

โครงการการศึกษาทิศทางการพัฒนาหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเอง

โดย

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จากการวิเคราะห์ข้อมูลจากการสัมภาษณ์ Associate Professor Dr. Lindsay Miller ผู้เชี่ยวชาญด้านการเรียนรู้ภาษาอังกฤษด้วยตนเองจาก Department of English and Communication, City University of Hong Kong (ตามเอกสารแนบ) ซึ่งเดินทางมาให้คำบรรยาย ณ มหาวิทยาลัยเทคโนโลยีสุรนารีเมื่อวันที่ 4-7 สิงหาคม 2546 ภายใต้งานสนับสนุนของเครือข่ายความร่วมมือภาษาอังกฤษ ทบวงมหาวิทยาลัยนั้น สามารถสรุปประเด็นทิศทางการที่สามารถนำมาใช้พัฒนาปรับปรุงหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเองได้ในประเด็นดังต่อไปนี้

1. ควรมีการขยายงานของหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเองในด้านการผลิตเอกสารประกอบการเรียนรู้ โดยทั้งนี้ควรมีการขยายงานในด้านของกำลังคน คณาจารย์ และรวมการเรียนรู้โดยหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเองเข้าไว้เป็นส่วนหนึ่งของรายวิชาภาษาอังกฤษ
2. ควรจัดให้มีคณะอาจารย์ประจำผู้รับผิดชอบหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเอง โดยนักเป็น ชั่วโมงสอนสัปดาห์ละ 4-5 ชั่วโมงต่อคน
3. ในด้านของการบริหารหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเองโดยเฉพาะคณาจารย์ที่มีหน้าที่รับผิดชอบหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเอง ควรให้นับภาระงานเป็นงานสอนมิใช่งานพิเศษ นอกเหนือจากงานสอนเพื่อพัฒนาเอกสารการเรียนรู้และเพื่อสร้างคุณธรรมและแรงบันดาลใจให้คณาจารย์มีส่วนร่วมในการพัฒนาเอกสารการสอนมากขึ้น
4. ในการแก้ปัญหาด้านแรงจูงใจในการเรียนรู้ภาษาอังกฤษของนักศึกษาควรรวมชั่วโมงปฏิบัติที่หน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเองเข้าเป็นส่วนหนึ่งของรายวิชามิใช่เพียงส่วนเสริมประกอบนอกเวลาเรียน
5. อาจมีการจัดตั้งรายวิชาที่ใช้เอกสารการสอนของหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเองเป็นเอกสารการสอนประจำรายวิชา
6. ควรมีการปรับปรุงสถานที่เพื่อสร้างบรรยากาศในการเรียนรู้โดยจัดคิด โปสเตอร์ภาพยนตร์ต่างประเทศให้มีสีสันมากขึ้น

7. ควรเพิ่มมุมเกมและกิจกรรมส่งเสริมการใช้ภาษาโดยอาจจัดให้มีการประกวดแข่งขันโดยเก็บสถิติ และมีของรางวัลให้ในปลายเทอม โดยอาจเป็นในรูปแบบของคะแนนรายวิชา

8. ควรมีการนำเทคโนโลยีและคอมพิวเตอร์เข้ามาใช้ในหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเองเพื่อการเรียนรู้

9. ควรมีการเพิ่มเครือข่ายคาบเทียบ วารสาร และหนังสืออ่านประกอบนอกเวลาภาษาอังกฤษเพื่อส่งเสริมให้นักศึกษาได้ฝึกทักษะทางภาษาอังกฤษและได้รับความเพลิดเพลินในขณะเดียวกัน อันจะเป็นการพัฒนาทักษะทางภาษาของนักศึกษาได้อีกทางหนึ่ง

นอกจากนี้การสำรวจความคิดเห็นของนักศึกษาต่อการจัดกิจกรรมนอกหลักสูตรของหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเอง (ตามเอกสารแนบ) ทำให้สามารถมองเห็นประเด็นที่สามารถนำมาใช้พัฒนารูปแบบการจัดกิจกรรมนอกหลักสูตรเพื่อการเรียนรู้ภาษาอังกฤษด้วยตนเอง โดยสามารถสรุปเป็นประเด็นต่างๆ ได้ดังนี้

