PROBLEMS AND SOLUTIONS OF NATIVE THAI TEACHERS IN USING THE ENGLISH LANGUAGE TO TEACH THAI AS A FOREIGN LANGUAGE TO NON-THAI LEARNERS

BY

MISS WANTHITA PHUANGJUNDAENG

AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
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ENTITLED

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TO NON-THAI LEARNERS

was approved as partial fulfillment of the requirements for
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ABSTRACT

This research aimed to investigate problems native Thai teachers have when using the English language to teach Thai as a foreign language to non-Thai learners and to survey the solutions the teachers used to deal with the problems. Thirty native Thai teachers who worked at language schools in Bangkok were recruited to answer a questionnaire with close-ended and open-ended items to collect the data. The results revealed that listening was the problem of most concern for the native Thai teachers, while changing the form of communication from spoken language to written language and using body language and pictures were the most effective solutions. In addition, cultural differences between the native Thai teachers and their learners were a concern as this led to listening, speaking and writing problems; meanwhile, using learners' preferred languages, such as their mother tongue, could help mitigate the problems.

Keywords: Problems in teach Thai language, Solutions for teaching Thai language to non-Thai learners, English as a medium of instruction

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

1.1 Background

Although the Thai language is basically used within the territory of the Kingdom of Thailand or limitedly used by native-Thai migrants in other countries, the popularity of studying Thai as a foreign language has significantly increased among non-Thai learners during the past decades. According to Buranasinvattanakul (2018), this increase resulted from Thailand's development in technology and education as well as economic growth. Moreover, international companies have invested or expanded their business and the companies' personnel have moved to Thailand to perform their duties. This relocation leads to the need for learning the Thai language in order to understand basic daily conversation and live in Thailand expediently. Consequently, a number of language schools have created multiple Thai as a Foreign Language courses with different purposes and different durations to match various target learners, such as Thai for business for those have moved to Thailand to perform their duties, Thai for daily communication, or Thai traditions and social manners.

Teaching the Thai language to non-Thai learners requires the use of English communication skills as it is one of the global languages. However, it should be considered that using English as a medium of instruction might lead to communication problems when English is not the first language of either the teachers or learners. There might also be dissimilar language proficiencies and cultural backgrounds. Therefore, teachers might encounter different problems and might also need different solutions to solve them. In addition, as some language schools might ask their teachers to fill other occupational roles, such as interpreter or translator; it could be assumed that the more occasions for the teachers to use English, the more proficiency they develop and they will be able to be better solve possible problems in their Thai as a foreign language course.

As a result, this research aimed to investigate the problems native Thai teachers have in using the English language to teach Thai as a foreign language to non-Thai learners and to study the solutions these teachers used to deal with the problems. The

results of this research might benefit those who have experienced some problems in their previous Thai as a foreign language course but found no proper solutions. The results can also be used as a guideline to those who are interested in teaching Thai language to non-Thai learners.

1.2 Research questions

This research was conducted based on two questions as follows:

1.2.1   What are the problems native Thai teachers have in using the English language to teach Thai as a foreign language to non-Thai learners?

1.2.2.   What are the solutions native Thai teachers use to deal with the problems?

1.3 Research objectives

This research had two objectives as follows:

1.3.1   To investigate the problems native Thai teachers have in using the English language to teach Thai as a foreign language to non-Thai learners

1.3.2   To study the solutions native Thai teachers use to deal with the problems.

1.4 Definition of terms

1.4.1   **Thai as a foreign language** refers to the Thai language which is being taught as an additional language to non-Thai learners in language institutes in Thailand. The main goal of studying Thai as a foreign language is to understand basic Thai commutations in daily life as well as to be able to apply their knowledge for higher education or perform duties more efficiently.

1.4.2   **Problems** refer to any obstacles or barriers that might happen during a TFL course, both caused by native Thai teachers and non-Thai learners, and which lower the effectiveness of language learning. These can be considered language problems such as wrong pronunciation or misuse of grammar structures, as well as psychological problems, for example, a sense of being uncomfortable when communicating in a foreign language due to a lack of fluency.

1.4.3 **Native Thai Teachers** refer to teachers whose first language and nationality is Thai. These teachers work at language schools or international schools in order to teach the Thai language to non-Thai learners. According to their positions, these native Thai teachers are expected to communicate in English fluently or at least at a comprehensible level as they have to give instructions using the English language.

1.4.4 **Non-Thai learner** refers to the learners whose nationality is not Thai and the Thai language is not their first, second, or additional language they have been using in their daily situation.

1.5 Scope of the study

Thirty native Thai teachers were involved in the research by responding to a computer-based questionnaire in order to collect data about their problems in using the English language to teach Thai as a foreign language to non-Thai learners as well as the solutions they use to deal with the problems. The questionnaire was consisted of close-ended statements and open-ended questions.

1.6 Significance of the study

The results of this research are expected to be significant for the following reasons:

1.6.1 The results will generate a list of problems in using the English language to teach Thai as a foreign language to non-Thai learners. When native Thai teachers or those who are interested in teaching Thai to non-Thai learners by using English can understand the obstacles which may occur during the teaching, they will be able to prepare themselves to face the possible problems.

1.6.2 The results will generate a list of solutions that can help solve the problems in using the English language to teach Thai as a foreign language to non-Thai learners. When the native Thai teachers or those who are interested in teaching Thai to non-Thai learners by using English can understand the proper ways to handle the difficulties, they may overcome the problems and be able to better manage their Thai as a foreign language course.

In light of these outcomes, this research will be beneficial to native Thai teachers who might have experienced some problems in their previous Thai as a foreign language course but had no proper solutions or were uncertain about how they could explain the target language to learners effectively. Moreover, it can be used as a guideline to those who are interested in teaching Thai language to non-Thai learners as they can study and adapt useful solutions drawn from the native Thai teachers who were the participants of this research.

1.7 Research organization

This research was divided into five chapters as follows:

1.7.1   Chapter one is composed of the research background, research questions, and research objectives, definition of terms, scope of the study, significance of the study and research organization.

1.7.2   Chapter two provides the literature review of this research, which is related to the definitions and types of English for specific purposes (ESP), problems related to using English as a medium of instruction (EMI) in class, and relevant studies.

1.7.3   Chapter three, divided into five sections, describes the population of the research, research participants, research instruments, data collection, and data analysis.

1.7.4   Chapter four presents the results of the study derived from the collected data of the questionnaire.

1.7.5   Chapter five consists of the summary of the study, the summary of the findings, the discussion of problems and solutions in using English to teach Thai to non-Thai learners, the conclusion, and the recommendations for further research.

CHAPTER 2
REVIEW OF LITERATURE

This chapter presents the literature review of this research, covering three main sections. Definitions and types of English for specific purposes (ESP) are reviewed in section 2.1. Concepts of English as a medium of instruction (EMI), necessary English language skills, and possible problems related to EMI are presented in section 2.2. Finally, the chapter ends with relevant studies in section 2.3.

2.1 English for specific purposes (ESP)

According to Ratanapitakdhada and Charoenkul (2018), the English language has gradually become a language used by international communities to communicate not only in the area of business but also in education, travel, technologies, and daily-life conversations. As a result, the number of people who wish to learn the English language has increased significantly. Also on the rise is English for specific purposes (ESP), which mainly concentrates on learners' needs and interests with specific and circumscribed purposes (Basturkmen, 2010, as cited in Pianprasankit, 2016).

2.1.1 Definitions of ESP

Hutchinson and Waters (1987) state that ESP is not "a particular kind of language or methodology, nor does it consists of a particular type of teaching materials." In contrast, it is defined as an approach to learn as well as to teach language based on the language users' needs. Richards & Rodger (2001, as cited in Agustina, 2014) define ESP as a medium to serve language users' needs in order to fulfill their roles more smoothly, for example, the role of engineer or the role of medical personnel. Moreover, the language users do need to attain mastery in their related field of language—they need only necessary content, such as vocabulary or basic structures, to communicate continuously.

2.1.2 Types of ESP

ESP can be divided into two main types, namely, English for academic purposes (EAP), which refers to language users' requirements related to educational aspects, and English for occupational purposes (EOP), which refers to users' requirements related to work or professional training (Robinson, 1991, as cited in Polsombat, 2016; Hutchinson and Waters, 1987). Additionally, Hutchinson and Waters (1987) divide ESP into three categories based on language users' particularism: 1). English for science and technology (EST), 2). English for business and economics (EBE), and 3). English for social sciences (ESS). In this study, it can be assumed that the ESP relates to native Thai teachers who teach Thai to non-Thai learners is a combination of EAP and EOP, as the teachers use English as a tool to transfer academic knowledge to their learners and English is the requirement for them to perform their occupation effectively.

2.1.3 Target needs in ESP

According to Hutchinson and Waters (1987), target needs refer to the things language users should do in the expected situation, and the target needs analysis should be done to understand the needed language. There are three types of target needs, namely, necessities, lacks, and wants.

2.1.2.1 **Necessities** are identified by the demands of the target situation. Language users have to know necessities to operate efficiently in the target situation. For instance, a businessperson needs to understand or have basic knowledge of business English to do business effectively.

2.1.2.2 **Lacks** come from the study of what language users already know and what they do not. Some researchers define them as "the absence of learner's necessities" or "the learners' difficult experiences" (Pianprasankit, 2016; Suwanpong, 2018). Therefore, lacks can be viewed as the "problems", "difficulties", or "challenges" of the language users.

