเป็นสากลหรือนานาชาติ โดยมีจุดเน้นไปที่ด้านเนื้อหาวิชาการความรู้ที่ทันสมัยและส่งเสริมความเข้าใจในวัฒนธรรมที่แตกต่าง รวมไปถึงการพัฒนาทรัพยากรมนุษย์ที่ยั่งยืน (Gacel-Avila, 2005) โดยแนวทางในการพัฒนาบัณฑิตของแต่ละสถาบันต่างให้ความสำคัญกับเนื้อหาความรู้ด้านวิชาการที่สอดคล้องกับความต้องการของตลาดแรงงานทั้งในระดับประเทศและระดับสากล หรือนานาชาติ อย่างไรก็ตาม คุณสมบัติของบัณฑิตที่พึงประสงค์ที่จะสามารถตอบสนองต่อการเปลี่ยนแปลงของโลกในยุคศตวรรษที่ 21 ได้นั้น นอกจากความรู้ด้านวิชาการในสาขาวิชาชีพเฉพาะของตนแล้ว ยังควรจะต้องมีทักษะการเรียนรู้ด้านสังคมที่จะช่วยสนับสนุนให้บัณฑิตสามารถดำรงชีพอยู่ในสังคมโลกที่มีความหลากหลายทางวัฒนธรรมได้ อาทิเช่น ความรู้เกี่ยวกับการสื่อสารระหว่างวัฒนธรรมความรับผิดชอบต่อสังคม ความเข้าใจและตระหนักถึงปัญหาต่างๆในสังคมโลก หรือเรียกอีกอย่างหนึ่งว่า การมีจิตสำนึกสากล (Global mindedness) รวมไปถึงการเข้าไปมีส่วนร่วมในประเด็นทางสังคมทั้งในระดับชุมชน ประเทศ และนานาชาติ คุณลักษณะเหล่านี้โดยรวมเรียกว่า คุณสมบัติของความเป็นพลเมืองโลก (Global citizenship) (Hunter et al., 2006; Perry et al., 2013; Thanosawan, 2012)

ดังนั้น หน้าที่ของสถาบันอุดมศึกษาจึงไม่ได้มีแต่เพียงการนำเสนอวิชาความรู้ที่ทันสมัยเพื่อให้บัณฑิตจบการศึกษาไปแล้วสามารถประกอบอาชีพได้ตามที่คาดหวังเท่านั้น สิ่งสำคัญอีกประการหนึ่งว่าการเรียนการสอนระดับอุดมศึกษาควรจะต้องส่งเสริมควบคู่กันไปกับวิชาการที่ลึกซึ้งนั่นก็คือ ปลูกฝังและพัฒนาคุณลักษณะของความเป็นพลเมืองโลก โดยเฉพาะอย่างยิ่ง การมีจิตสำนึกสากล (Global mindedness) หรือการมีจิตสำนึกต่อส่วนรวมและมีความรับผิดชอบต่อส่วนรวมกันในฐานะประชากรหรือพลเมืองของโลก ดังที่องค์การยูเนสโกได้กำหนดวิสัยทัศน์และหน้าที่ของสถาบันอุดมศึกษาในหมวดที่ 1 ของคำแถลงเรื่องสถาบันอุดมศึกษาของโลกยุคศตวรรษที่ 21 ไว้ว่า สถาบันอุดมศึกษามีหน้าที่ในการผลิตบัณฑิตที่มีคุณภาพและมีความรับผิดชอบต่อสังคมในด้านต่างๆ พร้อมทั้งส่งเสริมการศึกษาตลอดชีวิต เพื่อให้บัณฑิตมีความสามารถในการปรับตัวเข้ากับสังคมที่มีการเปลี่ยนแปลงตลอดเวลา รวมทั้งเป็นพลเมืองของโลกที่มีความรับผิดชอบต่อสังคม มีความเข้าใจและ

ตระหนักถึงปัญหาต่างๆทั้งทางด้านศิลปกรรม วัฒนธรรม และสังคม ตลอดจนสามารถแสดงความคิดเห็นเพื่อแก้ไขปัญหาต่างๆเหล่านั้น (UNESCO, 1998)

วิสัยทัศน์ในการพัฒนาบัณฑิตขององค์การยูเนสโกนี้ มีความสอดคล้องกับแนวทางในการจัดการศึกษาระดับอุดมศึกษาของไทยตามกรอบแผนอุดมศึกษาระยะยาว 15 ปี ฉบับที่ 2 (พ.ศ.2551-2565) โดยกระทรวงศึกษาธิการได้กำหนดกรอบทิศทางและแนวทางการพัฒนาอุดมศึกษาของไทยเพื่อให้ระบบอุดมศึกษาเป็นรากฐานที่สำคัญและสนับสนุนการพัฒนาประเทศไปสู่เป้าหมายที่พึงประสงค์ต่อไป ซึ่งตามแผนการดำเนินงานระยะยาวนี้ได้มีการตระหนักถึงผลกระทบที่เยาวชนไทย นักศึกษาไทย และบัณฑิตในอนาคต ต้องเผชิญอันเนื่องมาจากการเปลี่ยนแปลงของสภาพสังคมในยุคหลังอุตสาหกรรมและความทันสมัย (Post-industrial/ Post-modern) รวมไปถึงความไม่สอดคล้องกัน (Mismatch) ระหว่างการศึกษาและทักษะอาชีพที่พึงประสงค์ในอนาคต นอกจากความเชี่ยวชาญเฉพาะศาสตร์สาขาอาชีพของตนแล้ว ความสามารถที่สำคัญไม่ยิ่งหย่อนจะเกี่ยวกับ ทักษะการสื่อสาร การทำงานเป็นหมู่คณะ การแก้ปัญหา การรับความเสี่ยง การออกแบบและสร้างสรรค์ ความรับผิดชอบต่อตนเองและต่อผู้อื่น นอกจากนี้ อุดมศึกษาควรสร้างความพร้อมให้กับบัณฑิตเพื่อเปิดโลกทัศน์ในสภาวะโลกาภิวัตน์ด้านภาษาและวัฒนธรรม โดยส่งเสริมให้บัณฑิตรู้และเห็นคุณค่าของพหุวัฒนธรรม (Commission on Higher Education, 2008)

จากคุณสมบัติของบัณฑิตที่พึงประสงค์ที่ได้กำหนดไว้ในวิสัยทัศน์และหน้าที่ของสถาบันอุดมศึกษาขององค์การยูเนสโกและแนวทางในการจัดการศึกษาระดับอุดมศึกษาของไทยตามกรอบแผนอุดมศึกษาระยะยาว 15 ปี ฉบับที่ 2 (พ.ศ.2551-2565) โดยกระทรวงศึกษาธิการ กล่าวได้ว่า การพัฒนาจิตสำนึกสากลของบัณฑิตจึงเป็นหนึ่งในหน้าที่ที่สถาบันอุดมศึกษาควรจะให้ความสำคัญไม่น้อยไปกว่าการสร้างความแข็งแกร่งทางด้านวิชาการความรู้ในแต่ละสาขาวิชา

