



**STUDENTS' SATISFACTION TOWARDS LEARNING
FOREIGN LANGUAGES WITH NATIVE TEACHERS AT
A PRIVATE LANGUAGE SCHOOL**

BY

MISS NUTTIWAN PRAWADLERDRUK

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
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ENTITLED

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was approved as partial fulfillment of the requirements for
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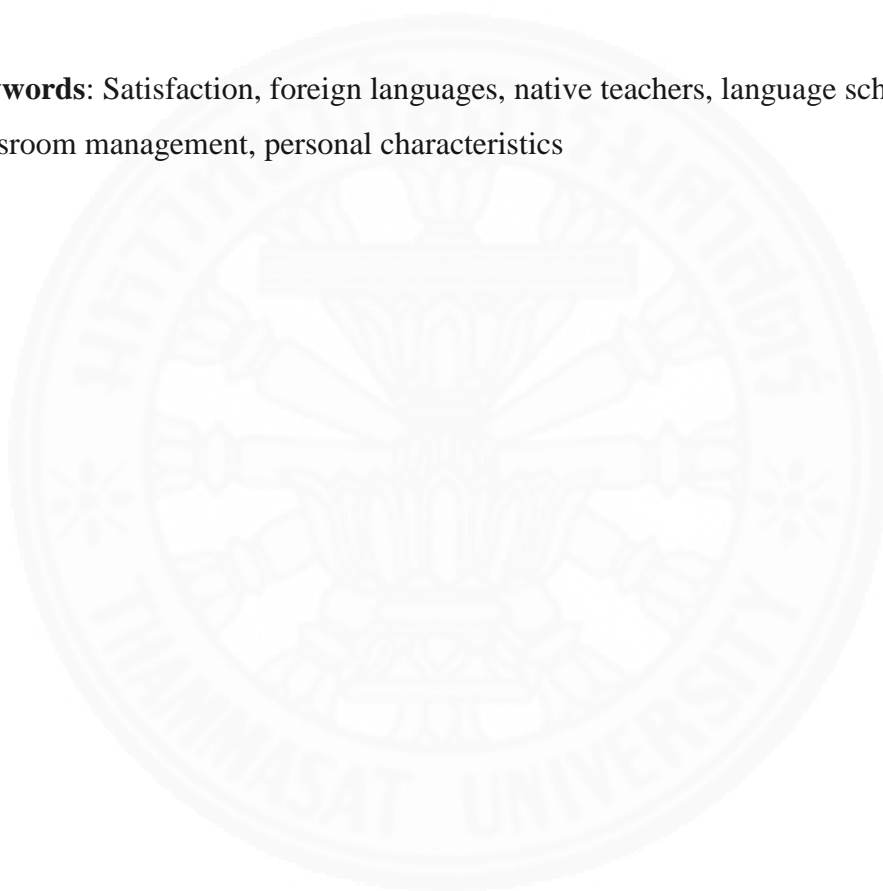
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ABSTRACT

This study explored students' satisfaction towards learning foreign languages (Thai, English, and Japanese) with native teachers at a private language school. The purpose of the study was to find out the level of students' satisfaction in terms of classroom management and the personal characteristics of teachers. The participants in this study were 60 Thai and foreign students who were studying Thai, English, or Japanese at one private language school in the Silom area, in Bangkok, Thailand. Data was collected using questionnaires and analyzed statistically with the SPSS program. The finding indicated that most of the participants had a very positive attitude towards their native teachers. The items that had the most significant levels of satisfaction in terms of classroom management were that the teachers give students opportunities to ask questions and share ideas, the teachers can correct students' mistakes effectively, the teachers can make a difficult topic easy to understand, the teachers can connect students' prior knowledge to new content in the classroom, and the teachers can give comprehensive help to students by answering questions and giving students good suggestions. In terms of personal characteristics of teachers, the

students were satisfied with their teachers who are punctual, warm, friendly, emotionally stable, and good at listening to students' opinions. They also suggested that teachers should use various tools and materials, should have a sense of humor, should evaluate their comprehension by preparing tests, should use supplementary materials in addition to textbooks, and should give and follow up on homework.

Keywords: Satisfaction, foreign languages, native teachers, language school, classroom management, personal characteristics



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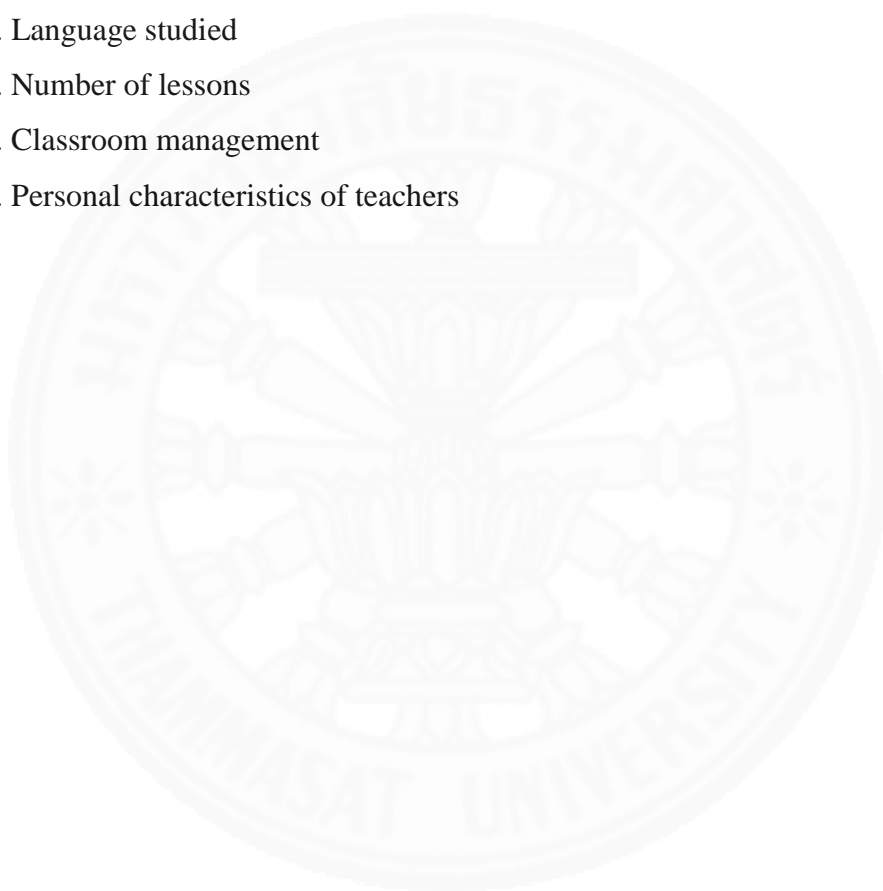
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CHAPTER 1

INTRODUCTION

1.1 Background of the study

Language is one of the most important means that people use daily worldwide in order to communicate with each other. Apart from simple daily communication, people use language to express their feelings, thoughts, and moods. As Edward (1921, p.8) stated “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”. That is why people presently tend to pay more attention to learning foreign languages since they believe that foreign language proficiency can help them to communicate with other people from foreign countries. Moreover, they may in turn earn a higher income; find a better or more satisfying job, and greater more opportunities. As Thuamkorn (2009) claimed, Thai society in this era has a wide variety of jobs for those who can use English effectively. In addition to English, other languages also seem to have become interesting and advantageous.

Language schools have become very popular in Thailand, especially in Bangkok over the last few years, as they are an ideal place for one to study a language other than one’s own mother tongue. In addition, they provide opportunities to learn a language through a variety of interesting topics, enabling students to use it more confidently and productively. To become a successful foreign language learner, it is necessary to have a teacher who has a lot of experience, relevant education in the field, and strong teaching methods to further the student achievement. Therefore, the success of the academic process is characterized by the efficiency of the teaching and learning process, the level of student satisfaction towards the learning process and the students’ success rate in taking a specific course. Furthermore, the majority of students expect their teachers to possess native-like fluency. Cook (as cited in Florence, 2012) states that native teachers have an advantage as linguistic models and students prefer them for their pronunciation, speaking, vocabulary skills as well as in-depth knowledge of cultural issues. Students’ satisfaction towards their teachers was found to be based on the teacher giving priority to connecting new information to

prior knowledge, having knowledge of the subject matter, being enthusiastic about teaching, having a sense of humor, being positive and making students think optimistically, being a role model, having the ability to change or make things more varied, as well as having the competence to give instructions and describe things clearly (Thuamkorn, 2009).

