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Chapter 1

INTRODUCTION

Background

Improving the English language ability of Thai students has become more vital for the government of Thailand these days. Due to the challenges that global society is giving to the Thais, they are experiencing “English fever” where Thais are having a strong need of learning the English language and find different ways to improve it (Cho & Krashen, 2015; Takahashi, 2012). It has been over a decade now that the Ministry of Education Thailand was working on ways to improve the English language ability of Thai students. In order to make this happen, most schools nationwide have started launching English programs and have employed many qualified foreign English teachers to enhance and strengthen the English ability of Thais and started different English programs from kindergarten to college level of education. Despite that, Thai students’ English ability is still comparatively low and in many cases it is non-functional (Vanichakorn, 2009).

There are several factors why Thai students still do not improve their English language. First, they are still influenced by the Thai culture where students just sit in the class and listen to the teacher. Thai students are kind of passive learners due to their respect to the teachers. They have to be quiet, sit, listen, and write down which is something teachers expect from them (Weerawong, 2014). Second, they fear of making mistakes. Most of students are afraid to be laughed at and do not want to be criticized or even look silly in front of their peers. They keep silent and listen rather than expressing what is in their mind (Che & He, 2010; Hieu, 2011; Middleton, 2009; Zang, 2006). Third, they are shy to express themselves. The students are afraid to express themselves due to the feeling of incapable in English. The feeling of worst, incompetent, and less-skilled, that all have been built if students could not uncover their shyness by confidence. Those could block the process of students’ ability in learning English (Baldwin, 2011). Fourth, they have lack of confidence. It occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do the talking (Chen & He, 2010). Fifth, they have insufficient exposure to the

English language in real-life contexts. Most Thai students just learn English in the class and when they leave the English classroom; their opportunity to use English outside the classroom is very limited. Hence, improving their English is quite impossible (Weerawong, 2017; Hazita et.al, 2012; Trawinski, 2005). Sixth, they are lazy to learn the language. For most Thai students, learning English is extremely difficult. They feel that they have very low background knowledge at English. So when they learn it at school and find it difficult, they start to become lazy (Chang, 2010). Seventh, they have lack of motivation. Most students do not realize now how important the English language is in their future career. When they study in the class and they find the lessons boring or the lessons are not in their interest or they do not completely understand their teacher's speaking English especially foreign teachers, and that they become unmotivated (Juhana, 2012).

Likewise, most students in the researcher's English classes experience similar problems. For several years in teaching general English at Vongchavalitkul University, it has been observed and as revealed in the students' evaluation, among the aforementioned problems; students complain most on lack of motivation when learning English especially when the foreign teachers teach them. In many cases, they do not completely understand the lesson when their foreign teachers use English only in the class. For this reason, some of them drop the English subject, some of them get low marks, and some of them even fail at English subject (Vongchavalitkul University Academic Affairs, 2016). From the random interview conducted to the students by the researcher at Vongchavalitkul University, they mentioned that their very poor or even no background at English affects their English language learning. Some of them come from the remote districts where exposure to English is very rare. Moreover, when they study in the class, they are just kept copying on their notes what their teachers have written on the board and sat in the class and just listened and listened with their teachers. Additionally, they believe that their love for country's culture and native language may also be the cause for their slow language improvement. Thus, if they would learn a foreign language, they preferred to study with a foreign teacher who in some way understand their culture, know and use even a little bit of their native language in the class which for them learning the language could be interesting and motivating (Debrile & Oyman, 2016; Karaa & Paker, 2015; Thongwicht, 2013; Vanichakorn, 2012). Meanwhile, from the personal experiences of several foreign English teachers in

Thailand who somewhat have the ability to communicate in Thai, they explained that utilizing student's mother tongue in the English as foreign language classroom is at times needed for survival purposes, however; it should be minimal if after having tried different teaching techniques are not that effective to the students. Therefore, students would appreciate the class if they learn with the teacher, who, aside from the teacher's teaching style and techniques, could incorporate student's mother tongue in the English as foreign language classroom (Haines, 2014; Burden, 2001).

The findings of previous studies showed some positive results of incorporating the student's first language in the English classroom. Debrile & Oyman (2016) revealed that through incorporating the student's mother language in the English classroom, students improved their attitudes towards learning the English language; for instance, students could comprehend the grammar points, accurate meaning for the difficult vocabulary, and some instructions in English. Additionally, Holthouse (2006), Thongwichit (2013), & Vanichakorn (2012) explained that by using student's mother language in the English classroom, students could confirm or clarify whether what is being said in English is accurately understood in the student's mother language. According to Tang (2002), moderate and judicious use of the mother tongue is helpful and can facilitate the learning and teaching of the target language. Schweers (1999, p.7) asserts that "starting with the student's mother tongue provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English. However, Weerawong (2017) insisted that teachers of English supposed to be the model of language. The learners can acquire the target language even the new lexicon from the teachers as while communicating the context help the student to, to some extent, understand the situation. To this, they acquire something. Teachers can try some other teaching techniques such as demonstrating, giving examples, using pictures, drawing, giving background information etc. in case the learners really do not understand the topics. Yet, if all the teaching techniques are not that effective to the students, then student's mother tongue could be the last resort with minimal use.