1. การจัดกิจกรรมนอกหลักสูตรทำให้นักศึกษาได้รับความรู้และฝึกฝนทักษะทางภาษาอังกฤษ
2. การใช้เกมเพื่อประกอบการฝึกทักษะนอกหลักสูตรทำให้นักศึกษามีความเพลิดเพลินและได้เรียนรู้
3. นักศึกษาให้ความสนใจและมีความพึงพอใจต่อการจัดนิทรรศการนานาชาติจากประเทศเยอรมัน อังกฤษ และ ซิลี ทำให้ได้ฝึกทักษะโดยใช้ภาษาอังกฤษเป็นสื่อและได้เรียนรู้วัฒนธรรมของชาติต่างๆ ในรูปแบบหลากหลายและสนุกสนาน

ข้อเสนอแนะ

นักศึกษาส่วนใหญ่ (98.90 % ที่ตอบแบบสอบถามที่สุ่มถามนักศึกษาที่มาร่วมกิจกรรม จำนวน 181 คน จากจำนวน 750 คน โดยเป็นนักศึกษาชาย 96 คน และเป็นนักศึกษาหญิง 85 คน) อยากให้จัดกิจกรรมในลักษณะนี้ต่อไป ทั้งนี้การจัดกิจกรรมในลักษณะนี้ส่งเสริมให้นักศึกษามีโอกาสฝึกทักษะโดยได้รับความเพลิดเพลินและได้สร้างปฏิสัมพันธ์กับอาจารย์ผู้สอนนอกห้องเรียนและสร้างเสริมทัศนคติที่ดีต่อการเรียนภาษาอังกฤษด้วยตนเอง

Interview with Dr. Lindsay Miller
Associate Professor
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Dr. Miller visited Suranaree University of Technology on August 4-7, 2003 under the sponsorship of the English Cooperative Research Network from the Ministry of University Affairs.

The interview is in general dealing with two issues. The first issue covers Dr. Miller's academic profile including his involvement with Self Access Language Learning (SALL) as well as the organization and the administration of SALL in Hong Kong and in general. The second issue concerns the theory and practice of SALL.

Interviewer: Could you please tell me briefly about your involvement with SALL? How long have you been in this field, and why are you interested in SALL?

Dr. Miller: That went back quite a long way when I started working in the field of autonomous learning or SALL. We were not using that label back then. But I started working for teachers at the autonomy center in Egypt for three years. It was quite a long time ago. And, I helped develop a teaching resource center for the teachers and the staff to use basically. And, at the same time we were faced with the students who wanted to use some of the resources to come and use it. That was what we were doing then, it was not called a self-access center but it was functioning a little bit like a self-access center. But, it was a small room with a lot of activities. And, I took that idea with me to my other job when I started working on more homework supplementary task sheets that we used to fix students. And, they were very self-access oriented so that the students can do the work when they wanted but they did not have to. This is what I did in Oman, and in Saudi Arabia. And, it began to be more formal when I came to Bangkok, actually worked in Bangkok, and I helped DTEC and planned their self-access room. That was about 14 years ago. I helped them with the set up of the self-access room but I didn't actually develop the room with them. I left before they got the room, before they got the space.

Interviewer: Was that in Bangkok? Was it Chulalongkorn?

Dr. Miller: DTEC, it is for the economic development under the government. So, this is all what in my mind doing this kind of things for the students to help them learn from outside of the classroom context. And, I went to Hong Kong and the

government gave me a special grant to enhance English language education. And, with the goal to just use the money for extra class and extra teaching. But, then suddenly, a few of us had the same idea at the same time that may be we should use the money to develop the self-access. And, because they gave us a lot of money, we were able to start the self-access center and we started at each university at the same time. And, that was how Hong Kong started.

Interviewer: I heard from Dr. Apisak Phupipat that you help him plan the floor plan at Ubolratchathanee University. Can you talk briefly about the project over there?