2.1.2.3 **Wants** are identified by the demands of the language users that motivate them to learn target language to fulfil their lacks. In some cases, language users need help in recognizing what target language they want to use, but once they

realize their wants, their perceptions cannot be disregarded. As a result, it can be assumed that wants are similar to the "solutions" or "strategies" of the language users.

To summarize the basic concepts of ESP, it can be divided into many types or categories depending on each scholars' preferences and opinions; however, the main concept of ESP is an approach to both learning and teaching language that basically concentrates on language users' target needs, which refer to *necessities* or the basic knowledge of the language users; *lacks* or the possible problems language users might confront; and *wants* or the solutions language users can use to handle the problems.

2.2 English as a medium of instruction (EMI)

According to Dearden (2014), English as a medium of Instruction (EMI) is "the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English." Wannagat (2007) points out that EMI is another approach frequently used in tertiary education that does not place the emphasis on the language but rather where and how the language will be used. In a number of cases, EMI is used by the teachers who use English as their second language. As a result, awareness of their English language proficiency increases when they conduct classes with their non-mother tongue (Chen, Han, and Wright, 2020; Richards, 2011).

2.2.1 Necessary skills for language teachers

Richards (2011) believes that language teachers need to consider four issues when teaching language: 1). *Their language ability,* which will be seen as a language model for learners, 2). *Their continual use of the target language in class*, 3). *The correctness of their feedback to learners' language*, and 4). *Their provision of input at a suitable level of difficulty*. Additionally, Richards highlights that it is also important for non-native English-speaking teachers to learn how to deliver the target language fluently in English in order to effectively conduct their language classes. This is similar to the standards of foreign language teachers of the American Council on Teaching of Foreign Languages, also known as ACTFT, stipulating that foreign language teachers should perform with a high level of target language capabilities when teaching, and they should "be able to communicate effectively in interpersonal, interpretive, and

presentational context" (ACTFT, 2012, as cited in Anantapol, Keeratikorntanayod, and Chobphon, 2018).

2.2.2   Problems teachers encounter when using EMI in their language classes

Hung and Lan (2017) conducted research related to the challenges Vietnamese lecturers found in their EMI classroom at a public university and they claimed that there were five significant issues: 1). *Teachers' language abilities,* which refer to the teachers' difficulties in using language in terms of communication purposes, 2). *Learners' language proficiency,* which refers to learners' background knowledge of the English language that might cause difficulties in following the teacher's English-medium instruction, 3). *Learners' responses,* which refer to learners' delayed or silent responses, possibly caused by their limited English skills, which affects the atmosphere of the class and impedes the process of teaching, 4). *Teachers' preparation time,* which refers to the time teachers spend on preparing to teach in English, and 5). *Resources* of teaching, which refer to the limitations regarding textbooks, materials, or necessary training programs that support teachers' instruction.

The problems Hung and Lan mention are similar to the research of Oktaviani (2019) who studied teacher's perspectives and challenges regarding the use of EMI, as well as Burns and Vu (2014) who studied the challenges of Vietnamese lecturers in an EMI undergraduate program. Both of the studies agreed that *teachers' abilities*, *students' English proficiency*, and *a lack of resources* were the causes of the EMI problems. However, they claimed that teacher's abilities should also include how effectively they could handle the problems caused by their students' lack of English proficiency. Moreover, instead of learners' responses, the researchers content that there should be a guideline or proper teaching method for EMI teachers. This guideline would provide principles governing when and how the English language should be used during the class, as some teachers whose first language is the same as their students tended to use more of their first language to reduce code-switching and also due to their lack of confidence in using English.

In addition, it can be concluded that language teachers use English as a medium of instruction when the first language of the majority of the class is not English. The purpose of using the English language is to transfer the target content, which is not the

English language itself. However, as English might not be the mother-tongue language of both the teachers and the learners, several problems may occur. Apart from teachers and learners' language proficiency, the problems in using English as a medium of instruction might result from teachers' lack of preparation, inadequate resources or guidelines, and teachers' inefficiency.

2.3 Relevant studies

In this research, the literature involved relevant studies, including language users' target needs, which refer to *necessities* or the basic knowledge of the language users; *lacks* or the possible problems language users might confront; and *wants* or the solutions language users can use to handle the problems.

Mahathamnuchok (2014) investigated the problems of 23 native Thai teachers in using EMI and their need for professional development. The data was collected from questionnaires from teachers who taught science, mathematics, social studies, and computer in Saint Gabriel's College School, Bangkok, Thailand. The findings showed that the teachers ranked their English language skill problems at a high level, especially their speaking and writing skills. For speaking skills, the most concerning points were pronunciation and how to use appropriate language when giving explanations. For writing skills, they were concerned about their academic writing. The results also point out that the teachers needed to improve their English language proficiency together with their technology skills as they consider these two skills necessary for those teaching in the 21st century.

Chen (2019) explored Chinese teachers' perceptions and purposes regarding the use of EMI to teach Mandarin Chinese in Thai international schools. The results of the research came from semi-structured interviews with three teachers as well as 50-minute recorded classroom observations. The results showed that using English to teach Chinese could benefit both teachers and students as it helped improve classroom efficiency; however, the teachers should consider how and when to use English to communicate as it might create some negative learning habits in their students.

Pun and Thomas (2020) studied 19 Hong Kong teachers' challenges and coping strategies when using English to teach science to their students in secondary schools. The teachers were divided into two groups: those who worked at early-full EMI schools

and those who worked at late-partial EMI schools. Close-ended English questionnaires and Cantonese interviews were used to generate the data. The findings revealed that the teachers of both groups found that many challenges resulted from language inadequacies; however, the early-full EMI teachers tended to be more aware of the importance of English usage than the other groups. In addition, both groups of teachers were likely to use Cantonese to cope with the EMI teaching problems as it helped them and their students get through the science courses successfully.

CHAPTER 3
RESEARCH METHODOLOGY

This research aimed to investigate the problems native Thai teachers have in using the English language to teach Thai as a foreign language to non-Thai learners and to study the solutions native Thai teachers used to deal with the problems. To achieve these aims, a questionnaire was used to elicit information related to problems and solutions from 30 native Thai teachers.

The outline of this chapter covers four main sections. The research population is described in section 3.1. The research participants are presented in section 3.2. The research instrument is detailed in section 3.3. Data collection is described in section 3.4. Finally, the chapter ends with section 3.5, which is the data analysis.

3.1 Research population

The population of this research was teachers at three language schools, each of which had 10 native Thai teachers who teach the Thai language to non-Thai learners at different levels. Therefore, the population in this research was 30 native Thai teachers.

3.2 Research participants

The participants of this research were 30 native Thai teachers from three language schools. They had been teaching Thai as a foreign language to non-Thai learners using English. The participants were recruited by purposive sampling and snowball sampling. For the purposive sampling, informal invitations were sent to language schools in Bangkok to ask for teachers who are native Thai and teach Thai to non-Thai learners using English as a medium of instruction. For the snowball sampling, in case the number of participants was not adequate, the teachers obtained from purposive sampling could introduce other native Thai teachers they knew to partake in answering the questionnaire.

3.3 Research instrument

A questionnaire was used as the instrument in this research. It was written in English as it was assumed that the participants of this research were able to communicate in English. However, a Thai translation was also provided to help the participants to understand the questions correctly. The questionnaire was used to collect initial information about problems and solutions when the native Thai teachers used the English language to teach Thai to non-Thai learners.

The questionnaire was comprised of three parts: 1). Participants' general information, 2). Problems in using English to teach Thai to non-native Thai learners and 3). Solutions used to deal with the problems. Each part contained both close-ended and open-ended items. The former type of the questions helped to generate the quantitative data, while the latter type of question helped to elicit the qualitative data.

Part I: Participants' general information

This part aimed to collect participants' gender, age, education, years of experiences in teaching Thai to non-Thai learners, teaching frequency, and occupational requirements. This part used both close-ended and open-ended items which provided participants an opportunity to briefly state other types of responsibilities they have to perform.

Part II: Problems in using the English language to teach Thai as a foreign language to non-Thai learners

This part aimed to indicate participants' problems in using the English language to teach Thai as a foreign language to non-Thai learners. The problems were divided into four different areas related to the four basic skills of communication, namely listening problems, speaking problems, reading problems, and writing problems. This part contained both close-ended and open-ended items which provided participants an opportunity to briefly state their previous problems.

Part III: Solutions used to deal with the problems

This part aimed to elicit participants' solutions they used to deal with the problems highlighted in part II based on their experiences using English as a tool for in-class explanations. The solutions were divided into four different aspects, namely, the solutions for listening problems, the solutions for speaking problems, the solutions for reading problems, and the solutions for writing problems. This part contained both

close-ended and open-ended items which provided participants an opportunity to briefly share their most effective solutions.

In part II and III, the participants were asked to identify their experiences or perspectives using a five-point Likert scale to represent their ratings of opinions as follows:

Rating of Opinions	Interpretation of the Scale
5	Strongly Agree
4	Agree
3	Neither Agree Nor Disagree
2	Disagree
1	Strongly Disagree

3.4 Data collection

After gathering the participant lists from the target language schools, a computer-based questionnaire was sent directly to the participant's electronics mail or other preferred contact channels. All participants were asked to submit the questionnaire within one week after receiving it. In case the selected participants were not available to answer the questionnaire, they were able to send it to their other colleagues or other native Thai teachers that had been teaching Thai to non-Thai learners.

3.5 Data analysis

The data analysis was divided into descriptive analysis and qualitative analysis.