From the studies mentioned above, it appears that in some ways, incorporating the student's mother tongue in the English as a foreign language classroom can somehow

enhance the student's attitudes towards learning the language. However, English teachers should use student's mother tongue with limitations and it must apply in principled way. As mentioned, the researcher has been teaching English for several years at Vongchavalitkul University, it has been observed the students different problems in learning the English language which made them feel unmotivated in learning it. Students were very hesitant to ask the teacher even they have many questions to ask. They were afraid that their foreign teachers could not understand them anyway, so they preferred to be quiet. Therefore, this study would find out the effects of foreign teacher's partial use of student's mother tongue in the English as a foreign language classroom whether the students of Vongchavalitkul University would exhibit positive attitude towards learning the English language.

Research Objectives

This researched aimed to

1. find out the students perceptions on foreign teacher's partial use of student's mother tongue in the English as a foreign language classroom.
2. determine the effects on student's language learning when foreign teacher's partial use of the student's mother tongue was incorporated in English as foreign language classroom.
3. understand the student's needs of foreign teacher's partial use of the student's mother tongue in English as a foreign language classroom.

Research Questions

1. What were the student's perceptions towards foreign teachers' partial use of the student's mother tongue in the English as a foreign language classroom?
2. What were the effects on student's language learning when foreign teacher's partial use of the student's mother tongue was incorporated in English as foreign language classroom?
3. What were the student's needs of foreign teachers' partial use of the student's mother tongue in the English as a foreign language classrooms?

Significance of the Research

The results of the research provided understanding whether there was a need for foreign teachers to partially use the student's mother tongue in teaching English as a foreign language courses with the students of Vongchavalitkul University. It would determine student's positive attitude towards learning the English language with the foreign teachers. It would identify the student's needs of foreign teacher's partial use in teaching English as foreign language classroom.

Limitations of the study

This research was focused on the participant's perceptions and experiences in learning English with foreign teachers who applied partial student's mother tongue in English as a foreign language classroom as stated in Figure 1. The researcher, who is a foreign teacher and is hired by the university to improve the English competency of the students applied limitations and had only dealt with students who have experienced learning with foreign teachers.

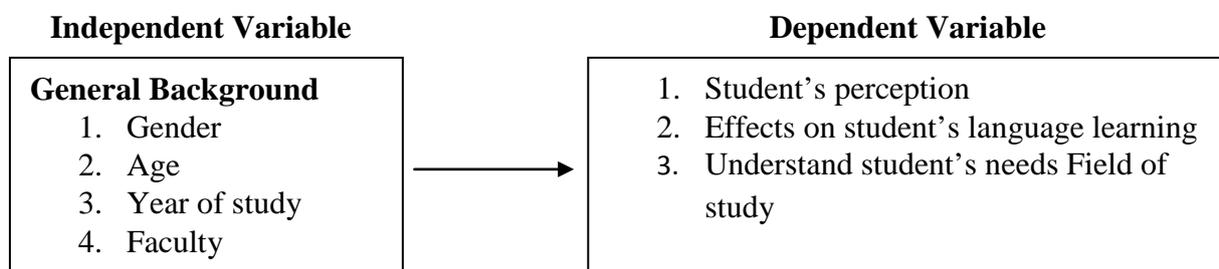


Figure 1 Research Conceptual Framework

Definition of terms

1. **Teacher's partial use of student's mother tongue** refers to the amount of student's mother tongue (Thai) being used by the foreign teachers when teaching English in the English as foreign language classroom.

2. Student's perceptions are the impressions of the Thai students at Vongchavalitkul University when the student's mother tongue is used partially by the foreign teachers in the English as foreign language classrooms.

3. Effects on student's language learning are the outcomes towards student's language learning when foreign teacher's partially used the student's mother in the English as foreign language classroom in terms of giving instructions, understanding difficult concept better and understanding what is being taught in the English class.

Chapter 2

LITERATURE REVIEW

In this chapter, related literature is discussed as follows.

1. Thai's English fever.
2. Foreign English Language Teachers
3. Reasons on to use the student's mother tongue partially in the English as a foreign language classroom.
4. The use of student's mother tongue in the English as a foreign language classroom.

