



**CHALLENGES IN ONLINE ENGLISH LANGUAGE LEARNING:
A STUDY OF AN ENGLISH MEDIUM INSTRUCTION
SCHOOL IN THAILAND**

BY

ARNANTAWUT TIANG-UAN

**AN INDEPENDENT STUDY 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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AN ENGLISH MEDIUM INSTRUCTION SCHOOL IN THAILAND

was approved as partial fulfillment of the requirements for
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ABSTRACT

The challenges in online English learning in a Thai secondary school context are the focus of the study where English is used as a medium language for instruction by adapting Hijazi and AlNatour's (2021) and Sukman and Mhunkongdee's (2021) frameworks to explore the challenges in online English learning perceived by students and students' challenges perceived by teachers in a secondary school in Samut Sakhon province. The participants in this study were 77 Thai students and 20 teachers including 10 Thais, eight Filipinos, one Canadian, and one Australian. The adapted questionnaires were completed by the participants. Afterwards, the data gained from the questionnaires were analysed using SPSS statistics. The results showed that the biggest challenge in online English learning for both groups of the participants was social aspects. Motivation and willingness came up as the second biggest challenges among the groups. However, the third challenge for students was teaching methods, whereas the third challenge perceived by teachers was online English learning. The findings of this study may be useful for future planning for schools, teachers, students, and other stakeholders. Recommendations and implications of the findings are also provided.

Keywords: Online English learning challenges, an English medium instruction school

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Mr. Arnantawut Tiang-uan

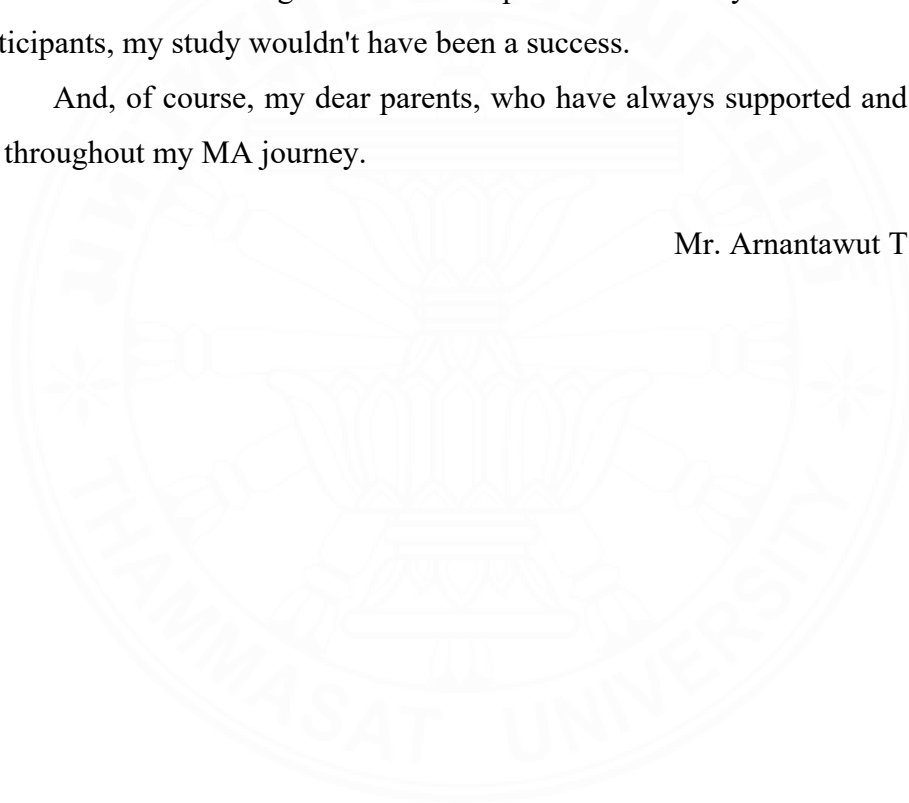


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CHAPTER 1

INTRODUCTION

This chapter aims to shed light on the study's rationale, including the background of the study, research questions, research objectives, and definitions of key terms. The chapter discusses the transition from on-site learning and teaching to online virtual classes and challenges associated with online learning.

1.1 Background of the Study

Until the outbreak of a coronavirus disease, also known as COVID-19, in December 2019, learning and teaching activities were taking place in the classroom and appeared to be normal. This has resulted in a significant shift from traditional classroom instruction to online instruction (Imsa-ard, 2020). Regarding such a sudden shift, there are a number of negative effects on teachers (Jain, Lall, & Singh, 2021), parents (Zaidi, Gul, & Ahmad, 2020), learning policy (Chaowachai & Santueankaew, 2020; Jain, Lall, & Singh, 2021), and students (Dennon, 2021; Imsa-ard, 2020). However, when considering those who will be most directly affected by the change, teachers and students will be at the top of the list.

It is found from several research papers, such as Nomnian and Arphattananon (2018a, b as cited in Inpeng & Nomnian, 2020), Boonmoh and Khamprem (2021), Lertsakornsiri and Puengsema (2021), and Thomas (2020) that teachers lacked technological skills, and students adapted their learning behavior. It can be implied that the online learning and teaching will get worse and worse if there is no change. Online learning is described as the process of enhancing the quality of education via the use of information technology and the success of online learning is contingent on a number of elements, including accessibility, method selection, course content, and evaluation standards (Baczek et al, 2021). Like any educational approach, online learning offers benefits and drawbacks for both students and teachers. Also, online learning during the COVID-19 pandemic increased convenience, access to resources regardless of location or time, and reduced costs and air pollution, such as carbon dioxide emissions due to a reduction in traffic limitations, internet connection problems, and respondents'

insufficient digital skills. Some advantages, such as schedule flexibility, might be disadvantages for students who lack self-discipline (Baczek et al, 2021). Therefore, engagement in an online learning environment is important. Oraif and Elyas (2021) investigated the students' engagement in online learning courses and found that there are four types of online learning engagement which are skills engagement, emotional engagement, participation/interaction engagement, and performance engagement. These engagements help overcome the challenges that might occur while learning online.

In Thai educational context especially in the high school level, there are few articles investigating the challenges of online learning considering the impact of online English learning during the COVID-19 pandemic. Hijazi and AlNatour (2021) found that there are challenges that take place during online learning in the English learning context. For example, students experienced the challenges of the teachers' teaching methods while studying in the high level (52 percent) by stating that the online learning did not enhance their critical thinking and problem-solving skill (p. 388). Also, the students had experienced the challenges in social aspects, such as the lack of personalized connection with the teachers (70 percent), infrastructure, such the unresponsiveness of online education (90 percent), computer skills, such as the problem of using interactive applications like Zoom and Microsoft Teams (77 percent), coordination, such as the difficulties in informing teachers that they encountered during the semester (82 percent), assessment methods, such as the increase of cheating chances (57 percent), and motivation and willingness, such as the enjoyment of online classes (78 percent) (Hijazi & AlNatour, 2021). Regarding the research, in the process of learning, not only are students involved in the situation (online classroom), but the teachers are also part of the situation as the key stakeholders. Therefore, this research focuses on the challenges in online English learning perceived by students and the students' challenges in online English learning perceived by teachers so that we can use the findings for future planning and further improvement for online learning and teaching.

1.2 Research Objectives

1) To explore the challenges in online English learning perceived by students in a secondary school in Samut Sakhon province.

2) To explore the students' challenges in online English learning perceived by teachers in a secondary school in Samut Sakhon province.

1.3 Research Questions

1) What are the challenges in online English learning perceived by students in a secondary school in Samut Sakhon province?

2) What students' challenges in online English learning are perceived by teachers in a secondary school in Samut Sakhon province?

1.4 Definitions of Key Terms

1) Challenges in online English learning are an interesting opportunity to overcome the difficulties in online learning and teaching.

2) Students refer to all 80 Grade 8 Thai students who are studying at an English medium instruction school in 2021, and they have studied all the subjects through any online English learning platform throughout the year.

3) Teachers refer to the 20 Thai and foreign teachers who are working at an English medium instruction school in 2021, and they have taught their subjects through any online learning platform throughout the year.

4) Online English learning platform is any online software or application used by teachers to teach their students.

1.5 Scope of the Study

The study mainly emphasizes the challenges in online English language learning by students and teachers who use online learning platforms for classroom management during the pandemic of coronavirus in 2021. The total number of respondents for this study was 100 students and teachers consisting of 80 students and 20 teachers. This study, therefore, explores the list of challenges from students and perceived challenges of teachers towards students' online English learning that will reflect themselves, their family's subsidization, and their school's management, and the factors involved in their challenges while learning online.

1.6 Significance of the Study

Since the context of this school is different from the others in terms of being a newly established school, the school's management, the teachers' confusion over school policies, the teacher's computer skills, and the students' online learning interactions, the results of the study will benefit the school's learning and teaching management to prepare and develop students and teachers to solve the problems that they will have before the next semester.

1.7 Research Limitation

This study is limited to one English medium instruction school in Samut Sakhon province with the unique context of setting and the small number of participants; therefore, it will be difficult to generalize the data, but the findings of the study can be used as preliminary data for other schools to be considered when managing the online English learning classroom.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews core concepts of the study, including online learning, online English learning, challenges in online English learning, and previous related studies. The chapter also implies the significance of this study on why online English language learning is taken into consideration.

2.1 Online Learning

2.1.1 Concept and Definition of Online Learning

Throughout the epidemic, online learning has grown in popularity around the world (Radha et al., 2020). The term "online learning" refers to education that occurs over the internet. It's also known as "e-learning," among other things. Online learning, on the other hand, is merely a subset of "distance learning," which refers to any learning that takes place at a distance rather than in a typical classroom (Darbhe, 2020) and requires digital skills (Sakulprasertsri et al., 2021).

The online learning is different from the traditional learning (face-to-face) in the on-site classroom, since both students and teachers need to have digital skills as medium for communication and they have led to the unforeseen challenges of operating the online software in their virtual classrooms (Sakulprasertsri et al., 2021). When learning transitioned online (virtual classroom) at the beginning of the COVID-19 pandemic, the online learning activities, especially in Thailand were quite simple and limited; the teachers recorded their own videos and posted them to students to watch (Yi & Jang, 2020 as cited in Sakulprasertsri et al., 2021). Later, games also become one of the popular English language teaching methods and has been merged into part of teaching to stimulate students' learning (Nitisakunwut & Soranastaporn, 2014). Recently, it has been found that more teachers tend to use online synchronous platform to support students' collaborative learning in the virtual classroom, such as Padlet (Manowong, 2017), Mentimeter (Kulophas, 2018), Google Docs (Kawinkoonlasate, 2020), etc. Therefore, in order for students and teachers to familiarise themselves with the online software, teacher training is important in order to at least enhance their

professional practice and pedagogy related to online learning management (Sakulprasertsri et al., 2021)

However, there are plenty of benefits of learning online, particularly in English subject, such as the comfort of learning which means students can learn anywhere, the number of resources used at the same time, improvement of all four skills, engagement and interaction, the sense of accomplishment, and connection with an online community (Brenda, 2020). However, in the context of online learning, students' and teachers' views and expectations are not always satisfied (Scott, 2016). A specific criticism raised more about implementation of online learning during the epidemic was a lack of effective planning, a disproportionate emphasis on assignments, and a lack of usability (Rohman et al., 2020). While it cannot be argued that students and teachers are united regarding their dissatisfaction with online learning, there were concerns that users had been disadvantaged. Students have made general complaints about online learning, not just in the context of the pandemic, concerning access, financial strain, and teacher competency (Harrison et al., 2017). Other issues arise as a result of teachers' absence from the online course's social environment (Damm, 2016). Additionally, students have expressed feelings of inequity and being "lost at sea" while learning online (Reid et al., 2016). Students who take an increasing number of courses online have seen a decrease in both effective instruction and interpersonal relationships (Dumford & Miller, 2018). In short, it is probably safe to state that a negative opinion of online learning is unsurprising and applies to a large number of people (Abbasi et al., 2020).

However, it is possible to provide students with an excellent online learning environment. For instance, according to the behavioural learning patterns identified by Yoon, Le, and Jo (2021), online learning behaviour can be divided into two clusters. The active student cluster frequently engages in social interaction, information seeking, and environment configuration, whereas the passive student cluster frequently engages in only browsing. Alternatively, according to Kim's (2020) study on the teachers' perceptions who have experience with online teaching, there are three phases of online teaching: Phase 1 is a planning phase consisting of learning to teach online and preparing teachers for online teaching. Phase 2 is a phase of implementation that includes communication, instruction, and supervision. The third phase consists of

reflections on students' learning and on distance education. These three phases provide teachers with opportunities to interact with students and develop their own online communication tools, thereby facilitating online teaching and enhancing students' learning experiences and behaviours.

Moreover, when looking into the online learning management, there are eight components to be considered (Wayo et al., 2020) as follows:

1) Teachers are those who convey knowledge to students, and their roles can be guide, mentor, coach, and facilitator. They have to use techniques, including hard skills and soft skills to enhance their teaching. Moreover, they should reflect on their teaching in order to improve for the next time teaching.

2) Students are knowledge receivers. When they use technology, they should understand digital literacy and digital emotional intelligence appropriately. At the beginning of online learning, students lacked the understanding of using internet systems and some electronic devices. However, they can be digital-literate after all.