การมีจิตสำนึกสากลมีความสำคัญอย่างยิ่งต่อการดำรงชีวิตในโลกปัจจุบันซึ่งเป็นโลกหลังยุคอุตสาหกรรมและความทันสมัย สังคมโลกได้กลายมาเป็นสังคมที่ไร้พรมแดน เทคโนโลยีการสื่อสารสมัยใหม่สามารถเชื่อมโยงความสัมพันธ์ของผู้คนให้มีความใกล้ชิดกันมากขึ้น ขณะเดียวกัน ปัญหาต่างๆที่เกิดขึ้นในภูมิภาคหนึ่งของโลก คนในอีกภูมิภาคหนึ่งก็สามารถรับรู้ได้หรือแม้แต่อาจจะได้รับผลกระทบจากเหตุการณ์หรือปัญหานั้นๆได้เช่นเดียวกัน การกระทำของคนในโลกยุคปัจจุบันจึงมีความสัมพันธ์เชื่อมโยงกันไปหมด ดังนั้น

ผู้คนจึงไม่อาจจะดำรงชีวิตอยู่โดยให้ความสนใจแต่เพียงตัวเองเท่านั้น แต่ควรจะต้องมีการตระหนักถึงความรับผิดชอบต่อนานาปัญหาต่างๆในสังคมด้วยในฐานะเป็นพลเมืองของโลกคนหนึ่ง

ในบริบทของมหาวิทยาลัย การพัฒนาจิตสำนึกสากลของบุคคลนั้นสามารถกระทำได้โดยการจัดการเรียนการสอนรายวิชาในหลักสูตรให้มีเนื้อหาที่สอดแทรกความรู้เกี่ยวกับความหลากหลายทางวัฒนธรรม หรือนำเสนอประเด็นปัญหาที่เกิดขึ้นในภูมิภาคต่างๆของโลกทั้งทางด้านศีลธรรม วัฒนธรรม สังคม การเมือง และสิ่งแวดล้อม เพื่อนำไปสู่การสร้างความรู้สึกร่วมกันในการแก้ไขปัญหาและสร้างความรู้สึกร่วมกันเห็นอกเห็นใจผู้อื่นในฐานะเป็นประชากรโลกเหมือนกัน โดยรายวิชาหนึ่งในหลักสูตรศิลปศาสตรบัณฑิตสาขาวิชาภาษาอังกฤษ ที่มีศักยภาพในการช่วยส่งเสริมให้ผู้เรียนมีการพัฒนาจิตสำนึกสากลก็คือรายวิชาการวรรณคดี โดยเนื้อหาของรายวิชาจะมีการนำเสนองานเขียนประเภทต่างๆ เช่น เรื่องสั้น นวนิยาย กวีนิพนธ์ และบทละครเวที ซึ่งงานเขียนแต่ละประเภทจะมีเนื้อเรื่องที่หลากหลายและมีประเด็นหรือแก่นของเรื่องที่แตกต่างกัน โดยผู้เรียนจะได้ศึกษางานของนักเขียนจากชาติต่างๆที่มีวัฒนธรรมที่คล้ายคลึงกันหรือแตกต่างกันกับวัฒนธรรมของผู้เรียนเอง ซึ่งในเนื้อเรื่องโดยส่วนใหญ่จะมีการสอดแทรกประเด็นปัญหาด้านต่างๆให้ผู้เรียนได้วิเคราะห์ ไม่ว่าจะเป็น ประเด็นทางด้านสังคม ขนบธรรมเนียมวัฒนธรรม เชื้อชาติ สิ่งแวดล้อม วิทยาศาสตร์และเทคโนโลยี เศรษฐกิจ และการเมือง ดังนั้น เมื่อพิจารณาจากธรรมชาติเนื้อหาของรายวิชาการวรรณคดีในหลักสูตรศิลปศาสตรบัณฑิตสาขาวิชาภาษาอังกฤษนี้แล้ว จะเห็นได้ว่าการเรียนการสอนรายวิชานี้จะสามารถช่วยส่งเสริมและพัฒนาจิตสำนึกสากลของผู้เรียนได้เป็นอย่างดี

อย่างไรก็ตาม การจัดการเรียนการสอนรายวิชาการวรรณคดีอังกฤษในระดับอุดมศึกษาของประเทศไทยในปัจจุบันส่วนมากจะเป็นแบบเน้นผู้สอนเป็นสำคัญ โดยที่ผู้สอนจะเป็นฝ่ายส่งข้อมูลให้ผู้เรียนเพียงอย่างเดียว (Anurit, 2016) กล่าวคือ ผู้สอนส่วนใหญ่มักยังคงใช้วิธีการสอนแบบบรรยายซึ่งเป็นวิธีการสอนแบบดั้งเดิม ซึ่งอาจจะเป็นผลมาจากข้อจำกัดของจำนวนผู้เรียนที่ค่อนข้างมากต่อหนึ่งห้องเรียน ประกอบกับจำนวนผู้สอนในสายวรรณคดีที่มีอยู่อย่างจำกัด ดังนั้นกิจกรรมการเรียนการสอนในห้องจะเน้นไปที่การบรรยายเป็นหลัก โดยจะมุ่งเน้นไปที่การตีความให้ตรงตามวัตถุประสงค์ของผู้เขียน และการอธิบายเนื้อหาที่จะเป็นประโยชน์ต่อการวิเคราะห์ประเด็นต่างๆในเรื่อง ซึ่งอาจมีการเปิดโอกาสให้ผู้เรียนได้โต้ตอบและซักถามบ้างเป็นบางครั้ง แต่ช่วงเวลาในการที่จะให้ผู้เรียนได้อภิปรายหรือสะท้อนคิดวิเคราะห์

เกี่ยวกับประสบการณ์และความรู้สึกต่างๆจากการอ่านงานเขียนอาจทำได้ไม่บ่อยครั้งนัก (Kaowiwattanakul, 2009)

ด้วยข้อจำกัดดังกล่าวส่งผลให้การสอนวรรณคดีในปัจจุบันไม่สามารถเอื้อให้ผู้เรียน เกิดการพัฒนาการมีจิตสำนึกสากลได้อย่างมีประสิทธิภาพเท่าที่ควรบทความนี้จึงนำเสนอ แนวทางการพัฒนาจิตสำนึกสากลของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศโดยใช้ กิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่าน (Reader-response theory) ที่จะเน้นการกระตุ้นให้ผู้เรียนได้มีการคิดวิเคราะห์และอภิปรายถึงประเด็นปัญหาต่างๆที่ ปรากฏอยู่ในงานเขียนจากนักเขียนชาติต่างๆ โดยให้ความสำคัญกับงานเขียน ผู้อ่าน และ ปฏิกริยาจากผู้อ่าน ซึ่งบทบาทของผู้อ่านจะมีความสำคัญกับการตีความในเรื่องที่อ่าน และ ปฏิกริยาจากผู้อ่านแต่ละคนก็มีความแตกต่างกันไปตามประสบการณ์ แนวคิด ความเชื่อ และ ความสนใจของแต่ละบุคคล โดยทฤษฎีนี้จะมองกระบวนการอ่านว่าเป็นกระบวนการที่ เคลื่อนไหวไม่ใช่หยุดนิ่งผู้อ่านสามารถนำความรู้พื้นฐานและประสบการณ์ของแต่ละคนมาใช้ ในการตีความเรื่องที่อ่านได้ (Iser, 1978; Jauss, 1981; Klarer, 1998; Rosenblatt, 1938)