1. Thai's English Fever

Ever since the researcher arrived in Thailand in 2001, English fever has been observed throughout the country. "English fever" is where Thais are having a strong need of learning the English language and find different ways to improve it (Cho & Krashen, 2015; Takahashi, 2012). Due to the challenges that the global society is giving to the Thais, the Thai government is continually investing for the idea that proficiency at English will make it happen for them, be it for academic or economic development. In order to make this happen, most schools nationwide from kindergarten to college level of education have started launching English programs and have employed many qualified foreign English teachers to enhance and strengthen the English ability of Thais and started different English programs from kindergarten to college level of education. Even private English language schools throughout the country have developed rapidly and several companies have provided an English training for the employees in order to improve their language ability (Ajarn.com, 2017). Therefore, for the Thais, hiring foreign teachers is one of the solutions to put an end of what so called "English fever" in the country.

2. Foreign English Teacher

Teachers in the non-English speaking countries are often motivated by the desire to make a positive change for the students. There are so many ways to enrich their lives, but obviously the main objective is to advance their education especially in the aspect of enhancing the English language ability of the students. Needless to say, Thailand is one of those countries that passionately finding ways to improve its people. The Thai Ministry of Education has sought to increase the numbers of near-native and native English speaking instructors to facilitate language learning since a push to improve English language standards was initiated with the National Education Act 1999. In this way, the Thai government believe that the English ability of Thai students would improve (Jareonsettas, 2016). However, in order for the foreign teachers enjoy their teaching in the “Land of Smiles”, they need to understand the Thai cultures and at least a little of the language when it comes to teaching the Thai students. While it is not expected for foreign teachers to be able to speak Thai in a class, even a basic understanding of the language is helpful when teaching because it enables you to see exactly why students make some of their most common mistakes (Under The Ropes Blog, 2017).

3. Reasons on to use of student’s first language (mother tongue) partially in the English as a foreign language classrooms

Several professionals and researchers indicated their views on the advantages and disadvantages of using the student’s first language (L1) in the English classroom. Based on their experiences in teaching English as a foreign language with students whose main language is not English, they mentioned the advantages of having the knowledge of the student’s first language in teaching English as follows. First, it certainly helps the teacher knows of the student's’ difficulty in learning English. It makes teaching English much easier. Only speaking English to students especially to beginners produces a lesson which is 90 percent confusion and 10 percent learning. There is nothing wrong with explaining grammar in the student’s mother tongue. Second, a teacher who has no use of the students’ languages has no knowledge of the representation of his students’ culture and identity and therefore the teacher, will be an impersonal, distant and apparently alien being towards his or her students. With no knowledge of students’ first language (L1), the teacher represents his or her culture

in an inappropriately arrogant manner. Third, when the English teacher explained the English tense or words and give examples using student's first language, students have clearer understanding on how and when they are used in real context. Fourth, giving an attempt on using student's mother tongue somehow can be an excellent ice-breaker in the English classroom. Students feel that you understand their shortcomings in learning the language. This way student will be encouraged and be motivated in the English class. (Debrile & Oyman, 2016; Lynch, 2016; Thongwichit, 2013; Vanichakorn, 2012; Holthouse, 2006). However, Beare (2016) indicated the disadvantages of using the student's first language (L1) in the English classroom as follows. First, students will never learn speaking English if they do not speak English only. Second, allowing students to speak other languages distract them from the task of learning English. Third, the only way to become fluent in a language is by being immersed in the language. Fourth, forcing students to speak only English in class requires them to negotiate the learning process in English. Fifth, students speaking another language distract other English learners. Lastly, English only is part of effective classroom management. To sum up, with careful use and knowing the needs to use of mother tongue in the English as foreign language classroom, teachers could create a conducive learning for the students.

4. The use of student's mother tongue in a foreign language classroom.

Several researchers have shared on how and when to use the student mother tongue in a foreign language classroom. According to Mohammed Rhalmi (2009) the foreign language teachers who exploit the mother tongue in the EFL classroom know that the mother tongue represents power resource that can be used in a number of ways to enhance learning but it must always be used in a principled way. Deller and Rinvoluceri (2002) provide practical ways that can maximize language learning while exploiting the mother tongue in EFL classroom. According to them using the mother tongue is not the problem. The problem is when and how to use it. Before answering these two questions, it should be born in mind that the mother tongue use must be considered "as a means to an end". The target language must be used where possible and the mother tongue when necessary. Here are some examples of appropriate use of mother tongue in EFL classes.

Beginners

- The mother tongue can be probably more beneficial to beginners. As they progress in their learning the target language will take the lead.
- Mother tongue can be time-saving.
- Instead of going through a long explanations in the target language, it is sometimes easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point. Imagine a teacher who wants to teach the word “car” to French students and start by phrasing the explanation as follows “a car is a road vehicle with an engine, four wheels, and seats for a small number of people” while a simple translation of the word (or perhaps the use of visual aids) would be enough.

