

Thesis Title A SURVEY OF CURRENT PRACTICES OF TEACHING
 ENGLISH LISTENING IN PRIVATE UNIVERSITIES
 AND COLLEGES IN THAILAND IN THE ACADEMIC
 YEAR 1990-1991.

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Date of Graduation 8 April B.E. 2534 (1991)

ABSTRACT

The purpose of this study was to identify the current practices and the existing problems in teaching English listening skill in private universities and colleges in Thailand so as to enable the English teachers to determine how the teaching of listening can be improved. The subjects in this study were 151 English teachers from 22 private universities and colleges in Thailand. The instrument used in gathering the data was a questionnaire which was tested for content validity and reliability. The Alpha reliability coefficient of the questionnaire was 0.894.

The findings were as follows:

1. Most of the teachers were female and aged between 30 and 39. The majority held a Master's degree and had experience in teaching English listening. Nearly half of

them had spent at least 1 to 5 years in English speaking countries.

2. Current Practices in Teaching English Listening.

Listening was mainly taught together with speaking as a conversation course in language laboratories with a large number of students. The popular type of materials and exercises used in teaching was the combination of published and self-produced text with tapes recorded by native speakers alone. The major content of the texts was model conversations in different communicative situations. Listening and doing multiple-choice exercises was found mainly performed in listening activities. In addition, most listening courses began with model conversations, followed by sound discrimination, then stress and intonation.

Listening was, on average, assessed four times a year and generally it was assessed separately from the other skills. Popular types of tests used in the assessment were multiple-choice test and making conversations. Moreover, the assessment was usually conducted in language laboratories, the tape was played twice or more, and notes could be taken while students listened.

3. Teachers' problems in Teaching Listening.

The only one problem found to be very serious by the teachers was that there were too many students in each class which made it hard to perform communicative activities. This also led to the inefficient assessment of listening.

4. Teachers' needs concerning the development of their teaching.

Teachers' strong needs were to teach listening to students at the very beginning level and to provide places for them to practice the listening skill by themselves both in and outside class.

5. Teachers' attitudes towards the teaching of listening to tertiary students.

The teachers agreed strongly that listening was very necessary for studying English at tertiary level, and the students should be trained regularly in listening. Listening was also considered helpful for students who wanted to further their study both in Thailand and abroad.

6. Both teachers who had and did not have experience in teaching listening agreed that teaching listening to tertiary students was necessary. There were no significant difference in their attitudes towards the teaching.