### ทฤษฎีการตอบสนองของผู้อ่าน (Reader-response theory)

ทฤษฎีการตอบสนองของผู้อ่าน (Reader-response theory) เป็นทฤษฎีที่อยู่ใน สาขาของวรรณกรรมวิจารณ์ ที่ให้ความสำคัญกับบทบาทของผู้อ่าน โดยมีการนำเสนอ แนวความคิดที่ตรงกันข้ามกับ ทฤษฎีวิจารณ์ (New criticism) ที่มีแนวคิดในการมองงาน เขียนแบบเป็นกลาง ไม่นำอารมณ์ความรู้สึกของผู้อ่านเข้ามาเกี่ยวข้อง ทฤษฎีการตอบสนอง ของผู้อ่านจะเน้นที่ประสบการณ์สุนทรียะของผู้อ่านที่เกิดขึ้นจากการอ่าน และมองการอ่าน วรรณคดีว่าเป็นประสบการณ์ทางด้านสุนทรียะมากกว่าเป็นวัตถุเพื่อการศึกษาค้นคว้า (Klarer, 1998) นอกจากนี้ ยังเน้นความสำคัญของงานเขียน ผู้อ่าน และปฏิกริยาจากผู้อ่าน บทบาทของผู้อ่านในทฤษฎีการตอบสนองของผู้อ่านจะมีการเปลี่ยนแปลงจากแต่เดิมเป็น เพียงผู้รับสารอย่างเดียวมาเป็นผู้มีส่วนร่วมในการอ่าน ผู้อ่านมีส่วนสำคัญเป็นอย่างมากใน กระบวนการอ่าน การตีความของผู้อ่านจะถูกกระตุ้นโดยประสบการณ์ส่วนตัวของผู้อ่านแต่ละ คนซึ่งไม่เหมือนกันอันจะนำไปสู่การตีความที่หลากหลายของเรื่องที่อ่าน ผู้อ่านจะมีการ คาดเดาเหตุการณ์ล่วงหน้าของเนื้อเรื่องในขณะที่อ่าน และในแต่ละขั้นตอนของการอ่าน อาจจะมีการเพิ่มเติมความหมายของเรื่องด้วยจินตนาการส่วนตัวของแต่ละบุคคล

กระบวนการเติมเต็มความหมายของการอ่านนี้ขึ้นอยู่กับปัจจัยต่างๆ เช่น อายุ การศึกษา เพศ เชื้อชาติ และสภาพสังคมของผู้อ่านแต่ละคน (Iser, 1978)

ในกระบวนการอ่านนั้น ผู้อ่านอาจจะมีการคาดเดาเหตุการณ์ล่วงหน้าของเนื้อเรื่อง ได้อย่างถูกต้องหรือไม่ถูกต้องก็ได้ ความคาดหวังของผู้อ่าน (Horizon of expectation) จะถูกขยายออกไปอย่างไม่สิ้นสุด (Jauss, 1981) ตามแนวคิดของ Jauss ถึงแม้ว่างานเขียนนั้น จะเป็นงานที่ถูกเขียนขึ้นมาใหม่ แต่อย่างไรก็ตาม ข้อมูลเนื้อหาของงานเขียนนั้นๆ ก็ไม่ได้เป็น ข้อมูลที่ใหม่อย่างแท้จริง อาจจะเป็นข้อมูลเดิมโดยทั่วไป เพียงแต่ถูกเขียนขึ้นมาใหม่ด้วย รูปแบบหรือกลยุทธ์การเขียนที่ต่างออกไปเท่านั้น ดังนั้นผู้อ่านจึงสามารถนำเอาประสบการณ์ การอ่านในอดีตของตนมาใช้คาดเดาเหตุการณ์ในเนื้อเรื่องปัจจุบันที่ตนอ่านได้ ซึ่งอาจจะเป็น การคาดเดาข้อมูลเกี่ยวกับเนื้อเรื่อง แก่นเรื่อง หรือตัวละคร ก็ได้ และการคาดเดานี้ก็สามารถ เปลี่ยนแปลงได้ตามประสบการณ์ในแต่ละช่วงอายุชีวิตของบุคคล

ในบริบทของการเรียนการสอนภาษาอังกฤษสำหรับผู้เรียนเป็นภาษาที่สองนั้น ผู้เรียนจะสามารถขยายความคาดหวังนี้ได้โดยที่ผู้สอนให้ข้อมูลที่จำเป็นในการทำความเข้าใจ เนื้อเรื่อง เช่น ข้อมูลเกี่ยวกับโครงเรื่อง ตัวละคร หรือ แก่นเรื่อง เมื่อผู้เรียนได้รับข้อมูล เหล่านี้ก่อนล่วงหน้าแล้วจะสามารถทำให้เข้าใจเนื้อเรื่องที่อ่านได้ดีกว่าการไม่ทราบข้อมูลใดๆ ล่วงหน้าเลย ความคาดหวังนี้จะเป็นการเตรียมข้อมูลล่วงหน้าให้กับผู้เรียนเกี่ยวกับโครงเรื่อง ตัวละคร และแก่นเรื่อง กระบวนการของการคาดเดาข้อมูลที่เกิดขึ้นตลอดขั้นตอนของการ อ่านนี้จะช่วยให้ผู้เรียนทำความเข้าใจเกี่ยวกับเรื่องที่อ่านได้ดีขึ้น การสร้างความคาดหวังนี้ เป็นสิ่งที่เกิดขึ้นได้เองโดยธรรมชาติกับผู้เรียนทั้งที่เป็นเจ้าของภาษาและผู้เรียนที่เรียน ภาษาอังกฤษเป็นภาษาที่สอง อย่างไรก็ตาม รายละเอียดของการคาดเดาข้อมูลอาจมีความ แตกต่างกันบ้างเนื่องมาจากอาจจะมีประเด็นทางวัฒนธรรม ขนบธรรมเนียม ความเชื่อของ ผู้คนบางอย่างที่ผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาที่สองมีความเข้าใจที่ไม่เหมือนกับผู้เรียน ที่เป็นเจ้าของภาษา จึงส่งผลให้การคาดเดาข้อมูลมีความแตกต่างกัน เช่น อาจจะมีการคาดเดาโครงเรื่องหรือตอนจบของเรื่องไม่เหมือนกัน ซึ่งผู้สอนอาจจะมีการส่งเสริมให้ผู้เรียนได้ ขยายขอบเขตของการคาดเดานี้ได้โดยวิธีการเช่น การเขียนเรียงความ จดหมาย หรือบันทึก ประจำวันส่วนตัว (Langer, 1992)

ผู้สอนสามารถนำหลักการและแนวคิดเกี่ยวกับความคาดหวังของผู้อ่าน (Jauss, 1981) และการเติมเต็มความหมาย (Iser, 1978) ไปประยุกต์ใช้สร้างกิจกรรมการอ่านที่จะช่วย พัฒนาให้ผู้เรียนเป็นผู้อ่านในอุดมคติ (Ideal reader หรือ Implied reader) Iser (1978) ได้