3.5.1 Descriptive analysis

The data collected from the close-ended statements was analyzed using Microsoft Excel. For part I, the general information related to participants' gender, age, education, years of experiences in teaching Thai to non-Thai learners, teaching frequency, and occupational requirements were analyzed and are presented in the form of frequency and percentage. On the other hand, the problems and solutions generated from part II and III were computed into means and standard deviations as follows:

Rating of Opinions	Interpretation of the Scale	Mean Range	Level of problems or agreement
5	Strongly Agree	4.21-5.00	Very high
4	Agree	3.41-4.20	High
3	Neither Agree Nor Disagree	2.61-3.40	Moderate
2	Disagree	1.81-2.60	Low
1	Strongly Disagree	1.00-1.80	Very Low

3.5.2 Qualitative analysis

The data collected from the open-ended questions in parts I, II, and III of questionnaire were analyzed firstly by grouping similar content and secondly by establishing categories from the analyzed qualitative information.

CHAPTER 4
RESULTS

This chapter describes the results of the study based on the information collected from 30 native Thai teachers who use English to teach Thai to non-Thai learners in language schools. The results presented in this chapter are divided into four sections. The first section shows the results of the general information of the participants. The second section presents the results of the problems in using English to teach Thai to non-Thai learners. The third section indicates the solutions native Thai teachers use when encountering problems. Finally, the last section reveals the additional information given from the participants obtained in the open-ended questions, which cover other occupational requirements, additional problems, and further solutions, respectively.

4.1 Results of the general information of the participants

The first part of the questionnaire asked the participants to share their general background, which consists of gender, age, education, years of experiences in teaching Thai to non-Thai learners, teaching frequency, and occupational requirements. The results from the collected data are shown in the form of frequency and percentage as follows:

Table 4.1.1 Gender

Gender	Frequency	Percentage %
Female	29	96.67
Male	1	3.33
Total	**30**	**100**

As shown in *Table 4.1.1*, 96.67% of the participants were female, whereas 3.33% of them were male.

Table 4.1.2 Age

Age	Frequency	Percentage %
Under 25	1	3.33
25 – 30	10	33.33
31 – 35	4	13.33
36 – 40	5	16.67
41 – 45	2	6.67
46 – 50	4	13.33
51 and above	4	13.33
Total	**30**	**100**

Table 4.1.2 reveals that the majority of the participants were in the age range of 25 – 30 years old (33.33%), followed by those who were 36 – 40 years old (16.67%). Those in the age ranges of 31 – 35 years old, 46 – 50 years old, as well as 51 years old and above represented 13.33%. Two participants were in the age range of 41 – 45 years old (6.67%) and under 25 years old (3.33%), respectively.

Table 4.1.3 Education

Education	Frequency	Percentage %
Bachelor's Degree	16	53.33
Master's Degree	12	40
Doctoral Degree	2	6.67
Others	0	0
Total	**30**	**100**

Table 4.1.3 illustrates that most of the participants had received a bachelor's degree (53.33%), followed by those who had received a master's degree (40%) and a doctoral degree (6.67%), respectively. None of the participants had received another type of degree.

Table 4.1.4 Years of experience in teaching the Thai language to non-Thai learners

Years of experiences	Frequency	Percentage %
Less than 1 year	5	16.67
1 - 3 years	13	43.33
4 – 6 years	3	10
7 – 9 years	2	6.67
10 years and above	7	23.33
Total	**30**	**100**

According to *Table 4.1.4*, 43.33% of the participants had been teaching Thai to non-Thai learners for 1 – 3 years; 23.33% of them had been teaching for 10 years and above, followed by those who had been teaching for less than 1 year (16.67%). The participants who had been teaching for 4 – 6 years represented 10%, while those who had been teaching for 7 – 9 years represented 6.67%.

Table 4.1.5 Teaching frequency

Teaching frequency	Frequency	Percentage %
6 – 7 times a week	7	23.33
4 – 5 times a week	9	30
2 – 3 times a week	8	26.67
Once a week and below	6	20
Total	**30**	**100**

Table 4.1.5 shows that 30% of the participants taught Thai 4 – 5 times a week and 20% of them only taught once a week and below. The participants who taught 2 – 3 times a week represented 26.67%, and those who taught 6 – 7 times a week represented 23.33%.

Table 4.1.6 Other occupational requirements

Other occupational requirements	Frequency	Percentage %
No	12	40
Yes	18	60
Total	**30**	**100**

From *Table 4.1.6,* 60% of the participants had other occupational requirements apart from teaching Thai to non-Thai learners, while 40% of them had no other occupational requirements.

Table 4.1.7 Types of occupational requirements

Types of occupational requirements.	Frequency	Percentage %
Translator	4	22.22
Interpreter	5	27.78
Proofreader	1	5.55
Other	13	72.22
Total	**18**	**100**

A multiple choice question was used to obtain the types of occupational requirements of the participants, and the participants who answered *Yes* in the previous question selected at least one answer. As a result, *Table 4.1.7* illustrates that, from 18 participants, 72.22% of them had other types of occupational requirements rather than translator, interpreter, and proofreader; 27.78% of the participants also worked as an interpreter and 22.22% also worked as a translator. Only one participant worked as a proofreader (5.55%).

4.2 Results of problems in using English to teach Thai to non-native Thai learners

The second part of the questionnaire asked the participants to indicate their problems in using English to teach Thai to non-Thai learners in four different sections, namely listening problems, speaking problems, reading problems, and writing problems. The results in this part were interpreted in the form of mean scores and standard deviations, displayed as the following ranges:

Mean Range	Level of problem
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

Table 4.2.1 Listening problems

Problems	Mean	S.D.	Level of problem	Rank
1. I am unable to understand the learners due to their accent.	2.43	0.97	Low	4
2. I am unable to understand the learners due to their pronunciation.	2.40	1.00	Low	5
3. I am unable to understand the learners due to their speaking pace.	2.90	1.29	Moderate	1
4. I am unable to understand the learners due to the idioms and colloquialisms (i.e. slang) that they use.	2.70	1.02	Moderate	3

Problems	Mean	S.D.	Level of problem	Rank
5. I am unable to understand the learners due to the limitations of my vocabulary.	2.76	1.22	Moderate	2
6. I am unable to understand the learners due to my limited understanding of grammatical structure.	2.33	1.06	Low	6
7. I am unable to understand the learners when they ask questions.	2.13	1.10	Low	7
8. I am unable to understand the learners' central topics or main ideas when having casual conversations.	1.80	0.84	Very Low	8
Average mean score	**2.43**		**Low**	

Table 4.2.1 presents the listening problems of the participants, and it was found that the participants were unable to understand the non-Thai learners due to their speaking pace (mean score = 2.90). The participants were also unable to understand the learners due to the limitations of their vocabulary (mean score = 2.76) and learners' use of idioms and colloquialisms, for example, slang that learners use (mean score = 2.70). These three problems were rated at a moderate level. Moreover, the participants were unable to understand the learners due to their accents (mean score = 2.43), their pronunciation (mean score = 2.40), limitations with participants' understanding of grammatical structure (mean score = 2.33), and the inability to understand when the learners asked them questions (mean score = 2.13). These four problems were rated at a low level. Lastly, the results show that the participants were unable to understand the learners' central topics or main ideas when having casual conversations (mean score =

1.80), which was rated at a very low level. The overall mean score of the listening problems was 2.43, which can be considered as a low level.

Table 4.2.2 Speaking problems

Problems	Mean	S.D.	Level of problems	Rank
1. I have an accent when communicating with the learners.	2.66	0.95	Moderate	1
2. I have difficulty pronouncing words, phrases, and sentences.	2.46	0.89	Low	4
3. I have difficultly using appropriate words, idioms, and colloquialisms.	2.50	1.01	Low	3
4. I have difficulty using proper grammatical structures.	2.56	1.04	Low	2
5. I have difficulty creating questions for the learners.	2.10	1.03	Low	6
6. I have difficulty giving directions to the learners (i.e. for in-class activities, homework, assignments, etc.).	1.93	0.94	Low	7
7. I have difficulty having casual conversations with the learners.	1.83	0.87	Low	8
8. I have difficulty giving instructions and directions and having casual conversations with the learners if I do not think of them firstly in Thai.	2.13	1.33	Low	5

Problems	Mean	S.D.	Level of problems	Rank
Average mean score	**2.27**		**Low**	

As shown in *Table 4.2.2*, the results reveal that the participants had an accent when communicating with the learners (mean score = 2.66), which was a moderate problem. The participants also had difficulty using proper grammatical structures (mean score = 2.56), using appropriate words, idioms, and colloquialisms (mean score = 2.50), and pronouncing words, phrases, and sentences (mean score = 2.46). Moreover, they had difficulty giving instructions and directions, and having casual conversations with the learners if they did not think of them firstly in Thai (mean score = 2.13). The results also present that creating questions for the learners (mean score = 2.10) and giving directions to the learners, for example, for in-class activities, homework, assignments, etc. (mean score = 1.93) were the participants' problem. Additionally, the participants had difficulty having casual conversations with the learners (mean score = 1.83). Apart from the participants' accent problem, the rest of the speaking problems were at a low level. The overall mean score of the speaking problems was 2.27, which can be considered as a low level.