3) Content is important to support the learning and teaching management success. In a lesson, content should have objectives, learning outcomes, and difficulty in online learning. The content should be well-organised, connected and suited to students so that they can understand when they study on their own.

4) Instructional media and resources are important for educational management. Having good, effective, and attractive instructional media can draw the students' attention, so the media should have videos, pictures, animated pictures, etc. For instructional resources, like books, text books, e-books, e-journals, are alternatives for students to access those instructional media.

5) Learning processes including analysis, planning design, implement, development, and evaluation are effective when students can apply the knowledge to authentic learning situations.

6) Communication systems can be categorised into one-way and two-way communication. One-way communication is the transfer of knowledge through instructional media, such as videos, slides, scenarios, and case studies without interaction. However, two-way communication is computer-assisted instruction, learning management system such as Google meet, Zoom meeting, Microsoft Teams, etc.

7) Network systems help facilitate learning and teaching smoothly via internet and intranet. Without internet accessibility, the online learning and teaching won't go well.

8) Measurement and evaluation consist of formative and summative assessment. The formative assessment in online learning helps teachers understand problems from students, systems, or even teachers themselves during online learning, whereas summative assessment occurs when tests are needed after classes. Teachers should ask students to turn on their cameras so that teachers can observe the students' behaviours while taking the tests.

To be more specific, the next section reviews more about the online learning in English language learning contexts in terms of characteristics of students in online English learning, and online English learning challenges.

2.1.2 Online English Learning

Online language learning is defined as language learning that occurs entirely online over the internet and does not include any face-to-face interaction (Hockly, 2015). Up until now, a number of research papers on online learning in English language learning and teaching, in particular, have been few. However, some were found and shed the light on how English language learning has been affected from the coronavirus pandemic crisis and how English has been taught and researched recently.

Online learning has raised concerns over other subjects, especially English, because not only do students need to understand the lesson, but they also have to pay more attention to the language used while learning and teaching. This may be the reason why students are not ready for online learning, especially for those who lack online learning skills and experience (Kuama & Intharaksa, 2016). Consequently, it is somehow different from other subjects in various aspects apart from the language used. Basically, the shared similarities of problematic aspects in online learning when compared with other subjects, such as mathematics, science, and social studies, are lack of digital skills and problems (Umoh & Akpan, 2014; Assareh & Bidokht, 2011; Milhani & Harun, 2021), less interaction (Almarashdi & Jarrah, 2021; Almendingen et al., 2021; Ramadhan & Marwantika, 2020), and poor internet connection (Bringula et al., 2021; Wisanti et al., 2021; Anastasakis et al., 2021). However, the difference in

online English learning from other subjects are anxiety (Nan & Haoda, 2020), fear of making mistakes (He, 2013), and listening difficulty (Aldina et al., 2020).

Puntularb et al. (2021) examined the characteristics and self-regulation of undergraduate students enrolled in online English learning and revealed that they were highly motivated, held positive beliefs, experienced moderate anxiety, and exhibited strong self-regulation toward online English learning. There was no significant link between anxiety and self-regulation in online English learning, showing that students experiencing some amount of worry throughout the online session could still demonstrate self-regulated behavior. Furthermore, Alyousif and Alsuhaibani (2021) investigated what factors demotivated students while they were studying online and discovered that a lack of interesting topics and activities for practicing English, an excessive emphasis on grammar, and teacher incompetence were the most demotivating aspects. This demotivation may be caused from different factors, but one of them is about emergency online teaching and learning of English (Erarlan, 2021) which led to the affective, motivational and cognitive aspects of both students and teachers.

To solve the problems the students who were demotivated by the online learning management, Oraif and Elyas (2021) revealed that a high level of engagement among students which are skills engagement, emotional engagement, participation engagement, and performance engagement.

In a Thai context, Kuama and Intharaksa (2016) studied online language learning strategies and affection in online learning, and they found that successful language students tended to apply online language learning strategies to their everyday learning more than those who were unsuccessful. To elaborate, online language learning strategies they investigated in their study were cognitive (rehearsal, elaboration, organisation, critical thinking, and internet skills), metacognitive (self-regulation, time management, goal setting, self-monitoring, self-evaluation, concentration, and self-awareness), resource management (environmental management, help seeking, and use of resources), and affection in online learning (attitude, motivation, and internet anxiety). However, there is no difference in the use of resource management strategies. Concerning online learning affection, metacognitive strategies and affection in online learning had significant correlations with online English learning outcomes.

Besides online English learning, there are many aspects that influences students' learning behavior, especially in online learning and teaching, and those are challenges in online learning of the world and Thai contexts which is reviewed in the next section.

2.2 Challenges in Online Learning

2.2.1 Concept of Online Learning Challenges and the Present Situations

As a result of the coronavirus disease or COVID-19 crisis, it is certain that the entire human population must adapt their lifestyles to survive and adapt to this massive change (OECD, 2020). To prevent and control the COVID-19 pandemic, people were asked to stop traveling, observe social distancing rules, and wear hygienic masks (Department of Disease Control, 2020). In fact, the pandemic affects not only the normal lives of people, but also several other aspects, such as society, the economy, and education (Schleicher, 2020). In Thailand, the transition from in-person classroom learning and teaching to online classroom learning and teaching is particularly difficult. All inexperienced young in-service teachers and experienced adult in-service teachers must learn to use synchronous and asynchronous online programs for lesson planning. In addition to lesson planning, this is an excessive amount of work for teachers, which presents challenges for online learning and teaching.

According to GoGuardian Team's (2019) study, students misusing technology is a major issue. Chamnian and Chamnian (2018) found that students enjoyed playing games while learning. Intasorn (2020) found that the availability of computer equipment for students is another issue. Wattanavorakijkul (2019) found that students lack technological skills.

According to research conducted by Imsa-ard (2020) in the Thai context, there are four challenges in online learning. Firstly, students encountered teachers' language difficulties in online learning communication. Secondly, during online learning, students were easily distracted by their surroundings. Thirdly, it addresses technical issues that arise during online learning, such as application crashes and inadequate internet access. Students discovered that online learning demotivated them.

According to Talerngsri (2019), one-way communication is one of the primary challenges in online learning. In other words, there is no interaction between the teacher and the students, which is difficult to control. Moreover, the second challenge for

students is motivation. This could result in student boredom if the lesson provided by the teacher is not engaging. Last but not least, the Internet contains a wealth of easily accessible information; it appears to be beneficial for students because there are more resources to discover on their own. However, it is frequently observed that students do not read, analyze, and comprehend the information they will use; rather, they simply copy, paste, and print it to submit to their teacher or turn it in online.

2.2.2 Challenges in Online English Learning

Challenges have been tremendously studied during the COVID-19 pandemic. They can be classified into at least three themes of challenges which are behavioral, psychological and technological themes. Aldina et al (2020) studied online English learning, especially listening skills and found that listening is one of the factors influencing learning online, such as lacking vocabulary, speed of speech and unclear pronunciation, etc. Likewise, Sukman and Mhunkongdee (2021) explored Thai EFL learners' perceptions of online learning implementation during the Covid-19 outbreaks and discovered that the most common challenges to students in online English learning are listening skills (pronunciation, vocabulary and content), writing skills, communication, and materials.

According to Chaaban and Ellili-Cherif (2016), teachers lack knowledge of integrating technology into classroom instruction. Teng (2017) concluded that teachers lack support for EFL teachers' technological needs. Moqbel and Rao (2013) revealed that teachers lack time to learn how to use technologies. Bristi (2014) discovered that teachers lacked proper training. This is consistent with the findings of Erarslan (2021), who conducted research on English language teaching and learning during Covid-19 and discovered that the key challenges are internet connection issues (also Nan & Haoda, 2020), students' access to computers or smart phones, and teachers' digital literacy skills.

However, there has been less research in Thai settings on the challenges associated with online learning. Nan and Haoda (2020) found that one challenge occurred during learning online was the students' anxiety in speaking English and answering questions. Similarly, He (2013) also found that the anxiety is one of challenges found in online learning and one that caused the anxiety is fear of making mistakes.

Hijazi and AlNatour (2021) investigated students' perceptions of seven challenges: infrastructure, computer skills, coordination, instructional techniques, motivation and willingness to learn, assessment methods, and social aspects. The findings indicated that instructional techniques, social aspects, infrastructure, computer skills, and coordination all pose significant difficulties. To elaborate, the infrastructure refers to the accessibility to the internet, links used for internet accessibility, time-taking to access the internet, material readiness, connection, clarity of teacher's explanation, and updating and availability of electronic devices. For computer skills, the challenges are about using the keyboard, operating applications, and lacking training on online usage. For coordination, distraction from the lecture, rules of classroom management, clarification of examination, understanding of technical difficulties, and length of lecture time are challenges. Apart from coordination, teaching methods are one of challenges found which refer to online learning in different dimensions, such as improvement of productive skills, critical thinking and problem-solving skills, strengths, needs, skills and interests of students, as well as teaching methods, like kinesthetic learning methods, memorization, and online tools. Besides, motivation and willingness refer to interference during online learning, the cost of online English learning, and preference of onsite and online learning. Another challenge is assessment methods which are about knowledge evaluation, cheating, self-assessment, types and time of tests. Lastly, it is the challenge of social aspects which looks into the personalized connections, social skill development, discussion limitations, and social interaction.

These challenges can be summarised into the Table 2.1 below:

Table 2.1

Summary of Online English Learning Challenges

Theme of Challenges	Challenge Focus	Authors
Behavioral	listening difficulty	Aldina et al., 2020; Sukman and Mhunkongdee, 2021
Technological	Technology integration	Chaaban and Ellili-Cherif, 2016
	Technological needs	Teng, 2017
	Use of technology	Moqbel and Rao, 2013

Theme of Challenges	Challenge Focus	Authors
Psychological	Technology training	Bristi, 2014
	Technological challenges	Erarslan, 2021
	Anxiety	Nan and Haoda, 2020
	Fear of making mistakes	He, 2013
	Perception of online learning	Hijazi and AlNatour, 2021

2.3 Previous Related Studies

After looking over the findings of several previous studies, it has been determined that the most difficult aspects of online teaching and learning pertain to the instructors rather than the students. As a result of this, Abramenska (2015), who investigated the barriers to online education that students might face while learning, found that teachers had no response to students' questions, which meant that teachers just gave the lecture without interaction. This finding is consistent with Wang (2013), who conducted research to investigate the barriers to online learning that students might encounter while learning. Furthermore, according to ABLE Research Consultants (2020), who conducted research about the difficulties associated with online learning and found that technological skills in particular, were also challenging, and that it would affect the teachers' lack of digital literacy. In addition, Landicho (2021) conducted research on the challenges that teachers faced while instructing high school students during the coronavirus pandemic. The findings of this study revealed that teachers had to play a difficult role, devoting their time to redesigning their lessons and assessments, and that social interactions between students and teachers were reduced. Nevertheless, during this time period, these challenges could be turned into opportunities to provide education of a higher standard. It is interesting that the findings of several research papers have revealed a positive effect rather than a negative effect for students who learn online. This brings up the context of the challenges that are presented in this study. For example, Pasaribu and Dewi (2021) conducted a study on the opinions of students enrolled in online courses at an Indonesian university. They discovered that students believed that taking online classes provided them with the opportunity to increase their own level of learning autonomy as well as their level of participation in social activities. Similarly, Bardakci, Arslan, and Can (2018) conducted research on the cultural

perspective of high school students regarding online learning. They discovered that students preferred online learning to classroom learning because it allowed them to freely share their ideas without feeling any pressure.

In conclusion, there has been a significant amount of research carried out focused on the challenges associated with learning English online. On the other hand, there is a paucity of research that has been carried out in a Thai setting, specifically in Thai schools that provide English as a medium for learning and teaching. As a consequence, the results of this research will be beneficial for a wide variety of stakeholders, including, at a minimum, teachers, students, and school policies regarding online management.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter is divided into five sections. Section 3.1 discusses the study's participants and setting. The second part 3.2 explains the instruments and procedures involved. The third part 3.3 illustrates how the instrument is used to collect the data. The fourth part 3.4 explains the data analysis process. The final part 3.5 concerns the ethical issues.

3.1 Research Context and Participants

The school which was chosen to be the place to conduct the study is located in Samut Sakhon province. It is a bilingual private school in which English is the medium of instruction used. To illustrate, the English language is used as a medium for learning and teaching by Thai and foreign teachers. The foreign teachers played vital roles as the main teachers to transfer the knowledge to students using English; however, there is also a Thai teacher in the class called a bridging teacher working as a translator to support students when they were confused or did not understand the lesson. Regarding the newly established school, it had only 11 grades (From kindergarten to Grade 8 students), and the researcher was responsible for teaching English and other subjects including social studies and sciences for Grade 8 students. Therefore, conducting the study with students and teachers were convenient for the researcher in terms of questionnaire distribution, data collection, and collaboration. During the coronavirus pandemic, the school's online learning and teaching policy and management in COVID situation was blended learning in the early pandemic and was changed to hybrid learning in the second semester of the academic year 2021 due to the decrease of the COVID-19 cases. After that time, it was changed again to full online learning, since the surrounding areas of the school were at risk of contracting the disease. The online English learning platform which was mainly used for online classroom management was Google Meet, and the teachers were also trained and encouraged to use other English online software to make the class activities more interesting, such as Kahoot, Quizzes, Quizlet, Wheel of Name, Word Wall, and Mentimeter.