The aim of this study is to survey students' satisfaction towards learning foreign languages with native teachers at a private language school that provides Thai, English and Japanese language courses. There are both native teachers and non-native teachers at most private schools. Students who come to study at a private language schools vary widely in age, nationality, educational background, work experience, and they have different goals and objectives for their language learning. Most private language schools offer a full range of language classes for the beginner, intermediate, and advanced levels. Students are able to select the right course according to their language levels. Courses can be organized in groups and for individuals. The private language school selected for this study is a for profit organization with corporate franchises in both Thailand and Japan. Fees are set depending on a multitude of factors, including the local cost of living, reputation of school, location, and demand for the language in the area where a school is located. The private language school chosen for this study was selected due to its accessibility, which allowed the researcher to confer with students and collect in-depth data. Only native teachers were studied since they are expected to be fluent and have sufficient competence in teaching the students' target languages.

The result of this study will reveal the level of students' satisfaction and their attitudes towards their teachers. In addition, the data collected from the students will be beneficial to all the teachers involved as it will allow them to perceive how students think of them and enable them to adjust themselves accordingly to become more efficient teachers.

1.2 Research questions

1.2.1 What is the students' satisfaction towards learning foreign languages with native teachers at a private language school?

1.2.2 What is the level of students' satisfaction in learning foreign languages with native teachers at a private language school in terms of classroom management and the personal characteristics of teachers?

1.3 Research objectives

1.3.1 To investigate students' satisfaction towards learning foreign languages with native teachers at a private language school.

1.3.2 To examine the level of students' satisfaction in learning foreign languages with native teachers at a private language school in terms of classroom management and the personal characteristics of teachers.

1.4 Definition of terms

The definitions of terms in this study are as follows:

Satisfaction refers to the fulfillment of students' wishes, expectations, needs, or the pleasure derived from learning foreign languages with native teachers in two main aspects: classroom management and personal characteristics of teachers.

Foreign Language refers to a language other than the students' mother tongue that a student has taken a course on. In this case, refers specifically the Thai, English, and Japanese languages.

Students refer to the subjects studying foreign languages (Thai, English, or Japanese) at the chosen private language school.

Native Teachers refer to Thai nationals who teach Thai language, British or American nationals who teach English, and Japanese nationals who teach Japanese language.

Classroom management refers to the process of ensuring that classroom lessons run smoothly and the prevention of any disruptive behavior from students.

Personal characteristics refer in particular to traits of behavior, emotion, motivation, and thought patterns that define an individual.

A private language school refers to a language school, which is engaged in teaching Thai, English, and Japanese to both Thai and foreign students.

1.5 Significance of the study

The findings of this study can be used to improve language teaching at the chosen private language school. The results will be beneficial for the native teachers involved. Teachers will be able to make use of the findings by improving and adjusting their teaching for their future students. In addition, the findings can be used as guidelines for the language school to train native speakers to teach more effectively.



CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature in four main areas:

- (1) Student satisfaction
- (2) Classroom management
- (3) Personal characteristics of an effective language teacher
- (4) Previous related studies

2.1 Student satisfaction

Student satisfaction is relevant to the interest, respect, or positive feelings that the students have towards the teacher, course, or school. Student satisfaction is unlike the service industry, which holds satisfaction as a goal in and of itself. Schools generally perceive satisfaction as not only a value in itself but also as a means to achieve an objective. Higher education tends to care about student satisfaction because of its potential impact on student motivation, retention, recruitment efforts, and fundraising. As Astin (1977) affirmed, it is difficult to argue that student satisfaction can be legitimately subordinated to any other educational outcome. Stikes (1984) also supported that the level of student satisfaction is relevant to the students' ability to access sufficient resources to meet their academic and social interests, the capacity to project and implement their self concepts as students or by viewing themselves as part of the institution, and contingent to their own academic and social experiences obtained at any particular institution. Previous studies have shown that students who report positive academic and social experiences expressed greater satisfaction with their overall college experience. Other crucial aspects of student satisfaction include academic performance, the quality of syllabus, teaching, and academic advising, student satisfaction with their major, and the level of isolation felt by the student. This implies that adequate and positive interaction between fellow students is also a factor affecting student satisfaction concerning their academic experiences (Aitken, 1982).

As mentioned above, it is presumed that academic performance and quality of teaching is one of the most conductive parts concerning student satisfaction.

2.2 Classroom management

Classroom management is of the highest concern for beginner teachers as the satisfaction and enjoyment in teaching is dependent upon getting students to cooperate. Prior knowledge of classroom management may impact a student's decision when applying to study; thus, teachers should have the qualifications to convince student to have confidence in their ability, which also allows them to be able to adapt themselves to serve student needs. Bragstad and Stumpf (1987) found that instructional practices, personal attitudes and the behavior of teachers are some of the most essential factors determining the quality of a teacher. Furthermore, there are many factors that affect student satisfaction towards their teachers, such as the teacher's sex, age, teaching methods, skill in interaction, materials used and atmosphere in the class. Woolfolk (2004) determined that the teaching techniques that students feel most satisfied with include making learning tasks fun, as well as the ability to make complex matters easily understandable, making use of novelty, using activities such as singing, employing tactics for memorizing or short-cut tactics, using body language, voice modulations, and eye contact, as well as the ability to arouse curiosity and provide incentives and rewards if needed. Girard's study (as cited in Harmer, 1991, p.5) also described 10 qualities of teachers that students expect to see, which are as follows:

1. Teachers should make the lesson interesting.
2. Teachers should have good pronunciation.
3. Teachers should have clear explanations.
4. Teachers should speak fluently.
5. Teachers should have no bias and treat students equally.
6. Teachers should encourage all students to participate.
7. Teachers should be patient.
8. Teachers should focus on spoken language.
9. Teachers should motivate students to work.
10. Teachers should use an audio-lingual approach in teaching.

Hart (2007) agrees that a good language teacher should have academic knowledge and be able to adapt teaching materials to suit students' needs and encourage them to learn because students' outcomes and academic achievement depend on their teachers' qualities (Srisuwan, 2013).

Doyle (1979) studied classroom management techniques, and found that classrooms that are crowded with people should be organized and directed in ways that maximize work involvement and minimize disruptions. Many situations occur at the same time and the ebb and flow of the classroom is frequently unpredictable; thus, teachers must be able to react accordingly and are required to have a highly developed ability to manage all occurrences. Apart from an organizational perspective, one of the most important parts of classroom management is activities. To say a classroom is orderly means that students are all participating in the activity provided. Many studies have indicated that successful classroom managers rely on three basic strategies to establish order at the beginning of the year: simplicity, familiarity, and routinization; for example, teachers repeat the same activity forms for the first few weeks to familiarize students with the standard procedures and provide opportunities to rehearse them. This routinization of activities helps sustain classroom order by making events less susceptible to breakdowns because participants know the normal sequence of action. Monitoring is a key role in establishing and maintaining classroom activities and teachers must notice what is going on in a classroom. Wubbels, Brekelmans, Van Tartwijk, & Admiraal (1999) agreed that effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (Evertson and Weinstein 2006, pp. 4-5). This definition focuses on the responsibility of the teacher and relates the use of classroom management strategies.

Evertson and Weinstein (2006) also described five types of actions in order to attain a high quality of classroom management: (1) teachers must develop caring, supportive relationships with and among students; (2) teachers must organize and implement instruction in ways that optimize students' access to learning; (3) teachers must encourage students' engagement in academic tasks, which can be done by using

group managements methods such as establishing rules and classroom procedures; (4) teachers must promote the development of students' social skills and self-regulation; and (5) teachers must use appropriate interventions to assist students with behavior problems.

In summary, teaching in classrooms requires an ability to predict the direction of events and make decisions rapidly since classroom management is an ongoing interaction between teachers and their students. Brophy (2006) puts forward a similar idea that classroom management is an action taken to create and maintain a learning environment conducive to successful instruction. Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students.

2.3 Personal characteristics of an effective language teacher

The last section in the survey of student satisfaction related to the personal an effective language teacher's characteristics, which distinguish the personality of an individual in the aspects of habitual patterns of behavior, temperament, and emotion.

