

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

English is important as a world language. In Thailand, the role of English is quite significant as it is in many countries. Thai government improves the English language teaching and learning situation; for example, the new Thai education reform is also related to English language teaching and in the new curriculum. (Wiriyachitra, 2002).

In the Thai educational English curriculum, it is not focus the skills used most in the workplace which are listening and speaking skills. English teaching and learning in Thailand thus has to be prepared for the changing and competitive world. (Wiriyachitra, 2002). Consequently there are changes in Thai curriculum e.g. focusing on learners and for communication and communicative approaches are used with more focus on listening and speaking. Integrated, cooperative, holistic learning, content-based, task-based and problem-based learning are also applied. (Chulalongkorn University Language Center, 2000)

Besides the curriculum that influences the learning and teaching English in Thailand, Biyaem(1997) stated that one of the difficulties in English language teaching and learning in Thailand is that there is inadequately equipped classroom and educational technology. As instructional media important in teaching English, the lack of instructional media might lead to unsuccessful English teaching.

Instructional media can be defined as all language items, which are introduced to the learners via contextualized and audiovisual presentations. Brinton (2001) classified media into *large M media* and *small m media*. *Large M* media is related to technological innovations in language teaching, mechanical and audiovisual aids while *small m* media are related to teacher-made, non-mechanical aids. In addition, the media can be categorized into technical and non-technical media as well.

สมเชาว์ เนตรประเสริฐ.(2539) stated that in terms of teaching, instructional media is the main component for successful learning. Teacher can use media to maintain the consistency of the context in the lesson and use the media to develop various activities in classrooms. Moreover, media centre is very useful and practical for students because they can apply media in the self-learning for the most effective learning and teaching.

However, Instructional media can be used more effectively if they match between the characteristics of the learners and the content of the methods, media and materials. (Heinich, et al, 2002). Instructional media is used to serve as a catalyst for change in the whole instructional environment and language learning. The use of instructional media in teaching English are that teachers can be better organized in advance, think through their objectives, alter the everyday routine, and evaluate broadly to determine the impact of instruction on learning English. (Heinich et al, 2002)

Consequently, among the factors that influence teaching and learning English, it is clear that the use of instructional media is very important in teaching English in Thailand.

1.2 STATEMENT OF THE PROBLEM

With the power of instructional media, Thai teachers can make English teaching and learning more interesting and effective. Instructional media can be used to hold students' attention longer, involve student participation, and transmit large amount of information. In general, it can be said that instructional media play a great role in making teaching and learning effective.

Even though instructional media are useful in teaching and learning English, in Thailand, there is a lack of resources and skills to select use and produce instructional media to motivate and enhance students to learn English successfully.

Therefore, it is indispensably interesting to study the use of instructional media in teaching English in Thailand. This study thus investigates the use of media in teaching English among teacher in Rajamagala of Technology Tawan-Ok, Chakrabongse Bhuvanat Campus or RMUTTO. The main purposes of this study are to investigate the types, purposes, problems, and factors influencing the use of instructional media in teaching English.

1.3 OBJECTIVES OF THE STUDY

1.3.1 To investigate the use of instructional media in teaching English.

1.4 RESEARCH QUESTIONS

1.4.1 What are types of instructional media that are used by teachers?

1.4.2 What are the purposes of the use of instructional media in teaching English?

1.4.3 What are the problems of the use of instructional media in teaching English?

1.4.4 What are the factors influencing the use of instructional media in teaching English?

1.5 SCOPE OF THE STUDY

1.5.1 This study was done with the samples chosen from Thai teachers at in RMUTTO, Chakrabongse Bhuvanath Campus

1.5.2 This study aimed to study the use of media in teaching English only.

1.6 LIMITATION OF THE STUDY

1.6.1 The result of this study would be only applicable to the teachers teaching English at RMUTTO, Chakrabongse Bhuvanath Campus, in academic year 2007. This was because the subjects for this study were only ten teachers. Therefore, the results cannot be generalized.

1.6.2 The instructional media defined in this study are teaching aids, materials, tools and equipments, excluded texts, worksheets, and methods of teaching.

1.7 BASIC ASSUMPTION

This study assumed that the subjects replied the questions honestly, based on factual information.

1.8 DEFINITIONS OF TERMS

1.8.1 'The use of instructional media' refers to the utilization of instructional media, regarded the types, purposes and limitations of instructional media at RMUTTO, Chakrabongse Bhuvanath Campus.

1.8.2 'Instructional Media' refers to media used in the classroom. Instructional media are teaching aids, tools, materials, and equipments, excluded texts, work sheets and methods of teaching.

1.8.3 'Teachers' refers to the sampled teachers at RMUTTO, Chakrabongse Bhuvanath Campus.

1.8.4 'RMUTTO, Chakrabongse Bhuvanath Campus' refers to Rajamagala of Technology Tawan-Ok, Chakrabongse Bhuvanah Campus

1.8.5 'Types of instructional media' refers to both technical and non-technical instructional media used by the teachers in teaching English.

1.8.6 'Purposes of the use of instructional media' refers to the teachers' purposes towards the use of instructional media in their English teaching.

1.8.7 'Problems of the use of instructional media' refers to the obstacles or the shortcomings of the use of instructional media that teachers encounter when they use the instructional media in teaching English.

1.8.8 'Factors influencing the use of instructional media' refers to any factors that has been influenced the teacher to use instructional media in teaching English.

1.9 SIGNIFICANCE OF THE STUDY

1.9.1 This study will help create awareness for teachers of the use of media in teaching English

1.9.2 The result of this study can be used as guidelines for teachers in order to improve the design and development of their English language teaching

1.9.3 This study may be enhanced by further research study on how teachers can use media to help them teach English effectively

1.10 ORGANIZATION OF THE STUDY

This research paper will be divided into five chapters.

Chapter one is the introduction contained with background, statement of the problem, objective of the study, research questions, scope of the study, limitation of the study, basic assumptions, definition of terms and significant of the study and organization of the study.

Chapter two is the theoretical information related to the definitions, types.purposes.limitations, factors and the researches studies related to the use of instructional media.

Chapter three presents data collection, procedure and methods for data analysis.

Chapter four presents the analysis of the data collected from the questionnaires.

Chapter five is the summary contained with the summary of the study, discussions, and recommendations.