Table 4.2.3 Reading problems

Problems	Mean	S.D.	Level of problems	Rank
1. I am unable to understand the learners due to the limitation of my vocabulary.	2.10	0.99	Low	2
2. I have difficulty pronouncing words, phrases, and sentences.	2.56	1.13	Low	1
3. I am unable to understand the learners due to my limited understanding of grammatical structures.	2.10	1.18	Low	2

Problems	Mean	S.D.	Level of problems	Rank
4. I am unable to understand the learners' questions or requests.	1.96	0.93	Low	5
5. I am unable to understand the learners' topics or main ideas when reading their messages.	2.00	1.05	Low	4
Average mean score	**2.14**		**Low**	

According to *Table 4.2.3*, most of the participants agreed that they had difficulty pronouncing words, phrases, and sentences (mean score = 2.56). They also claimed that they were unable to understand the learners due to the limitations of their vocabulary and their understanding of grammatical structure (mean score = 2.10). Furthermore, the participants were also unable to understand the learners' topics or main ideas when reading their messages (mean score = 2.00), and they were unable to understand the learners' questions or requests (mean score = 1.96). All of the reading problems were at a low level, and the overall mean score was 2.14, which was at a low level.

Table 4.2.4 Writing problems

Problems	Mean	S.D.	Level of problems	Rank
1. I have difficulty spelling words when writing in English.	2.33	1.24	Low	2
2. I have difficultly using appropriate words, idioms, and colloquialisms.	2.43	1.13	Low	1

Problems	Mean	S.D.	Level of problems	Rank
3. I have difficulty using proper grammatical structures.	2.30	1.18	Low	3
4. I have difficulty giving directions to learners (i.e. for in-class activities, homework, assignments, etc.).	1.90	0.92	Low	6
5. I have difficulty writing with coherency (ex. organizing and linking ideas to express my thoughts).	2.26	0.98	Low	4
6. I have difficulty giving instructions and directions and sending casual messages to the learners if I do not prepare it firstly in Thai.	2.26	1.28	Low	4
Average mean score	**2.25**		**Low**	

Table 4.2.4 suggests that the participants had difficultly using appropriate words, idioms, and colloquialisms (mean score = 2.43). This was followed by the problems caused by the difficulty of spelling words when writing in English (mean score = 2.33) and the difficulty using proper grammatical structures (mean score = 2.30). Moreover, the participants also had difficulty writing with coherency, for example, organizing and linking ideas to express their thoughts, and they found it difficult to give instructions and directions and send casual messages to the learners if they did not prepare it firstly in Thai (mean score = 2.26). Lastly, the participants claimed that they had difficulty giving directions to learners, for example, for in-class activities, homework, assignments, etc. (mean score = 1.90). All of the problems were at a low level, and the overall mean score of the writing problems was 2.25, which was at a low level.

Figure 4.2.1 Overall problems in using English to teach Thai to non-native Thai learners
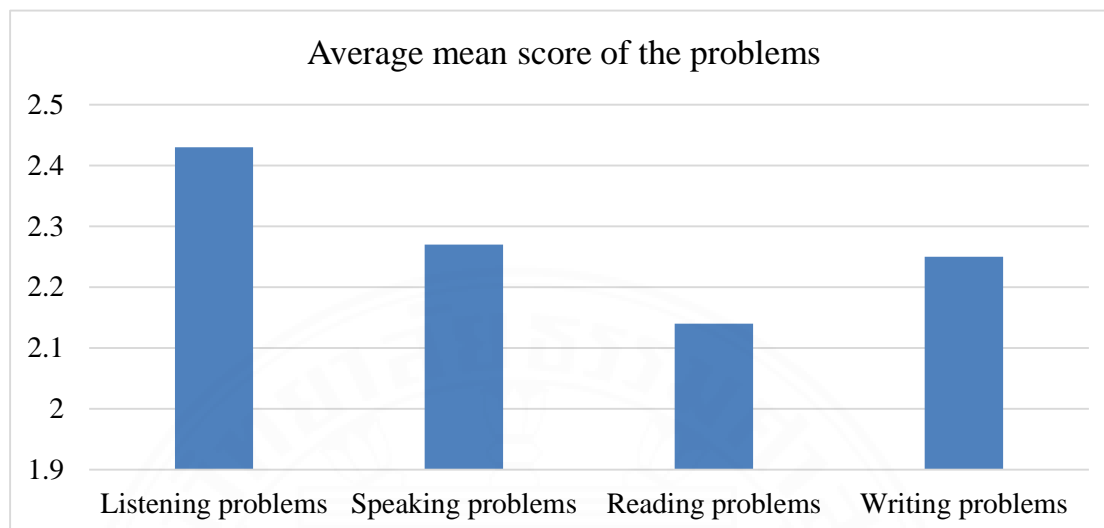
With reference to the overall mean score of the problems in using English to teach Thai to non-Thai learners in each aspect, it was found that the participants had problems in the area of listening at the highest level (mean score = 2.43), followed by the area of speaking (mean score = 2.27) and writing (2.25). The lowest level of the problems was in the area of reading (mean score = 2.14). According to the average mean score of all aspects, it can be claimed that the level of problems in using English to teach Thai to non-Thai learners was low.

4.3 Results on solutions used to deal with the problems in using English to teach Thai to non-Thai learners

The third part of the questionnaire asked the participants to select solutions which they preferred to use in order to deal with the problems in using English to teach Thai to non-Thai learners. The solutions were divided into four different aspects, namely, the solutions for listening problems, the solutions for speaking problems, the solutions for reading problems, and the solutions for writing problems.

The results in this part were interpreted in the form of mean scores and standard deviations, displayed as the following ranges:

Mean Range	Level of Agreement
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

Table 4.3.1 Solutions for listening problems

Solutions	Mean	S.D.	Level of Agreement	Rank
1. I ask the learners to spell the words they have used.	3.53	1.40	High	3
2. I ask the learners to repeat what they have said.	4.03	1.24	High	1
3. I ask the learners to speak slower.	3.83	1.20	High	2
4. I ask the learners to use signs, symbols, etc. to clarify what they have said.	3.33	1.35	Moderate	5
5. I ask the learners to use gestures, body language, etc. to clarify what they have said.	3.46	1.30	High	4
Average mean score	**3.64**		**High**	

In terms of solving listening problems, *table 4.3.1* reveals that the top mean score was item 2 "I ask the learners to repeat what they have said." (mean score = 4.03). This was followed by item 3 "I ask the learners to speak slower." (mean score = 3.83), item 1 "I ask the learners to spell the words they have used." (mean score = 3.53), and item 5 "I ask the learners to use gestures, body language, etc. to clarify what they have said." (mean score = 3.46). These four solutions were rated as a high level. The lowest

mean score was item 4 "I ask the learners to use signs, symbols, etc. to clarify what they have said." (mean score = 3.33), which was rated as a moderate level. The overall mean score of the solutions for speaking problems was 3.64, which was at a high level of agreement.

Table 4.3.2 Solutions for speaking problems

Solutions	Mean	S.D.	Level of Agreement	Rank
1. I speak as slowly and clearly as possible.	4.16	1.14	High	4
2. I use short and simple words or phrases.	4.30	0.98	Very High	3
3. I use simple grammatical structures.	4.40	0.93	Very High	2
4. I use signs, symbols, etc. to clarify my directions, explanations, and other messages.	4.13	1.19	High	5
5. I use gestures, body languages, etc. to clarify my directions, explanations, and other messages.	4.46	0.94	Very High	1
Average mean score	**4.29**		**Very High**	

As shown in *Table 4.3.2*, the participants agreed that, to deal with the speaking problems, they used gestures, body languages, etc. to clarify their directions, explanations, and other messages (mean score = 4.46), followed by using simple grammatical structures (mean score = 4.40) and short and simple words or phrases (mean score = 4.30). These three solutions were considered to be at a very high level of agreement. Additionally, the participants also spoke as slowly and clearly as possible (mean score = 4.16) and used signs, symbols, etc. to clarify their directions,

explanations, and other messages (mean score = 4.13). Both of these solutions were at a high level. The overall mean score of the solutions for speaking problems was 4.29, which was at a very high level of agreement.

Table 4.3.3 Solutions for reading problems

Solutions	Mean	S.D.	Level of Agreement	Rank
1. I use tools (i.e. dictionaries, online translation tools) to help me understand what I have read.	4.13	1.01	High	1
2. I take notes about what I do not understand and ask the learners to clarify it.	3.80	1.09	High	2
3. I ask the learners to write with short and simple words or phrases.	3.06	1.33	Moderate	3
4. I ask the learners to write with simple grammatical structures.	2.86	1.33	Moderate	4
5. I ask my colleagues who are good at English to help.	3.06	1.57	Moderate	3
Average mean score	**3.38**		**Moderate**	

Table 4.3.3 presents that the top two highest means of the solutions for solving reading problems were using tools, for example, dictionaries and online translation tools to help the participants understand what they have read (mean score = 4.13) as well as taking notes about what they do not understand and asking the learners to clarify it (mean score = 3.80). The degree of agreement for these two solutions was at a high level. Furthermore, the participants asked the learners to write with short and simple words or phrases and they also asked their colleagues who are good at English to help

(mean score = 3.06), followed by asking the learners to write with simple grammatical structures (mean score = 2.86). These three solutions were at a moderate level and the overall mean score of the solutions for reading problems was 3.38, which was at a moderate level of agreement.