Comparison

- A comparison of English and the mother tongue can be a very enriching experience. In fact, discovering the similarities and differences of both languages can enhance the target language (TL) acquisition. This comparison can be done at different levels:
 - Vocabulary
 - – Exploring the nuances of vocabulary items in both languages
 - – Building bilingual (or even multilingual) semantic maps
 - Grammar
 - – A comparison between mother tongue grammar and TL grammar yields interesting results.
 - – This comparison will highlight the differences between the two languages. Teachers and learners may build on these differences to avoid negative transfer (mother tongue transfer which may be a source of errors.)
 - – The comparison also shows the similarities which will undoubtedly boost the internalization of the target language (TL) grammar.

Culture

- Language is a vehicle for cultural aspects. If teachers ban the use of the mother tongue, this underlies an ideological conception of mother tongue culture as being inferior. Alternatively, cultural differences and similarities can be highlighted to help learners accept and tolerate differences while at the same time preserve their cultural

uniqueness. This can be done through various activities where mother tongue plays an important role.

- Proverbs
- Students may be given a set of proverbs in the target language (TL) and be asked to find the corresponding ones in their mother tongue if they exist. If not they try to translate the proverbs into their language.
- Idiomatic Expressions
- Again, finding the corresponding idioms or a translation of target language (TL) idioms might be very helpful to detect cultural differences or similarities
- Songs
- Translation of lyrics
- Jokes
- Funny EFL activities can be built on jokes. Students may translate and tell or act target language (TL) jokes to create a free stress environment and spot target language (TL) cultural specificities.

Stress

- Using mother tongue gives a sense of security and acknowledges the learner's identity, allowing them to minimize the stress they may feel in EFL classrooms. With careful use of mother tongue, learners may become willing to experiment and take risks with English.

Needs

- Learners needs must be expressed in mother tongue since the target language (TL) is not yet mastered . Learners will never be able to express and communicate their needs with a language they speak poorly.

Classroom management

- Management of conduct and discipline is sometimes hard to be done in the target language. For instance, if a serious problem emerges in the classroom, will the teacher really insist on an English-only policy when coping with it?

Grammar

- L1 can be of great help when teaching grammar. Translation exercises for example may be the perfect practice when there is a grammar point that is causing trouble to students.

Instructions

- According to my experience with EFL classes, I can dare say that so many failures in tests were due to learners lack of understanding of instructions. Mother tongue can be used to redress this issue, helping students to understand what is exactly asked from them.

Rationale

- Students need to understand the rationale behind activities or methods. It is important that they know where they start and what they will be able to do. They should understand what lies behind the methods the teacher is using. This can only be done at this level through the student's native language.

Errors

- Discussion of some recurring errors. It is true that a lot of errors are caused by mother tongue transfer. French students, for example, say "I'm agree" instead of "I agree" which is an error due to mother tongue transfer (in French "Je suis d'accord".) A discussion in mother tongue of such errors will help students overcome these problems.

To sum up, the aforementioned list may be extended to other areas of foreign language teaching. Even though foreign teachers apply the use of mother tongue in the English as foreign language classroom, teachers of foreign language must exploit it in a principled way.

Chapter 3

METHODOLOGY

This research used the descriptive methodology. Survey questionnaires were distributed using Google forms to reach the students who were not taught by the researcher. This chapter comprises information as follows:

1. Participants
2. Instruments
3. Procedure
4. Data Analysis

1. Participants

This research was conducted at Vongchavalitkul University, Nakhon Ratchasima in the 2nd semester of academic year 2016, from November 2016 to February 2017. The university has nine faculties with approximately 3,000 students in total. The participants of this research were all bachelor degree level students from year 1 and up. The researcher applied the simple random sampling to ensure the presence of target participants from all levels. The samples were 260 students. Most of them were 215 female students which was 17.31%. The age mean was 20.33 years old and standard deviation was 17.31. 157 students which were 60.38% study in the Faculty of Business Administration. 42 students which were 16.15% study in the Faculty of Education. 57 students which were 21.92% study in the Accounting program. 33 students which were 12.69% study in Management program (see Table 1).

Table 1 Amount and percentage of samples divided by personal information

General Information	Amount	Percentage
Gender		

Male	45	82.69
Female	215	17.31
Age mean (S.D.)	20.33 years (2.39)	
Faculty		
Business administration	157	60.38
Economics	0	0.00
Law	0	0.00
Engineering	1	0.38
Nursing	22	8.46
Communication Arts	10	3.85
Public Health	28	10.77
Education	42	16.15
Major		
Accounting	57	21.92

Business Computer	14	5.38
Finance and Banking	18	6.29
Management	33	12.69
Marketing	9	3.46
Tourism and Hotel Management	23	8.85
International Business	3	1.15
Mechatronics	1	0.38
Nursing	22	8.46
Advertising and Public Relations	10	3.85
Occupational Health and Safety	14	5.38
Public Health	14	5.38
Early Childhood Education	14	5.38
General Science Teaching	28	10.77