The whole population were approximately 1,200 people including the school executives, teachers, students, and staff. The participants were selected with convenience sampling method, consisting of males and females who were studying and teaching in the second semester of the academic year 2021 in an English medium instruction school in Samut Sakhon province. There were 100 participants in this study, categorized into two groups: The first group was 80 students, and the other group was 20 teachers consisting of 10 Thai teachers and the other 10 foreign teachers (eight Filipinos and two native speakers of English) as shown in Table 3.1. Both of the groups were from Grade 8 who were studying and teaching English and other subjects, such as mathematics, science, social studies, health education and English grammar in the semester. The reason for choosing these samples was that students were more mature than the lower grades, and they had been also taught by the researcher. Also, the teachers were the researcher's colleagues, which made the data collection more convenient.

Table 3.1

Research Participants

Group	Status	Nationality	Level of Learning and Teaching	Number of Participants
1	Students	Thai	Grade 8	80
2	Teachers	Thai	Grade 8	10
		Filipino	Grade 8	8
		Australian	Grade 8	1
		Canadian	Grade 8	1

Noted: The total number of participants is 100.

Table 3.2*Information of Teachers*

Responsible Subjects	Number of Teachers in Each Subject				Total
	Thai	Filipino	Australian	Canadian	
Mathematics	2	2	-	-	4
Science	2	2	-	-	4
Social Studies	2	1	-	-	3
Health Education	2	1	-	-	3
Phonics	-	1	1	-	2
English	-	1	-	1	2
Grammar	2	-	-	-	2
Total	10	8	1	1	20

Noted: The total number of teachers is 20.

In order to answer the two research questions about the challenges of students and students' challenges perceived teachers in online English learning, the research instruments and procedures are discussed in the next section.

3.2 Research Instruments

In this study, a questionnaire was used to investigate the challenges associated with online English learning and perceived challenges of teachers towards students' online English learning for both students and teachers to pose their challenges before, while, and after learning. For challenges in online English learning, the questionnaire items were adapted from Hijazi and AlNatour (2021) and Sukman and Mhunkongdee (2021). The structure of this questionnaire was comprised of three parts as follows:

Part 1: Demographic Information of Respondents This part contained some general questions, such as age, gender and status of students and teachers, their experience in learning online. Specifically for teachers, there were more items asking about the employment status, education background, working experience, and subject teaching.

Part 2: Challenges in Online English Learning This part was also closed-ended statements with the 5-Likert scale about the levels of challenges in the particular

issue, which consisted of strongly agree (5), agree (4), moderate (3), disagree (2), and strongly disagree (1). The statements were also adapted from the literature review which were from Hijazi and AlNatour (2021) about use of technology, teaching methods, motivation and willingness, social aspects, and online English learning, in total 30 items.

Part 3: Opinions towards the Challenges for Online English Learning For this part, the respondents were encouraged to provide additional comments by filling in the online Google form of questionnaire. This part was used for qualitative analysis.

The adapted questionnaire was constructed in two versions: Student version and teacher version. They were different in terms of noun-pronoun use. For example, in the student version, the pronoun *I* was used, but in the teacher version, the word *students* was used instead of *I*. The questionnaire was launched to students and teachers using online Google Form in Thai language so that it would make respondents relaxed when reading statements, whereas the English version of the questionnaire was converted from the original one for writing the study report.

3.3 Pilot Study

As the questionnaire was the main instruments of this study, it was necessary to validate whether each item was suitable to question the students and teachers in the real study although this questionnaire was adapted from the existing research. Especially, the Thai-translated version of the questionnaire needed to be piloted first before used with the real sample group. In other words, to assure that the questionnaire was appropriate for the participants, the questionnaire was tried out with ten Thai students in a normal program to verify that the students could understand all the statements of the questionnaire. The research made use of the Item-Objective Congruence (IOC) concept to let students and teachers check whether they understood, did not understand, or were not sure when reading the items.

The IOC results of the students' questionnaire in Thai version consisted of total rating of the 10 students, IOC result, and decision-making whether each of the item was understandable (which should be *kept* to be used with the real sample group), non-understandable (which should be revised and *edited* before bringing to be used with the

real sample group) is shown in the Appendix C. The edited Thai-translated version is shown in Table 3.4 in comparison with the original version.

Table 3.4 shows the edited Thai-translated version of the questionnaire. The edited version made the items more concise, easy to understand and emphasized explanation when it was necessary, but the meaning remained the same. The edited Thai-translated version replaced the original one and was used with the real sample group. The details of change are as follows:

Table 3.3

The Edited Thai-Translated Version of the Student's Questionnaire

Original Thai-translated version	Edited Thai-translated version
2. การเชื่อมต่ออินเทอร์เน็ตมีคุณภาพต่ำ (The internet connection is poorly-quality.)	2. คุณภาพของอินเทอร์เน็ตไม่ดี ทำงานช้า Meaning: Internet connection is poor e.g. slow connection.
6. การเรียนออนไลน์ช่วยพัฒนาทักษะการสร้างภาษา (การเขียนและการพูด) ของฉันได้อย่างเหมาะสม (Online learning appropriately improves my productive skills (writing and speaking).)	6. การเรียนออนไลน์ช่วยพัฒนาทักษะการเขียนและการพูดของฉันได้ Meaning: Online learning improves my writing and speaking skills.
12. การเรียนออนไลน์มุ่งเน้นไปที่การท่องจำมากกว่าการเรียนรู้ที่เน้นสมรรถนะหลัก (Online learning focuses on memorization over learning core competencies methods.)	12. ในการเรียนออนไลน์ ฉันต้องท่องจำเนื้อหา มากกว่าการฝึกคิดฝึกปฏิบัติ Meaning: For online learning, I have to memorize the content rather than think and practice.
21. การเรียนออนไลน์ขาดการเชื่อมต่อส่วนตัวระหว่างฉันและครู (Online learning lacks personalized connection with the instructors.)	21. การเรียนออนไลน์ทำให้ขาดปฏิสัมพันธ์ระหว่างฉันและครู Meaning: Online learning allows less interaction between me and instructor.

3.4 Data Collection

The study was conducted in the second semester of academic year 2021, starting with requesting permission for conducting the study with the school's students and teachers from the school director. Then, the letter of permission was sent to the school from the Language Institute of Thammasat University after obtaining permission.

The researcher launched the online form using Google Form from Section 3.2 to the students and teachers immediately after obtaining permission which consisted of 80 students from Grades 8 and 20 teachers from Thai and foreign nationals who were assigned to teach English and other subjects to complete their own opinions towards the challenges in online English learning. Furthermore, the respondents had one week to complete the form. The expected returned rate of the questionnaire from the students was 90 percent and from the teachers was 100 percent. After being distributed to students, 77 questionnaires were returned, accounting for 96.25 percent which was higher than the expected rate. For teachers, the questionnaires were distributed to all the 20 teachers, and 100 percent of the questionnaires were returned to the researcher. Then, all the data were collected for analysis.

3.5 Data Analysis

After collected via Google Form, all the data obtained from the questionnaire were analyzed by the Statistical Package for the Social Sciences (SPSS Version 16) for Window. The data after calculation were described by percentage, mean, and standard deviation as follows:

3.5.1 Part 1: General Information of Respondents

The demographic information gained from this part of both students and teachers was described by percentage to clearly understand their background information.

3.5.2 Part 2: Challenges in Online English learning

The challenges in online English learning perceived by students and the students' challenges in online English learning perceived by teachers were described by mean (M) and standard deviation (SD) to examine their levels of challenges towards learning. These were analyzed according to the criteria of the 5-Likert scales as shown in Table 3.3.

Table 3.4*Criteria for the Challenges in Learning via Online Learning Platform*

Mean	Level of Challenges
4.51 – 5.00	Strongly agree
3.51 – 4.50	Agree
2.51 – 3.50	Moderate
1.51 – 2.50	Disagree
1.00 – 1.50	Strongly disagree

*Note: Mean interval scales are from Saiyot and Saiyot (1995)***3.5.3 Opinions towards the Challenges for Online English Learning**

The opinions of the challenges in online English learning perceived by students and the students' challenges in online English learning perceived by teachers were analyzed by thematic analysis.

3.6 Research Ethics

The researcher was concerned with the ethical issues. Therefore, before the researcher distributed the form and also in the form instruction, all the research procedures including its instrument had gained permission from the school director, and the respondents were formally informed that they were taking part in the study so that they would acknowledge that their opinions were valued and used for analysis. The study was considered with confidentiality and anonymity. By this means, all the data collected were confidentially kept in a folder with the researcher's password, and it would be destroyed after two years.

CHAPTER 4

RESEARCH RESULTS AND DISCUSSION

This research study aimed to explore the challenges in online English learning perceived by students and the students' challenges perceived by teachers in a secondary school in Samut Sakhon province. The previous chapters explained the background of study, review literature, and research methodology respectively. This chapter presents the results of the research as well as the discussion of the collected data from the questionnaire analyzed by SPSS version 16. This chapter is divided into 2 sections. Section 4.1 reveals the results of the participants' demographic information from the questionnaire which is analyzed and presented with frequency and percentage. The second part 4.2 shows the results of challenges in online English learning perceived by both students and teachers which is analyzed and presented with mean (*M*) and standard deviation (*SD*), ranking, and levels of challenges.

4.1 Participants' Demographic Information

The results of the participants' demographic information are comprised of the data from students and teachers. The students' information includes gender, age, online learning experience before the coronavirus pandemic, whereas the teachers' information consists of gender, age, online learning experience before the coronavirus pandemic, nationality, employment status, level of formal education, working years as a teacher, working years at this school, online teaching experience before the coronavirus pandemic, and teaching subjects. The data were analyzed by frequency and percentage, and the results are presented separately between students and teachers as follows:

4.1.1 Students' Information from the Questionnaire

The students' information including gender, age, online learning experience before the coronavirus pandemic is presented with frequency and percentage according to Tables 4.1 – 4.3.

Table 4.1*Gender of the Students Participants*

Gender	Frequency	Percentage
Male	26	33.8
Female	51	66.2
Not specified	0	0
Total	77	100

Table 4.1 reveals the gender of the students from the questionnaire. It can be seen that the total number of students was 77. The majority students were females (66.2%) and the rest were males (33.8%).

Table 4.2*Age of the Students Participants*

Age	Frequency	Percentage
Under 25	77	100
25 – 29	0	0
30 – 39	0	0
40 – 49	0	0
50 – 59	0	0
Above 59	0	0
Total	77	100

Table 4.2 shows the age of the students from the questionnaire. As shown in the table, all the students were under 25 years old (100%).

Table 4.3*Online Learning Experience of the Students Participants Before the Coronavirus Pandemic*

Have you ever learnt online before the coronavirus pandemic	Frequency	Percentage
Yes	38	49.4
No	39	50.6
Total	77	100

Table 4.3 indicates the online learning experience of students before the coronavirus pandemic. As we can see from the table, the number of students who had previously learned online was nearly the same number of those who had not. There were 39 students (50.6%) who had never learned online before the pandemic whereas 38 students (49.4%) had learned online before the pandemic.

4.1.2 Teachers' Information from the Questionnaire

The teachers' information consisting of gender, age, online learning experience before the coronavirus pandemic, nationality, employment status, level of formal education, working years as a teacher, working years at this school, online teaching experience before the coronavirus pandemic, and teaching subjects is presented with frequency and percentage according to Tables 4.4 – 4.13.

Table 4.4

Gender of the Teachers Participants

Gender	Frequency	Percentage
Male	5	25
Female	15	75
Not specified	0	0
Total	20	100

Table 4.4 reveals the gender of the teachers from the questionnaire. It can be seen that the total number of teachers was 20. The majority teachers were females (75%) and the rest were males (25%).

Table 4.5

Age of the Teachers Participants

Age	Frequency	Percentage
Under 25	3	15
25 – 29	8	40
30 – 39	6	30
40 – 49	2	10
50 – 59	1	5

Age	Frequency	Percentage
Above 59	0	0
Total	20	100

Table 4.5 provides the age of the teachers from the questionnaire. As shown in the table, 40% of teachers were in the 25-29 years old, 30% were between 30-39 years old, 15% were under 25 years old, 10% of them were between 40-49 years old, and smallest number of teachers were between 50-59 years old (5%).

Table 4.6

Online Learning of the Teachers Participants Experience Before the Coronavirus Pandemic

Have you ever learnt online before the coronavirus pandemic	Frequency	Percentage
Yes	9	45
No	11	55
Total	20	100

Table 4.6 shows the online learning experience of teachers before the coronavirus pandemic. From the table, the number of teachers who had previously learned online were less than those who had not. To illustrate, there were 55% who had never learned online before the pandemic whereas 45% had previously learned online before the pandemic.

Table 4.7

Nationality of the Teachers Participants

Nationality	Frequency	Percentage
Thai	10	50
Filipino	8	40
Australian	1	5
Canadian	1	5
Total	20	100

Table 4.7 gives the information of the teachers' nationality. There were 50% of the teachers who were Thai, 40% were Filipino, 5% were Australian, and the other 5% were Canadian.

Table 4.8

Employment Status of the Teachers Participants

Employment Status	Frequency	Percentage
Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)	3	15
Fixed term contract for a period of more than one academic year	9	45
Fixed term contract for a period of one academic year or less	8	40
Total	20	100

Table 4.8 shows the participants' employment status as a teacher at this school that 45% of the teachers had fixed term contract for a period of more than one academic year, 40% of them had fixed term contract for a period of one academic year or less, and 15% had permanent employment (an ongoing contract with no fixed end-point before the age of retirement).