อธิบายถึงความหมายของผู้อ่านในอุดมคติไว้ว่า หมายถึง ผู้อ่านที่สามารถทำความเข้าใจทุกสิ่งทุกอย่างที่ผู้เขียนต้องการจะสื่อความหมายได้ จึงเป็นสิ่งที่น่าท้าทายสำหรับครูผู้สอนวิชาวรรณคดีที่จะส่งเสริมให้ผู้เรียนของตนโดยเฉพาะผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาที่สองได้พัฒนาตนเองมาเป็นผู้อ่านในอุดมคติได้และเมื่อผู้อ่านได้พัฒนาตนเป็นผู้อ่านในอุดมคติแล้ว แนวโน้มในการพัฒนาจิตสำนึกสากลของผู้อ่านเหล่านี้จะสามารถทำได้มากยิ่งขึ้น เนื่องจากผู้เรียนมีความเข้าใจเนื้อเรื่องทั้งหมดแล้ว อุปสรรคด้านการทำความเข้าใจเนื้อเรื่องก็จะลดน้อยลงไป จึงมีความเป็นไปได้ว่าผู้เรียนจะสามารถแสดงความคิดเห็นที่มีต่อเนื้อเรื่องและประเด็นปัญหาต่าง ๆ ที่สอดแทรกอยู่ในบทอ่านได้ดียิ่งขึ้น โดยเฉพาะอย่างยิ่งมีความตระหนักถึงประเด็นเรื่องของการรับผิดชอบต่อความหลากหลายทางวัฒนธรรม ความเชื่อมั่นในความสามารถของตน การมองโลกเป็นศูนย์กลาง และการเชื่อมโยงซึ่งกันและกัน อันเป็นคุณสมบัติของการมีจิตสำนึกสากล

### แนวคิดเกี่ยวกับจิตสำนึกสากล (Global mindedness)

จิตสำนึกสากล (Global mindedness) หมายถึงโลกทัศน์หรือแนวความคิดเกี่ยวกับโลกโดยที่บุคคลจะมองว่าตนเองมีความเชื่อมโยงกับสังคมโลกและมีความรับผิดชอบต่อโลก ในฐานะเป็นสมาชิกคนหนึ่งของโลก โดยจะแสดงออกทางความคิด ความเชื่อ และพฤติกรรมของบุคคล (Hett, 1993)บุคคลที่มีจิตสำนึกสากลสูงจะมีความเข้าใจและซาบซึ้งต่อวัฒนธรรมที่หลากหลายมีความตระหนักต่อความเป็นอยู่ของบุคคลอื่นในภูมิภาคต่างๆของโลก รวมไปถึงมีความรู้สึกรับผิดชอบที่จะปรับปรุงชีวิตความเป็นอยู่ของบุคคลเหล่านั้น (Hansen, 2010) และการที่บุคคลที่มีจิตสำนึกสากลจะสามารถปรับปรุงหรือพัฒนาความเป็นอยู่ของบุคคลอื่นในวัฒนธรรมต่างๆได้นั้น จะต้องมีความรู้โดยทั่วไป เช่น ความคิดสร้างสรรค์ การแก้ไขปัญหา การมีความคิดเชิงวิเคราะห์วิจารณ์ ความรู้ด้านข้อมูลข่าวสารและเทคโนโลยี รวมไปถึงทักษะด้านการสื่อสารและทำงานร่วมกับผู้อื่นและความสามารถในการทำงานได้ด้วยตนเองและปรับตัวให้เข้ากับสถานการณ์ที่มีความแตกต่างทางวัฒนธรรมได้ (DeMello, 2011)

คุณลักษณะของจิตสำนึกสากลนั้นประกอบด้วย 5 ด้าน ดังนี้ 1) ความรับผิดชอบต่อเป็นการตระหนักถึงบุคคลอื่นในภูมิภาคต่างๆของโลกและมีความรู้สึกรับผิดชอบที่จะพัฒนาความเป็นอยู่ของบุคคลอื่นในด้านต่างๆ 2) ความหลากหลายทางวัฒนธรรม คือความรู้สึกรับซาบซึ้งในความแตกต่างของวัฒนธรรมในโลกและรู้ถึงคุณค่าของแต่ละวัฒนธรรม โดยมีความพยายามที่จะเรียนรู้และศึกษาแนวคิดทางวัฒนธรรมของผู้อื่น 3) ความเชื่อมั่นใน

ความสามารถของตน คือความเชื่อว่าการกระทำของบุคคลสามารถสร้างความแตกต่างให้กับโลกได้ และการมีส่วนร่วมในประเด็นต่างๆทั้งในระดับชาติและนานาชาตินั้นเป็นเรื่องที่สำคัญ

4) การมองโลกเป็นศูนย์กลาง หมายถึง การคิดถึงผลประโยชน์ในเชิงสังคมโลกโดยไม่คิดเพียงแต่ผลประโยชน์ของประเทศตนเองเท่านั้น รวมไปถึงความมุ่งมั่นที่จะตัดสินปัญหาต่างๆบนพื้นฐานของมาตรฐานระดับโลกโดยไม่เข้าข้างประเทศของตน

5) การเชื่อมโยงซึ่งกันและกัน เกี่ยวข้องกับความตระหนักถึงการเชื่อมโยงถึงกันของผู้คนและประเทศชาติต่างๆในโลกจนส่งผลให้เกิดความรู้สึกในการเป็นเจ้าของโลกร่วมกันหรือมีความรู้สึกว่าเป็นญาติพี่น้องในฐานะเป็นมนุษยชาติเหมือนกัน (Hett,1993)

แนวทางการพัฒนาจิตสำนึกสากลของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศโดยใช้กิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่าน



## แนวทางการพัฒนาจิตสำนึกสากลของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศโดยใช้กิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่าน

กระบวนการพัฒนาจิตสำนึกสากลของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศโดยใช้กิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านมีขั้นตอนดังต่อไปนี้

### 1. การเลือกบทอ่าน

เริ่มจากการเลือกบทอ่านที่มีเนื้อหาสอดคล้องกับคุณลักษณะจิตสำนึกสากลใน 5 ด้านคือ ความรับผิดชอบ ความหลากหลายทางวัฒนธรรม ความเชื่อมั่นในความสามารถของตน การมองโลกเป็นศูนย์กลาง และการเชื่อมโยงซึ่งกันและกัน โดยแบ่งตามประเภทของวรรณคดี 4 แบบ ได้แก่ บทกวี เรื่องสั้น นวนิยาย และบทละครเวที เนื้อหาของบทอ่านที่มีความหลากหลาย สอดแทรกประเด็นปัญหาต่างๆ ทั้งทางด้านจริยธรรม สังคม สิ่งแวดล้อม วัฒนธรรม วิทยาศาสตร์และเทคโนโลยี เศรษฐกิจและการเมือง จะเป็นเครื่องมือในการกระตุ้นให้ผู้เรียนมีจิตสำนึกสากลต่อปัญหาต่างๆ พร้อมทั้งสร้างความตระหนักถึงความรับผิดชอบต่อผู้เรียนพึงจะมีต่อสังคมในฐานะเป็นพลเมืองของโลกโดยบทอ่านที่เลือกนั้นควรจะต้องมีความเหมาะสมกับระดับทางภาษาของผู้เรียน รวมทั้งอยู่ในความสนใจของผู้เรียนด้วยเช่นกัน