Personal characteristics refer to persisting personality traits that are revealed in a particular pattern of behavior in a variety of situations. Stephens and Crawley's study (as cited in Arikan, Taser, & Suzer, 2008) defined an effective teacher as a person who has the ability to provide information to students in such a way that students can connect with it and understand it easily. Young and Shaw's study (as cited in Arikan, Taser, & Suzer, 2008, p.43) supported the view that teacher effectiveness is related to effective communication, a comfortable learning atmosphere, concern for student learning, student motivation, and course organizing. Thus, effective teachers should make their classes interesting and meaningful. Orlando (2013) narrowed down "Nine Characteristics of a Great Teacher" found to be the most essential:

1. Respect students
2. Create a sense of community and belonging in the classroom
3. Be warm, accessible, enthusiastic and caring
4. Set high expectations for all students
5. Have own love of learning
6. Be a skilled leader

7. Can shift gears
8. Collaborate with colleagues on an ongoing basis
9. Maintain professionalism in all areas

Furthermore, effective teachers are described as motivators who provide incentives through recognition and rewards, are flexible in terms of their ability to be dominant or cooperative, and empathetic yet in control. They have strong interpersonal skills, handle discipline through prevention, and promote a classroom climate of respect and rapport that reflects their commitment to students and their learning (Cotton, 1995). In addition, Clark (1995) presents many qualities of effective teachers. First, effective teachers should communicate their own knowledge and appreciation of the subject matter to make students feel that they have learned something valuable, and that the course has contributed to their knowledge, awareness, and intellectual curiosity. Students should also be intellectually challenged and stimulated to think for themselves, and have opportunities to develop competencies characteristic of the discipline. Second, effective teachers should carefully plan and organize lessons in a coherent manner. The next quality relates to cognitive aspects of effective teaching, which involve techniques used to explain concepts and principles clearly, so that students understand the individual thoughts and ideas being presented. Another quality that contributes substantially to the achievement of cognitive learning concerns voice and other characteristics associated with the quality of presentation by a teacher (e.g., speaking in a clear, way being well-paced, having an expressive manner, and using appropriate teaching aids effectively). Additionally, effective teachers behave in ways that promote agreeable and friendly interpersonal relations between themselves and students, and that convey concern and respect for individual students.

2.4 Previous related studies

Past studies related to students' satisfaction towards learning foreign languages with native teachers can be categorized in two types: those conducted in Thailand and those conducted outside Thailand.

2.4.1 Research conducted in Thailand

Chaisiri (2006) researched “Factors affecting high school students’ decisions to take English courses at tutorial schools”. The subjects of this research were 60 M4-M6 students taking English courses at tutorial schools around the Central Pinklao Department Store and the Mall Ngamwongwan areas. It was found that the students were satisfied with their tutors’ performances. The majority of students were most satisfied with the ability of the tutor to maintain a good learning atmosphere; this was followed by the tutors’ ability to demonstrate good learning techniques, preparation, capability, content emphasis, clear explanations, good interpersonal skills, appropriate examples, good organization in tutoring and suitable speaking speed. Ranked most important was how the tutor makes students feel relaxed and interested while studying. The second was that the tutors provided special techniques. And the third was the tutors were well-prepared before the class.

Xing (2010) investigated “Students’ attitudes toward learning English with native and non-native speaking teachers.” In addition, the researcher surveyed the characteristics an effective English teacher should possess from the students’ perspective. The study was conducted by giving a questionnaire to 120 students who were all taking English courses in a graduate program provided by the Language Institute of Thammasat University, Thailand. The findings indicated that most students were satisfied with a friendly, fair, creative, enthusiastic, experienced, open-minded and caring teacher. Being well prepared, being interested, knowledgeable, using games, being aware of student needs, using visual aids, and managing the classroom appropriately were the characteristics and skills with which students were most satisfied.

Srisuwan (2013) investigated “Students’ attitudes toward learning English with native English-speaking teachers and non-native English speaking teachers” concerning their competence in teaching language skills, classroom atmosphere, and cultural aspects. The participants in this study were 100 students from grades 10 and 11 at Pichai Rattanakhan School in Rayong, Thailand. Questionnaires were used to collect the data and the findings showed that students were satisfied in learning with both native and non-native English speaking teachers. However, native English-speaking teachers obtained a higher level of satisfaction

from students in the aspects of teaching ability, classroom atmosphere, and knowledge of culture. Most students agreed that native English-speaking teachers used various kinds of materials, interesting games, and activities while teaching, which made them feel comfortable; they were also flexible and could encourage students to speak more in class.

Nuttawat (2008) did “A survey study of needs and problems in learning to speak English of the third year tourism industry students at Suratthani Rajabhat University”. This study used a sample of 62 students and questionnaires to collect the data. The result indicated that students were not certain if the teachers and the classrooms, textbooks, and materials seemed to be the root of their problems. Additionally, self-improvement, teachers’ roles, teachers’ characteristics, and the classrooms, textbooks and materials play an important role in learning how to speak a foreign language. Furthermore, the findings showed that the needs of learners in learning to speak required the teachers to give clear examples and explanations. Also, teachers should be friendly, use techniques and good preparation in teaching while encouraging students to express their opinions and participate, and have knowledge of the subject matter, respectively.

Choontanom (2008) did “A survey of the factors affecting learning to speak English of fourth year students at Suan Dusit Rajaphat University” The participations were 40 students from the Faculty of Humanities and Social Sciences. The main findings of the study indicated that most of the participants had very positive attitudes and motivation in learning to speak English. They had certain characteristics that encouraged their learning and speaking. They were satisfied with the oral English teacher who has proficiency in the target language, teaching effectiveness, psychological elements and personality. The results also showed that the students had a positive opinion towards teachers who have a friendly personality, a good sense of humor, and motivated students to learn.

2.4.2 Research conducted outside Thailand

Mai (2005) studied “The student satisfaction in higher education and its influential factors”. This study used several service quality variables and concepts to examine differences in the perceptions of education quality, and compared the main factors affecting that perception between students in the US and the UK. The sample

of this study was made up of 322 US and UK postgraduates business school students. They were asked about their satisfaction with their education, compared with their expectations with respect to various quality aspects. It was found that the overall impression of the school, overall impression of the quality of the education, teachers expertise and their interest in their subject, the quality and accessibility of IT facilities and the prospects of the degree furthering students careers were the most influential predictors of the students' satisfaction.

Hammond (1998) investigated "Teacher learning that supports student learning". It was determined that teachers need to understand the subject matter deeply and be flexible, so that they can help students create useful cognitive maps, relate ideas to one another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. Furthermore, teachers need to think about different kinds of materials for different purposes and how to decide which kinds of learning are most necessary in different contexts. Teachers must be able to use different teaching strategies to accomplish various goals and implement many means of evaluating students' knowledge and assessing students' approaches to learning. Teachers also must be able to identify the strengths of different learners while addressing their weaknesses. And because language is the gateway to learning, teachers must understand how students acquire language, so that they can build language skills and create accessible learning experiences. Finally, teachers need to have knowledge about curriculum resources and technologies to connect their students with sources of information that allow them to explore ideas, acquire and synthesize information, and frame and solve problems.

Sung (2010) studied "Hong Kong students' perspective about native or non-native speaker teacher". A questionnaire was distributed to 81 participants who were studying in secondary 4 and were aged between 15 and 16. It was found that native speaker teachers were preferred because they used more interesting and wide-ranging methods in teaching and prepared more attractive materials. Moreover, students were also satisfied with native speakers in terms of teaching pronunciation and speaking. Thus, native speakers motivated students to speak more.

Iriyanti (2011) studies "Teaching strategies used by native speaker teacher in speaking class in Indonesia". It was indicated that there were some

strategies applied in teaching speaking for Indonesian students, which included leveled questions, modeled talk, games, vocabulary processing and total physical response. The teacher combined these strategies. Therefore, students had more opportunities to explore their ability in communication skill. However, there were some obstacles for students since they were forced to always speak. Moreover, a problem for native speaker teachers was that Indonesian students spoke incorrect phrases and put Indonesian fillers into words.

Jennings & Greenberg (2009) studied “The prosocial: Teacher social and emotional competence in relation to student and classroom outcomes”. They proposed a model of the prosocial classroom that highlights the importance of teachers’ social and emotional competence and well-being in the development and maintenance of supportive teacher and student relationships, effective classroom management, and successful social and emotional learning program implementation. This model proposes that these factors contribute to creating a classroom climate that is more conducive to learning and that promotes positive developmental outcomes among students. Furthermore, this study reviewed current research suggesting a relationship between social and emotional competence and teacher burnout. It also reviewed intervention efforts to support teachers’ social and emotional competence through stress reduction and mindfulness programs. Finally, they proposed a research agenda to address the potential efficacy of intervention strategies designed to promote teachers’ social and emotional competence and improved learning outcomes for students.

To conclude, most of research findings indicated that the teachers make students satisfied in terms of classroom management, teachers should be able to correct students, know the subject matter, provide clear explanations and help students to develop their language skills effectively, manage the classroom appropriately, create a pleasant atmosphere, use helpful techniques and strategies, and provide fun activities. Lastly, in terms of personal characteristics, teachers are required to be kind, friendly, active, and patient.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the key elements of the research methodology of the study: (1) participants, (2) research instruments, (3) procedures used in the data collection, and (4) data analysis

3.1 Participants

The subjects of this study were 60 students studying Thai, English, or Japanese language with native teachers at one private language school in Bangkok. Participants were both Thai and foreign students. The Thai participants were given a questionnaire in Thai and foreign participants were given an English version. It took approximately 20 minutes to complete the questionnaire. It was emphasized to the subjects that their participation was voluntary and their responses would be kept anonymous and confidential.