Table 4.9

Level of Education of the Teachers Participants

Level of Education	Frequency	Percentage
Bachelor's degree	20	100
Master's degree	0	0
Doctoral degree	0	0
Total	20	100

Table 4.9 shows that all of the participants' educational level were in the bachelor's degree (100%).

Table 4.10*Working Years as a Teacher of the Participants*

Working Years as a Teacher	Frequency	Percentage
This is my first year	0	0
1 – 2 years	11	55
3 – 5 years	4	20
6 – 10 years	3	15
11 – 15 years	1	5
More than 15 years	1	5
Total	20	100

Table 4.10 reveals the number of years that participants were working as a teacher. 55% of the teachers had the working years between 1-2 years, 20% of them had 3-5 years, 15% had 6-10 years, and those who had working years between 11-15 years and more than 15 years were 5% equally.

Table 4.11*Working Years as a Teacher at this School of the Participants*

Working Years as a Teacher at this School	Frequency	Percentage
This is my first year	1	5
1 – 2 years	17	85
3 – 5 years	1	5
6 – 10 years	0	0
11 – 15 years	0	0
More than 15 years	1	5
Total	20	100

Table 4.11 shows that the majority of teachers had been working at this school between 1-2 years (85%), and those who had been working there for the first year, 3-5 years, and more than 15 years were 5% equally.

Table 4.12*Online Teaching Experience of the Participants Before the Coronavirus Pandemic*

Have you ever taught online before the coronavirus pandemic	Frequency	Percentage
Yes	4	20
No	16	80
Total	20	100

Table 4.12 shows that most of the teachers had no online teaching experience (80%), whereas 20% of them used to teach online.

Table 4.13*Teaching Subjects of the Teachers Participants*

Teaching Subjects	Frequency	Percentage
English	2	10
Mathematics	4	20
Social Studies	3	15
Science	4	20
Phonics	2	10
Health Education	3	15
Grammar	2	10
Other	0	0
Total	20	100

Table 4.13 indicates that the teachers who were responsible for mathematics and science subjects were 20% equally, social studies and health education subjects were 15% equally, and English, phonics and grammar subjects were 10% equally.

4.2 Challenges in Online English Learning

Challenges in online English learning were collected from both students and teachers but with different objectives. For students, each part of the questionnaire aimed to explore the challenges in online English learning and was divided into five parts, i.e.,

1) Use of Technology, 2) Teaching Methods, 3) Motivation and Willingness, 4) Social Aspects, and 5) Online English Learning. The pronoun used for the students' questionnaire was *I*. Similarly, the teachers' questionnaire was also divided into five parts. However, the objective was to explore the students' challenges in online English learning, and the pronoun used for the teachers' questionnaire was *students*.

The data gained from the participants were analyzed by SPSS version 16 and the findings were presented by mean (*M*), standard deviation (*SD*), ranking, and level of challenges. For mean, the values were interpreted based on a 5-point Likert for the challenges in learning via an online learning platform in order to be used for level of challenges and ranking as follows:

Table 4.14

Interpretation of the Challenges in Learning via Online Learning Platform

Mean	Level of Challenges
4.51 – 5.00	Highest challenge
3.51 – 4.50	High challenge
2.51 – 3.50	Moderate challenge
1.51 – 2.50	Low challenge
1.00 – 1.50	Lowest challenge

The data are presented separately between the students' and the teachers' questionnaires.

4.2.1 Challenges in Online English Learning Perceived by Students

Challenges in online English learning perceived by students in a secondary school in Samut Sakhon province were explored by 5 aspects: 1) Use of Technology, 2) Teaching Methods, 3) Motivation and Willingness, 4) Social Aspects, and 5) Online English Learning.

Table 4.15*The Results of the Students' Questionnaire on Challenges in Online English Learning*

No.	Statement	<i>M</i>	<i>SD</i>	Level of Challenges	Rank
Part 1: Use of Technology					
1	I sometimes do not have easy access to the Internet.	3.48	1.03	Moderate	13
2	Internet connection is poor e.g. slow connection.	3.49	1.17	Moderate	12
3	The available computers and mobile phones are not updated or not compatible for online learning.	2.58	1.17	Moderate	30
4	It is difficult to apply computer skills.	3.00	1.09	Moderate	27
5	I find it easy to use interactive applications (e.g. Google Meet, Zoom Inc., Microsoft Teams)	3.82	0.87	High	2
Subtotal		3.27	1.07	Moderate	
Part 2: Teaching Methods					
6	Online learning improves my writing and speaking skills.	2.91	1.08	Moderate	29
7	Online learning does not enhance my critical thinking and problem-solving skills.	3.14	1.10	Moderate	24
8	Online learning can support learning for my strengths, needs, skills and interests.	3.22	1.02	Moderate	22
9	Online learning focuses mainly on listening skills.	3.79	0.91	High	3

No.	Statement	<i>M</i>	<i>SD</i>	Level of Challenges	Rank
10	Online learning leads to few cooperatively done tasks.	3.36	0.97	Moderate	16
11	Online learning enhances the learning-by-doing methods.	2.96	0.99	Moderate	28
12	For online learning, I have to memorise the content rather than think and practice.	3.58	0.91	High	8
13	The teacher uses different resources such as videos, music sessions, or others to deliver ideas of teaching.	3.78	0.80	High	4
Subtotal		3.34	0.97	Moderate	
Part 3: Motivation and Willingness					
14	Online learning is convenient for my time and place and it does not interfere with my sleeping times.	3.35	1.18	Moderate	18
15	The cost of online learning is less because of no transport expenses.	3.58	1.20	High	9
16	I would have better education if I were in a physical classroom.	4.00	0.92	High	1
17	I enjoy online classes because different methods are used.	3.17	1.08	Moderate	23
18	I benefit a lot from online lessons.	3.09	0.98	Moderate	25
19	Online learning makes it easy for the teacher to present different methods and resources of learning.	3.60	0.95	High	7
20	The materials are available, and records can be accessed more than once.	3.66	0.87	High	5
Subtotal		3.49	1.03	Moderate	

No.	Statement	<i>M</i>	<i>SD</i>	Level of Challenges	Rank
Part 4: Social Aspects					
21	Online learning allows less interaction between me and instructors.	3.56	0.99	High	11
22	It lacks the time needed for students to develop appropriate social skills.	3.58	0.94	High	10
23	Discussions during assignments are limited.	3.36	0.94	Moderate	17
24	Social interaction between students is limited.	3.62	0.96	High	6
Subtotal		3.53	0.96	High	
Part 5: Online English Learning					
25	I cannot catch up with the lesson because I do not understand the teacher's pronunciation.	3.29	0.98	Moderate	21
26	I cannot catch up with the lesson because I do not understand the vocabulary.	3.39	0.96	Moderate	15
27	I cannot catch up with the lesson because I do not understand the difficult content.	3.45	0.95	Moderate	14
28	Learning English without meeting face-to-face does not improve my communication skills.	3.35	0.96	Moderate	19
29	Teacher does not explain my correct or incorrect use of the language, especially in my writing.	3.05	0.96	Moderate	26

No.	Statement	<i>M</i>	<i>SD</i>	Level of Challenges	Rank
30	I feel a lack of understanding of the online teaching materials.	3.34	1.11	Moderate	20
Subtotal		3.31	0.99	Moderate	
Total		3.39	1.00	Moderate	

As shown in Table 4.15, the overall challenges in online English learning perceived by students were at the moderate challenge level ($M = 3.39$, $SD = 1.00$). When considering each part of the questionnaire, it found that the highest challenge was Social Aspect which was in the high level ($M = 3.53$, $SD = 0.96$). Besides, Motivation and Willingness ($M = 3.49$, $SD = 1.03$), Teaching Methods ($M = 3.34$, $SD = 0.97$), Online English Learning ($M = 3.31$, $SD = 0.99$), and Use of Technology ($M = 3.27$, $SD = 1.07$) were in the moderate level.

Furthermore, regarding the rank of all the statements, it can be seen from the data that the three highest challenges were in the parts of motivation and willingness, use of technology, and teaching methods. To illustrate, the students rated Statement 16, *I would have better education if I were in a physical classroom*, the high challenge in online English learning ($M = 4.00$, $SD = 0.92$), followed by Statement 5, *I find it easy to use interactive applications (e.g. Google Meet, Zoom Inc., Microsoft Teams)* ($M = 3.82$, $SD = 0.87$), Statement 9, *Online learning focuses mainly on listening skills* ($M = 3.79$, $SD = 0.91$) respectively. On the other hand, students rated Statement 11, *Online learning enhances the learning-by-doing methods* ($M = 2.96$, $SD = 0.99$), Statement 6, *Online learning improves my writing and speaking skills*, ($M = 2.91$, $SD = 1.08$), and Statement 3, *The available computers and mobile phones are not updated or not compatible for online learning* ($M = 2.58$, $SD = 1.17$) respectively were at the moderate challenge level and in the three lowest ranks.

4.2.2 Opinions towards Challenges in Online English Learning Perceived by Students

The opinions towards challenges in online English learning perceived by students were obtained from the students in Part 3 of the questionnaire and thematically revealed into three challenges according to Hijazi and AlNatour (2021) i.e., motivation and willingness, teaching methods, and online English learning.

Firstly, motivation and willingness was the major challenge in the students' opinion. To illustrate, learning English online depended on self-perseverance (S1) and requires more diligence and practice than in the physical classroom (S14). Moreover, the students could go back and forth to re-watch the recorded videos when they didn't understand (S15), and it could help save cost of living and prevent the COVID-19 infection for those students living at their hometown during the time (S17).

Secondly, the students thought that the challenge of online English learning influenced their learning. S12 and S13 said that they didn't understand the lessons when learning online. This might be because some teachers' voices were obstructed (S7) and the students could hardly hear the teachers' voice (S11). Also, it might result from the students' own English proficiency to understand the lesson (S16).

Last but not least, teaching methods were important for the students' challenge. This had both positive and negative challenges. To explain more from the students' views, one student thought that their English was much better during online learning although it was more difficult than face-to-face learning, this was because of the teachers and their styles of teaching. On the other hand, a student thought that some teachers' teaching method made him or her feel embarrassed when the teachers called his or her name, and he or she could not get the right answer.

4.2.3 Students' Challenges in' Online English Learning Perceived by Teachers

The Students' Challenges in online English learning perceived by teachers in a secondary school in Samut Sakhon province were also explored by 5 aspects like the challenges perceived by students: 1) Use of Technology, 2) Teaching Methods, 3) Motivation and Willingness, 4) Social Aspects, and 5) Online English Learning as shown in Table 4.16.

Table 4.16

The Results of the Teachers' Questionnaire on Students' Challenges in Online English Learning

No.	Statement	<i>M</i>	<i>SD</i>	Level of Challenges	Rank
Part 1: Use of Technology					
1	Students sometimes do not have easy access to the Internet.	3.70	0.86	High	13
2	Internet connection is poor e.g. slow connection.	3.40	0.94	Moderate	19
3	The available computers and mobile phones are not updated or not compatible for online learning.	3.25	1.02	Moderate	22
4	It is difficult to apply computer skills.	2.95	0.94	Moderate	25
5	Students find it easy to use interactive applications (e.g. Google Meet, Zoom Inc., Microsoft Teams).	3.70	0.92	High	14
Subtotal		3.40	0.94	Moderate	
Part 2: Teaching Methods					
6	Online learning improves my students writing and speaking skills.	2.50	0.89	Low	30
7	Online learning does not enhance the students' critical thinking and problem-solving skills.	3.60	1.10	High	16
8	Online learning can customize learning for each student's strengths, needs, skills and interests.	2.80	0.83	Moderate	28

No.	Statement	<i>M</i>	<i>SD</i>	Level of Challenges	Rank
9	Online learning focuses mainly on listening skills.	3.60	0.94	High	17
10	Online learning leads to few cooperatively done tasks.	4.30	0.66	High	4
11	Online learning enhances the learning-by-doing methods.	2.85	1.14	Moderate	26
12	For online learning, I have to memorise the content rather than think and practice.	3.65	0.67	High	15
13	I use different resources such as videos, music sessions, or others to deliver ideas of teaching.	4.40	0.60	High	3
Subtotal		3.46	0.85	Moderate	
Part 3: Motivation and Willingness					
14	Online learning is convenient for my students' time and place and it does not interfere with my students' sleeping times.	3.75	0.64	High	12
15	The cost of online learning is less because of no transport expenses.	4.10	1.07	High	7
16	Students would have better education if students were in a physical classroom.	4.75	0.44	Highest	1
17	Students enjoy online classes because different methods are used.	3.15	0.93	Moderate	24
18	Students benefit a lot from online lessons.	2.85	0.93	Moderate	27

No.	Statement	<i>M</i>	<i>SD</i>	Level of Challenges	Rank
19	Online learning makes it easy for me to present different methods and resources of learning.	3.60	1.10	High	18
20	The materials are available, and records can be accessed more than once.	4.05	0.83	High	9
Subtotal		3.75	0.85	High	
Part 4: Social Aspects					
21	Online learning allows less interaction between my students and me.	3.90	0.91	High	11
22	It lacks the time needed for students to develop appropriate social skills.	4.55	0.76	Highest	2
23	Discussions during assignments are limited.	4.15	0.75	High	6
24	Social interaction between students is limited.	4.10	1.02	High	8
Subtotal		4.18	0.86	High	
Part 5: Online English Learning					
25	Students cannot catch up with the lesson because they do not understand my pronunciation.	3.30	0.98	Moderate	21
26	Students cannot catch up with the lesson because they do not understand the vocabulary.	4.00	0.97	High	10
27	Students cannot catch up with the lesson because they do not understand the difficult content.	4.20	1.06	High	5

No.	Statement	<i>M</i>	<i>SD</i>	Level of Challenges	Rank
28	Learning English without meeting face-to-face does not improve the students' communication skills.	3.40	1.05	Moderate	20
29	I do not explain my correct or incorrect use of the language, especially in my writing.	2.75	1.12	Moderate	29
30	Students feel a lack of understanding of the online teaching materials.	3.20	1.11	Moderate	23
Subtotal		3.48	1.05	Moderate	
Total		3.62	0.91	High	

As shown in Table 4.16, the overall students' challenges in online English learning perceived by teachers were at the high challenge level ($M = 3.62$, $SD = 0.91$). When considering each part of the questionnaire, it found that the highest students' challenges perceived by teachers were Social Aspect and Motivation and Willingness which were in the high level ($M = 4.18$, 3.75 , $SD = 0.86$, 0.85 respectively). Besides, Online English Learning ($M = 3.48$, $SD = 1.05$), Teaching Methods ($M = 3.46$, $SD = 0.85$), and Use of Technology ($M = 3.40$, $SD = 0.94$) were in the moderate level.