### 2. ขั้นตอนการสอน

การสร้างรูปแบบกิจกรรมการสอนตามทฤษฎีการตอบสนองของผู้อ่านจะยึดหลักการให้ผู้เรียนได้มีโอกาสตอบสนองต่องานเขียนผ่านทางกระบวนการพูดและการเขียน เพื่อให้ผู้เรียนสามารถแสดงอารมณ์ ความรู้สึก และนำเสนอประสบการณ์ส่วนตัวของตนเองมาใช้ในการตีความเรื่องที่อ่านได้ โดยใช้งานเขียนที่ได้คัดเลือกแล้วจากขั้นตอนการเลือกบทอ่านในขั้นที่หนึ่งที่มีเนื้อหาที่หลากหลาย สอดแทรกประเด็นปัญหาต่างๆ ทั้งทางด้านจริยธรรม สังคม สิ่งแวดล้อม วัฒนธรรม วิทยาศาสตร์และเทคโนโลยี เศรษฐกิจและการเมือง เป็นเครื่องมือในการกระตุ้นให้ผู้เรียนมีจิตสำนึกสากลต่อปัญหาต่างๆ เหล่านี้ พร้อมทั้งสร้างความตระหนักถึงความรับผิดชอบต่อผู้เรียนพึงจะมีต่อสังคมในฐานะเป็นพลเมืองของโลกเปิดโอกาสให้ผู้เรียนได้แสดงความคิดเห็นต่อเนื้อเรื่องและประเด็นปัญหาทางสังคม วัฒนธรรม เชื้อชาติ สิ่งแวดล้อม ฯลฯ ตีความเรื่องที่อ่านโดยใช้ข้อมูลพื้นฐานและประสบการณ์ของแต่ละคนเป็น การสร้างความตระหนักให้ผู้เรียนทราบถึงจุดยืนของตนในบริบทของสังคมโลก กระตุ้นให้ผู้เรียนมีความรับผิดชอบต่อปัญหาที่เกิดขึ้นในภูมิภาคต่างๆ ในโลกในฐานะพลเมืองโลกคนหนึ่ง โดยมีขั้นตอนการสอนดังต่อไปนี้

- 2.1 เสริมความรู้พื้นฐาน (expanding horizon of expectation) ผู้สอนแนะนำเกี่ยวกับคำศัพท์เฉพาะทางวรรณคดี และความรู้เบื้องต้นเกี่ยวกับจิตสำนึกสากล



รวมทั้งข้อมูลพื้นฐานเกี่ยวกับโครงเรื่อง ตัวละคร หรือ แก่นเรื่อง ที่จะมีประโยชน์ในการทำความเข้าใจบทอ่านนั้นๆ

- 2.2 สร้างปฏิสัมพันธ์ (live and feel through narrator, characters, situations, settings, and actions) ผู้เรียนมีปฏิสัมพันธ์กับบทอ่าน มีส่วนร่วมกับผู้เล่าเรื่อง ตัวละคร สถานการณ์ ฉาก และการกระทำต่างๆของตัวละคร
- 2.3 ตอบสนองและตีความ (what they feel and think toward the text) ผู้เรียนตอบสนองต่อบทอ่านและตีความเรื่องที่อ่าน
- 2.4 ค้นหาแลกเปลี่ยน (change point of view by looking at text from multiple perspectives) ผู้เรียนแลกเปลี่ยนความรู้สึกที่มีต่อบทอ่านและอภิปรายการตีความกับผู้อื่น
- 2.5 เปรียบเทียบและประเมินค่า (idea and ideology/ building more thoughtful interpretation) ผู้เรียนเปรียบเทียบการตีความของตนและผู้อื่น รวมทั้งสะท้อนประเด็นปัญหาที่เกี่ยวข้องกับจิตสำนึกสากลในบทอ่าน

<p>เสริมความรู้พื้นฐาน (expanding horizon of expectation)</p>	<ul style="list-style-type: none"> <li>ผู้สอนแนะนำเกี่ยวกับคำศัพท์เฉพาะทางวรรณคดี และข้อมูลในประเด็นที่เกี่ยวข้องกับจิตสำนึกสากล</li> </ul>
<p>สร้างปฏิสัมพันธ์ (live and feel through narrator, characters, situations, settings, and actions)</p>	<ul style="list-style-type: none"> <li>ผู้เรียนมีปฏิสัมพันธ์กับบทอ่าน</li> </ul>
<p>ตอบสนองและตีความ (what they feel and think toward the text)</p>	<ul style="list-style-type: none"> <li>ผู้เรียนตอบสนองต่อบทอ่านและตีความเรื่องที่อ่าน</li> </ul>
<p>ค้นหาแลกเปลี่ยน (change point of view by looking at text from multiple perspectives)</p>	<ul style="list-style-type: none"> <li>ผู้เรียนแลกเปลี่ยนความรู้สึกที่มีต่อบทอ่านและอภิปรายการตีความกับผู้อื่น</li> </ul>
<p>เปรียบเทียบและประเมินค่า (idea and ideology/ building more thoughtful interpretation)</p>	<ul style="list-style-type: none"> <li>ผู้เรียนเปรียบเทียบการตีความของตนและผู้อื่นรวมทั้งสะท้อนประเด็นปัญหาที่เกี่ยวข้องกับจิตสำนึกสากลในบทอ่าน</li> </ul>

ภาพ 1 ขั้นตอนการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านเพื่อพัฒนาจิตสำนึกสากลของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

รูปแบบกิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านเพื่อใช้พัฒนาจิตสำนึกสากลของผู้เรียน