Table 4.3.4 Solutions for writing problems

Solutions	Mean	S.D.	Level of Agreement	Rank
1. I use tools (i.e. dictionaries, online translation tools) to check the spelling.	4.16	1.12	High	3
2. I use tools (i.e. dictionaries, online translation tools) to look for appropriate words, idioms, and colloquialisms.	4.30	0.91	Very High	1
3. I use short and simple words or phrases.	4.20	0.99	High	2
4. I use simple grammatical structures.	4.13	1.07	High	4
5. I use writing techniques such as mind maps, bullet points, etc. to generate and organize my ideas before writing.	3.86	1.19	High	5
Average mean score	**4.13**		**High**	

According to *table 4.3.4*, it was indicated that the top mean score of the solutions for writing problems was item 2 "use tools (i.e. dictionaries, online translation tools) to look for appropriate words, idioms, and colloquialisms." (mean score = 4.30), which had a very high level of agreement. This was followed by item 2 "I use short and simple words or phrases." (mean score = 4.20), item 1 "I use tools (i.e. dictionaries, online translation tools) to check the spelling." (mean score = 4.16), and item 4 "I use simple

grammatical structures." (mean score = 4.13). The lowest mean of the solutions for writing problems was item 5 "I use writing techniques such as mind maps, bullet points, etc. to generate and organize my ideas before writing." (mean score = 3.86). The table shows that, apart from item 2, the rest of the solutions were interpreted at a high level. The overall mean score of the solutions for writing problems was 4.13, which was at a high level of agreement.

4.4 Results on additional information

In order to study additional information on participants' occupational requirements and the problems and solutions in using English to teach Thai to non-Thai learners, an open-ended question was given in each part of the questionnaire. All of the information was collected, analyzed by the researcher, and then summarized into items or categorized into groups. The results of the additional information can be found as follows:

4.4.1   Additional information on participants' occupational requirements

According to the first part of the questionnaire, which aimed to collect the participants' general information, there was one question that asked if the participants were given any further responsibilities on top of teaching Thai to non-Thai learners and the options given as an answer to that question were *translator*, *interpreter*, *proofreader*, and *other*. For those who selected *other*, some of them specified their responsibilities, which are categorized into six items as follows:

4.4.1.1 **Language teachers** refer to those who had to teach other languages, excluding Thai to non-Thai learners. The languages that were mentioned were English and Japanese. Additionally, some participants claimed that they had to teach Thai language to young Thai learners as well.

4.4.1.2 **Cultural instructors refer** to those who had to organize and conduct Thai cultural activities for the non-Thai learners.

4.4.1.3 **Textbook and curriculum designers** refer to those who had to design textbooks, documents, materials, curriculums, and course details in their workplaces.

4.4.1.4 **Evaluators** refer to those who had to evaluate learners' language proficiency.

4.4.1.5 **Executives** refer to those who had to administrate their courses.

4.4.1.6 **Travel officers** refer to those who had to deal with travel aspects, for example, serving as a guide.

4.4.2 Additional information on problems in using English to teach Thai to non-Thai learners

The second part of the questionnaire asked the participants to select the problems that they encountered during their teaching. The problems were divided into four different areas, namely, listening, speaking, reading, and writing. At the end of each area, the participants were asked to add any other problems they had experienced other than those that were given in the questionnaire. The additional information of the participants can be found as follows:

4.4.2.1 **Listening problems:** The participants' additional listening problems can be grouped into two main aspects: problems related to language proficiency and problems related to cultural differences. For the language proficiency problems, the participants reported that the learners whose first language was not English had difficulty communicating with the teachers. For instance, they switched the structure when speaking Thai and English and they were not sure which words they should use to express their ideas. Moreover, some of the learners tried to communicate in Thai, however, they literally translated English to Thai, which made the messages unnatural and hard to understand. Additionally, the participants also added that, in some cases, the learners asked in detail about the rules of Thai language, but the details were complicated for the teachers to explain and the learners to understand. For the problems about cultural differences, the participants revealed that they sometimes were unable to understand the learners' messages, for example, jokes, due to the different cultural backgrounds between them and their learners. The participants added that even though they and the learners understood the words or phrases that were spoken, the messages were misinterpreted because their cultures differed from each other.

4.4.2.2 **Speaking problems:** The speaking problems were similar to what the participants' listening problems as they were related to the learners' language proficiency; however, the other aspect was related to the complicated characteristics of the Thai language. For the learners' language proficiency problems, the participants

pointed out that the non-native English learners did not understand clearly when some explanation or instruction were given, and those whose proficiency in understanding English was quite low were unable to understand even the simple vocabulary used in daily life. For the problems related to the characteristics of Thai language, the participants suggested that some of the Thai language rules were complicated to describe, for example, the ways Thai vowels and consonants should be pronounced, the three classes of Thai consonants, and the vocabulary that, despite being written the same, had different definitions depending on the context.

4.4.2.3 **Reading problems:** The reading problems were similar to those the participants confronted in listening and speaking as they were related to the learners' language proficiency. The participants stated that learners' written messages could be misunderstood because of their low proficiency in writing English or Thai messages.

4.4.2.4 **Writing problems:** None of the participants mentioned additional problems in this aspect.

4.4.3 Additional information on solutions used to deal with the problems in using English to teach Thai to non-Thai learners

The third part of the questionnaire sought to gather the solutions the participants preferred to use in order to deal with the problems in using English to teach Thai to non-Thai learners. The solutions were divided into four aspects, namely, the solutions for listening problems, the solutions for speaking problems, the solutions for reading problems, and the solutions for writing problems. At the end of each aspect, the participants were asked to add any other solutions they used to deal with the problems. The additional information of the participants can be found as follows:

4.4.3.1 **Solutions for listening problems:** Most of the participants indicated that when they were not certain what the learners said, they asked them to change from spoken language to written language. Some participants asked their learners to paraphrase the sentences or describe a related situation or context. In some cases, pictures, dictionaries, or online translation tools were used for showing or translating the meaning of words, phrases, or sentences that could not be understood. Additionally, if the non-native English learners were not fluent in English and the participants or

other learners were able to communicate in their preferred languages, that language would be used in order to clarify the instructions.

      4.4.3.2 **Solutions for speaking problems:** The solutions for speaking problems were similar to what the participants used to deal with the listening problems as they drew or showed pictures in order to define the meaning of words, phrases, and sentences. Some participants used translation tools as well as gave examples and details on etymology to clarify what they had said. Furthermore, the participants frequently asked if the learners understood what they had said and they also used the peer-help technique, which means they asked some capable learners to describe or show their classmates how things should be done correctly.

      4.4.3.3 **Solutions for reading problems:** None of the participants mentioned additional problems in this aspect.

      4.4.3.4 **Solutions for writing problems:** The solutions for writing problems were similar to what the participants used to deal with the listening and speaking problems as they chose to use pictures to clarify their instructions. Moreover, to check if the learners understood the instructions correctly, the participants slowly did the assignment with the learners as an example as well.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter consists of five sections. A summary of the study is presented in section 5.1. A summary of the findings is presented in section 5.2. The discussion of problems and solutions in using English to teach Thai to non-Thai learners is presented in section 5.3. The conclusion is presented in section 5.4, followed by the recommendations for further research in section 5.5.

5.1 Summary of the study

This sections summarizes the study including the objectives and the research methodology

5.1.1 Objectives of the study

This research aimed to investigate problems native Thai teachers have when using the English language to teach Thai to non-Thai learners and to gather the solutions the teachers used to deal with the occurred problems.

5.1.2 The research methodology

The participants of this research were 30 native Thai teachers who used the English language to teach Thai as a foreign language to non-Thai learners in three language schools in Bangkok. The participants were recruited by the purposive sampling technique and in case the main participants in the language schools were not available to participate, they could ask other native Thai teacher they knew to partake in the process.

A questionnaire with both close-ended and open-ended items was used as the instrument in this research. Before distributing the questionnaire to the participants, a pilot study was conducted in order to analyze the comprehensibility and the reliability of all items, with five people who were not the target participants involved in this pilot study.

The questionnaires were sent to the participants through an online platform. The data from the close-ended statements were analyzed using the data analysis features in Microsoft Excel to calculate the frequency, percentage, mean, and standard deviation. In the meantime, the data from the open-ended questions were analyzed by the researcher, and then summarized into items or categorized into groups.

5.2 Summary of the findings

The results of the study are summarized as follows:

5.2.1 Participants' general information

The participants in this study were 30 native Thai teachers, with the majority being female (96.67%). A third of them were in the age range of $25 - 30$ years old (33.33%), and more than half of them had received a bachelor's degree (53.33%); 43.33% of the participants had been teaching the Thai language for $1 - 3$ years and 30% of them taught $4 - 5$ times a week. Apart from teaching Thai to non-Thai learners, 60% of the participants had other occupational requirements, namely proofreader (5.55%), translator (22.22%), interpreter (27.78%), and other (72.22%).

5.2.2 Problems in using English to teach Thai to non-Thai learners

The participants were asked to rate the level of the problems in using English to teach Thai to non-Thai learners in four different areas, which were listening problems, speaking problems, reading problems, and writing problems.

For the listening problems, the overall mean score was 2.43, which can be considered a low level. However, the problems caused by the learners' speaking pace, limitations with the participants' vocabulary and the idioms and colloquialisms the learners used were at a moderate level, with the mean scores of 2.90, 2.76, and 2.70, respectively. Furthermore, the results showed that the listening problems related to the participants' inability to understand the learners' central topics or main ideas when having a casual conversation was rated at a very low level (mean score = 1.80).

For speaking problems, the overall mean score was 2.27, which can be considered a low level. However, learners' accents was the only problem rated at a

moderate level, with the mean score of 2.66. Among the speaking problems, having casual conversations with the learners had the lowest mean score at 1.83.

For the reading problems, the overall mean score was 2.14, which was at a low level, and all of the problems in this area were at a low level as well. The problem with the highest level was pronouncing words, phrases, and sentences (mean score = 2.56), followed by the problems related to limitations of the participants' vocabulary and their understanding of grammatical structure, which shared the same mean score of 2.10. Lastly, the problem that had the lowest level was the item "I am unable to understand the learners' questions or requests.", which had the mean score of 1.96.