Furthermore, regarding the rank of all the statements, it can be seen from the data that the three highest challenges were in the parts of motivation and willingness, social aspects, and teaching methods. To illustrate, the teachers rated Statement 16, *Students would have better education if students were in a physical classroom*, the highest challenge in online English learning ($M = 4.75$, $SD = 0.44$), equally to Statement 22, *It lacks the time needed for students to develop appropriate social skills*, ($M = 4.55$, $SD = 0.76$). Statement 13, *I use different resources such as videos, music sessions, or others to deliver ideas of teaching*, was in the third rank at the high challenge level ($M = 4.40$, $SD = 0.60$). On the other hand, teachers rated Statement 8, *Online learning can customize learning for each student's strengths, needs, skills and interests* ($M = 2.80$, $SD = 0.83$) and Statement 29, *I do not explain my correct or incorrect use of the language, especially in my writing* ($M = 2.75$, $SD = 1.12$) in the moderate challenge level. The lowest challenge level was Statement 6, *Online learning improves the students' writing and speaking skills*. ($M = 2.50$, $SD = 0.89$).

4.2.4 Opinions towards Students' Challenges in Online English Learning Perceived by Teachers

The opinions towards the students' challenges in online English learning perceived by teachers were obtained from Part 3 of the questionnaire and thematically analyzed according to Hijazi and AlNatour (2021). It found that the students' challenges in online English learning perceived by teachers were a bit different from the challenges perceived by students, and they could be categorized into three challenges i.e., teaching methods, social aspects, and motivation and willingness.

Firstly, teaching methods was considered the major student challenge by the teachers. To elaborate, it was a challenge because they had to plan the lessons as well as materials more interestingly so that it could draw attention from the students (T11), they had to be more creative to make students understand the lessons (T8), and they had to have excellent skills in making online English learning fun and informative (T6).

Secondly, in terms of social aspects, some teachers agreed to have the similar challenge towards the students' challenges. Regarding this issue, teachers viewed that online learning lacked communication and connection (T5), had limited interaction (T10), and had no social skills because the students did not pay attention to online learning (T12).

Last but not least, motivation and willingness was not only the challenge perceived by the students but also the students' challenge in online English learning perceived by teachers. T9 explained that if students had lacked self-motivation, they would have failed in online learning. Some students might also be distracted and have a short attention span; they might play games while learning (T7). This was considered an advantage of online learning (T3)

4.3 Discussion

The objectives of this research were to explore the challenges in online English learning perceived by students and the students' challenges in online English learning perceived by teachers in a secondary school in Samut Sakhon province. The discussion presents the research results from Chapter 4 compared with previous related studies from other research papers and comparison of the result of both students and teachers.

4.3.1 Comparison of the Challenges in Online English Learning Perceived by Students' and Students' Challenges in Online English Learning Perceived by teachers

To compare the challenges in online English learning perceived by both groups of the participants, the study firstly looks into each part of the questionnaire with its mean, standard deviation, ranks, and levels of challenge.

Table 4.17

Comparison of parts of questionnaires collected from the students and the teachers

Part	Name of Part	Students			Teachers		
		<i>M</i>	Rank	Level of Challenge	<i>M</i>	Rank	Level of Challenge
1	Use of Technology	3.27	5	Moderate	3.40	5	Moderate
2	Teaching Methods	3.34	3	Moderate	3.46	4	Moderate
3	Motivation and Willingness	3.49	2	Moderate	3.75	2	High
4	Social Aspects	3.53	1	High	4.18	1	High
5	Online English Learning	3.31	4	Moderate	3.48	3	Moderate

As shown in Table 4.17, it can be seen that the Social Aspects was considered the first rank and at the high challenge level by both the student ($M = 3.53$) and the teacher ($M = 4.18$) groups. The second rank, Motivation and Willingness, was also the same for the student and teacher groups. In fact, for students, Motivation and Willingness was at the moderate challenge level ($M = 3.49$), whereas for teachers, it was the high challenge level ($M = 4.18$). This was also consistent with Hijazi and AlNatour (2021).

Moreover, when considering all the statements from the questionnaire obtained from the students and the teachers, it revealed that Statement 16 about learning and teaching management formats came the first rank. Actually, it was at the high challenge level for students ($M = 4.00$), whereas, it was at the highest challenge level for teachers ($M = 4.75$).

4.3.2 Challenges in Online English Learning Perceived by Students in a Secondary School in Samut Sakhon Province

To answer the research question 1.3.1, the students agreed that Social Aspect was the most challenging when learning English online at the high level which was consistent with Hijazi and AlNatour (2021). When considering all the statements, it found that students preferred the physical classroom to an online classroom. This influenced the students' motivation and willingness in learning English which was consistent with a study of students' perception towards the change to online learning that students prefer face-to-face classroom to online learning classroom (Imsa-ard, 2020). Therefore, it can be said that social aspect is the main challenge for students. As Bandura's Social Learning Theory (1989) suggested, there are three factors influencing social learning which are behavioural factors, personal factors, and environmental factors. From the students' questionnaire, the four statements related to social aspects are relevant to personal factors in the Bandra's Social Learning Theory that students need interactions with teachers and their friends and need teacher feedback to achieve their goals.

The second challenge went to the motivation and willingness factor. This seemed not to be much problematic. In fact, it was associated with some students giving their opinions that while they were learning online, they thought it was boring and disturbed their sleep. This may imply that students felt lazy when learning online which was consistent to a study conducted with Grades 5 - 8 students in a private high school about challenges for students in the new normal by Torres and Cruz (2022) that laziness was the highest challenges in remote learning. For motivation and willingness, there is a motivation theory (Bernazzani, 2021) which explains how the motivation works. Motivation can be divided into two types. The first type is intrinsic motivation which occurs when students are interested or enjoy the tasks themselves, so the intrinsic motivation is internal such as enjoyment, purpose, growth, curiosity, passion self-expression, and fun. Alternatively, the extrinsic motivation resulted by doing the tasks, for the external benefit such as promotion, pay raises, bonuses, benefits, prizes, and winning. From the students' questionnaires, there are both from intrinsic and extrinsic motivations. For example, the statement 17, *I enjoy online classes because different methods are used*, is intrinsic motivation, whereas the statement 18, *I benefit a lot from online lessons*, is extrinsic motivation.

Opposite to the most challenge in online English learning perceived by students, the least challenging aspect of learning online was the availability of computers and mobile phones are not updated or not compatible for online learning which was at the moderate challenge level. This is consistent with Maneewong (2021) who did the study on students' behaviors and factors affecting the achievement of online learning and found that electronic devices, such as computers, mobile phones, etc., had no impact when learning online. It was also consistent with Rahmatina and Zaid (2019) that students were skillful in computer use for learning, use of mobile phones and use of internet in learning. This also can be inferred that computers and mobile phones are not the problematic factors in online English learning as they could operate the devices and applications well.

4.3.3 Students' Challenges in Online English Learning Perceived by Teachers in a Secondary School in Samut Sakhon Province

To answer the research question 1.3.2, it was shown in Table 4.16 that the teachers also agreed in the similar way to students that Social Aspect was the biggest students' challenge perceived by teachers when learning English online at the highest level which was consistent with Hijazi and AlNatour (2021). When considering all the statements, it found that teachers also thought that students preferred the physical classroom to online classroom. The teachers also agreed that this strongly influenced the students' motivation and willingness in learning English. This is obviously seen from a student's opinion that learning online is difficult to understand and not fun. To support the student's opinion with the teachers' opinion from the questionnaire, a teacher participant claimed that "... there are a lot of disadvantages while doing online learning." Similarly, another teacher explained more about this disadvantage that "Online learning requires self-motivation and time management. Lack of self-motivation among students in online learning is one of the primary factors that it fails to complete during the online course ..."

However, the least level of students' challenge in online English learning perceived by teachers was that *Online learning improves the students' writing and speaking skills* which was at the low challenge level. It can be inferred that although the teachers disagree that online learning could improve the students' productive skills, they

could manage the particular situations. This can be supported a teacher participant's suggestion that teachers should have better ideas and excellent skills in making online English learning fun and informative which is a similar opinion to another teacher participant that teacher should be more creative to let the students understand the lessons.

In summary, the most challenges in online English learning perceived by students were in relationship with social aspects, motivation and willingness, and teaching methods. Similar to students, the most students' challenges in online English learning perceived by teachers were related to social aspects, motivation and willingness, and online English learning. The next chapter will summarise the results according to the research questions, conclude the research results, and recommend further research.



CHAPTER 5

CONCLUSION, IMPLICATIONS AND RECOMENDATIONS

This chapter presents 1) a summary of the research results of the challenges in online English learning perceived by students and students' challenges in online English learning perceived by teachers according to the two research questions with previous related studies, 2) the implications of the research study and 3) recommendation for further research.

5.1 Summary of the Results

The research results can be summarized as follows:

5.1.1 Challenges in Online English Learning

As presented in Chapter 4, the overall challenges in online English learning perceived by students were at the moderate challenge level with a mean score of 3.39. The Social Aspect part was found at the high level with a mean score of 3.53 and considered the highest challenge. In addition, Statement 16 of the questionnaire, *I would have better education if I were in a physical classroom*, was at the high challenge level in online English learning with a mean score of 4.00, followed by Statement 5, *I find it easy to use interactive applications*, with a mean score of 3.82, and Statement 9, *Online learning focuses mainly on listening skills* with a mean score of 3.79 respectively.

On the other hand, the overall students' challenges in online English learning perceived by teachers were at the high challenge level with a mean of 3.62. Moreover, it found that the highest students' challenges perceived by teachers were Social Aspect and Motivation and Willingness which were in the high level with the mean scores of 4.18 and 3.75 respectively. Regarding all the statements from the questionnaire, Statement 16, *Students would have better education if students were in a physical classroom*, and Statement 22, *It lacks the time needed for students to develop appropriate social skills*, were the highest students' challenges in online English learning perceived by teachers with the mean scores of 4.75 and 4.55 respectively.

To conclude, the challenges in online English learning perceived by students were at the moderate level. However, the students' challenges in online English learning perceived by teachers were at the high level. It can be inferred that online English learning might not much affect the students' learning, whereas, when it was the teachers' perspectives towards the students' challenges, teachers viewed that online English learning had a significant impact on the effectiveness of students' learning. Moreover, motivation and willingness in learning is important, and it revealed that online learning was a challenge that might influence the students' learning and the teachers' teaching, and both students and teachers agreed that learning in a physical classroom can provide better education than learning on online platforms. For future learning, it should be moved back to the physical classroom as soon as possible. By the way, although English is used as a medium language for learning and teaching, online learning does not improve the students' productive skills like speaking and writing. When considering the five parts of the questionnaire, social aspects seemed to be the most challenging part of online English perceived by students and teachers, as they agreed that they lacked the time to develop their social skills. All in all, what was not a challenge for the students' online English learning was the use of technology as they can manage with their electronic devices, whereas what was not a students' challenges in online English learning perceived by teachers was teaching methods.

5.2 Implications of the Research

This research can be implicated to three different circumstances i.e., 1) school policy, 2) teachers, and 3) students.

For school policy, the administrators and board of executives can apply the results of this study to plan for future classroom management, find more infrastructure and facilities to support online learning, provide teachers training to enhance the teachers' teaching methods, and encourage both students and teachers to recognize the usefulness of online learning.

For teachers, this research reflects the students' views of online English learning which teachers can apply the results to their future lesson plan and teaching methods. For example, it can be seen from the research results that students prefer physical classroom learning to online learning. Therefore, no matter whether the pandemic ends

or carries on, teachers should do their best in finding activities to support social skills and students' learning development.

Apart from the school policy and the teachers' perception, students played the vital role in this research. For future implication, students themselves realize that nothing can replace humans, and of course, online learning was not as good as physical classroom learning. Therefore, students should pay attention and participate in activities as soon as they can be back and study on-site.