2. Instruments

In this research, questionnaires were used as the main instrument for collecting the data. The questionnaires comprised 3 parts. The first part of the questionnaire involves 5 questions to identify the demographic and background characteristics of the students. The second part of the questionnaire includes 3 questions that were adapted from the study of Debrile & Oyman (2015) and are improved by the researcher which are based on the researcher's actual experience in teaching the students and random interviews with the researcher's current students. The questions in this part are related to the foreign teacher's partial use of the student's mother tongue in English as a foreign language classrooms. The aims of the questions in this part were (1) to find out the students perception on the foreign teachers' partial use of the student's mother tongue in the English as a foreign language classroom, (2) to explore its effects on the student's learning attitudes towards the English language, and (3) understand the student's needs of foreign teacher's partial use of the student's mother tongue in the English as a foreign language classroom. And the third part of the questionnaire includes comments and suggestions provided by the students in order to collect more ideas from them. Appendix C for the questionnaire used.

3. Procedures

Questionnaires were carried out in the second semester of academic year 2016, from November 2016 to February 2017. There were 3 parts in the questionnaires. The first part was answered according to the general background of the participants. The second part which comprised three questions applied rating scales; first question includes rating scales of 1 for agree, 2 for maybe, and 3 for disagree; second questions and third questions includes rating scales of 1 for strongly agree, 2 for agree, 3 for undecided, 2 for disagree, and 5 for strongly disagree. In order to interpret the data that were gathered from the students, the researcher applied the rating scales of Thiraphat Serirangsan (2005:148) for distinguishing the different opinions of the students.

Average	Level of interpretation
4.51 - 5.00	Strongly Agree
3.51 - 4.50	Agree
2.51 - 3.50	Undecided
1.51 - 2.50	Disagree
1.00 - 1.50	Strongly Disagree

Before it was tried out, the questionnaires were checked by four specialists in order to make necessary adjustments. They were Mrs. Eunice Barbara Novio and Josemari Cordova from Vongchavalitkul University, Ms Lilibeth Lago from Suranaree University of Technology and Jerecho Tavera from Nonthai Khuruupatham School. Then, the questionnaires were translated into Thai version in order to obtain higher response validity. The Cronbach's Alpha was used to weigh and ensure the reliability of the questionnaires which was calculated as .903 (see Table 1 & Table 2). This shows that the results of the finding are reliable and valid (Hair et al., 2007). Next, before the participants began answering the questionnaires, they were informed through an email regarding the aim of the survey and necessary instructions regarding ways to answer the questions, and told them that they do not need to write their names on the questionnaire and that their responses will be kept confidential. After that, the questionnaires were distributed to each faculty and filled out by the participants using Google forms to reach the other students who were not taught by the researcher.

4. Data Analysis

The data obtained from the questionnaires was analyzed and measured using computer software. To determine the participants demographic characteristics, their perceptions on foreign teacher's partial use of student's mother tongue in the English as a foreign language classroom, effects on student's attitude towards learning the language and the student's needs of foreign teacher's partial use of the student's mother tongue in the English as a foreign language classroom, a table of percentage, mean and standard deviation were applied as a tool to indicate the differences. The

results were shown in crosstabs. Other comments and suggestions from the participants were reported and discussed.

Chapter 4

FINDINGS

This chapter presents the research findings following the three main objectives (1) find out the students perceptions on foreign teacher's partial use of student's mother tongue in the English as a foreign language classroom, (2) determine the effects on student's language learning when foreign teacher's partial use of the student's mother tongue was incorporated in English as foreign language classroom, and (3) understand the student's needs of foreign teacher's partial use of the student's mother tongue in English as a foreign language classroom.

4.1 Student's perception of foreign teacher's partial use of student's mother tongue in English as foreign language classroom.

The survey results of student's perception on foreign teacher's partial use of student's mother tongue in teaching English as a foreign language classroom shows that 215 samples agree which is 82.69%. 37 samples which is 14.23% believe that maybe foreign teachers should use partially the student's mother tongue in English as a foreign language classroom and 8 samples disagree which is 3.08% (see Table 2). The reasons that foreign teachers should use partially the student's mother tongue in English as a foreign language classroom are when students cannot understand the meaning of words or phrases; they can communicate easily as they cannot translate some words. Foreign teachers speak too fast to understand, they should speak partial student's mother tongue when they give students assignments. Students cannot try to understand by themselves, they need explanation in their mother tongue. Some students think that foreign teachers should just use a little student's mother tongue in teaching English so that they can practice English. In studying English, practice is needed and students should be in appropriate environment so that they can develop their English. Students have different foundation. If students can comprehend what they listen to, they will understand the content. Most of students are Thai with very little background at English or even no background at all, so they can listen to foreign teachers with difficulty.

Table 2 Amount and percentage of student’s perception on foreign teacher’s partial use of student’s mother tongue in English as foreign language classroom. (n=260)

Question	Amount (Percentage)		
	Agree	Maybe	Disagree
Should the foreign teacher use the student’s mother tongue partially in English as a foreign language classroom?	215 (82.69)	37 (14.23)	8 (3.08)

4.2 The effects on student’s language learning when the foreign teacher’s partial use of student’s mother tongue is incorporated in English as a foreign language classroom.