Dr. Miller: Ok. That was about four years ago when I went to Ubol. And, I did some seminar with the staff. It was similar to what we have been doing here is just to get them used to an idea of autonomy learning and the technology. And then, one of the issues was that they have the huge space to set up the self access center. So, after the seminar, we gave each person at the seminar a large piece of paper and asked what was supposed to be in a self-access center, and we just drew a dream self access center. The question was if we have a lot of money what we would do. And, each person did a different one. It was such a fun pleasure. And afterward, we were walking back, we looked at each other and plans and then together we decided if there was something we could not do immediately because it was too expensive or unrealistic. But, we started taking the ideas, and some of the ideas were similar, of course. So, if it was similar, we thought yes this was definitely what we would do here. So, it was a collaborative effort in the seminar that we have done in the seminar that we planned the self-access center.

Interviewer: When I was in the States, I asked people about the self-access center. Most of my professors over there said that it was just only a fashion like the audio language lab. Then, what would you defend the status of the self-access center?

Dr. Miller: Yes ok, what they might think is that the language lab is very popular in the mid 70s to 80s but after that they did not use it very much because there are the shifts in methodology. The methodology took us the language lab back to the classroom, the CLT language teaching. So, some people think that the self-access is similar to the kind of thing. In fact, they are different, we can't really compare them. The reason the Americans think it is the passive fashion is maybe because they established autonomy in the different way than the European did. In America, the focus is much more on learner's strategies rather than the facilities to develop the strategies. And, both that I think are ok. I don't think we have been talking much

about the strategies these days. And, the American ideas came from Stern's work who did some reports in 1973 something about the learner's strategies and the good language learners. If we can find what a good language learner does, we can then tell the weak language learners to do the same thing, and everyone will be good. So, the Americans expect all of these and the learners' strategies in the classroom. The European perspective is very different for some historical reasons because there were a lot of movements in Europe after the Second World War. And, people speak many languages. People have been moving into other different languages. But, English becomes a dominant language and there was an organization in Europe called the Council of Europe. It was set to give policy to language direction and to education. And, one of the things they had to cope with was an adult learner. In American, there are always been students they look at. In Europe, there are mostly adult learners and also in Australia like immigrants. And, you couldn't say to the adult learners that "Come to class and I will teach you strategies." So, in Europe and Australia, we have to develop the facilities to give a particular control for learners. That is how we got different orientation in Europe and America.

Interviewer: What about in Hong Kong? What do you think is the status of the self-access center in Hong Kong currently?

Dr. Miller: Right now, in Hong Kong the motivation to promote SALL is actually financial, and each university is getting something like one million Hong Kong dollars so probably about five million baht just for this one project, and said "Ok you can do anything with the money." So, to use the money we developed the self-access center. We have a lot of discussions in the meetings with them, we had to convince them why we wanted to do it but it was money driven to begin with. And therefore, we went for the facilities not the approach. If we got the approach, maybe we could start with teachers and integrate it the classroom and

But, that after we get the money maybe in one or two years. And, they did not start anymore. So, we think we may develop the center and the university might be interested in keeping this center going after it has been established. That's what it was. Money-driven self-access center. But, also because we have a number of people who are interested in Hong Kong to get involved with, we found an association call HSALL, the Hong Kong for development. And, that is an informal group of teachers and academic. We had the first meeting, there were eight people there. And, I will just start to talk about the reasons and what we have to do with the money. And then,

we realized we wanted to meet more than once. So, we started to meet and we found the organization. That was about 13 years ago when I went there before the organization. And, it's still going. If you want to have some ideas, we meet and we have a presentation, a discussion or we visits some self-access center, do something new. And, all people contact with each other. And, we organize conferences, we got visitors so it works very well after we started the network that we developed. And, I am the president, the secretary, the whole thing. So, now we have about 50 members of our HSALL, and we probably get 20 members to come to each meeting just to see what is going on.

Interviewer: Is there any possibility that you make it international or it is only for Hong Kong?