5.3 Recommendations for Future Research

From the research results it is recommended that

1) Now that we recognize the challenges in online English learning perceived by students and the students' challenges in online English learning perceived by teachers, it is recommended for future research that conducting needs analysis will help teachers know what the students' needs are, and they can plan what to do for their students.

2) This research was conducted in an English medium instruction school, and cannot be generalized in terms of number of participants, specific research context and the constructed instrument. Therefore, when any researchers would like to apply this research to their study, they must be aware of those factors. Notwithstanding, it is encouraged to adapt this research methodology with other closely related contexts.

3) Further research can investigate other factors that might affect online English learning, such as achievement tests, interviews, etc. to compare these with the students' and teachers' opinions, and of course it can be conducted with other stakeholders, such parents and school directors.

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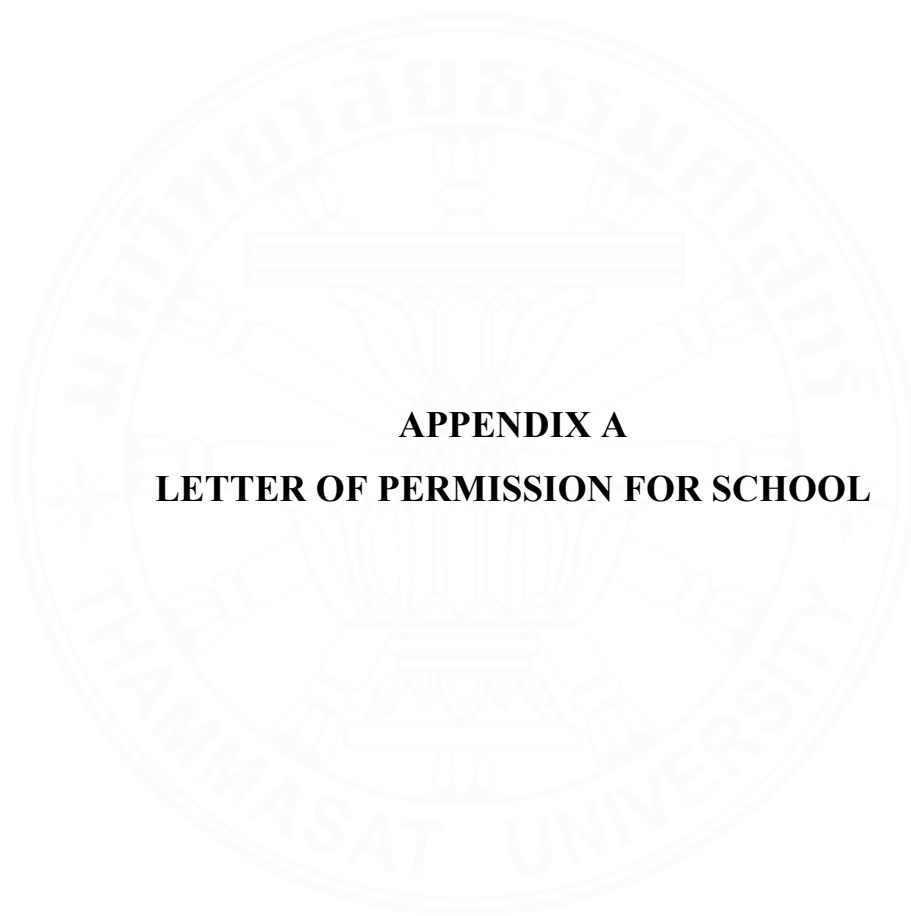
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APPENDICES



APPENDIX A
LETTER OF PERMISSION FOR SCHOOL



ที่ อว 67.47/50

สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์
ท่าพระจันทร์ กรุงเทพฯ 10200

7 เมษายน 2565

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการ

สิ่งที่ส่งมาด้วย แบบสอบถาม

ด้วย นายอานันธวุฒิ เทียงอวน เลขทะเบียนนักศึกษา 6321040021 นักศึกษาปริญญาโท สาขาวิชาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ (หลักสูตรภาษาอังกฤษ) สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ ได้รับอนุมัติให้ทำการค้นคว้าอิสระ เรื่อง “CHALLENGES IN ONLINE ENGLISH LANGUAGE LEARNING: A STUDY OF AN ENGLISH MEDIUM INSTRUCTION SCHOOL IN THAILAND” โดยมี อาจารย์ ดร. พิมพ์ศิริ เทเลอร์ เป็นอาจารย์ที่ปรึกษา

ในการนี้ นักศึกษามีความจำเป็นต้องเก็บข้อมูลโดยการตอบแบบสอบถามผ่าน Online google form ของนักเรียนมัธยมศึกษาปีที่ 2 และ Grade 8 ซึ่งนักศึกษาจะใช้ข้อมูลครั้งนี้เพื่อประกอบการวิจัยเท่านั้น ทั้งนี้ สามารถติดต่อ นายอานันธวุฒิ เทียงอวน ได้ที่ 061-398-8585 หรือ wut1244@gmail.com

จึงเรียนมาเพื่อขอความอนุเคราะห์ให้ นายอานันธวุฒิ เทียงอวน ได้เก็บข้อมูลเพื่อการวิจัย และขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร. สุพงศ์ ตั้งเคียงศิริลิน)

ผู้อำนวยการสถาบันภาษา

สำนักงานโครงการบัณฑิตศึกษา สถาบันภาษา มธ. ท่าพระจันทร์

โทร. 0 2613 2669 โทรสาร 0 2613 5136

E-mail: ma.ceic@litu.tu.ac.th



APPENDIX B
ENGLISH AND THAI QUESTIONNAIRES
(STUDENT'S VERSION AND TEACHER'S VERSION)

Questionnaire
Challenges in Online English Language Learning: A Study of
an English Medium Instruction School in Thailand
(Students Version)

Part 1: Demographic Information

Instructions: Please complete the following topics that are true to you.

1. Gender
 - Male Female Not specified
2. Age
 - Under 25 25 – 29 30 – 39
 - 40 – 49 50 – 59 Above 59
3. Have you ever **learnt** online before the coronavirus pandemic?
 - Yes No

Part 2: Challenges in Online English Learning

Instructions: Please complete the following statements about challenges in online English learning according to the following criteria:

- 5 means Strongly agree
- 4 means Agree
- 3 means Moderate
- 2 means Disagree
- 1 means Strongly disagree

No.	Statement	5	4	3	2	1
Part 1: Use of Technology						
1	I sometimes do not have easy access to the Internet.					
2	Internet connection is poor e.g. slow connection.					
3	The available computers and mobile phones are not updated or not compatible for online learning.					
4	It is difficult to apply computer skills.					
5	I find it easy to use interactive applications (e.g. Google Meet, Zoom Inc., Microsoft Teams)					

No.	Statement	5	4	3	2	1
Part 2: Teaching Methods						
6	Online learning improves my writing and speaking skills.					
7	Online learning does not enhance my critical thinking and problem-solving skills.					
8	Online learning can support learning for my strengths, needs, skills and interests.					
9	Online learning focuses mainly on listening skills.					
10	Online learning leads to few cooperatively done tasks.					
11	Online learning enhances the learning-by-doing methods.					
12	For online learning, I have to memorize the content rather than think and practice.					
13	The teacher uses different resources such as videos, music sessions, or others to deliver ideas of teaching.					
Part 3: Motivation and Willingness						
14	Online learning is convenient for my time and place and it does not interfere with my sleeping times.					
15	The cost of online learning is less because of no transport expenses.					
16	I would have better education if I were in a physical classroom.					
17	I enjoy online classes because different methods are used.					
18	I benefit a lot from online lessons.					
19	Online learning makes it easy for the teacher to present different methods and resources of learning.					
20	The materials are available, and records can be accessed more than once.					
Part 4: Social Aspects						
21	Online learning allows less interaction between me and instructor.					
22	It lacks the time needed for students to develop appropriate social skills.					
23	Discussions during assignments are limited.					
24	Social interaction between students is limited.					

No.	Statement	5	4	3	2	1
Part 5: Online English Learning						
25	I cannot catch up with the lesson because I do not understand the teacher's pronunciation.					
26	I cannot catch up with the lesson because I do not understand the vocabulary.					
27	I cannot catch up with the lesson because I do not understand the difficult content.					
28	Learning English without meeting face-to-face does not improve my communication skills.					
29	Teacher does not explain my correct or incorrect use of the language, especially in my writing.					
30	I feel a lack of understanding of the online teaching materials.					

Part 3: Opinions towards the Challenges for Online English Learning

Instructions: Please write the comment or express your opinion toward the challenges for online English learning

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End of the questionnaire. Thank you for your time and opinion.

Questionnaire

Challenges in Online English Language Learning: A Study of an English Medium Instruction School in Thailand (Teachers Version)

Part 1: Demographic Information

Instructions: Please complete the following topics that are true to you.

1. Gender
 - Male Female Not specified
2. Age
 - Under 25 25 – 29 30 – 39
 - 40 – 49 50 – 59 Above 59
3. Have you ever **learnt** online before the coronavirus pandemic?
 - Yes No
4. Nationality
 - Thai Filipino Other (Please specify _____)
5. Employment status as a teacher at this school
 - Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)
 - Fixed term contract for a period of more than one academic year
 - Fixed term contract for a period of one academic year or less
6. The highest level of formal education
 - Doctoral degree
 - Master's degree
 - Bachelor's degree
7. The number of years working as a teacher
 - This is my first year. 1 – 2 years 3 – 5 years
 - 6 – 10 years 11 – 15 years More than 15 years
8. The number of years working as a teacher **at this school**
 - This is my first year. 1 – 2 years 3 – 5 years
 - 6 – 10 years 11 – 15 years More than 15 years

9. Have you ever **taught** online before the coronavirus pandemic?

- Yes No

10. Subject(s) you are responsible for

- English Mathematics Social Studies
 Science Phonics Physical Education
 Other (Please specify _____)

Part 2: Challenges in Online English Learning

Instructions: Please complete the following statements about challenges in online English learning according to the following criteria:

- 5 means Strongly agree
4 means Agree
3 means Moderate
2 means Disagree
1 means Strongly disagree

No.	Statement	5	4	3	2	1
Part 1: Use of Technology						
1	Students sometimes do not have easy access to the Internet.					
2	Internet connection is poor e.g. slow connection.					
3	The available computers and mobile phones are not updated or not compatible for online learning.					
4	It is difficult to apply computer skills.					
5	Students find it easy to use interactive applications (e.g. Google Meet, Zoom Inc., Microsoft Teams)					
Part 2: Teaching Methods						
6	Online learning improves students' writing and speaking skills.					
7	Online learning does not enhance the students' critical thinking and problem-solving skills.					
8	Online learning can customize learning for each student's strengths, needs, skills and interests.					
9	Online learning focuses mainly on listening skills.					
10	Online learning leads to few cooperatively done tasks.					

No.	Statement	5	4	3	2	1
11	Online learning enhances the learning-by-doing methods.					
12	For online learning, students have to memorize the content rather than think and practice.					
13	I use different resources such as videos, music sessions, or others to deliver ideas of teaching.					
Part 3: Motivation and Willingness						
14	Online learning is convenient for my students' time and place and it does not interfere with my students' sleeping times.					
15	The cost of online learning is less because of no transport expenses.					
16	Students would have better education if students were in a physical classroom.					
17	Students enjoy online classes because different methods are used.					
18	Students benefit a lot from online lessons.					
19	Online learning makes it easy for me to present different methods and resources of learning.					
20	The materials are available, and records can be accessed more than once.					
Part 4: Social Aspects						
21	Online learning allows less interaction between my students and me.					
22	It lacks the time needed for students to develop appropriate social skills.					
23	Discussions during assignments are limited.					
24	Social interaction between students is limited.					
Part 5: Online English Learning						
25	Students cannot catch up with the lesson because they do not understand my pronunciation.					
26	Students cannot catch up with the lesson because they do not understand the vocabulary.					
27	Students cannot catch up with the lesson because they do not understand the difficult content.					
28	Learning English without meeting face-to-face does not improve the students' communication skills.					
29	I do not explain my correct or incorrect use of the language, especially in my writing.					
30	Students feel a lack of understanding of the online teaching materials.					

Part 3: Opinions towards the Challenges for Online English Learning

Instructions: Please write the comment or express your opinion toward the challenges for online English learning

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End of the questionnaire. Thank you for your time and opinion.