For writing problems, the overall mean score was 2.25, which was at a low level, and all of the problems were at a low level. The problems with the highest level was the difficulty in using appropriate words, idioms, and colloquialisms, with the mean score of 2.43. Conversely, the problem that had the lowest level was difficulty of giving directions to learners for in-class activities, homework, or assignment, which had the mean score of 1.90.

5.2.3   Solutions used to deal with the problems in using English to teach Thai to non-Thai learners

The participants were required to rate the level of the solutions they used to deal with the problems in using English to teach Thai to non-Thai learners in four different areas, namely the solutions for listening problems, the solutions for speaking problems, the solutions for reading problems, and the solutions for writing problems.

For the solutions for the listening problems, the overall mean score was 3.64, which was at a high level. The solutions with the highest level of agreement was the item "I ask the learners to repeat what they have said." (mean score = 4.03), which was rated at a high level. All of the solutions in this area were rated at a high level, except for the item "I ask the learners to use signs, symbols, etc. to clarify what they have said." (mean score = 3.33), which was rated at a moderate level.

For the solutions for speaking problems, the overall mean score of the solutions for speaking problems was 4.29, which was at a very high level of agreement. Using gestures and body languages to clarify the directions, explanations, and other

messages was the solution that had a very high level of agreement, with the mean score of 4.46. However, speaking as slowly and clearly as possible and using signs and symbols to clarify the directions, explanations, and other messages were rated at a high level, with the mean scores of 4.16 and 4.13, respectively.

For the solutions for reading problems, the overall mean score was 3.38, which was at a moderate level of agreement. The solutions with the highest level of agreement was the item "I use tools (i.e. dictionaries, online translation tools) to help me understand what I have read." (mean score = 4.13), and it was rated at a high level. On the other hand, the lowest level of agreement was item "I ask the learners to write with simple grammatical structures." (mean score = 2.86), which was rated at a moderate level.

For the solutions for writing problems, the overall mean score was 4.13, which was at a high level. All of the solutions were rated at a high level, except for the item "I use tools (i.e. dictionaries, online translation tools) to look for appropriate words, idioms, and colloquialisms." (mean score = 4.30), which was rated at a very high level. The solution with the lowest level of agreement was the one related to the use of writing techniques such as mind maps and bullet points in order to generate and organize the participants' ideas before writing. The mean score of this problem was 3.86, which was rated at a high level.

5.2.4 Additional information of the participants

The participants were asked to add additional information related to their occupational requirements and problems and solutions in using English to teach Thai to non-Thai learners.

For the occupational requirements, apart from the responsibilities provided in the questionnaire, which were translator, interpreter, proofreader, and other, the participants also served as languages teachers, cultural instructors, textbook and curriculum designers, evaluators, executives, and travel guides.

For the additional problems, the participants indicated that the learners' language proficiency played an important part as it led to listening, speaking, and reading problems. The non-native English learners might not be able to communicate fluently in English. The participants also reported that the differences in cultural

backgrounds could cause some listening problems as it led to misinterpretation between them and their learners. Furthermore, the characteristics and rules of the Thai language also led to difficulties in both listening and speaking as it was hard to explain or understand the complicated details. Lastly, none of the participants mentioned additional writing problems.

For the additional solutions, supplements, such as pictures and translation tools, were used frequently to solve listening, speaking, and writing problems. Another technique that was used to handle the listening and speaking problems was the peer-help technique, as the learners might understand better if they were given the explanation from the viewpoint of other learners. Changing from spoken language to written language also helped to solve listening and writing problems. The other additional solutions were using the learners' mother tongues or preferred language, giving examples or related contexts, and repetition. Lastly, that none of the participants mentioned additional solutions for reading problems.

5.3 Discussion

In this section, the discussion of the significant findings of study based on the research questions, the literature review, and the relevant studies will be presented.

5.3.1 What are the problems native Thai teachers have when using the English language to teach Thai to non-Thai learners?

The results of this study revealed that although the overall problems were rated at a low level, listening problems were ranked as the highest level of problems that the participants encountered. This differs from the results of Mahathamnuchok (2014) who found speaking problems to be at the highest level. Moreover, it was indicated that the main cause of the listening problems was the learners' pace of speaking, while the limitations with the participants' vocabulary and the use of colloquialisms were the second and third highest listening problems, respectively. As colloquialisms were mentioned as one of the top three listening problems, the additional answers of the participants also suggested that cultural differences and learners' English language proficiency also played vital roles, not only in causing listening problems but also speaking and writing problems. These cultural problems were not indicated as one

of the major problems in the study of Hung and Lan (2017), Oktaviani (2019) or Burns and Vu (2014). Thus, it can be assumed that to overcome problems when using English to teach Thai as a foreign language to non-Thai learners, the knowledge of the Thai language or the English language proficiency of the teachers might not be adequate; hence, those who teach or are interested in teaching Thai to non-Thai learners should study various kinds of cultures in order to communicate and understand their learners properly.

5.3.2 What are the solutions native Thai teachers use to deal with the occurred problems?

The results showed that most of the participants handled problems when using English to teach Thai to non-Thai learners by changing the form of their communication from spoken language to written language as well as using body language or pictures. Additional supplements, such as dictionaries and online translation tools, also helped to clarify or exemplify the message of the communication. Furthermore, the results also showed that the use of students' preferred language, which might be their first or additional language, also helped reduce problems in using English in the Thai as a foreign language class. This finding is similar to the outcomes of Pun and Thomas (2020) who found that, although the teachers might be able to communicate in English, using the first or preferred languages was likely to be helpful in making the courses run smoothly.

5.4 Conclusion

The objective of this research was to investigate the problems native Thai teachers have when using the English language to teach Thai as a foreign language to non-Thai learners and to gather the solutions the teachers used to deal with the problems. The following conclusions can be drawn from the findings:

The primary problem of native Thai teachers who mainly use English to teach Thai to non-Thai learners was listening problems, followed by speaking problems, writing problems, and reading problems, respectively. Based on the analysis of the data, the causes of the problems were related to the native Thai teachers themselves, rather than the learners. Their vocabulary limitations could lead to listening problems, their accents

could lead to speaking problems, their uncertainty about pronunciation could lead to reading problems, and their difficulty in selecting appropriate vocabulary could lead to writing problems. Moreover, as several additional listening and speaking problems were mentioned by the participants but no writing problems were specified, it can be assumed that the native Thai teacher frequently listened and spoke in order to instruct learners rather than giving written explanations.

Regarding the solutions to deal with the problems, the results showed that the most effective way was to use written language, body language, and pictures as they could clearly clarify the messages. Furthermore, as several additional solutions for listening and speaking problems were mentioned by the participants but none were specified for reading problems, it can be assumed that the teachers frequently concentrated on dealing with their listening and speaking problems as they were the main skills they used to conduct their Thai as a foreign language course.

In conclusion, each native Thai teacher may confront different problems when using the English language to teach Thai as a foreign language to non-Thai learners and each might use a different solution to deal with the problems. This research presented the possible problems and collected potential solutions that can be used to handle the mentioned problems. Any native Thai teacher teaching Thai to non-Thai learners using the English language can adapt the results of this research to their own way of teaching in order to prepare for any possible problems and better manage their Thai as a foreign language course.

5.5 Recommendations for further research

The recommendations for further research are provided as follows:

5.5.1 The data of this research was collected from 30 participants who used the English language to teach Thai as a foreign language to non-Thai learners in language schools. Further research can increase the number of participants in order to expand the generalizability of the results of the study.

5.5.2 The participants of this study were limited to a group of native Thai teachers who work in language schools. Further research could study the problems and solutions based on the opinions or experiences of those who work in other types of schools, such

as international schools, in order to gather a broader range of problems and solutions that apply to different types of learners.

    5.5.3 Additional research instruments, for example, interviews, can be used to obtain more in-depth information on teachers' problems, solutions, and teaching experience.

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APPENDIX

APPENDIX
QUESTIONNAIRE

This questionnaire is a part of requirements for completing Master of Arts in Career English for International Communication, Language Institute of Thammasat University, Thailand. The researcher conducted this study in order to investigate the problems and solutions of native Thai teachers in using English language to teach Thai language to non-native learners in language schools.

This questionnaire is divided into three parts which are

Part 1: General Information

Part 2: Problems in using English language to teach Thai language to non-native Thai learners

Part 3: Solutions used to deal with the problems

All of respondents' information and answers will be kept confidential and will be used only for academic purposes.

แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษาค้นคว้าอิสระ ประกอบการศึกษาหลักสูตรศิลปศาสตร มหาบัณฑิต สาขาวิชาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ โดยมีวัตถุประสงค์เพื่อศึกษาปัญหาและวิธีการแก้ไขปัญหาของครูชาวไทยในโรงเรียนสอนภาษาที่ใช้ ภาษาอังกฤษเป็นสื่อกลางในการสอนภาษาไทยให้แก่ผู้เรียนชาวต่างชาติ

แบบสอบถามนี้แบ่งออกเป็น 3 ส่วน ได้แก่

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ปัญหาที่เกิดจากการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนภาษาไทยให้แก่

   ผู้เรียนชาวต่างชาติ

ส่วนที่ 3 วิธีการแก้ไขปัญหา

ข้อมูลของผู้ตอบแบบสอบถามทุกท่านจะได้รับการเก็บเป็นความลับ ตลอดจนนำไปใช้เพื่อประโยชน์ใน การศึกษาค้นคว้าทางวิชาการเท่านั้น

PLEASE RESPOND TO ALL ITEMS IN ALL PARTS

กรุณาตอบคำถามทุกข้อในทุกส่วนของแบบสอบถาม

Part 1: General Information (ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม)

Directions: Please choose the answer that correspond to your personal information.