ขั้นการพัฒนา (Stages of development)	คำอธิบาย (Descriptions)	กิจกรรมแนะนำ (Suggested activities)	จุดเน้น (Main focus)
การเสริมสร้างความรู้พื้นฐาน  (Building schema knowledge)	ผู้สอนให้ความรู้เกี่ยวกับศัพท์เฉพาะทางวรรณคดี ข้อมูลเกี่ยวกับโครงเรื่อง ตัวละคร แก่นเรื่อง ความหมาย แนวคิด พื้นฐานและประเด็นต่างๆ ที่เกี่ยวข้องกับจิตสำนึกสากล	► การนำเสนอวีดิทัศน์ รูปภาพ ภาพยนตร์ ► รายชื่อคำศัพท์ที่เข้าใจยากหรือคำศัพท์ที่มาจากภาษาอังกฤษโบราณ	ขยายขอบเขตการคาดหวังของผู้อ่าน
การมีส่วนร่วมกับผู้เล่าเรื่องตัวละคร สถานการณ์ ฉาก และการกระทำต่างๆ ของตัวละคร (Engaging with the narrator, characters, situations, settings, and actions)	ผู้เรียนมีปฏิสัมพันธ์กับบทอ่าน	► การอ่านกวีนิพนธ์ ► การแสดงบทบาทสมมติ ► วรรณกรรมกลุ่ม (Literature circles)	เปลี่ยนบทบาทของผู้อ่านจากผู้รับสารมาเป็นผู้มีส่วนร่วมกับการอ่าน
การสะท้อนความรู้สึก (Reflecting emotions)	ผู้เรียนตอบสนองต่อบทอ่านและตีความหมายบทอ่านนั้น	► การเขียนสะท้อนความรู้สึก	มีปฏิสัมพันธ์กับบทอ่าน/ พัฒนาสุนทรียะในการอ่าน
การสำรวจและตีความหมายประเด็นที่เกี่ยวข้องกับจิตสำนึกสากล (Exploring global mindedness issues and developing interpretation)	ผู้เรียนอภิปรายและแลกเปลี่ยนความคิดเห็นเกี่ยวกับบทอ่านโดยเน้นในประเด็นที่เกี่ยวข้องกับจิตสำนึกสากล	► จับคู่สนทนาหรือสนทนากลุ่ม ► วรรณกรรมกลุ่ม (Literature circles)	เปลี่ยนมุมมองในการมองโลกโดยวิเคราะห์บทอ่านจากหลากหลายมุมมองและสร้างความตระหนักรู้ในประเด็นเกี่ยวกับจิตสำนึกสากล
การประเมินความคิดเห็น (Evaluating idea and ideology)	ผู้เรียนประเมินความคิดเห็นและการตีความของตนรวมทั้งของผู้อื่น	► การเขียนเรียงความ ► การจัดกลุ่มโต้เถียง	พัฒนาทักษะการตีความตามบริบททางด้านสังคมและวัฒนธรรม

ขั้นที่หนึ่งคือ การเสริมสร้างความรู้พื้นฐาน (Building schema knowledge) ผู้สอนจะให้ความรู้พื้นฐานใน 2 ด้านด้วยกันคือ ความรู้ทางด้านวรรณคดีและความรู้เกี่ยวกับจิตสำนึกสากลโดยในด้านวรรณคดี ผู้สอนจะแนะนำคำศัพท์เฉพาะทางวรรณคดีที่เข้าใจยาก และซับซ้อน และคำศัพท์ภาษาอังกฤษโบราณ (archaic words) ที่มีรูปแบบการเขียนแตกต่างไปจากภาษาอังกฤษที่ใช้กันในปัจจุบัน รวมทั้งข้อมูลเบื้องต้นเกี่ยวกับโครงเรื่อง ตัวละคร หรือ แก่นเรื่อง ที่มีประโยชน์ในการทำทำความเข้าใจบทอ่านนั้นๆ ส่วนความรู้ด้านจิตสำนึกสากลนั้น ผู้สอนจะมีการอธิบายถึงความหมายและคุณลักษณะของจิตสำนึกสากล รวมทั้งยกตัวอย่างเหตุการณ์หรือประเด็นต่างๆ ที่เกี่ยวข้องกับการมีจิตสำนึกสากล โดยกิจกรรมในขั้นนี้จะมีการนำเสนอวีดิทัศน์ รูปภาพ หรือภาพยนตร์ ที่มีเนื้อหาเกี่ยวข้องกับบทอ่านและประเด็นด้านจิตสำนึกสากล ซึ่งจุดเน้นของการพัฒนากิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านในขั้นนี้ก็คือ การขยายความคาดหวังของผู้อ่าน (Expand horizon of expectation) โดยการที่ผู้สอนนำเสนอข้อมูลที่จำเป็นต่อการทำความเข้าใจเนื้อเรื่อง เช่น ข้อมูลเกี่ยวกับโครงเรื่อง ตัวละคร หรือ แก่นเรื่อง ซึ่งเมื่อผู้เรียนได้รับข้อมูลเหล่านี้ก่อนล่วงหน้าจะสามารถทำให้เข้าใจเนื้อเรื่องที่อ่านได้ดีกว่าการไม่ทราบข้อมูลใดๆ ล่วงหน้าเลย การคาดเดานี้มีบทบาทในการสร้างการคาดหวังและเตรียมข้อมูลล่วงหน้าให้กับผู้เรียนเกี่ยวกับโครงเรื่อง ตัวละคร และแก่นเรื่อง กระบวนการของการคาดเดาข้อมูลที่เกิดขึ้นตลอดขั้นตอนของการอ่านนี้จะช่วยให้ผู้เรียนทำความเข้าใจเกี่ยวกับเรื่องที่อ่านได้ดีขึ้น

ขั้นที่สองคือ การมีส่วนร่วมกับผู้เล่าเรื่อง ตัวละคร สถานการณ์ ฉาก และการกระทำต่างๆ ของตัวละคร (Engaging with the narrator, characters, situations, settings, and actions) ในขั้นนี้ผู้เรียนจะเริ่มต้นมีปฏิสัมพันธ์กับบทอ่านและเปลี่ยนบทบาทจากผู้รับสารอย่างเดียวมาเป็นมีส่วนร่วมในการอ่านด้วย กิจกรรมที่จะใช้กระตุ้นให้ผู้เรียนมีส่วนร่วมกับบทอ่านก็คือ วรรณกรรมกลุ่ม (Literature circles) โดยจะมีการแบ่งผู้เรียนออกเป็นกลุ่ม และภายในกลุ่มจะแบ่งผู้เรียนทำหน้าที่ต่างๆ เช่น ค้นหาความหมายของคำศัพท์ วลี หรือประโยคที่น่าสนใจและมีความสำคัญต่อการทำความเข้าใจเนื้อเรื่อง วิเคราะห์ตัวละคร สรุปโครงเรื่อง เป็นต้น นอกจากนี้ สำหรับบทอ่านที่เป็นร้อยกรองอาจมีการจัดกิจกรรมอ่านกวีนิพนธ์ร่วมก็ได้ และสำหรับบทอ่านประเภทร้อยแก้ว เช่น เรื่องสั้น นวนิยาย หรือบทละคร นอกจากกิจกรรมวรรณกรรมกลุ่มแล้วอาจให้ผู้เรียนแสดงบทบาทสมมติเพิ่มเติมก็ได้

ขั้นที่สามคือ การสะท้อนความรู้สึก (Reflecting emotions) ผู้สอนจะมีการกระตุ้นให้ผู้เรียนตอบสนองต่อบทอ่านและและตีความหมายบทอ่านนั้นต่อเนื่องจากการมีปฏิสัมพันธ์กับบทอ่านในขั้นที่สอง โดยในขั้นนี้จะเน้นไปที่การตีความและวิเคราะห์แก่นเรื่อง รวมทั้งการ

แสดงความคิด อารมณ์ ความรู้สึกโต้ตอบกับบทอ่าน กิจกรรมที่ใช้อาจจะให้ผู้เรียนเขียนบรรยายสะท้อนความรู้สึกที่มีต่อบทอ่าน

ขั้นที่สี่คือการสำรวจและตีความหมายประเด็นที่เกี่ยวข้องกับจิตสำนึกสากล (Exploring global mindedness issues and developing interpretation) ผู้เรียนจะมีโอกาสในการอภิปรายและแลกเปลี่ยนความคิดเห็นเกี่ยวกับบทอ่านโดยเน้นในประเด็นที่เกี่ยวข้องกับจิตสำนึกสากล โดยใช้กิจกรรมการจับคู่สนทนาหรือสนทนากลุ่ม หรือกิจกรรมวรรณกรรมกลุ่ม (Literature circles) เพื่อแลกเปลี่ยนมุมมองในการมองโลกและเรียนรู้ความคิดเห็นที่หลากหลายจากผู้อื่น