แบบสอบถาม
ความท้าทายในการเรียนภาษาอังกฤษออนไลน์: กรณีศึกษาในโรงเรียนที่ใช้
ภาษาอังกฤษเป็นสื่อการสอนแห่งหนึ่งในประเทศไทย
(สำหรับนักเรียน)

ส่วนที่ 1 ข้อมูลประชากร

คำแนะนำ กรุณากรอกข้อมูลที่เป็นจริงเกี่ยวกับตัวท่าน

4. เพศ
- ชาย หญิง ไม่ระบุ
5. อายุ
- ต่ำกว่า 25 25 – 29 30 – 39
 40 – 49 50 – 59 มากกว่า 59
6. คุณเคยเรียนออนไลน์ก่อนเกิดการระบาดของโรคโควิด-19หรือไม่
- เคย ไม่เคย

ส่วนที่ 2 ความท้าทายในการเรียนภาษาอังกฤษออนไลน์

คำแนะนำ กรุณาทำเครื่องหมาย / ลงในช่องตามความคิดเห็นของท่านเกี่ยวกับความท้าทายในการเรียนภาษาอังกฤษออนไลน์โดยใช้เกณฑ์ดังต่อไปนี้

- 5 หมายถึง เห็นด้วยอย่างยิ่ง
- 4 หมายถึง เห็นด้วย
- 3 หมายถึง ปานกลาง
- 2 หมายถึง ไม่เห็นด้วย
- 1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ที่	รายการสอบถาม	5	4	3	2	1
ส่วนที่ 1 การใช้เทคโนโลยี						
1	บางครั้งฉันไม่สามารถเข้าถึงอินเทอร์เน็ตได้ง่าย					
2	คุณภาพของอินเทอร์เน็ตไม่ดี ทำงานช้า					
3	คอมพิวเตอร์และโทรศัพท์มือถือที่มีอยู่ไม่ได้รับการอัปเดตหรือไม่รองรับการเรียนออนไลน์					
4	การประยุกต์ใช้ทักษะคอมพิวเตอร์เป็นเรื่องยาก					

ที่	รายการสอบถาม	5	4	3	2	1
5	ฉันพบว่าใช้แอปพลิเคชันแบบมีปฏิสัมพันธ์ เช่น Google Meet, Zoom Inc., Microsoft Teams ใช้งานง่าย					
ส่วนที่ 2 วิธีการสอน						
6	การเรียนออนไลน์ช่วยพัฒนาทักษะการเขียนและการพูดของฉันได้					
7	การเรียนออนไลน์ไม่ได้ช่วยเพิ่มทักษะการคิดวิเคราะห์และการแก้ปัญหาของฉัน					
8	การเรียนออนไลน์สามารถสนับสนุนการเรียนรู้ของฉันเพื่อสร้างจุดแข็ง ความต้องการ ทักษะและความสนใจ					
9	การเรียนออนไลน์เน้นทักษะการฟังเป็นหลัก					
10	การเรียนออนไลน์นำไปสู่งานที่ทำร่วมกันเพียงเล็กน้อย					
11	การเรียนออนไลน์ช่วยพัฒนาการเรียนรู้ด้วยการปฏิบัติ					
12	ในการเรียนออนไลน์ ฉันต้องท่องจำเนื้อหา มากกว่าการฝึกคิดฝึกปฏิบัติ					
13	ครูใช้แหล่งข้อมูลต่าง ๆ เช่น วิดีทัศน์ ดนตรี หรืออื่น ๆ เพื่อนำเสนอแนวคิดในการสอน					
ตอนที่ 3 แรงจูงใจและความเต็มใจ						
14	การเรียนออนไลน์อำนวยความสะดวกในเรื่องเวลาและสถานที่ให้กับฉัน และไม่รบกวนเวลาอนของฉัน					
15	ค่าใช้จ่ายในการเรียนออนไลน์น้อยกว่าเนื่องจากไม่มีค่าใช้จ่ายในการเดินทาง					
16	ฉันจะมีการศึกษาที่ดีขึ้นถ้าฉันได้เรียนอยู่ในห้องเรียนจริง ๆ					
17	ฉันสนุกกับการเรียนออนไลน์เพราะมีการใช้วิธีการที่หลากหลายในการเรียนรู้					
18	ฉันได้รับประโยชน์มากมายจากบทเรียนออนไลน์					
19	การเรียนออนไลน์ทำให้ครูสามารถนำเสนอวิธีการสอนและแหล่งข้อมูลการเรียนรู้ต่าง ๆ ได้อย่างง่ายดาย					
20	มีเอกสารประกอบการสอนและสามารถเข้าถึงการบันทึกได้มากกว่าหนึ่งครั้ง					

ที่	รายการสอบถาม	5	4	3	2	1
ส่วนที่ 4 แง่มุมทางสังคม						
21	การเรียนออนไลน์ทำให้ขาดปฏิสัมพันธ์ระหว่างฉันและครู					
22	ฉันขาดเวลาที่จำเป็นในการพัฒนาทักษะทางสังคมอย่างเหมาะสม					
23	การอภิปรายระหว่างทำงานที่ได้รับมอบหมายถูกจำกัด					
24	ปฏิสัมพันธ์ทางสังคมระหว่างนักเรียนถูกจำกัด					
ส่วนที่ 5 การเรียนภาษาอังกฤษออนไลน์						
25	ฉันตามบทเรียนไม่ทันเพราะฉันไม่เข้าใจการออกเสียงของครู					
26	ฉันตามบทเรียนไม่ทันเพราะฉันไม่เข้าใจคำศัพท์					
27	ฉันตามบทเรียนไม่ทันเพราะฉันไม่เข้าใจเนื้อหาที่ยาก					
28	การเรียนภาษาอังกฤษโดยไม่ได้เจอหน้ากันไม่ได้ช่วยพัฒนาทักษะการสื่อสารของฉัน					
29	ครูไม่ได้อธิบายการใช้ภาษาที่ฉันใช้ว่าถูกต้องหรือไม่ โดยเฉพาะอย่างยิ่งในงานเขียนของฉัน					
30	ฉันรู้สึกขาดความเข้าใจในสื่อการสอนออนไลน์					

ส่วนที่ 3 ความคิดเห็นต่อความท้าทายสำหรับการเรียนภาษาอังกฤษออนไลน์

คำแนะนำ กรุณาเขียนความคิดเห็นหรือแสดงความคิดเห็นเกี่ยวกับความท้าทายในการเรียนภาษาอังกฤษออนไลน์

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สิ้นสุดแบบสอบถาม ขอขอบคุณที่ท่านสละเวลาในการแสดงความคิดเห็นต่อแบบสอบถามนี้

แบบสอบถาม

ความท้าทายในการเรียนภาษาอังกฤษออนไลน์: กรณีศึกษาในโรงเรียนที่ใช้
ภาษาอังกฤษเป็นสื่อการสอนแห่งหนึ่งในประเทศไทย
(สำหรับครู)

ส่วนที่ 1 ข้อมูลประชากร

คำแนะนำ กรุณากรอกข้อมูลที่เป็นจริงเกี่ยวกับตัวท่าน

1. เพศ

<input type="radio"/> ชาย	<input type="radio"/> หญิง	<input type="radio"/> ไม่ระบุ
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2. อายุ

<input type="radio"/> ต่ำกว่า 25	<input type="radio"/> 25 – 29	<input type="radio"/> 30 – 39
<input type="radio"/> 40 – 49	<input type="radio"/> 50 – 59	<input type="radio"/> มากกว่า 59
3. คุณเคยเรียนออนไลน์ก่อนเกิดการระบาดของโรคโควิด-19หรือไม่

<input type="radio"/> เคย	<input type="radio"/> ไม่เคย
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4. สัญชาติ

<input type="radio"/> ไทย	<input type="radio"/> ฟิลิปปินส์	<input type="radio"/> อื่น ๆ (โปรดระบุ _____)
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5. สถานภาพการเป็นครูของโรงเรียนแห่งนี้

<input type="radio"/> การจ้างงานถาวร (สัญญาต่อเนื่องโดยไม่มีจุดสิ้นสุดก่อนอายุเกษียณ)
<input type="radio"/> สัญญาจ้างระยะยาวมากกว่าหนึ่งปีการศึกษา
<input type="radio"/> สัญญาแบบมีกำหนดระยะเวลาหนึ่งปีการศึกษาหรือน้อยกว่า
6. ระดับการศึกษาสูงสุด

<input type="radio"/> ปริญญาเอก	<input type="radio"/> ปริญญาโท	<input type="radio"/> ปริญญาตรี
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7. จำนวนปีที่ทำงานเป็นครู

<input type="radio"/> ปีนี้เป็นปีแรกของฉัน	<input type="radio"/> 1 – 2 ปี	<input type="radio"/> 3 – 5 ปี
<input type="radio"/> 6 – 10 ปี	<input type="radio"/> 11 – 15 ปี	<input type="radio"/> มากกว่า 15 ปี
8. จำนวนปีที่ทำงานเป็นครูที่โรงเรียนแห่งนี้

<input type="radio"/> ปีนี้เป็นปีแรกของฉัน	<input type="radio"/> 1 – 2 ปี	<input type="radio"/> 3 – 5 ปี
<input type="radio"/> 6 – 10 ปี	<input type="radio"/> 11 – 15 ปี	<input type="radio"/> มากกว่า 15 ปี
9. คุณเคยสอนออนไลน์ก่อนเกิดการระบาดของโควิด-19หรือไม่

<input type="radio"/> เคย	<input type="radio"/> ไม่เคย
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10. วิชาที่คุณสอน

- ภาษาอังกฤษ คณิตศาสตร์ สังคมศึกษา
 วิทยาศาสตร์ การออกเสียง (โฟนิกส์) พลศึกษา
 อื่น ๆ (โปรดระบุ _____)

ส่วนที่ 2 ความท้าทายในการเรียนภาษาอังกฤษออนไลน์

คำแนะนำ กรุณาทำเครื่องหมาย / ลงในช่องตามความคิดเห็นของท่านเกี่ยวกับความท้าทายในการเรียนภาษาอังกฤษออนไลน์จากมุมมองของท่านที่มีต่อนักเรียนโดยใช้เกณฑ์ดังต่อไปนี้

- 5 หมายถึง เห็นด้วยอย่างยิ่ง
 4 หมายถึง เห็นด้วย
 3 หมายถึง ปานกลาง
 2 หมายถึง ไม่เห็นด้วย
 1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ที่	รายการสอบถาม	5	4	3	2	1
ส่วนที่ 1 การใช้เทคโนโลยี						
1	บางครั้งนักเรียนไม่สามารถเข้าถึงอินเทอร์เน็ตได้ง่าย					
2	คุณภาพของอินเทอร์เน็ตไม่ดี ทำงานช้า					
3	คอมพิวเตอร์และโทรศัพท์มือถือที่มีอยู่ไม่ได้รับการอัปเดตหรือไม่รองรับการเรียนออนไลน์					
4	การประยุกต์ใช้ทักษะคอมพิวเตอร์เป็นเรื่องยาก					
5	นักเรียนสามารถใช้แอปพลิเคชันแบบมีปฏิสัมพันธ์ เช่น Google Meet, Zoom Inc., Microsoft Teams ได้อย่างง่าย					
ส่วนที่ 2 วิธีการสอน						
6	การเรียนออนไลน์ช่วยพัฒนาทักษะการเขียนและการพูดของนักเรียนได้					
7	การเรียนออนไลน์ไม่ได้ช่วยเพิ่มทักษะการคิดวิเคราะห์และการแก้ปัญหาของนักเรียน					
8	การเรียนออนไลน์สามารถสนับสนุนการเรียนรู้ของนักเรียนเพื่อสร้างจุดแข็ง ความต้องการ ทักษะและความสนใจของแต่ละคน					
9	การเรียนออนไลน์เน้นทักษะการฟังเป็นหลัก					

ที่	รายการสอบถาม	5	4	3	2	1
10	การเรียนออนไลน์นำไปสู่งานที่ทำร่วมกันเพียงเล็กน้อย					
11	การเรียนออนไลน์ช่วยพัฒนาการเรียนรู้ด้วยการปฏิบัติ					
12	ในการเรียนออนไลน์ นักเรียนต้องท่องจำเนื้อหามากกว่าการฝึกคิดฝึกปฏิบัติ					
13	ฉันใช้แหล่งข้อมูลต่าง ๆ เช่น วิดีทัศน์ ดนตรี หรืออื่น ๆ เพื่อนำเสนอแนวคิดในการสอน					
ตอนที่ 3 แรงจูงใจและความเต็มใจ						
14	การเรียนออนไลน์อำนวยความสะดวกในเรื่องเวลาและสถานที่ให้กับนักเรียน และไม่รบกวนเวลาอนของนักเรียน					
15	ค่าใช้จ่ายในการเรียนออนไลน์น้อยกว่าเนื่องจากไม่มีค่าใช้จ่ายในการเดินทาง					
16	นักเรียนจะมีการศึกษาที่ดีขึ้นถ้านักเรียนได้เรียนอยู่ในห้องเรียนจริง ๆ					
17	นักเรียนสนุกกับการเรียนออนไลน์เพราะมีการใช้วิธีการที่หลากหลายในการเรียนรู้					
18	นักเรียนได้รับประโยชน์มากมายจากบทเรียนออนไลน์					
19	การเรียนออนไลน์ทำให้ฉันสามารถนำเสนอวิธีการสอนและแหล่งข้อมูลการเรียนรู้ต่าง ๆ ได้อย่างง่ายดาย					
20	มีเอกสารประกอบการสอนและสามารถเข้าถึงการบันทึกได้มากกว่าหนึ่งครั้ง					
ส่วนที่ 4 แง่มุมทางสังคม						
21	การเรียนออนไลน์ทำให้ขาดปฏิสัมพันธ์ระหว่างนักเรียนและฉัน					
22	นักเรียนขาดเวลาที่จำเป็นในการพัฒนาทักษะทางสังคมอย่างเหมาะสม					
23	การอภิปรายระหว่างทำงานที่ได้รับมอบหมายถูกจำกัด					
24	ปฏิสัมพันธ์ทางสังคมระหว่างนักเรียนถูกจำกัด					
ส่วนที่ 5 การเรียนภาษาอังกฤษออนไลน์						
25	นักเรียนตามบทเรียนไม่ทันเพราะนักเรียนไม่เข้าใจการออกเสียงของฉัน					

