

Marilou Tragulmeesuk (2018). The effects of foreign teacher's partial use of student's mother tongue in English as a foreign language classroom.

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Abstract

The three major aims of this study were to 1) find out Thai students' perceptions on their foreign teachers' partial use of the student's mother tongue in English class, 2) investigate the effects on student's language learning when foreign teacher's partial use of student's mother tongue was incorporated in English class, and 3) search for the Thai student's needs of foreign teachers' partial use of the student's mother tongue in English as a foreign language classroom.

This research was conducted at Vongchavalitkul University, Nakhon Ratchasima in the 2nd semester of academic year 2016, from November 2016 to February 2017. The samples comprised of 260 students: 215 females and 45 males. The researcher employed descriptive methodology. Google form was used in collecting data for easier tabulation and interpretation of the study. Percentage, mean and standard deviation were applied for data analysis.

The findings were as follows:

- 1) The majority of the students (82.69%) agreed that their foreign teachers should use the students' mother tongue (in this case, Thai) partially in their English class because of their very poor English foundation.
- 2) The foreign teacher's partial use of Thai helped the students 1) comprehend better when the foreign teachers were giving instructions ($\bar{x}=4.53$, $sd=.59$); 2) It helped them understand the difficult concept better ($\bar{x}=4.48$, $sd=.69$); 3) It helped those who completely do not understand English at all comprehend what is being taught in the English class ($\bar{x}=3.29$, $sd=1.07$).
- 3) The students demanded their foreign teacher's partial use of Thai 1) to build rapport with the students ($\bar{x}=4.49$, $sd=.58$), 2) to give instructions ($\bar{x}=4.45$, $sd=.64$), and 3) to explain the difficult vocabulary in contexts ($\bar{x}=4.42$, $sd=.65$).