Dr. Miller: Yes, that is only for Hong Kong but it's one in Japan that we got a link with JALT. So, they got an independent section, and we got link with them to share information some times but it might be more difficult to countrywide because in the city we can contact with each other easily and have a meeting in the evening. But, the countrywide, we got a bit more of problems and so there is nothing we can do.

Maybe, we can do it but there is a problem of

And, Bangkok, and set up a small group in each of the area which will function in the similar way. And, if you start it, maybe you can link with Hong Kong Association and start sharing stuff. If you want more information about it, just ask me how to get contact with the people in Hong Kong.

Interviewer: So, SALL is something that is still famous in Hong Kong?

Dr. Miller: Oh, huge. It's famous because we started establish it in the university and now all of the universities got self-access centers not as big as this one usually but we got it. The department of education invested it. And, it is in the secondary schools and the primary schools. So, it is big still.

Interviewer: Is it in only the public universities?

Dr. Miller: All the universities in Hong Kong are public? So, any of us can visit any centers there. But, there is a problem. The states and we got the self-access center so we cannot allow you to just walk in to the self-access center. We have to restrict it only for our students. And, because we got 17,000 students, and with a small center, it is not as big as this room, so we can't let everybody to come to our center. But for example, university of science and technology has a self-access center and they got some access so everybody from outside can go to that center and use it as well.

Interviewer: Speaking of the facility, could you tell us the overview picture of the self-access center over there?

Dr. Miller: There are a lot of different things happening in different self-access center. In fact, the best thing for somebody to do, if interested, is just go there and visit Hong Kong. If it is just for two or three days, we had quite government visitations taking places, and we spent three days visiting the main self-access center so that we can explore different ideas.

Interviewer: Would it be difficult to arrange a visit, if I contact you?

Dr. Miller: No, people do contact me. If I ... to different people to contact because it is sometime difficult for people to know the schedule of all the universities. But, sure it is easy to organize it.

Interviewer: In term of management, how do you manage the self-access center, and who take control of the center, which department?

Dr. Miller: Usually, it is the English language center so in my university we have an English language center under the English Language Education Department. And, English center deals with first year students' proficiency. Mostly, they try to help students improve their proficiency. For the rest of their study, the English department will do ESP courses. So, we don't actually deal with the self-access center much. And, most of us are in ELC language center that will manage the self-access center. But the women who stay there is different so for example in my City University, we only have somebody responsible not the teachers responsible for self-access and she is as good as the teacher. She has MATESL (Master of Arts in Teaching English as a Second Language). She will get three hours for the teaching duties and self-access management. But for the Technical University, they have full time manager and his job is only to manage the self-access center. They have dedicating staff who will be – in the self-access center.

Interviewer: What about the operating hours for the center?

Dr. Miller: It's pretty flexible. And, we open it as long as you let it open usually. The center opens seven days a week starting 9 am in the morning to 9 pm in the evening.

Interviewer: How many staff do you have at the self-access center?

Dr. Miller: I'm not quite sure about that because I'm not directly involved with the management. But, we have a full-time lady works there until 5pm and there are students taking care of the evening. We also have the information center as you have

here and we have the staff's schedule to be in the self-access center as advisors. So, we always have advisors in the self-access center. There is a small room that the students can go and get advices.

Interviewer: You said that the center is pretty big, do you receive any kind of pressure from the administrator or the expectation of the university?

Dr. Miller: I think if you have to write a report to the administration, and make sure you write a report and reflect about the self-access center. And, even if the administrators did not ask you about the self-access center directly, I think you have to get to do it, or do the six month report or a yearly report on activities in the self-access center to make sure that those people know that it is being used a lot. But, also one of the problems I have in one.. to make them impressive, to make it looks nice. Like here at SUT, there are a lot of students and it's wonderful and just I said you know 50 students use a self-access center a day. You don't have to tell anybody more than that. It might be also good to have an interview with the students and getting their comments about what they are doing here. And, you can put that in the report as well so you could reflects on the comments of the students. I think that is more powerful especially for the management so they can see the number and say ok, that is fine, everyone is using it. And also see comments of the students of what they like to do in the self-access center, and what kind of activities they do in there. The comments make the report more powerful. People are having problems with the qualitative reports so you have to give them that stuff.