ขั้นที่ห้าคือ การประเมินความคิดเห็น (Evaluating idea and ideology) ผู้เรียนจะมีการประเมินความคิดเห็นและการตีความของตนเองรวมทั้งของผู้อื่นด้วยกิจกรรมการเขียนเรียงความหรือการโต้เถียง เพื่อพัฒนาการตีความที่มีตรรกะเหตุผลในการสะท้อนประเด็นปัญหาที่เกี่ยวข้องกับจิตสำนึกสากลในบทอ่าน

โดยจากแนวทางการพัฒนาจิตสำนึกสากลของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศโดยใช้กิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านดังรายละเอียดที่กล่าวไปแล้วข้างต้นนั้น ผู้สอนสามารถนำข้อมูลมาประยุกต์ใช้ในห้องเรียนได้ดังตัวอย่างเช่น ในการสอนเรื่องสั้นเรื่อง The Sound of Thunder ของ Ray Bradbury ซึ่งมีเนื้อหาเกี่ยวข้องกับจิตสำนึกสากลด้านความรับผิดชอบต่อสังคมโลกและการเชื่อมโยงซึ่งกันและกัน โดยมีจุดเน้นที่การสร้างตระหนักรู้ว่าการกระทำของคนเราแม้เป็นเพียงแค่การกระทำที่เล็กน้อยแต่ก็อาจจะส่งผลกระทบที่ยิ่งใหญ่ก็ได้ ซึ่งระดับของภาษาและความยาวของเรื่องมีความเหมาะสมกับระดับทางภาษาและความสนใจของผู้เรียนในชั้นปีที่ 3 สาขาภาษาอังกฤษ และในขั้นตอนการสอน ผู้สอนอาจจะให้ข้อมูลพื้นฐานเกี่ยวกับโครงเรื่อง ตัวละคร แก่นเรื่อง และแนวคิดพื้นฐานเกี่ยวกับทฤษฎี Butterfly Effect ของนักวิทยาศาสตร์ชาวอเมริกัน ที่มีความสอดคล้องกับแก่นของเรื่องเพื่อเตรียมความพร้อมให้ผู้เรียนทราบข้อมูลที่จะใช้เชื่อมโยงกับเนื้อเรื่องและประเด็นสำคัญของเรื่อง ซึ่งกิจกรรมในขั้นแรกนี้ผู้สอนอาจเปิดภาพยนตร์เรื่อง The Butterfly Effect เพื่อกระตุ้นความสนใจของผู้เรียนในตอนต้นคาบ และดึงดูดให้ผู้เรียนต้องการอ่านเนื้อเรื่องต่อไปและเป็นการขยายขอบเขตของความคาดหวังของผู้อ่าน (Horizon of expectation)

จากนั้น ผู้สอนจะให้ผู้เรียนได้อ่านเนื้อเรื่องและทำกิจกรรมวรรณกรรมกลุ่ม (Literature circles) โดยแบ่งผู้เรียนเป็นกลุ่ม ๆ ละประมาณ 5 คน และมอบหมายให้ผู้เรียนทำหน้าที่เป็นผู้สรุปเนื้อเรื่อง (Summarizer) ผู้หาความหมายของคำศัพท์ที่น่าสนใจ (Vocabularian) ผู้ค้นหาย่อหน้าที่น่าสนใจ (Passage Person) ผู้วิเคราะห์ประเด็นทางด้าน

วัฒนธรรม (Culture Collector) และผู้สะท้อนความคิดเห็นที่ได้จากเนื้อเรื่อง (Reflector) ในขั้นตอนนี้จะเป็นการเปลี่ยนบทบาทของผู้เรียนจากผู้รับสารมาเป็นผู้มีส่วนร่วมในการอ่าน หลังจากนั้นจะให้ผู้เรียนได้นำเสนอข้อมูลที่ตนได้รับผิดชอบ

ลำดับถัดไปผู้สอนจะให้ผู้เรียนได้เขียนสะท้อนความรู้สึกที่มีต่อบทอ่านโดยเน้นในประเด็นที่เกี่ยวข้องกับเรื่องของ Butterfly Effect นอกจากนี้ในขั้นตอนต่อไปจะให้ผู้เรียนได้อภิปรายเพื่อแลกเปลี่ยนความคิดเห็นกับเพื่อนโดยนำข้อมูลที่ตนได้เขียนสะท้อนความรู้สึกมาแบ่งปันกับเพื่อนโดยการจับคู่สนทนา ซึ่งคาดหวังว่าผู้เรียนจะได้เปลี่ยนมุมมองในการวิเคราะห์เนื้อเรื่องและมีความตระหนักรู้ยิ่งขึ้นในประเด็นเรื่อง Butterfly Effect ที่เกี่ยวข้องกับการมีจิตสำนึกสากลด้านความรับผิดชอบต่อสังคมโลกและการมองทุกอย่างในโลกว่าล้วนแล้วแต่มีความเชื่อมโยงซึ่งกันและกัน

และในขั้นสุดท้ายจะเป็นการเปิดโอกาสให้ผู้เรียนได้แสดงความคิดเห็นในวงสนทนาที่กว้างขึ้นจากกิจกรรมการโต้วาที ซึ่งสามารถทำได้โดยแบ่งผู้เรียนเป็นกลุ่มย่อยกลุ่มละ 5 คน ซึ่งจะเป็นกลุ่มเดิมกับกิจกรรมวรรณกรรมกลุ่มก็ได้ หัวข้อในการโต้วาทีอาจจะเป็น เช่น “If you could turn back time, what would you change and why?” ซึ่งจะต้องมีกลุ่มที่แสดงความคิดเห็นในมุมมองที่ต้องการเปลี่ยนแปลงอดีตและกลุ่มที่ไม่ต้องการเปลี่ยนแปลงอดีตโดยในขั้นตอนนี้คาดหวังว่าผู้เรียนจะได้เรียนรู้การประเมินความคิดเห็นของตนเองและผู้อื่น และพัฒนาทักษะการตีความตามบริบททางด้านสังคมและวัฒนธรรม พร้อมทั้งมีความเข้าใจที่ลึกซึ้งต่อเรื่อง Butterfly Effect และทราบถึงจุดยืนของตนในสังคมโลกว่าจะสามารถทำอะไรได้บ้างเพื่อแสดงความรับผิดชอบต่อปัญหาต่างๆที่เกิดขึ้นในฐานะพลเมืองของโลกคนหนึ่ง