3.2 Research instruments

The research instrument in this study was a questionnaire, which consisted of three main parts. The first part asked for the demographics or participants' personal data. The questions provided focused on gender, age, nationality, background knowledge and the language that they were studying. The second part used a five-point Likert scale as a tool to evaluate. This consisted of 27 questions that examined students' satisfaction towards their teacher in terms of classroom management and personal characteristics of teachers. The final part was open-ended questions asking the participants to explain their opinions or any suggestions regarding their teachers. The questionnaire was translated into two languages, which were Thai and English. Before distribution, they were reviewed in terms of appropriateness and comprehensibility by the adviser. In preparation, nine students at the language school were asked to complete the questionnaire in order to establish the validity and reliability of the coefficients (Cronbach's alpha) before starting actual data collection.

3.3 Procedures

This part describes the procedures for collecting the data, which are as follows:

3.3.1 Research design

A quantitative research approach was used for this study. A questionnaire was employed to determine the students' satisfaction towards learning foreign languages with native teachers at a private language school.

3.3.2 Data collection

Before the distribution of the questionnaires, the researcher asked permission from the manager of one private language school to conduct the study. The purpose of the study was explained in order to show the significance of conducting this study. After receiving approval, the researcher began to distribute the questionnaires before the classes started. The participants were given instructions on how to complete the questionnaire and informed that it would be kept anonymous and confidential to ensure that it had no effect on their evaluation. They were required to fill in the questionnaire at a break time and return the questionnaires after the class had finished. When all the questionnaires were collected, the information was entered into a database and computed with the SPSS program.

3.4 Data analysis

The SPSS program was used to analyze the data in this research to assess the level of students' satisfaction towards their native teachers. The results are presented in terms of frequency, percentage, mean and standard deviation.

Part 1: The participants' personal data, including gender, age, nationality, educational level, language studied, and number of lessons was calculated using frequencies and percentages.

Part 2: The total 27 questions were divided into two aspects: classroom management (15 items) and the personal characteristics of teachers (12 items). The data is presented in the form of means and standard deviations to reveal the students' satisfaction towards their native teachers. To analyze the data, the levels of satisfaction were divided into five levels based on a five-point Likert scale:

Interpretation of the scale		Rate of opinion
Strongly agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly disagree	=	1

Level of satisfaction		Mean
Very High	=	4.3 – 5.0
High	=	3.5 – 4.2
Moderate	=	2.7 – 3.4
Low	=	1.9 – 2.6
Very Low	=	1.0 – 1.8

Part 3: The words or phrases from participants' opinions and suggestions were analyzed by the qualitative coding method and described in the form of paragraphs according to the information given.

CHAPTER 4

RESULTS

This chapter reports the results of a survey on students' satisfaction towards learning foreign languages with native teachers at a private language school, which were derived from the data analyzed by the SPSS program version 24.0. The findings are divided into three main parts based on the questionnaire as following:

- 4.1 Demographics or participants' personal data
- 4.2 Level of students' satisfaction towards their native teachers
- 4.3 Students' opinions or suggestions

4.1 Demographics or participants' personal data

The tables below illustrate the demographic data from participants who varied in gender, age, nationality, educational level, language studied, and number of lessons taken.

Table 1. Gender

Gender	Frequency (N = 60)	Percentage (100%)
Male	28	46.7
Female	32	53.3

Based on the total questionnaires, in terms of gender, it is shown in Table 1 that 53.3% of the participants were female while male participants made up 46.7%.

Table 2. Age

Age	Frequency (N = 60)	Percentage (100%)
Below 18	4	6.7
18 – 25	19	31.7
25 – 35	27	45.0
35 – 45	8	13.3
Above 45	2	3.3

Table 2 shows that most of the participants (45.0%) were between 25 – 35 years old. A total of 31.7% of them were between 18 – 25 years old, and 13.3% of them were between 35 – 45 years old. Finally, 6.7% of them were below 18 years old and 3.3% were above 45 years old.

Table 3. Nationality

Nationality	Frequency (N = 60)	Percentage (100%)
Thai	34	56.7
Non-Thai	26	43.3

Table 3 shows that the majority of the participants were Thai citizens and the rest were foreigners.

Table 4. Education level

Education level	Frequency (N = 60)	Percentage (100%)
Below high school	3	5.0
High school	8	13.3
Bachelor's Degree	36	60.0
Master's Degree	12	20.0
Ph.D.	0	0.0
Others	1	1.7

Table 4 indicates that the majority of the participants (60.0%) held a bachelor's degree. A total of 20.0% of them held a master's degree, 13.3% of them had received a high school certificate, while 3% of them had an education level lower than high school. There were no participants (0.0%) who had a doctoral degree.

Table 5. Language studied

Language studied	Frequency (N = 60)	Percentage (100%)
Thai	23	38.3
English	17	28.3
Japanese	20	33.3

Table 5 shows that 38.3% of the participants had studied Thai language at the private language school. There were 33.3% which had studied Japanese language, and 28.3% of them had studied English language.

Table 6. Number of lessons

Number of lessons	Frequency (N = 60)	Percentage (100%)
30 lessons	19	31.7
60 lessons	14	23.3
90 lessons	6	10.0
120 lessons	6	10.0
150 lessons	5	8.3
More than 150 lessons	10	16.7

Table 6 shows that the majority of the participants (31.7%) chose to study a course for 30 lessons. There were 23.3% who took a 60-lesson course, and 16.7% of them took a course more than 150 lessons. A total of 10.0% of them had studied a course for 90 lessons and 120 lessons. The rest of them (8.3%) took a course for 150 lessons.

4.2 Level of students' satisfaction towards their native teachers

The following tables present the list of questions used to calculate the level of students' satisfaction towards their native teachers in terms of percentage, mean, and standard deviation. There were two main aspects of the questions: (1) classroom management and (2) personal characteristics of teachers.

Table 7. Classroom Management

Classroom Management	Very High	High	Mode rate	Low	Very Low	Mean	S.D.	Level of Satisfaction	Rank
1. Your teacher can motivate students during the lesson.	45.0 %	45.0 %	10.0 %	-	-	4.35	.659	Very High	5
2. Your teacher can connect students' prior knowledge to new content in the classroom.	51.7 %	41.7 %	6.7 %	-	-	4.45	.622	Very High	3

Table continues

Classroom Management	Very High	High	Mode rate	Low	Very Low	Mean	S.D.	Level of Satisfaction	Rank
3. Your teacher can adapt materials for different age groups, personalities, experience, and language levels.	51.7 %	33.3 %	15.0 %	-	-	4.37	.736	Very High	4
4. Your teacher can provide effective materials to be used in the classroom.	43.3 %	25.0 %	30.0 %	1.7 %	-	4.10	.896	High	10
5. Your teacher can plan lessons that relate to the course content and objectives.	48.3 %	35.0 %	16.7 %	-	-	4.32	.748	Very High	6
6. Your teacher can implement effective learning methods and recurrently evaluate students' comprehension.	40.0 %	33.3 %	26.7 %	-	-	4.13	.812	High	9
7. Your teacher prepares effectively by using various teaching methods designed to meet the demands of students	48.3 %	40.0 %	11.7 %	-	-	4.37	.688	Very High	4
8. Your teacher can create a pleasant atmosphere and takes time to support students' emotionally and in terms of the classroom environment.	50.0 %	35.0 %	15.0 %	-	-	4.35	.732	Very High	5
9. Your teacher can support learning and memorization of the material through sound, practical exercises.	40.0 %	50.0 %	10.0 %	-	-	4.30	.646	Very High	7

Table continues

Classroom Management	Very High	High	Mode rate	Low	Very Low	Mean	S.D.	Level of Satisfaction	Rank
10. Your teacher gives students opportunities to ask questions and share their ideas.	61.7 %	25.0 %	13.3 %	-	-	4.48	.725	Very High	1
11. Your teacher can encourage all students to participate in class.	51.7 %	35.0 %	11.7 %	1.7 %	-	4.37	.758	Very High	4
12. Your teacher can correct students' mistakes effectively.	56.7 %	33.3 %	10.0 %	-	-	4.47	.676	Very High	2
13. Your teacher can check students' realization of the lesson objectives.	38.3 %	43.3 %	18.3 %	-	-	4.20	.732	High	8
14. Your teacher can give comprehensive help to students by answering questions and giving students good suggestions.	53.3 %	38.3 %	8.3 %	-	-	4.45	.649	Very High	3
15. Your teacher can make a difficult topic easy to understand.	51.7 %	43.3 %	5.0 %	-	-	4.47	.596	Very High	2
Total	45.78 %	37.10 %	13.89 %	0.23 %	-	4.35	.712	Very High	

In terms of the classroom management shown in Table 7, the results demonstrated that the overall mean score of students' satisfaction was at a very high level of satisfaction (mean score = 4.35). The results showed the first three items that had the most significant levels of satisfaction among the participants in terms of classroom management were item 10 "your teacher gives students opportunities to ask questions and share their ideas" (mean score = 4.48), item 12 "your teacher can correct students' mistakes effectively" was equal with item 15 "your teacher can make a difficult topic easy to understand" (mean score = 4.47); and item 2 "your teacher can

connect students' prior knowledge to new content in the classroom" scored equal with item 14 "your teacher can give comprehensive help to students by answering questions and giving students good suggestions" (mean score = 4.45).