The samples of this study are 260 students. As can be seen in Table 3, it shows that most of them strongly agree that foreign teachers should use the student’s mother tongue partially in English as foreign language classroom in the aspect of “helping me to comprehend better when the foreign teacher is giving instructions” ($\bar{X}=4.53$, $sd=.59$). They agree in the aspect of “helping me to understand the difficult concept better” ($\bar{X}= 4.48$, $sd=.69$). They are undecided in the aspect of “helping me to understand when I cannot understand English at all” ($\bar{X}= 3.29$, $sd= 1.07$).

Table 3 Amount and percentage of student’s perception on the effects on student’s language learning when foreign teacher’s partial use of student’s mother tongue is incorporated in English in a foreign language classroom. (n=260)

Aspects	Average number of students	Mean	SD	Interpretation
1. It helps me to understand the difficult concepts better	260	3.48	0.69	Agree
2. It helps me to understand the new vocabulary better.	260	4.47	0.65	Agree

3. It helps me to comprehend better when the foreign teacher is giving instructions.	260	4.53	0.59	Strongly agree
4. I feel comfortable if I want to ask some questions or ask for correct pronunciation of the words.	260	4.32	0.77	Agree
5. I feel at ease if I do not know some words in English and my foreign teacher helps me with the meaning of words in context.	260	4.33	0.76	Agree
6. I feel less stress when learning English.	260	4.09	0.94	Agree
7. It helps me to understand when I cannot understand English at all.	260	3.29	1.07	Undecided
8. It motivates me to learn English.	260	4.19	0.82	Agree
9. It helps me to gradually improve my English.	260	4.33	0.69	Agree

4.3 The needs of foreign teacher's partial use of student's mother tongue in English as a foreign language classroom.

According to Table 4, the survey on the needs of foreign teachers partial use of student's mother tongue in the English as a foreign language classroom shows that all of them agree with the aspect of to build rapport with the students ($\bar{X}=4.49$, $sd=.58$), to give instructions ($\bar{X}=4.45$, $sd=.64$), to explain difficult vocabulary words into context ($\bar{X}=4.42$, $sd=.65$), to draw response from the students ($\bar{X}=4.41$, $sd=.61$), to explain complex grammar points ($\bar{X}=4.39$, $sd=.67$), and to practice the use of some idioms, phrases and expressions. ($\bar{X}=4.38$, $sd=.65$).

Table 4 Amount and percentage of student's perception on the needs of foreign teachers partial use of student's mother tongue in English as foreign language classroom (n=260)

Aspects	Average number of students	Mean	SD	Interpretation
1. To draw response from the students.	260	4.41	0.61	Agree
2. To explain difficult vocabulary words into context.	260	4.42	0.65	Agree
3. To explain complex grammar points.	260	4.39	0.67	Agree
4. To practice the use of some idioms, phrases and expressions.	260	4.38	0.65	Agree
5. To give instructions.	260	4.45	0.64	Agree
6. To build rapport with the students	260	4.49	0.58	Agree

In conclusion, most students agreed that the foreign teachers should partially use the student mother tongue in the English as a foreign language classroom. As it was indicated, foreign teacher's partial use of student's mother tongue will help the students comprehend better when the foreign teacher is giving instructions. Moreover, it helps the students understand the new vocabulary better. Lastly, it helps the students who completely do not understand English at all.

Chapter 5

CONCLUSION AND DISCUSSION

This study used the descriptive study. The samples of this study were 260 students of Vongchavalitkul University. The questionnaires with various aspects were used with the samples from November 2016 to February 2017.

Summary of the study

The samples of this study were 260 students. There were 215 females and 45 males. Most samples study in the Faculty of Business Administration major in accountancy and management. They were asked to fill out the questionnaires using Google forms. The results were analyzed in percentage, mean, standard deviation.

Research objectives and findings

The research aimed at answering the three research questions as follows.

1. What are the students' perceptions towards foreign teachers' partial use of the student's mother tongue in the English as a foreign language classroom?

The findings showed that 215 samples which is 82.69% believe that foreign teachers should use student's mother tongue partially in English as foreign language classroom. 37 samples which is 14.23% believe that maybe foreign teachers should use student's mother tongue partially in English as a foreign language classroom and 8 samples which is 3.08% believe that foreign teachers should not use student's mother tongue partially in English as a foreign language classroom. The reasons of using partial student's mother tongue in English as a foreign language classroom are as follows: (1) students cannot understand the meaning because they cannot translate some words by themselves, so using partial student's mother tongue helps them to communicate easily and understand more. Foreign teachers speak too fast for students to understand, students will not try to understand by themselves. Explanation for understanding should be used a little bit, if English only is used more, students will not get anything. English is a subject which needs practice and students should live in the environment that English is used in order to develop their English.,(3) students have different English foundation, it is hard for them to understand each topic. Most students are Thai, so it is difficult for them to understand foreign teachers' accent. This supports the findings of Dujmovic (2007) and Tang (2002) that students demanded student's mother tongue's use in

English as a foreign language classroom due to their poor English foundation and being in the environment where English is rare.