อย่างไรก็ตาม ปัญหาที่ผู้สอนอาจจะพบได้ในการใช้กิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านเพื่อใช้พัฒนาจิตสำนึกสากลของผู้เรียน คือ ผู้เรียนอาจมีความเคยชินกับการเรียนแบบบรรยายและไม่พร้อมในการทำกิจกรรมในห้อง เช่น ผู้เรียนอาจไม่ได้เตรียมอ่านเนื้อเรื่องมาก่อนล่วงหน้าจึงทำให้ใช้เวลาในการอ่านเนื้อเรื่องในห้องนานเกินไป จนทำให้เวลาในการทำกิจกรรมกลุ่มต่าง ๆ ไม่เพียงพอ ซึ่งในกรณีนี้ผู้สอนอาจจะต้องกำหนดเวลาในการสอนแต่ละเรื่องให้เหมาะสมตามสภาพของผู้เรียนจริง นอกจากนี้ ผู้เรียนที่มีความสามารถทางภาษาอยู่ในระดับต่ำอาจมีความยากลำบากในการทำความเข้าใจคำศัพท์ต่าง ๆ ในเรื่องจนนำไปสู่ความท้อใจในการอ่านและเกิดทัศนคติที่ไม่ดีต่อการเรียนวรรณคดี ผู้สอนอาจแก้ปัญหาโดยการเตรียมรายชื่อคำศัพท์ที่เข้าใจยากให้ผู้เรียนศึกษามาก่อนล่วงหน้า

และแนะนำแหล่งข้อมูลเพิ่มเติมในรูปแบบวิดีโอ หรือภาพยนตร์ เพื่อให้ผู้เรียนได้ศึกษาล่วงหน้าก่อนที่จะทำการอ่านเนื้อเรื่อง อีกประการหนึ่งก็คือ ผู้เรียนที่ไม่ถนัดในการแสดงความคิดเห็นด้วยการพูดอาจจะไม่มีแรงจูงใจในการเข้าร่วมกิจกรรม จึงเป็นความท้าทายของผู้สอนที่จะต้องหาวิธีการอื่นเพื่อดึงเอาศักยภาพของผู้เรียนออกมา ซึ่งในรูปแบบกิจกรรมที่ได้นำเสนอนี้ได้แนะนำกิจกรรมการเขียนสะท้อนความรู้สึกในขั้นตอนการสอนที่สามเพื่อให้เกิดการพัฒนาทักษะที่ความหลากหลายแล้ว

เมื่อพิจารณาทั้งข้อดีและข้อเสียของรูปแบบกิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านเพื่อใช้พัฒนาจิตสำนึกสากลของผู้เรียนนี้แล้ว กล่าวได้ว่า กิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านนี้มีศักยภาพในการช่วยพัฒนาจิตสำนึกสากลให้กับผู้เรียนโดยเปิดโอกาสให้ผู้เรียนได้แสดงความคิดเห็นต่อเนื้อเรื่องและประเด็นปัญหาที่สอดแทรกอยู่ในงานเขียนทั้งประเภทกวีนิพนธ์ บทละคร เรื่องสั้น และนวนิยาย ไม่ว่าจะเป็นประเด็นทางด้านสังคม ขนบธรรมเนียมวัฒนธรรม เชื้อชาติ สิ่งแวดล้อม วิทยาศาสตร์ และเทคโนโลยี เศรษฐกิจ และการเมือง ผู้เรียนสามารถตีความเรื่องที่อ่านได้โดยใช้ข้อมูลพื้นฐานและประสบการณ์ของแต่ละคน เป็นการสร้างความตระหนักให้กับผู้เรียนได้ทราบถึงจุดยืนของตนในบริบทของสังคมโลกซึ่งจะช่วยส่งเสริมความเข้าใจที่ลึกซึ้งในวัฒนธรรมที่แตกต่าง ช่วยให้เห็นความเชื่อมโยงระหว่างแนวคิดและความเชื่อของตนกับผู้อื่น และยังเป็นการกระตุ้นให้ผู้เรียนมีความรับผิดชอบต่อนปัญหาที่เกิดขึ้นในภูมิภาคต่างๆในโลกในฐานะพลเมืองโลกคนหนึ่งอีกด้วย สำหรับปัญหาที่อาจจะประสพระหว่างการทำกิจกรรมก็เป็นสิ่งที่ผู้สอนควรนำมาพิจารณาและหาแนวทางแก้ไขโดยสามารถศึกษาจากแนวทางที่ได้นำเสนอไว้แล้วในบทความนี้เพื่อช่วยให้การดำเนินกิจกรรมเป็นไปได้อย่างสำเร็จลุล่วง

## บทสรุป

แนวทางการพัฒนาจิตสำนึกสากลของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ โดยใช้กิจกรรมการสอนวรรณคดีตามทฤษฎีการตอบสนองของผู้อ่านนี้จะประโยชน์ต่อผู้สอนรายวิชาวรรณคดีในระดับมหาวิทยาลัยเพื่อเสริมสร้างและกระตุ้นให้ผู้เรียนได้ตระหนักถึงความสำคัญของการมีจิตสำนึกสากลอันเป็นคุณสมบัติที่ของบัณฑิตที่พึงประสงค์ดังที่ได้กำหนดไว้ในวิสัยทัศน์และหน้าที่ของสถาบันอุดมศึกษาขององค์การยูเนสโกและสอดคล้องกับแนวทางในการจัดการศึกษาของไทยตามกรอบแผนอุดมศึกษาระยะยาว 15 ปี ฉบับที่ 2 (พ.ศ.2551-2565) ที่นอกจากจะมีความมุ่งหวังให้บัณฑิตมีความสามารถในการเฉพาะทางวิชาชีพของตนแล้ว ยังควรที่จะต้องมีความรับผิดชอบต่อสังคม มีความรู้ความเข้าใจใน

วัฒนธรรมที่แตกต่าง และตระหนักถึงปัญหาต่างๆ ที่เกิดขึ้นในสังคมโลก พร้อมทั้งสามารถแสดงความคิดเห็นเพื่อแสวงหาแนวทางในการแก้ไขปัญหาเหล่านั้นด้วย นอกจากนี้ ตัวอย่างรูปแบบกิจกรรมการสอนในบทความนี้ ยังสามารถใช้เป็นแนวทางสำหรับรายวิชาอื่นๆ ที่ต้องการพัฒนาจิตสำนึกสากลของผู้เรียน อันจะเป็นประโยชน์ให้แก่บุคคลหรือหน่วยงานที่เกี่ยวข้องนำไปประยุกต์ใช้ให้เหมาะกับบริบทการเรียนการสอนของตนต่อไป

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### ประวัติโดยย่อ

ผู้ช่วยศาสตราจารย์ ดร.สุกัญญา เกาะวิวัฒนากุล จบการศึกษาระดับปริญญาตรี จากภาควิชาภาษาอังกฤษ คณะมนุษยศาสตร์ มหาวิทยาลัยเชียงใหม่ ระดับปริญญาโท จากภาควิชาการสอนภาษาอังกฤษ คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่ และระดับปริญญาโทและปริญญาเอก จากภาควิชา Modern Languages มหาวิทยาลัยเซาท์แธมป์ตัน ประเทศอังกฤษ งานวิจัยที่สนใจเกี่ยวข้องกับการสอนวรรณคดีอังกฤษ การใช้ความคิดเชิงวิเคราะห์และวิจารณ์ การพัฒนาจิตสำนึกสากล ปัจจุบันเป็นอาจารย์ประจำสาขาวิชาภาษาอังกฤษ คณะศิลปศาสตร์ มหาวิทยาลัยพะเยา