On the other hand, the three common items that had the least significant levels of satisfaction among the participants were item 4 "your teacher can provide effective materials to be used in the classroom" (mean score = 4.10), item 6 "your teacher can implement effective learning methods and recurrently evaluate students' comprehension" (mean score = 4.13), and item 13 "your teacher can check students' realization of the lesson objectives" (mean score = 4.20).

Table 8. Personal characteristics of teachers

Personal characteristics of teachers	Very High	High	Mode rate	Low	Very Low	Mean	S.D.	Level of Satisfaction	Rank
1. Your teacher is punctual.	76.7 %	20.0 %	1.7 %	1.7 %	-	4.72	.585	Very High	1
2. Your teacher teaches with confidence.	63.3 %	33.3 %	3.3 %	-	-	4.60	.558	Very High	4
3. Your teacher is accessible and flexible.	50.0 %	40.0 %	10.0 %	-	-	4.40	.669	Very High	9
4. Your teacher is sympathetic and caring.	56.7 %	36.7 %	6.7 %	-	-	4.50	.624	Very High	5
5. Your teacher has a positive attitude and values.	65.0 %	30.0 %	5.0 %	-	-	4.60	.588	Very High	4
6. Your teacher listens to students' opinions and respects them.	65.0 %	31.7 %	3.3 %	-	-	4.62	.555	Very High	3
7. Your teacher is warm and friendly.	73.3 %	25.0 %	1.7 %	-	-	4.72	.490	Very High	1
8. Your teacher is emotionally stable.	70.0 %	28.3 %	1.7 %	-	-	4.68	.504	Very High	2
9. Your teacher is sincere and reliable.	51.7 %	41.7 %	5.0 %	1.7 %	-	4.43	.673	Very High	7
10. Your teacher is encouraging and patient.	55.0 %	36.7 %	6.7 %	1.7 %	-	4.45	.699	Very High	6
11. Your teacher has a sense of humor.	53.3 %	38.3 %	8.3 %	-	-	4.45	.649	Very High	6
12. Your teacher is able to solve unexpected problems.	53.3 %	35.0 %	11.7 %	-	-	4.42	.696	Very High	8
Total	61.11 %	33.05 %	5.42 %	0.42 %	-	4.55	0.61	Very High	

In terms of the personal characteristics of teachers as shown in Table 8, the results demonstrated that the overall mean score of satisfaction' attitudes towards studying with native teachers was at a very high level of satisfaction (mean score = 4.55). The result showed the top three items that had the most significant levels of satisfaction among the participants in terms of the personal characteristics of teachers were item 1 "your teacher is punctual" and item 7 "your teacher is warm and friendly" (mean score = 4.72), item 8 "your teacher is emotionally stable" (mean score = 4.68), and item 6 "your teacher listens to students' opinions and respects them" (mean score = 4.62).

On the other hand, the three common items that had the least significant levels of satisfaction among the participants were item 3 "your teacher is accessible and flexible" (mean score = 4.40), item 12 "your teacher is able to solve unexpected problems" (mean score = 4.42), and item 9 "your teacher is sincere and reliable" (mean score = 4.43).

4.3 Students' opinions or suggestions

In this part, the participants were asked to offer some opinions or suggestions for their native teachers. However, as it was an optional part, not all participants completed this section.

In terms of classroom management, the majority of the participants responded that they were most satisfied with their teachers in the sense of making a difficult topic easy to understand by giving examples and using gestures, preparing a variety of materials and activities in order to motivate them to learn a new thing, giving students time to think and a chance to speak, providing homework or exercises, adapting the content to suit their language levels, helping them by answering a question and giving suggestions, and reviewing the previous lessons before starting the following class to help them memorize the content.

Regarding the personal characteristics of teachers, the majority of the participants responded that they were most satisfied when their teachers were friendly and funny because it could make the class more relaxed and less stressed. Being patient, punctual, and confident were also main factors that made students satisfied.

In addition, the majority of the participants suggested that teachers should use various tools and materials, should have a sense of humor, should evaluate their comprehension by preparing tests, should teach outside the textbooks by providing relevant idioms and modern vocabulary, and should give and follow up on homework.



CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussion of students' satisfaction towards learning foreign languages with native teachers at a private language school, (4) the conclusion, and (5) recommendations for further research.

5.1 Summary of the study

This section summarizes the main points of the research concerning the following issues:

5.1.1 Objectives of the study

5.1.1.1 To investigate students' satisfaction towards learning foreign languages with native teachers at a private language school.

5.1.1.2 To examine the level of students' satisfaction towards learning a foreign language with native teachers at a private language school in terms of classroom management and the personal characteristics of teachers.

5.1.2 Subjects, Materials, and Procedures

The subjects in this study were Thai and foreign 60 students who were studying Thai, English, or Japanese language with native teachers in one private language school in Bangkok, Thailand.

The research instrument used in this study was a questionnaire, which was divided into three parts: demographics or participants' personal data, students' satisfaction towards their teachers in terms of classroom management and the personal characteristics of teachers, and open-ended questions regarding their teachers.

The questionnaires were distributed to the participants in March 2016. The data obtained from the questionnaires were analyzed by using the SPSS program version 24.0. The descriptive statistics are presented in the form of frequency, percentage, mean, and standard deviation. The results in the part of the open-ended questions were analyzed through qualitative coding methods.

5.2 Summary of the findings

The results of the study can be summarized as follows:

5.2.1 Demographics or participants' personal data

The participants consisted of 28 males and 32 females. The sample ratio of males and females were 46.7% and 53.3%, respectively. The majority of the participants were aged between 25 – 35 years old (45.0%), aged between 18 – 25 years old (31.7%), aged between 35 – 45 years old (13.3%), aged below 18 years old (6.7%), and aged above 45 years old (3.3%). A total of 56.7% of participants were Thai citizens while 43.3% were foreigners. Regarding education, 60.0% of participants held a bachelor's degree, 20.0% of them held a master's degree, 13.3% of them had a high school certificate, 3.0% of them had an education lower than high school, and there were no participants who had a doctoral degree (0.0%). The number of participants who were studying Thai was 38.3%, Japanese 33.3%, and English 28.3%. In addition, 31.7% of participants took a course for 30 lessons, 23.3% for 60 lessons, 16.7% for more than 150 lessons, 10.0% for 90 lessons and 120 lessons, and the rest of them (8.3%) chose to study a course for 150 lessons.

5.2.2 Students' satisfaction towards learning foreign languages with native teachers at a private language school in terms of classroom management

The results of the study indicated that the participants were satisfied with their native teachers in terms of classroom management at a very high level (mean score = 4.35).

The first three aspects that had the most significant levels of satisfaction among the participants were item 10 “your teacher gives students opportunities to ask questions and share their ideas” (mean score = 4.48), followed by item 12 “your teacher can correct students' mistakes effectively” and item 15 “your teachers can make a difficult topic easy to understand” with the same mean score of 4.47. The third was item 2 “your teachers can connect students' prior knowledge to new content in the classroom” and item 14 “your teacher can give comprehensive help to students by answering questions and giving students good suggestions” with the same mean score of 4.45.

On the other hand, the three common aspects that had the least significant levels of satisfaction among the participants were item 4 “your teachers

can provide effective materials to be used in the classroom” (mean score = 4.10), followed by item 6 “your teachers can implement effective learning methods and recurrently evaluate students’ comprehension” (mean score = 4.13), and item 13 “your teachers can check student’s realization of the lesson objectives” (mean score = 4.20).

5.2.3 Students’ satisfaction towards learning foreign languages with native teachers at one private language school in terms of personal characteristic of teachers

The results of the study indicated that the participants were satisfied with their native teachers in terms of the personal characteristics of teachers at a very high level (mean score = 4.55).

The first three things that had the most significant levels of satisfaction among the participants were item 1 “your teacher is punctual” and item 7 “your teacher is warm and friendly” with the same mean score of 4.72, followed by item 8 “your teacher is emotionally stable” (mean score = 4.68), and item 6 “your teacher listens to students’ opinions and respects them” (mean score = 4.62).

On the other hand, the three common things that had the least significant levels of satisfaction among the participants were item 3 “your teacher is accessible and flexible” (mean score = 4.40), followed by item 12 “your teacher is able to solve unexpected problems” (mean score = 4.42), and item 9 “your teacher is sincere and reliable” (mean score = 4.43).