คำชี้แจง: กรุณาเลือกคำตอบที่ตรงกับข้อมูลของท่าน โดยเติมเครื่องหมาย ✓ ในช่องที่กำหนด

1. Gender (เพศ) ☐ Male (ชาย)   ☐ Female (หญิง)

   ☐ Prefer not to say (ไม่ประสงค์จะระบุ)

2. Age (อายุ) ☐ Under 25 (น้อยกว่า 25 ปี)   ☐ 25 – 30   ☐ 31 – 35

   ☐ 36 – 40   ☐ 41 – 45   ☐ 46 – 50

   ☐ 51 and above (51 ปีขึ้นไป)

3. Education ☐ Bachelor's Degree (ปริญญาตรี)   ☐ Master's Degree (ปริญญาโท)

   (การศึกษา) ☐ Doctoral Degree (ปริญญาเอก)   ☐ Others (อื่นๆ)

4. Years of Experience in Teaching the Thai language to non-Thai learners

   (ประสบการณ์ในการสอนภาษาไทยให้ผู้เรียนชาวต่างชาติ)

   ☐ Less than 1 year (น้อยกว่า 1 ปี)   ☐ 1 – 3 years (1-3 ปี)

   ☐ 4 – 6 years (4-6 ปี)   ☐ 7 – 9 years (7-9 ปี)

   ☐ 10 years or more (10 ปีขึ้นไป)

5. How often do you teach the Thai language to non-Thai learners?

   (ความถี่ในการสอนภาษาไทยให้ผู้เรียนชาวต่างชาติ)

   ☐ 6 - 7 times a week (6-7 ครั้ง/สัปดาห์)   ☐ 4 – 5 times a week (4-5 ครั้ง/สัปดาห์)

   ☐ 2 – 3 times a week (2-3 ครั้ง/สัปดาห์)   ☐ Once a week and below

   (สัปดาห์ละครั้งหรือน้อยกว่า)

6. Apart from teaching the Thai language, do you have other occupational requirements?

(นอกเหนือจากการสอนภาษาไทยให้ผู้เรียนชาวต่างชาติ ท่านได้รับมอบหมายให้ปฏิบัติหน้าที่อื่นหรือไม่)

☐ No, I do not. (Move forward to Part 2)

ไม่ ฉันสอนภาษาไทยเท่านั้น (ข้ามไปตอบคำถามในส่วนที่ 2)

☐ Yes, I do. (Continue to Question 7)

ใช่ ฉันได้รับมอบหมายให้ปฏิบัติหน้าที่อื่น นอกจากการสอนภาษาไทย (กรุณาตอบคำถามข้อ 7)

7. What is your other occupational requirements? (You can choose more than 1 answer)

หน้าที่อื่นที่ท่านได้รับมอบหมายคืออะไร (สามารถเลือกตอบได้มากกว่า 1 ข้อ)

☐ Translator (นักแปลเอกสาร)   ☐ Interpreter (ล่าม)

☐ Proofreader (เจ้าหน้าที่พิสูจน์อักษร)   ☐ Others (อื่นๆ)

8. Other suggestions (You can specify your education and occupational requirements here, if your answer in Question 3 and 7 is "other".)

ข้อเสนอแนะอื่น ๆ (กรณีที่คำตอบในข้อ 3 และ 7 คือ "อื่นๆ" ท่านสามารถระบุระดับการศึกษาและหน้าที่อื่นๆ ที่ท่านได้รับมอบหมาย นอกเหนือจากการสอนภาษาไทย)

Part 2: Problems in using English to teach Thai to non-native Thai learners

(ปัญหาที่เกิดจากการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนภาษาไทยให้แก่ผู้เรียนชาวต่างชาติ)

Directions: Please choose the statement that most accurately indicates your level of agreement toward each problem. (กรุณาเลือกคำตอบที่ตรงกับความเห็นของท่านมากที่สุด)

(1 = Strongly Disagree, 2 = Disagree, 3 = Moderately Agree, 4 = Agree, 5 = Strongly Agree)

(1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เห็นด้วยเล็กน้อย, 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง)

Problems in using English to teach Thai to non-Thai learners	Level of Agreement				
	5	4	3	2	1
<u>Listening Problems</u> (ปัญหาการฟัง) 1. I am unable to understand the learners due to their accent. (ฉันไม่เข้าใจผู้เรียน เนื่องจากสำเนียงของพวกเขา)					
2. I am unable to understand the learners due to their pronunciation. (ฉันไม่เข้าใจผู้เรียน เนื่องจากการออกเสียงของพวกเขา)					
3. I am unable to understand the learners due to their speaking pace. (ฉันไม่เข้าใจผู้เรียน เนื่องจากความเร็วในการพูดของพวกเขา)					
4. I am unable to understand the learners due to the idioms and colloquialisms (i.e. slang) that they use. (ฉันไม่เข้าใจผู้เรียน เนื่องจากสำนวน หรือศัพท์แสลงที่พวกเขาใช้)					
5. I am unable to understand the learners due to the limitations of my vocabulary. (ฉันไม่เข้าใจผู้เรียน เนื่องจากฉันมีข้อจำกัดในเรื่องคำศัพท์)					
6. I am unable to understand the learners due to my limited understanding of grammatical structure.					

(ฉันไม่เข้าใจผู้เรียน เนื่องจากฉันมีข้อจำกัดในเรื่องโครงสร้างไวยากรณ์)					
7. I am unable to understand the learners when they ask questions. (ฉันไม่เข้าใจผู้เรียน เมื่อพวกเขาถามคำถาม)					
8. I am unable to understand the learners' central topics or main ideas when having casual conversations. (ฉันไม่เข้าใจประเด็นหรือใจความสำคัญของผู้เรียนระหว่างการสนทนาแบบไม่เป็นทางการ (เช่น การสนทนาระหว่างพัก, การสนทนานอกชั้นเรียน)					

9. Apart from the items above, have you ever encountered any other listening problems in using English to teach Thai to non-native Thai learners? If you have, please specify. (ท่านเคยประสบปัญหาการฟังอื่น ๆ ที่เกิดจากการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนภาษาไทยให้แก่ผู้เรียนชาวต่างชาติ นอกเหนือจากที่กล่าวมาข้างต้นหรือไม่ (กรุณาระบุปัญหาที่ท่านเคยประสบ)

Problems in using English to teach Thai to non-Thai learners	Level of Agreement				
	5	4	3	2	1
<u>Speaking Problems</u> (ปัญหาการพูด) 1. I have an accent when communicating with the learners. (ฉันมีสำเนียงเมื่อสนทนากับผู้เรียน)					
2. I have difficulty pronouncing words, phrases, and sentences. (ฉันมีปัญหากับการออกเสียงคำศัพท์ วลี และประโยค)					

3. I have difficultly using appropriate words, idioms, and colloquialisms. (ฉันมีปัญหากับการใช้คำศัพท์ สำนวน และภาษาพูด ที่เหมาะสม)					
4. I have difficulty using proper grammatical structures. (ฉันมีปัญหากับการใช้โครงสร้างไวยากรณ์ที่เหมาะสม)					
5. I have difficulty creating questions for the learners. (ฉันมีปัญหากับการสร้างคำถามให้แก่ผู้เรียน)					
6. I have difficulty giving directions to the learners (i.e. for in-class activities, homework, assignments, etc.) to the learners. (ฉันมีปัญหากับการออกคำสั่ง (เช่น กิจกรรมในชั้นเรียน, การบ้าน, งานตามมอบหมาย) แก่ผู้เรียน)					
7. I have difficulty having casual conversations with the learners. (ฉันมีปัญหากับการสนทนาแบบไม่เป็นทางการกับ ผู้เรียน)					
8. I have difficulty giving instructions and directions, and having casual conversations with the learners if I do not think of them firstly in Thai.					

| (ฉันมีปัญหากับการสอน, การออกคำสั่ง และการสนทนาแบบไม่เป็นทางการกับผู้เรียน หากไม่ได้คิดเป็นภาษาไทยก่อน) | | | | | |

9. Apart from the items above, have you ever encountered any other speaking problems in using English to teach Thai to non-native Thai learners? If you have, please specify. (ท่านเคยประสบปัญหาการพูดอื่น ๆ ที่เกิดจากการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนภาษาไทยให้แก่ผู้เรียนชาวต่างชาติ นอกเหนือจากที่กล่าวมาข้างต้นหรือไม่ (กรุณาระบุปัญหาที่ท่านเคยประสบ)

Problems in using English to teach Thai to non-Thai learners	Level of Agreement				
	5	4	3	2	1
Reading Problems (ปัญหาการอ่าน) 1. I am unable to understand the learners due to the limitation of my vocabulary. (ฉันไม่เข้าใจผู้เรียน เนื่องจากฉันมีข้อจำกัดในเรื่องคำศัพท์)					
2. I have difficulty pronouncing words, phrases, and sentences. (ฉันไม่เข้าใจผู้เรียน เนื่องจากสำนวน หรือศัพท์แสลงที่พวกเขาใช้)					
3. I am unable to understand the learners due to my limited understanding of grammatical structures. (ฉันไม่เข้าใจผู้เรียน เนื่องจากฉันมีข้อจำกัดในเรื่องโครงสร้างไวยากรณ์)					