If you keep collecting data as what you are doing here, you can turn it into the project for your staff, make your staff reports on it. It's the start that a project can go.

Interviewer: That is close to a project I have in my mind to evaluate student's achievement in terms of increasing their language proficiency using the self-access center. I did not know which way should I go. Is there any suggestion?

Dr. Miller: To evaluate the center. You can ask the students to check their performance.

Interviewer: Do you mean using portfolio?

Dr. Miller: There are two things check their performance on a task and see if there is any improvement, for example, identify the area, let's say vocabulary, ok, every two weeks, you will do a minute test to see if they're improving. That's one way to do it. Or you can get them to start developing portfolio which in anyway it does not have to be tested. You can reflects on a diary, intonation, or just keep a log of what they are

doing. There are a lots of different things to put in the portfolio, and portfolio becomes very interesting to look at?

Interviewer: At KMUTT, they use a portfolio, but they used it with the students in humanity but here the group of students is different because they are in the science and technology so maybe we have problems with motivation. Is there anything to do with the motivation.

Dr. Miller: A weak link...

You got to direct them. If you start a portfolio in class and you design it. You can also talk to the students themselves what they want to do for the portfolio, and let them decide what they want to do themselves. And then, after the semester, they developed the portfolio and they get some kinds of credit for doing it. Particularly, the teachers have to look at all the portfolio and then you can say 5 percent or 10 percent is based on the portfolio of the students' work. And, it is up to the students to decide what they can get for the 10 percent.

Interviewer: Actually, we don't have a portfolio but we have a workbook and we ask the staff to stamp every time that students use the ELRU, and we asked them to do it 15 times. Does that count as portfolio?

Dr. Miller: That's basically a portfolio as well, actually.

Interviewer: Maybe, we didn't establish a stronger link between the classroom and the ELRU. Here, we do it as an extra curricular activity. If the students want to earn their 5 percent, they have to do the ELRU. Or, maybe we should find something to link this with the classroom.

Dr. Miller: I saw at Chulalongkorn University many years ago when I visited their self-access center, and so much of them are materials for special courses like you, and they put them in the boxes at the self-access center, and they tell the students that you must go there next week, and do one of the worksheets, and that all the engineering students will do it. So, it has very strong link with the classroom work. Although, it's important for them to do it, when they're there they might see a television and might watch it for 10 minutes and do the assignment. And, that might get them to the environment and used to it.

Interviewer: But, speaking of the self-access material developer, how do you cope with the time, the budget and personnel constraints?

Dr. Miller: For the material development, you could think in terms of key, even the decorative style, hire people to work in the self-access center and the job is to develop

a material. So, it's a real job. It's not an extra shore of the teachers. Or, you get a group of teachers, and you given them credits for working at the self-access center. For example, you teach 10 hours a week, you say ok you teach 8 hours and you get officially 2 hours in the self-access center. And, in 2 hours probably you cannot do very much. You can do the preparation for teaching and marking papers. Basically, start working on duty at the self-access center, and part of the duty could be to help with the material development and I don't think it works if you have to work on the adhoc basis. Just let them start to come in here because then it is not fair actually for some staff to be working more at the self-access center. And, also you'll get a problem if suddenly somebody get sick or leave the university...

So, if you have the good self-access center like this one, for me I would plan to have some staff comes into it in some way if we cannot have someone to be here all the time. But, take one hour here and one hour there from the timetable and if you get resources, try to get the full-time position in the self-access center.

Theory and Practice

Interviewer: So, we now will switch to theory and practice. As far as theory and practice are concerned, how do you see the self-access learning center differ from other ordinary library?

Dr. Miller: Ordinary library? The library is in fact self-access center in a way. But the thing is the language self-access center should be a better management in terms of allowing students to

In the library, all the students can do are basically borrowing books or watch the videos or something but they got no support for doing things to motivate themselves. In the self-access center, the motivation should go with the materials and the checking that you said should go with the materials at the self-access center. So, that is one of the fundamental differences. The self-access center has a modified structure in terms of guiding the learners through materials but some time you will see a self-access center as a part of the library, and some people have seen it the same way as the library basically. But, you just leave the materials there and let them freely access it basically. Also, the library is not trained for language education, they are trained for organizing books and that kind of information system but for the kind of work at ELRU, you need people who are educated and also you need the nice area in the self-access center and you need space like this if you start doing game evenings that people could play for fun. With this space you can do it a lot more easily.