2. What are the effects on student's language learning when foreign teacher's partial use of student's mother tongue is incorporated in English as a foreign language classroom?

The findings showed that most samples which are 152 (1) strongly agree that when foreign teachers incorporated partial use of student's mother tongue in English as a foreign language classroom, it will help the students comprehend better when the foreign teacher is giving instructions ($\bar{X}=4.53$, $sd=.59$), (2) 144 samples agree that it will help them understand the difficult concept better ($\bar{X}=4.48$, $sd=.69$), and (3) 9 samples are undecided that when partial use of student's mother tongue is incorporated in English as a foreign language classroom by the foreign teachers, those who do not understand any English at all will comprehend what is being taught ($\bar{X}=3.29$, $sd=1.07$). This supports the findings of Debrelí & Oyman (2015) that partial use of student's mother tongue could help students comprehend the difficult issues and concepts in English class. Moreover, students would feel less lost, at ease, and comfortable when learning the foreign language.

3. What are the needs of foreign teacher's partial use of student's mother tongue in English as a foreign language classroom?.

The findings showed that the 260 samples agree that foreign teacher's partial use of student's mother tongue is needed in English as a foreign language classroom in the aspects of (1) building rapport with the students ($\bar{X}=4.49$, $sd=.58$), (2) giving instructions ($\bar{X}=4.45$, $sd=.64$), (3) explaining difficult vocabulary words into context ($\bar{X}=4.42$, $sd=.65$), (4) drawing response from the students ($\bar{X}=4.41$, $sd=.61$), (5) explaining complex grammar points ($\bar{X}=4.39$, $sd=.67$), and (6) practicing the use of some idioms, phrases and expressions. ($\bar{X}=4.38$, $sd=.65$). This supports the findings of Jan, Li & Lin (2014) that 76.9% of their participants requested to define the vocabulary items in Chinese. In the findings of Schweers' (1999), it was stated that 86.2% of the respondents agreed to use student's mother tongue for the purpose of explaining difficult concept.

In brief, the findings revealed that the majority of the students agree on foreign teacher's partial use of student's mother tongue in English as a foreign language classroom. It would help them comprehend better when the foreign teacher is giving instructions, understand the difficult concept better, and guide those who do not understand any English at all. Foreign teacher's partial use of student's mother tongue is needed in English as foreign language

classroom to build rapport with the students, give instructions, and explain the difficult vocabulary into contexts.

Discussion

This study revealed that the majority of the students preferred foreign teacher's partial use of student's mother tongue in English as a foreign language classroom which is also found by others (Dujmovic, 2007; Schweers, 1999; Tang, 2002). The reasons were as follows: (1) students cannot understand the meaning because they cannot translate some words by themselves, so using partial student's mother tongue helps them to communicate easily and understand more. Foreign teachers speak too fast for students to understand, students will not try to understand by themselves. Explanation using partial student's mother tongue would be greatly helpful for understanding on the lessons, if English only is used, students will not get anything. As they mentioned, English is a subject which needs practice and students should live in the environment where English is used in order to develop their English, (2) students have different English foundation, it is really hard for them to understand each topic. With regards to the effects on student's language learning when foreign teacher's partial use of student's mother tongue is incorporated in English as a foreign language classroom, the students demanded for partial use of student's mother tongue in the aspect of helping them comprehend better when the foreign teacher is giving instructions, understand the difficult concept better, and help those who do not understand any English at all which is also found in the studies of Debreli & Oyman (2015) and Schweers (1999). With regards to the needs of foreign teacher's partial use of student's mother tongue to build rapport with the students, give instructions, and explain difficult vocabulary into the contexts were also found in the studies of Jan, Li & Lin (2014) and Schweers (1999).

As overall findings of the study are evaluated in relation to the relevant literature, it can be concluded that the new findings with regard to foreign teacher's partial use of student's mother tongue has become apparent, which may give us important suggestions for considering of what students require. Since most of Thai students in our university have poor English foundation and live in an environment where the use of English is very limited, it is worth considering that somehow foreign teachers should know a little bit of student's native language. Such consideration is believed to boost student's attitude towards learning the English language.