4. I am unable to understand the learners' questions or requests. (ฉันไม่เข้าใจคำถามหรือคำขอร้องของผู้เรียน)					
5. I am unable to understand the learners' topics or main ideas when reading their messages. (ฉันไม่เข้าใจประเด็นหรือใจความสำคัญของผู้เรียน เมื่ออ่านข้อความที่พวกเขาเขียน)					

6. Apart from the items above, have you ever encountered any other reading problems in using English to teach Thai to non-native Thai learners? If you have, please specify. (ท่านเคยประสบปัญหาการอ่านอื่น ๆ ที่เกิดจากการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนภาษาไทยให้แก่ ผู้เรียนชาวต่างชาติ นอกเหนือจากที่กล่าวมาข้างต้นหรือไม่ (กรุณาระบุปัญหาที่ท่านเคยประสบ)

Problems in using English to teach Thai to non-Thai learners	Level of Agreement				
	5	4	3	2	1
<u>Writing Problems</u> (ปัญหาการเขียน) 1. I have difficulty spelling words when writing in English. (ฉันมีปัญหากับการสะกดคำเมื่อเขียนข้อความเป็น ภาษาอังกฤษ)					
2. I have difficultly using appropriate words, idioms, and colloquialisms. (ฉันมีปัญหากับการใช้คำศัพท์ สำนวน และภาษาพูด ที่เหมาะสม)					

3. I have difficulty using proper grammatical structures. (ฉันมีปัญหากับการใช้โครงสร้างไวยากรณ์ที่เหมาะสม)					
4. I have difficulty giving directions to learners (i.e. for in-class activities, homework, assignments, etc.). (ฉันมีปัญหากับการออกคำสั่ง (เช่น กิจกรรมในชั้นเรียน, การบ้าน, งานตามมอบหมาย) แก่ผู้เรียน)					
5. I have difficulty writing with coherency (ex. organizing and linking ideas to express my thoughts). (ฉันมีปัญหากับการเขียนข้อความให้สอดคล้องกัน เช่น การจัดการและเชื่อมโยงความคิด เพื่อนำเสนอสิ่งที่ฉันต้องการสื่อสาร)					
6. I have difficulty giving instructions and directions, and sending casual messages to the learners if I do not prepare it firstly in Thai. (ฉันมีปัญหากับการสอน, การออกคำสั่ง และการเขียนข้อความเพื่อสนทนาแบบไม่เป็นทางการกับผู้เรียน หากไม่ได้เตรียมเป็นภาษาไทยก่อน)					

7. Apart from the items above, have you ever encountered any other writing problems in using English to teach Thai to non-native Thai learners? If you have, please specify.

(ท่านเคยประสบปัญหาการเขียนอื่น ๆ ที่เกิดจากการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนภาษาไทย ให้แก่ผู้เรียนชาวต่างชาติ นอกเหนือจากที่กล่าวมาข้างต้นหรือไม่ (กรุณาระบุปัญหาที่ท่านเคยประสบ)

Part 3: Solutions used to deal with the problems

(วิธีการแก้ไขปัญหาที่เกิดจากการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนภาษาไทยให้แก่ผู้เรียนชาวต่างชาติ)

Directions: Please choose the statement that most accurately indicates your level of agreement toward each solution. (กรุณาเลือกคำตอบที่ตรงกับความเห็นของท่านมากที่สุด)

(1 = Strongly Disagree, 2 = Disagree, 3 = Moderately Agree, 4 = Agree, 5 = Strongly Agree)

(1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เห็นด้วยเล็กน้อย, 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง)

Solutions used to deal with the problems	Level of Agreement				
	5	4	3	2	1
<u>Solutions for Listening Problems</u> (วิธีการแก้ไขปัญหาการฟัง) 1. I ask the learners to spell the words they have used. (ฉันขอให้ผู้เรียนสะกดคำศัพท์ที่พวกเขาใช้)					
2. I ask the learners to repeat what they have said. (ฉันขอให้ผู้เรียนทวนสิ่งที่พวกเขาพูด)					
3. I ask the learners to speak slower. (ฉันขอให้ผู้เรียนพูดช้าลง)					
4. I ask the learners to use signs, symbols, etc. to clarify what they have said. (ฉันขอให้ผู้เรียนใช้เครื่องหมาย สัญลักษณ์ และอื่น ๆ เพื่ออธิบายสิ่งที่พวกเขาพูด)					

5. I ask the learners to use gestures, body language, etc. to clarify what they have said. (ฉันขอให้ผู้เรียนใช้ท่าทาง ภาษากาย และอื่นๆ เพื่ออธิบายสิ่งที่พวกเขาพูด)					

6. Apart from the items above, have you ever used any other solutions to deal with listening problems? If you have, please specify.

(ท่านมีวิธีแก้ไขปัญหาการฟัง นอกเหนือจากที่กล่าวมาข้างต้นหรือไม่ (กรุณาระบุวิธีแก้ไขของท่าน)

Solutions used to deal with the problems	Level of Agreement				
	5	4	3	2	1
Solutions for Speaking Problems (วิธีการแก้ไขปัญหาการพูด) 1. I speak as slowly and clearly as possible. (ฉันพูดช้าลงและชัดขึ้น เท่าที่จะทำได้)					
2. I use short and simple words or phrases. (ฉันใช้คำหรือวลีที่สั้นและไม่ซับซ้อน)					
3. I use simple grammatical structures. (ฉันใช้โครงสร้างไวยากรณ์ที่ไม่ซับซ้อน)					
4. I use signs, symbols, etc. to clarify my directions, explanations, and other messages. (ฉันใช้เครื่องหมาย สัญลักษณ์ และอื่น ๆ เพื่ออธิบายคำสั่ง คำอธิบายและข้อความอื่น ๆ ของฉัน)					

5. I use gestures, body languages, etc. to clarify my directions, explanations, and other messages. (ฉันใช้ท่าทาง ภาษากาย และอื่นๆ เพื่ออธิบายคำสั่ง คำอธิบาย และข้อความอื่น ๆ ของฉัน)					

6. Apart from the items above, have you ever used any other solutions to deal with speaking problems? If you have, please specify.

(ท่านมีวิธีแก้ไขปัญหาการพูด นอกเหนือจากที่กล่าวมาข้างต้นหรือไม่ (กรุณาระบุวิธีแก้ไขของท่าน)

Solutions used to deal with the problems	Level of Agreement				
	5	4	3	2	1
Solutions for Reading Problems (วิธีการแก้ไขปัญหาการอ่าน) 1. I use tools (i.e. dictionaries, online translation tools) to help me understand what I have read. (ฉันใช้เครื่องมือต่าง ๆ (เช่น พจนานุกรม, เครื่องมือช่วยแปลออนไลน์) เพื่อช่วยให้ฉันเข้าใจสิ่งที่อ่าน)					
2. I take notes about what I do not understand and ask the learners to clarify it. (ฉันจดบันทึกสิ่งที่ไม่เข้าใจและขอให้ผู้เรียนอธิบายเพิ่มเติม)					
3. I ask the learners to write with short and simple words or phrases.					

(ฉันขอให้ผู้เรียนใช้คำหรือวลีที่สั้นและไม่ซับซ้อนในการเขียน)					
4. I ask the learners to write with simple grammatical structures. (ฉันขอให้ผู้เรียนใช้คำหรือวลีที่สั้นและไม่ซับซ้อนในการเขียน)					
5. I ask my colleagues who are good at English to help. (ฉันขอให้เพื่อนร่วมงานที่สื่อสารภาษาอังกฤษได้ดีช่วย)					

6. Apart from the items above, have you ever used any other solutions to deal with reading problems? If you have, please specify.

(ท่านมีวิธีแก้ไขปัญหาการอ่าน นอกเหนือจากที่กล่าวมาข้างต้นหรือไม่ (กรุณาระบุวิธีแก้ไขของท่าน)

Solutions used to deal with the problems	Level of Agreement				
	5	4	3	2	1
Solutions for Writing Problems (วิธีการแก้ไขปัญหาการเขียน) 1. I use tools (i.e. dictionaries, online translation tools) to check the spelling. (ฉันใช้เครื่องมือต่าง ๆ (เช่น พจนานุกรม, เครื่องมือช่วยแปลออนไลน์) เพื่อตรวจสอบการสะกดคำ)					
2. I use tools (i.e. dictionaries, online translation tools) to look for appropriate words, idioms, and colloquialisms.					

(ฉันใช้เครื่องมือต่าง ๆ (เช่น พจนานุกรม, เครื่องมือ ช่วยแปลออนไลน์) เพื่อค้นหาคำศัพท์ สำนวน และ ภาษาพูดที่เหมาะสม)					
3. I use short and simple words or phrases. (ฉันใช้คำศัพท์หรือวลีที่สั้นและไม่ซับซ้อน)					
4. I use simple grammatical structures. (ฉันใช้โครงสร้างไวยากรณ์ที่ไม่ซับซ้อน)					
5. I use writing techniques such as mind maps, bullet points, etc. to generate and organize my ideas before writing. (ฉันใช้กลวิธีการเขียนต่าง ๆ เช่น ผังความคิด (mind map), การเขียนหัวข้อย่อย (bullet points) เพื่อสร้างและจัดการความคิดก่อนเขียน)					

6. Apart from the items above, have you ever used any other solutions to deal with writing problems? If you have, please specify.

(ท่านมีวิธีแก้ไขปัญหาการเขียน นอกเหนือจากที่กล่าวมาข้างต้นหรือไม่ (กรุณาระบุวิธีแก้ไขของท่าน)

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