5.2.4 Students’ opinions or suggestions towards their native teachers

Regarding classroom management from the data collection, the participants agreed that they were most satisfied with their native teachers in the sense of making a difficult topic easy to understand by giving examples; using gestures; preparing variety of materials and activities in order to motivate them to learn new things; giving students time to think and a chance to speak; providing homework or other additional exercises; adapting the content to suit their language levels; helping them by answering question and giving suggestions; and reviewing the previous lessons before starting a new lesson to help them better memorize the content.

In terms of the personal characteristics of teachers, the participants were most satisfied when their native teachers were friendly and funny as it makes the

classroom more relaxed and less stressed. The findings showed that patience, punctuality, and confidence can also lead to a high level of student satisfaction.

In addition, the majority of the participants suggested that their teachers should use various tools and materials, should have a sense of humor, should evaluate their comprehension by preparing a test, should teach outside textbooks by providing such as relevant idioms and modern vocabulary, and should give and follow up on homework.

5.3 Discussion

This part presents the discussion of the major results of the study in correlation to the literature and previous related studies reviewed in the chapter two and other related sources.

5.3.1 Students' satisfaction and level of satisfaction towards learning foreign languages with native teachers in terms of classroom management

According to the results of the study, it was found that the majority of participants were satisfied with learning foreign languages with native teachers at a very high level of satisfaction (mean score = 4.35). This result is consistent with the findings of Sidrys and Jakstaite (1994), which showed that the students they evaluated were satisfied or very satisfied with the level of teaching by native instructors.

Based on the statistical data, the results revealed that participants in the study reported different levels of satisfaction regarding different items from the questionnaire. The three items that had the highest level of satisfaction among the participants were as follows:

Item 10 "Your teacher gives students opportunities to ask questions and share their ideas", with a mean score of 4.48, recorded the highest level of satisfaction. This result showed that the participants appreciated two-way communication, which means that both teachers and students were able to generate new ideas to help each other out of their normal ways of thinking. This finding was similar to that of Phuket College of Agriculture and Technology Research (2011), whose study found that students were very satisfied with their teachers as they gave students ample opportunity to ask and share ideas.

The results for item 12 “Your teacher can correct students’ mistakes effectively” and 15 “Your teacher can make a difficult topic easy to understand” (mean score = 4.47) relate to Sattayamat (2003), who studied problems in teaching management. It was found that correcting students’ mistake is sensitive; thus, teachers should have an effective way to correct students’ errors. According to the data obtained from the open-ended questions, item 15 confirmed that most of the participants were satisfied when their teachers were able to make a difficult topic easy to understand by giving examples and using gestures.

This was followed by item 2 “Your teacher can connect students’ prior knowledge to new content in the classroom” and item 14 “Your teacher can give comprehensive help to students by answering questions and giving students good suggestions” which scored equally (mean score = 4.45). Suphawimol (2008) also supported the idea that students were satisfied with teachers who had the ability to pass on information that could connect to students’ prior knowledge and were able to give suitable suggestions for students. Therefore, it’s essential that teachers make connections between new material being presented and the students’ prior experiences so that the students can make sense of their experiences and learn using their own schemata. From item 14, it expresses that the students feel comfortable and confident to ask questions about details from lesson they may have missed to ensure that their understanding is accurate.

According to the research findings, the three items that recorded the least significant level of satisfaction were item 4 “Your teacher can provide effective materials to be used in the classroom” (mean score = 4.10), item 6 “Your teacher can implement effective learning methods and recurrently evaluate students’ comprehension” (mean score = 4.13), and item 13 “Your teacher can check students’ realization of the lesson objectives” (mean score = 4.20). However, these three least significant items were at a high level of satisfaction. This indicated that participants had a high to a very high level of satisfaction towards their native teachers in terms of classroom management. In the study of Thanasunthronkoon (2014), the results revealed that most of the students were satisfied with their teachers in the sense of providing various materials that suited the students, preparing methods to evaluate students’ comprehension, and ensuring students realize the lesson objectives. The

results pointed out that students need suitable materials to help them prepare and review their lessons, and the teachers should not rely heavily on textbooks. Apart from that, students prefer the assessments that check their learning, give feedback, and check whether the lesson objectives have been attained.

5.3.2 Students' satisfaction and level of satisfaction towards learning foreign languages with native teachers in terms of personal characteristics of teachers

The results of the questionnaire indicated that most of the participants were satisfied with learning foreign languages with native teachers at a very high level (mean score = 4.55).

Based on the statistical data, the results revealed that participants in the study reported different levels of satisfaction in different items of the questionnaire. The three items that had the highest level of satisfaction among the participants were as follows:

Item 1 "Your teacher is punctual" and item 7 "Your teacher is warm and friendly", with a same mean score of 4.72, recorded the highest level of satisfaction. Similarly, the results of Intharasonkro (2010) showed that the students were most satisfied with their teachers regarding starting and finishing class on time. According to Maharat (2012), students were very satisfied with the friendliness of their teachers. This indicated that in order to make students satisfied, teachers need to be punctual. Teachers should also be friendly and funny because students will be more engaged in classes.

The results also showed that item 8 "Your teacher is emotionally stable" (mean score = 4.68) was similar to a study by Suwansatiskorn (2012), who discovered that students were satisfied with teachers' ability to control their emotions during class. The results indicated that the students can recognize teachers' ability to maintain their emotional stability by seeing how the teachers react to things in the class.

This was followed by item 6 "Your teacher listens to students' opinions and respects them" (mean score = 4.62). Intharasonkro (2010) also reinforced the idea that the students were very satisfied with teachers who are willing to listen to students' opinions. The finding showed that the students can feel safe to

express themselves because they think that their ideas and opinions are valued, which in turn might help them to acquire more information in class.

According to the research findings, the items that recorded the least significant level of satisfaction were item 3 “Your teacher is accessible and flexible” (mean score = 4.40), item 12 “Your teacher is able to solve unexpected problems” (mean score = 4.42), and item 9 “Your teacher is sincere and reliable” (mean score = 4.43). However, these three least significant items were at a very high level of satisfaction. This indicates that participants had a very high level of satisfaction towards their native teachers in terms of their personal characteristics. In the study of Delaney & Johnson & Treslan (2010), the results revealed that most of the students stated the characteristics of effective teachers as being accessible, flexible, sincere, and trustworthy. It is noticeable that the students know they can go to teachers with any problems or concerns or even share a funny story since they think that their teachers are approachable and good at listening to anyone whom needs them. Moreover, the research of Patcharawanich (1988) revealed that the ability to achieve goals is dependent upon teachers’ being able to face and solve problems.

5.3.3 Students’ opinions and suggestions towards their native teachers

Based on the data obtained from the open-ended questions in terms of classroom management, most of the participants agreed that they were most satisfied with their native teachers in the sense of making a difficult topic easy to understand by giving examples; using gestures; preparing variety of materials and activities in order to motivate them to learn a new thing, giving students time to think and a chance to speak; providing homework or other additional exercises; adapting learning material to suit their language levels; and reviewing the previous lessons before starting the following class to help them better memorize the content. This result was consistent with the study of Woolfolk (2004), where the researcher found that the students feel satisfied when teachers use body language as well as make learning tasks fun and complex matters easily understandable. According to Harmer (1991), some teachers’ characteristics that students expect to see are: making the lesson interesting, having clear explanations, encouraging all students to participate, and motivating students to work. This showed that the teachers provide good teaching techniques and strategies, which can help students to learn languages more easily and efficiently.

Regarding the personal characteristics of teachers, the majority of the participants were most satisfied with teachers who are friendly and funny. Similarly, the study of Choontanom (2008) indicated that most of the participants valued teachers who have a friendly personality and good sense of humor. Nuttawat (2008) affirmed that one of the key needs of learners was that the teachers should be friendly. Moreover, the results also showed that students were satisfied with native teachers who are patient, punctual, and confident as the study of Mehdipour (2013). Half of students were satisfied with the positive behavior of their teachers. They also indicated that the important qualities of teacher's behavior were punctuality, hardworking, friendliness, and confidence.

In addition, most participants suggested that teachers should use various tools and materials, have a sense of humor, evaluate their comprehension by preparing tests, teach outside the textbooks by providing relevant idioms and modern vocabulary, and give and follow up on homework. Similarly, the suggestions of the study from Hammond (1998) revealed that teachers need to think about different kinds of material for different purposes and decide what kinds of learning are most necessary in different contexts. Furthermore, teachers must be able to use different strategies to accomplish various goals and many means for evaluating students' knowledge and assessing students' approaches to learning. It is noticeable that students look for the use of different teaching techniques to make teaching effective and the assessment that can give feedback to the students with constructive criticism.