Interviewer: In a specific context like SUT where students are science and technology students and they lack motivation to learn English, what would be your suggestions to motivate students who have to learn because they are forced to learn? And also, these students lack motivation to study in the classroom, they think English is an obligatory course that they have to pass. That is one major problem that we are having here.

Dr. Miller: There is no magic solution to it. But I see you get many of the students here so that means you have got the solution already. And, the courses here are doing a lot of EAP (English for Academic Purposes, interviewer) courses, not general English but for academic purposes. And, you got students who are doing a specific degree like engineering and computer science. Then, you really need some ESP (English for Specific Purposes, interviewer) work. Because they can look at the book in English for the terminology and ...

And, maybe interact with some foreigners somewhere on campus. So, the general English is very important to bring up to certain level. And, they begin to function but ESP is equally important as well. And, in some way you could consider putting ESP materials into your self-access center. So, you do it with the general English in the classroom and then direct the students to study their own discipline, their own subject. Tell the students to go take a look at the material of the self-access center because they can find out more at the self-access center, and that would be a little for it, I think, for the general and specific English. That's...

If you do general English in class and general English here, and it's easy to do with the general English. Then, you have ... with the motivation, then. In a self-access center like this, I think you could have tried to find the fun elements for the students, more posters, more competition, more games, fun evening, a karaoke evening. You probably do some of these things already, and get a foreign teacher to come in once in a while to do these kinds of thing and advertise it. Tell people all the times what's happening. If you get activities going on here, you get all the students taking pictures and send it off to your administrators. The more you publicize it, the more it become official, and the more ...

It should not be hard work all the times. It should be fun and enjoyable and also games. You take away all the table to play some kinds of games to get them more excited.

Interviewer: I saw your video clip from the City University of Hong Kong. Did the students have any problem on changing their role from the passive learners to become active learners in the classroom?

Dr. Miller: Yes, it is. It's the problems for the teachers. They talk about the problems. I think the problems some time stand for the methodology the teacher used because most of the teachers still use of the traditional methods in the English class. I went to one of the English classes. The students in class were sitting in a role and the teacher was in front. And, I went to the science class, they were learning in group around the desk. They were all talking with each other. The interaction is a lot compared to the English class. So, I think the problem is not so much the students but it is the methodology that the teachers use to teach the students. If the teachers change the methodology a little bit, they probably get the students more involved with the lessons and make them more active. But, it is a big job. It is not something easily done. But again, do it slowly step by step.

Interviewer: At ELRU, we divide the activity into four sections using four different colors, what about in Hong Kong?

Dr. Miller: In Hong Kong, they design about the same format like you got here. So, they divided it into sections and you have the noisy section at the entrance and the quiet section inside because you do not want it to be the other way. You want the noisy outside, and the quiet inside, usually that's the plan. It is like what you got here in a way. And, it again depends on the university and the kind of funding. Different universities in Hong Kong have different section and facilities depend on the money basically, and the staff they have. But, the one thing in Hong Kong is the technology. It's a huge technology in the university and in the self-access center.

Interviewer: The last question is, is there any reading that you would recommend on establishing the self-access center?

Dr. Miller: See Philip Benson, he is an assistant professor in the English Centre at the University of Hong Kong. You can go to the University of Hong Kong website at <http://ec.hku.hk>., and he got a link there to an extensive bibliography on self-access.

Interviewer: Thank you very much, Dr. Miller. We hope you come back to visit us again at SUT or maybe we can go and visit you in Hong Kong.