Recommendations

The findings of this study may serve as a needs analysis for the specific program and programs of this kind in terms of better understanding student perceptions. Literature often suggests that students' perceptions and expectations should strongly be considered by the relevant people who are directly or indirectly in touch with them during their education (Harmer, 2001). In this sense, specific findings of this study should be considered by policy makers and the teachers. A clear finding of this study is that foreign teacher's partial use of student 's mother tongue is needed by lower level of students, and the majority of the students believe that using student's mother tongue in English as a foreign language classrooms can positively contribute to their English learning. Thus, the English-only policy of foreign teachers, in the researcher's opinion, should be re-examined in terms of the extent to which they consider student needs as well as to re-question their validity. Further research on English teachers' perceptions on foreign teacher's partial use of student's mother tongue in EFL classrooms, and which skills of English are needed for partial use of student's mother tongue would possibly provide more insights about the situation from a wider perspective, which would probably yield to a better examination and re-thinking of the existing policies.

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Appendix A: Reliability Statistics
Question item 2

Case Processing Summary

	N	%
Cases Valid	50	100.0
Excluded(a)	0	.0
Total	50	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

<u>Cronbach's Alpha</u>	<u>N of Items</u>
<u>.903</u>	<u>9</u>

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00007	14.6600	33.249	.727	.890
VAR00008	14.5000	30.459	.776	.884
VAR00009	14.4400	28.619	.883	.874
VAR00010	14.3800	30.812	.796	.883
VAR00011	14.2600	29.135	.876	.875
VAR00012	14.3200	33.569	.466	.908
VAR00013	14.0000	34.980	.383	.912
VAR00014	14.6000	32.816	.675	.892
VAR00015	14.6000	33.755	.530	.902

Appendix B: Reliability Statistics
Question item 3

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded(a)	0	.0
	Total	50	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.925	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00016	8.1200	11.904	.734	.917
VAR00017	7.9600	11.060	.821	.906
VAR00018	8.1000	12.296	.716	.919
VAR00019	7.9600	11.386	.846	.902
VAR00020	8.0200	11.653	.770	.912
VAR00021	8.1400	11.551	.810	.907

2. Why should a foreign teacher need to partially use student's mother tongue in the English in a foreign language classroom?

(1) Strongly agree (2) Agree (3) Undecided (4) Disagree (5) Strongly disagree

<i>Items</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1. It helps me to understand the difficult concepts better.					
2. It helps me to understand the new vocabulary better.					
3. It helps me to comprehend better when the foreign teacher is giving instructions.					
4. I feel comfortable if I want to ask some questions or ask for correct pronunciation of the words.					
5. I feel at ease if I do not know some words in English and my foreign teacher helps me with the meaning of words in context.					
6. I feel less stress when learning English.					
7. It helps me when I do not understand English at all.					
8. It motivates me to learn English.					
9. It helps me to gradually improve my English.					

3. What do you think are the functions of foreign teacher's partial use of student's mother tongue in English in a foreign language classroom?

(1) Strongly agree (2) Agree (3) Undecided (4) Disagree (5) Strongly disagree

<i>Items</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1. To draw response from the students.					
2. To explain difficult vocabulary words into context.					
3. To explain complex grammar points.					
4. To practice the use of some idioms, phrases and expressions.					
5. To give instructions.					
6. To build rapport with the students					

Other comments and suggestions:

ดียิ่งขึ้น					
2. ช่วยให้ฉัน เข้าใจคำศัพท์ใหม่ดี ยิ่งขึ้น					
3. ช่วยให้ฉัน เข้าใจสิ่งที่อาจารย์ กำลังสอนดียิ่งขึ้น					
4. ฉันรู้สึกสบาย ใจที่จะถามอาจารย์ ในการออกเสียงคำ					
5. ฉันรู้สึกสบาย ใจที่จะถาม ความหมายของ คำศัพท์ยาก					
6. ฉันรู้สึกไม่ เครียดเมื่อเรียน ภาษาอังกฤษ					
7. ฉันไม่เข้าใจ ภาษาอังกฤษเลย					
8. ช่วยให้ฉัน อยากเรียน ภาษาอังกฤษ					
9. ช่วยให้ฉัน พัฒนาภาษาอังกฤษ ที่ละน้อย					

3. การที่อาจารย์ชาวต่างชาติพูดภาษาไทยบ้างในการสอนภาษาอังกฤษจะช่วยในประเด็น
ต่อไปนี้ได้

(1) เห็นด้วยอย่างยิ่ง (2) เห็นด้วย (3) ไม่ตัดสินใจ (4) ไม่เห็นด้วย (5) ไม่เห็น
ด้วยอย่างยิ่ง

ประเด็น	1	2	3	4	5
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1. เพื่อที่จะให้ นักศึกษาได้โต้ตอบ					
2. เพื่อที่จะ อธิบายคำศัพท์ยาก ได้					
3. เพื่อที่จะ อธิบายไวยากรณ์ที่ ซับซ้อนได้					
4. เพื่อฝึกการใช้ สำนวน วลีและ ข้อความที่ยากได้					
5. เพื่อให้ คำแนะนำได้					
6. เพื่อสร้างความ เข้าใจที่ดีต่อ นักศึกษา					

คำวิจารณ์และข้อเสนอแนะ

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