5.4 Conclusion

This study aimed to survey the level of students' satisfaction towards learning foreign languages with native teachers at a private language school in terms of classroom management and the personal characteristics of teachers. It indicated that most of the participants had a very positive attitude towards their native teachers. According to the findings, the participants agreed that learning with native teachers provides opportunities for them to exchange new knowledge and improve their interaction skills. They believed that native teachers can answer questions and correct their mistakes in an effective way. The study also founded out that punctuality is a very significant personal characteristic in teachers as it demonstrates a sense of

responsibility. The findings also supported the idea, noted in many previous related studies, that teachers should be friendly and open-minded, which means they should listen to student's opinions and respect their ideas. Furthermore, the participants concurred that to be an effective teacher, emotional stability plays an important role in the academic profession as it has a direct impact on a teacher's behavior and teaching methods. Based on students' opinions or suggestions, in terms of classroom management, the participants agreed that learning with native teachers can help them understand a difficult topic by giving examples or using gestures. Most of them also agreed that their teachers are well-prepared. They can provide various materials or textbooks that are appropriate for students' language level and can motivate them to learn more. Moreover, the participants can better memorize the content since their teachers usually give them exercises and review the previous lesson before starting the following lesson. In terms of personal characteristics, the participants stated that the teachers can make the classroom more relaxed and enjoyable by being a friendly, fun, and accessible teacher. It also made the participants feel comfortable and confident to participate in class. In addition, some suggestions were proposed that teachers should ensure that the students have sufficient understanding by using comprehension questions, homework, and tests. Teachers should also be able to aware of the students' additional demands in learning such as the use of the relevant idioms or modern vocabulary.

5.5 Recommendations for further research

Based on the findings and conclusions of this study, the following recommendations are made for further research.

5.5.1 The present study analyzed only 60 participants, which is considered quite a small population. Also, the subjects were limited to students in one private language school. Future study should expand the scope to include various students and different types of language schools, which would increase the reliability of the findings on students' satisfaction.

5.5.2 The participants of this study included only those studying with native teachers; therefore, further research should be conducted with non-native teachers in order to make a comparison and obtain in-depth information.

5.5.3 Since this research study was done using only a questionnaire as the main instrument, it might not have covered all the aspects of the respondents' attitudes and opinions. Therefore, other instruments such as interviews and observations should be used in order to triangulate the reliability of data.



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APPENDICES

APPENDIX A

QUESTIONNAIRES

Students' Satisfaction towards Learning Foreign Languages with Native Teachers

This survey is a part of a research paper conducted as partial fulfillment of the requirements of Master of Art in English for Careers, at the Language Institute, of Thammasat University. The objectives of this questionnaire are to investigate students' satisfaction towards learning foreign languages with native teachers at a private language school in two aspects: classroom management, and personal characteristics of the teacher. The results of this survey may be useful for teachers in a private language school to improve and adjust their teaching roles for serving students' needs. Your information will be strictly confidential and will be used for research purposes only. Should you need more information or any clarification about this questionnaire, please contact Ms.Nuttiwan Prawadlerdruk Tel: 090-9828899 or E-mail: grobartig_luft@hotmail.com

Instructions:

1. This questionnaire consists of 3 parts:

Part 1: Background Information of Respondents

Part 2: Students' Satisfaction towards Teachers in Two Aspects:

2.1 Classroom management

2.2 Personal characteristics of teachers

Part 3: Opinions or Suggestions

2. There are 4 pages in this questionnaire.

3. Please complete all the following questions.

Part 1: Background Information of Respondents

Instructions: Please answer these questions by making (√) in the spaces provided.

1. Gender 1.[] Male 2.[] Female

2. Age 1.[] Below 18 2.[] 18 – 25 3.[] 25 – 35 4.[] 35 – 45 5.[] Above 45

3. Nationality _____

4. Educational level 1.[] Below high school 2.[] High school 3.[] Bachelor's Degree

4.[] Master's Degree 5.[] Ph.D. 6.[] Others _____

5. The language you are studying? 1.[] Thai 2.[] English 3.[] Japanese

6. How many lessons did you enroll? 1.[] 30 lessons 2.[] 60 lessons

3.[] 90 lessons 4.[] 120 lessons

5.[] 150 lessons 6.[] More than 150 lessons

Part 2: Students' Satisfaction towards Teachers in Two Aspects:

2.1 Classroom management

2.2 Personal characteristics of teachers

Part 2.1: Students' satisfaction towards teachers in the aspect of classroom management

Instructions: Please make (√) in the box the best describes the degree of your satisfaction.

Classroom Management	Level of Satisfaction				
	Very High	High	Moderate	Low	Very Low
	5	4	3	2	1
1. Your teacher can motivate students during the lesson.					
2. Your teacher can connect students' prior knowledge to new content in the classroom.					
3. Your teacher can adapt materials for different age groups, personalities, experience, and language levels.					
4. Your teacher can provide effective materials to be used in the classroom.					
5. Your teacher can plan lessons that relate to the course content and objectives.					
6. Your teacher can implement effective learning methods and recurrently evaluate students' comprehension.					
7. Your teacher prepares effectively by using various teaching methods designed to meet the demands of students.					
8. Your teacher can create a pleasant atmosphere and takes time to support students' emotionally and in terms of the classroom environment.					
9. Your teacher can support the learning and memorization of the material through sound, practical exercises.					
10. Your teacher gives students opportunities to ask questions and share their ideas.					
11. Your teacher can encourage all students to participate in class.					

Classroom Management	Level of Satisfaction				
	Very High	High	Moderate	Low	Very Low
	5	4	3	2	1
12. Your teacher can correct students' mistakes effectively.					
13. Your teacher can check students' realization of the lesson objectives.					
14. Your teacher can give comprehensive help to students by answering questions and giving students good suggestions.					
15. Your teacher can make a difficult topic easy to understand.					

Part 2.2: Students' satisfaction towards teachers in the aspect of personal Characteristics

Instructions: Please make (√) in the box that the best describes the degree of your satisfaction.

Personal Characteristics of Teachers	Level of Satisfaction				
	Very High	High	Moderate	Low	Very Low
	5	4	3	2	1
1. Your teacher is punctual.					
2. Your teacher teaches with confidence.					
3. Your teacher is accessible and flexible.					
4. Your teacher is sympathetic and caring.					
5. Your teacher has a positive attitude and values.					
6. Your teacher listens to students' opinions and respects them.					
7. Your teacher is warm and friendly.					
8. Your teacher is emotionally stable.					
9. Your teacher is sincere and reliable.					
10. Your teacher is encouraging and patient.					
11. Your teacher has a sense of humor.					
12. Your teacher is able to solve unexpected problems.					

Part 3: Additional opinions or suggestions

Instructions: Please express your opinions or suggestions by writing in the space provided.

1. What teaching performance does your teacher use that impresses you most?

2. How does your teacher manage the classroom that satisfied you most?

3. What characteristic of your teacher do you like the most?

4. What can your teacher change to better serve student needs?

5. What else can your teacher do/be but are not mentioned in the questionnaire?

😊 Thank you for your cooperation 😊

APPEXDIX B

แบบสอบถามเพื่องานวิจัย

เรื่อง ความพึงพอใจของผู้เรียนที่มีต่อการเรียนภาษาต่างประเทศกับอาจารย์เจ้าของภาษา

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการทำสารนิพนธ์ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาภาษาอังกฤษเพื่ออาชีพ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ แบบสอบถามนี้มีจุดประสงค์เพื่อสำรวจความพึงพอใจของผู้เรียนที่มีต่อการเรียนภาษาต่างประเทศกับอาจารย์เจ้าของภาษา ณ โรงเรียนสอนภาษา ใน 2 ด้าน คือ ด้านความสามารถในการจัดการเรียนการสอน และด้านบุคลิกภาพของอาจารย์ผู้สอน ผลสำรวจนี้จะเป็นประโยชน์ต่ออาจารย์ผู้สอนภายในโรงเรียนสอนภาษา เพื่อนำไปใช้พัฒนาปรับปรุงหรือปรับเปลี่ยนบทบาทการสอนเพื่อให้ตรงกับความต้องการของผู้เรียน โดยข้อมูลของผู้ตอบแบบสอบถามจะถูกเก็บไว้เป็นความลับและนำมาใช้ในการทำงานวิจัยนี้เท่านั้น หากมีข้อสงสัยหรือต้องการข้อมูลเพิ่มเติมเกี่ยวกับแบบสอบถามฉบับนี้ กรุณาติดต่อ นางสาว ณัฐวิวรรณ ประวัติเลิศรักษ์ ได้ที่เบอร์โทรศัพท์ 090-9828899 หรืออีเมล [อีเมล grobartig_luft@hotmail.com](mailto:grobartig_luft@hotmail.com)