ที่	รายการสอบถาม	5	4	3	2	1
26	นักเรียนตามบทเรียนไม่ทันเพราะนักเรียนไม่เข้าใจคำศัพท์					
27	นักเรียนตามบทเรียนไม่ทันเพราะนักเรียนไม่เข้าใจเนื้อหาที่ยาก					
28	การเรียนภาษาอังกฤษโดยไม่ได้เจอหน้ากัน ไม่ได้ช่วยพัฒนาทักษะการสื่อสารของนักเรียน					
29	ฉันไม่ได้อธิบายการใช้ภาษาที่นักเรียนใช้ว่าถูกต้องหรือไม่ โดยเฉพาะอย่างยิ่งในงานเขียนของนักเรียน					
30	นักเรียนรู้สึกขาดความเข้าใจในสื่อการสอนออนไลน์					

ส่วนที่ 3 ความคิดเห็นต่อความท้าทายสำหรับการเรียนภาษาอังกฤษออนไลน์

คำแนะนำ กรุณาเขียนความคิดเห็นหรือแสดงความคิดเห็นเกี่ยวกับความท้าทายในการเรียนภาษาอังกฤษออนไลน์

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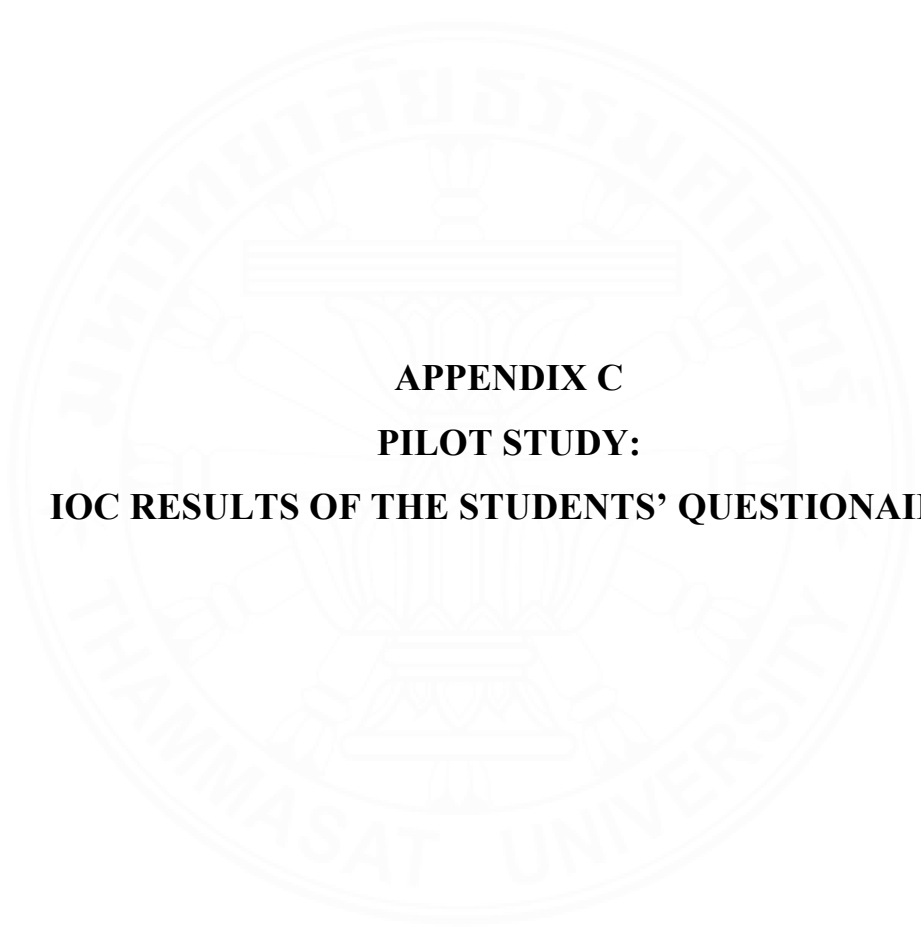
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สิ้นสุดแบบสอบถาม ขอขอบคุณที่ท่านใช้เวลาในการแสดงความคิดเห็นต่อแบบสอบถามนี้



APPENDIX C
PILOT STUDY:
IOC RESULTS OF THE STUDENTS' QUESTIONNAIRE

The IOC results of the students' questionnaire in Thai version consisting of total rating of the 10 students, IOC result, and decision-making whether each of the item was understandable (which should be *kept* being used with the real sample group), non-understandable (which should be revised and *edited* before bringing to be used with the real sample group) as shown in the Table 1 below:

Table 1

The results of Index of Item-Objective Congruence (IOC) for the student's questionnaire (Thai version) on Challenges in Online English Language Learning: A Study of an English Medium Instruction School in Thailand

Items	Total Rating of the 10 Students	IOC Result	Decision
เพศ (Gender): ชาย (Male) หญิง (Female)	10	1	Kept
อายุ (Age): Under 25, 25 – 29, 30 – 39, 40 – 49, 50 – 59, Above 59	10	1	Kept
คุณเคยเรียนออนไลน์ก่อนเกิดการระบาดของโรคโคโรนาไวรัสหรือไม่ (Have you ever learnt online before the coronavirus pandemic?)	7	0.7	Kept
1. บางครั้งฉันไม่สามารถเข้าถึงอินเทอร์เน็ตได้ง่าย (I sometimes do not have easy access to the Internet.)	7	0.7	Kept
2. การเชื่อมต่ออินเทอร์เน็ตมีคุณภาพต่ำ (The internet connection is poorly-quality.)	4	0.4	Edited
3. คอมพิวเตอร์และโทรศัพท์มือถือที่มีอยู่ไม่ได้รับการอัปเดตหรือไม่รองรับการเรียนออนไลน์ (The available computers and mobile phones are not updated or not compatible for online learning.)	6	0.6	Kept
4. การประยุกต์ใช้ทักษะคอมพิวเตอร์เป็นเรื่องยาก (It is difficult to apply computer skills.)	8	0.8	Kept

Items	Total Rating of the 10 Students	IOC Result	Decision
5. ฉันพบว่าใช้แอปพลิเคชันแบบมีปฏิสัมพันธ์ เช่น Google Meet, Zoom Inc., Microsoft Teams ใช้งานง่าย (I find it easy to use interactive applications (e.g. Google Meet, Zoom Inc., Microsoft Teams))	8	0.8	Kept
6. การเรียนออนไลน์ช่วยพัฒนาทักษะการสร้างภาษา (การเขียนและการพูด) ของฉันได้อย่างเหมาะสม (Online learning appropriately improves my productive skills (writing and speaking).)	3	0.3	Edited
7. การเรียนออนไลน์ไม่ได้ช่วยเพิ่มทักษะการคิดวิเคราะห์และการแก้ปัญหาของฉัน (Online learning does not enhance my critical thinking and problem-solving skills.)	5	0.5	Kept
8. การเรียนออนไลน์สามารถสนับสนุนการเรียนรู้ของฉันเพื่อสร้างจุดแข็ง ความต้องการ ทักษะและความสนใจ (Online learning can support learning for my strengths, needs, skills and interests.)	10	1	Kept
9. การเรียนออนไลน์เน้นทักษะการฟังเป็นหลัก (Online learning focuses mainly on listening skills.)	9	0.9	Kept
10. การเรียนออนไลน์นำไปสู่งานที่ทำร่วมกันเพียงเล็กน้อย (Online learning leads to few cooperatively done tasks.)	7	0.7	Kept
11. การเรียนออนไลน์ช่วยพัฒนาการเรียนรู้ด้วยการปฏิบัติ (Online learning enhances the learning-by-doing methods.)	5	0.5	Kept
12. การเรียนออนไลน์มุ่งเน้นไปที่การท่องจำมากกว่าการเรียนรู้ที่เน้นสมรรถนะหลัก (Online learning focuses on memorization over learning core competencies methods.)	4	0.4	Edited

Items	Total Rating of the 10 Students	IOC Result	Decision
<p>13. ครูใช้แหล่งข้อมูลต่าง ๆ เช่น วิดีทัศน์ ดนตรี หรืออื่น ๆ เพื่อนำเสนอแนวคิดในการสอน</p> <p>(The teacher uses different resources such as videos, music sessions, or others to deliver ideas of teaching.)</p>	9	0.9	Kept
<p>14. การเรียนออนไลน์อำนวยความสะดวกในเรื่องเวลา และสถานที่ให้กับฉัน และไม่รบกวนเวลานอนของฉัน</p> <p>(Online learning is convenient for my time and place and it does not interfere with my sleeping times.)</p>	7	0.7	Kept
<p>15. ค่าใช้จ่ายในการเรียนออนไลน์น้อยกว่า เนื่องจากไม่มีค่าใช้จ่ายในการเดินทาง</p> <p>(The cost of online learning is less because of no transport expenses.)</p>	10	1	Kept
<p>16. ฉันจะมีการศึกษาที่ดีขึ้นถ้าฉันได้เรียนอยู่ในห้องเรียนจริง ๆ</p> <p>(I would have better education if I were in a physical classroom.)</p>	7	0.7	Kept
<p>17. ฉันสนุกกับการเรียนออนไลน์เพราะมีการใช้วิธีการที่หลากหลายในการเรียนรู้</p> <p>(I enjoy online classes because different methods are used.)</p>	5	0.5	Kept
<p>18. ฉันได้รับประโยชน์มากมายจากบทเรียนออนไลน์</p> <p>(I benefit a lot from online lessons.)</p>	5	0.5	Kept
<p>19. การเรียนออนไลน์ทำให้ครูสามารถนำเสนอวิธีการสอนและแหล่งข้อมูลการเรียนรู้ต่าง ๆ ได้อย่างง่ายดาย</p> <p>(Online learning makes it easy for the teacher to present different methods and resources of learning.)</p>	6	0.6	Kept
<p>20. มีเอกสารประกอบการสอนและสามารถเข้าถึงการบันทึกได้มากกว่าหนึ่งครั้ง</p> <p>(The materials are available, and records can be accessed more than once.)</p>	8	0.8	Kept

Items	Total Rating of the 10 Students	IOC Result	Decision
21. การเรียนออนไลน์ขาดการเชื่อมต่อส่วนตัวระหว่างฉันและครู (Online learning lacks personalized connection with the instructors.)	3	0.3	Edited
22. ฉันขาดเวลาที่จำเป็นในการพัฒนาทักษะทางสังคมอย่างเหมาะสม (It lacks the time needed for students to develop appropriate social skills.)	7	0.7	Kept
23. การอภิปรายระหว่างทำงานที่ได้รับมอบหมายถูกจำกัด (Discussions during assignments are limited.)	6	0.6	Kept
24. ปฏิสัมพันธ์ทางสังคมระหว่างนักเรียนถูกจำกัด (Social interaction between students is limited.)	5	0.5	Kept
25. ฉันตามบทเรียนไม่ทันเพราะฉันไม่เข้าใจการออกเสียงของครู (I cannot catch up with the lesson because I do not understand the teacher's pronunciation.)	6	0.6	Kept
26. ฉันตามบทเรียนไม่ทันเพราะฉันไม่เข้าใจคำศัพท์ (I cannot catch up with the lesson because I do not understand the vocabulary.)	8	0.8	Kept
27. ฉันตามบทเรียนไม่ทันเพราะฉันไม่เข้าใจเนื้อหาที่ยาก (I cannot catch up with the lesson because I do not understand the difficult content.)	6	0.6	Kept
28. การเรียนภาษาอังกฤษโดยไม่ได้เจอหน้ากันไม่ได้ช่วยพัฒนาทักษะการสื่อสารของฉัน (Learning English without meeting face-to-face does not improve my communication skills.)	5	0.5	Kept
29. ครูไม่ได้อธิบายการใช้ภาษาที่ฉันใช้ว่าถูกต้องหรือไม่ โดยเฉพาะอย่างยิ่งในงานเขียนของฉัน	7	0.7	Kept

Items	Total Rating of the 10 Students	IOC Result	Decision
(Teacher does not explain my correct or incorrect use of the language, especially in my writing.) 30. ฉันรู้สึกขาดความเข้าใจในสื่อการสอนออนไลน์ (I feel a lack of understanding of the online teaching materials.)	5	0.5	Kept
กรุณาเขียนความคิดเห็นหรือแสดงความคิดเห็นเกี่ยวกับความท้าทายในการเรียนภาษาอังกฤษออนไลน์ (Please write the comment or express your opinion toward the challenges for online English learning)	9	0.9	Kept

From Table 1, it could be summarized that almost all the items should be kept being used with the real sample group (understandable), except items 2, 6, 12, 21 that should be edited (non-understandable) before bringing them to be used with the real sample group. The researcher, therefore, revised and edited the four items in order to make it clearer and more understandable by keeping the main idea of English version.

BIOGRAPHY

Mr Arnantawut Tiang-uan

Thai teacher of English responsible for Social Studies subject

Grade 7-9 students in Bilingual Programme

An English Medium Instruction School

Education

- Bachelor of Arts (B.A.) in English
Bansomdejchaopraya Rajabhat University

Experiences

- 2020-Present Thai teachers of English responsible for Social Studies
at An English Medium Instruction School
- 2018-2020 Export Sales at Gold Star Metal Co., Ltd
- 2015-2018 Export Sales at Setafil Thailand Co., Ltd