คำชี้แจง

1.แบบสอบถามฉบับนี้แบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 แบบสอบถามความพึงพอใจของผู้เรียนที่มีต่ออาจารย์ผู้สอนใน 2 ด้าน ได้แก่

2.1 ด้านความสามารถในการจัดการเรียนการสอน

2.2 ด้านบุคลิกภาพของอาจารย์ผู้สอน

ตอนที่ 3 ข้อคิดเห็นหรือข้อเสนอแนะเพิ่มเติม

2. แบบสอบถามฉบับนี้มีทั้งหมด 4 หน้า

3. กรุณาตอบแบบสอบถามให้ครบทุกข้อ

ตอนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาทำเครื่องหมาย (✓) ลงในช่อง [] ที่ตรงกับความเป็นจริงของท่าน

1. เพศ 1.[] ชาย 2.[] หญิง

2. อายุ 1.[] ต่ำกว่า 18 ปี 2.[] 18-25 ปี 3.[] 25-35 ปี 4.[] 35-45 ปี 5.[] มากกว่า 45 ปี

3. สัญชาติ _____

4. ระดับการศึกษา 1.[] ต่ำกว่ามัธยมปลาย 2.[] มัธยมปลาย 3.[] ปริญญาตรี

4.[] ปริญญาโท 5.[] ปริญญาเอก 6.[] อื่นๆ _____

5. ภาษาที่คุณกำลังเรียนอยู่ขณะนี้ 1.[] ไทย 2.[] อังกฤษ 3.[] ญี่ปุ่น
6. จำนวนบทเรียนที่ท่านสมัคร 1.[] 30 บทเรียน 2.[] 60 บทเรียน
3.[] 90 บทเรียน 4.[] 120 บทเรียน
5.[] 150 บทเรียน 6.[] มากกว่า 150 บทเรียน

ตอนที่ 2 แบบสอบถามความพึงพอใจของผู้เรียนที่มีต่ออาจารย์ผู้สอนใน 2 ด้าน ได้แก่

- 2.1 ด้านความสามารถในการการจัดการเรียนการสอน
2.2 ด้านบุคลิกภาพของอาจารย์ผู้สอน

ตอนที่ 2.1 ความพึงพอใจของผู้เรียนที่มีต่ออาจารย์ผู้สอนด้านความสามารถในการจัดการเรียนการสอน

คำชี้แจง กรุณาทำเครื่องหมาย (✓) ในช่องที่ตรงกับความพึงพอใจของท่านมากที่สุด

ด้านความสามารถในการจัดการเรียนการสอน	ระดับความพึงพอใจ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
1. อาจารย์กระตุ้นผู้เรียนให้เกิดแรงจูงใจทั้งก่อนเริ่มเรียน ระหว่างเรียน และหลังจากจบบทเรียน					
2. อาจารย์สามารถถ่ายทอดวิชาความรู้และสิ่งใหม่ๆ ให้แก่ผู้เรียน โดยต่อยอดความรู้ใหม่จากความรู้ที่ผู้เรียนมีอยู่					
3. อาจารย์สอนโดยยึดผู้เรียนเป็นสำคัญโดยคำนึงถึงความแตกต่างของผู้เรียน ในด้านวัย บุคลิกภาพ ประสบการณ์ และระดับภาษาของผู้เรียน					
4. อาจารย์ใช้สื่อการสอนได้อย่างถูกต้องและเหมาะสมโดยมีวิธีการสอนที่หลากหลาย					
5. อาจารย์เชื่อมโยงบทเรียนที่มีความต่อเนื่องกันโดยกำหนดวิธีการสอนที่สอดคล้องกับเนื้อหาและจุดประสงค์การเรียนรู้					
6. อาจารย์มีวิธีการสอนที่มีประสิทธิภาพ มีการวัดผลการเรียนการสอนเป็นระยะๆ เพื่อวัดความรู้ความเข้าใจของผู้เรียน					
7. อาจารย์วางแผนการจัดการเรียนการสอนมาเป็นอย่างดีโดยมีกิจกรรมการสอนที่หลากหลาย เพื่อสร้างความสนใจและตอบสนองตรงกับความต้องการของผู้เรียน					

ด้านความสามารถในการจัดการเรียนการสอน	ระดับความพึงพอใจ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
8. อาจารย์สร้างบรรยากาศและเวลาให้เหมาะแก่การเรียนรู้ ทั้งใน ด้านสิ่งแวดล้อมและอารมณ์ของผู้เรียน					
9. อาจารย์ส่งเสริมให้ผู้เรียนได้มีการเรียนรู้ด้วยการปฏิบัติเพื่อให้ เกิดการเรียนรู้ที่ดีและเสริมสร้างความจำ					
10. อาจารย์กระตุ้นให้ผู้เรียนใช้ความคิดวิเคราะห์อยู่เสมอ เช่น เปิดโอกาสให้ผู้เรียนได้ซักถามและแสดงความคิดเห็น					
11. อาจารย์ส่งเสริมให้ผู้เรียนทำกิจกรรมภายในห้องเรียนเพื่อเปิด โอกาสให้ผู้เรียนได้คิดค้นหาเหตุและผลของสิ่งที่เรียน					
12. อาจารย์ช่วยแก้ไขข้อผิดพลาดของผู้เรียนได้อย่างมี ประสิทธิภาพ					
13. อาจารย์มีการติดตามผลสัมฤทธิ์ทางการเรียนเพื่อประเมินว่า ผู้เรียนบรรลุตามวัตถุประสงค์ของบทเรียน					
14. อาจารย์ให้ความช่วยเหลือผู้เรียนอย่างเต็มที่ สามารถตอบ คำถาม ปัญหาข้อข้องใจ และเป็นທີ່ปรึกษาที่ดีให้แก่ผู้เรียน					
15. อาจารย์สามารถสอนผู้เรียนให้เข้าใจเนื้อหาที่ยากได้ง่ายขึ้น					

ตอนที่ 2.2 ความพึงพอใจของผู้เรียนที่มีต่ออาจารย์ผู้สอนด้านบุคลิกภาพของอาจารย์ผู้สอน

คำชี้แจง กรุณาทำเครื่องหมาย (✓) ในช่องที่ตรงกับความพึงพอใจของท่านมากที่สุด

ด้านบุคลิกภาพของอาจารย์ผู้สอน	ระดับความพึงพอใจ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
1. อาจารย์เป็นคนตรงต่อเวลา					
2. อาจารย์มีความมั่นใจในตนเอง					

3. อาจารย์เป็นคนที่มีความยืดหยุ่น					
4. อาจารย์เป็นคนที่เห็นอกเห็นใจผู้อื่น					
5. อาจารย์เป็นคนที่มึ่ทัศนคติและค่านิยมที่ดีงาม					
6. อาจารย์ยอมรับฟังความคิดเห็นของผู้อื่น					
7. อาจารย์มีความเป็นกันเองกับผู้เรียน					
8. อาจารย์เป็นคนที่ควบคุมอารมณ์ได้ดี					
9. อาจารย์เป็นคนที่น่าศรัทธาและมีความน่าเชื่อถือ					
10. อาจารย์มีความหนักแน่นอดทน					
11. อาจารย์เป็นผู้ที่มีอารมณ์ขัน					
12. อาจารย์เป็นผู้ที่สามารถแก้ไขปัญหาเฉพาะหน้าได้ดี					

ตอนที่ 3 ข้อคิดเห็นหรือข้อเสนอแนะเพิ่มเติมที่มีต่ออาจารย์ผู้สอน

คำชี้แจง กรุณาแสดงข้อคิดเห็นหรือข้อเสนอแนะเพิ่มเติมลงในช่องว่างด้านล่าง

1. ความสามารถในการสอนด้านใดที่อาจารย์ของท่านทำให้ท่านประทับใจมากที่สุด

2. อาจารย์ของท่านมีการบริหารจัดการชั้นเรียนอย่างไรที่ทำให้ท่านพึงพอใจมากที่สุด

3. บุคลิกภาพใดของอาจารย์ที่ทำให้ท่านรู้สึกชื่นชมยกย่อง

4. ท่านคิดว่าสิ่งใดที่อาจารย์ของท่านควรปรับเปลี่ยนเพื่อให้สอดคล้องกับความต้องการของผู้เรียน

5. ข้อคิดเห็นหรือข้อเสนอแนะเพิ่มเติมเกี่ยวกับอาจารย์ของท่านที่ไม่ได้ระบุในแบบสอบถามนี้

BIOGRAPHY

Name	Miss Nuttiwan Prawadlerdruk
Date of Birth	April 22, 1992
Educational Attainment	2012: Bachelor in Mass Communication, Faculty of Humanities, Ramkamhaeng University, Bangkok, Thailand
Work Position	Administrator Bangkok Saladaeng Language School Bangkok, Thailand
Work Experiences	2013-Present: Administrator Bangkok Saladaeng Language School Bangkok, Thailand