Brief Resume

Dr. Lindsay Miller:

My research interests are mainly in the areas of self-access language learning, academic listening, and teacher education. My publications include: *Directions in Self-Access Language Learning* (Hong Kong University Press, with David Gardner); *Tasks for Independent Language Learning* (TESOL Publications, with David Gardner); *Establishing Self-Access from Theory to Practice* (CUP, with David Gardner) and *New Ways in Teaching Listening* (TESOL Publications, with David Nunan). At CityU I teach methodology courses to BA and MA TESL students. I am interested in linking the concepts of learner centredness and appropriate methodologies for teaching in different contexts.

(Source: <http://www.cityu.edu.hk/en/staff/lindsay/page2.html>)

Interviewer: Jitpanat Suwanthep, Ph.D., an English instructor at the School of English and the curator of the English Language Resource Unit (ELRU) at Suranaree University of Technology.

**ตารางสรุปผลการสำรวจความคิดเห็นของนักศึกษาต่อการจัดกิจกรรมนอกหลักสูตร
ของหน่วยการเรียนรู้ภาษาอังกฤษด้วยตนเอง**

ชื่องาน: งานกิจกรรม Back to School: Introduction to Western Culture
วัน-เวลา-สถานที่: วันศุกร์ที่ 26 กันยายน 2546 เวลา 12.30 น. — 16.30 น. ณ ลานด้านหน้าและด้านใน ELRU
แหล่งข้อมูล: แบบสอบถามที่สุ่มถามนักศึกษาที่มาร่วมกิจกรรม จำนวน 181 คน จากจำนวน 750 คน
(ชาย 96 คน และเป็นหญิง 85 คน)

1. ความคิดเห็นของนักศึกษาต่อความเหมาะสมในการจัดกิจกรรม

กิจกรรม	ความเหมาะสม			
	เหมาะสมดี	เหมาะสม	ควรปรับปรุง	รวม
1.1 เกม ,การแสดงผล,และการจัดกิจกรรมภายในงาน	37.57%	60.77%	*1.66%	100%
1.2 ของรางวัล	27.62%	69.61%	2.77%	100%
1.3 อาหารและเครื่องดื่ม	37.02%	61.32%	1.66%	100%
1.4 วันและเวลาจัดกิจกรรม	25.41%	63.54%	*11.05%	100%

จากตารางที่ 1 นักศึกษามากกว่า 60% แสดงความคิดเห็นว่า เกม, การแสดงผล, การจัดกิจกรรมภายในงาน, ของรางวัล, อาหารและเครื่องดื่ม, วันและเวลาจัดกิจกรรมมีความเหมาะสม ทั้งนี้ นักศึกษาประมาณ 25 – 38 % คิดว่ากิจกรรมต่างๆมีความเหมาะสมดีมาก ทั้งนี้ นักศึกษาบางส่วนได้ให้ข้อเสนอแนะเพื่อปรับปรุงกิจกรรมการพัฒนาทักษะ การฟัง การพูดภาษาอังกฤษในครั้งต่อไป ในเรื่องของสถานที่จัดงานให้มีความกว้างขวางขึ้น และเพิ่มจำนวนเกมให้มากขึ้น รวมทั้งเพิ่มจำนวนของรางวัลให้เพียงพอต่อนักศึกษาจำนวนมาก สำหรับวันและเวลาจัดกิจกรรมควรจัดงานวันเสาร์หรือวันอาทิตย์ และจัดงานในตอนเช้าและควรจัดงานให้นานขึ้นกว่านี้ เช่น 1 วันเต็ม

2. ความคิดเห็นของนักศึกษาต่อผู้ให้บริการ

ลักษณะนิสัยของผู้ให้บริการ (Staff)	จำนวน
- สุภาพ	18.30%
- เรียบร้อย	13.48%
- เป็นกันเอง	25.28%
- คุยสนุก	14.04%
- สนุกสนาน	19.94%
- น่ารัก	6.74%
- น่าเบื่อ	1.40%
- ไม่ชอบเลย	0.55%
- อื่นๆ (Staff มีน้อยไป)	0.27%
รวม	100%

3. สิ่งที่นักศึกษาได้รับจากการจัดกิจกรรม

ความคิดเห็น	ได้รับมาก	ได้รับ	ไม่ได้รับเลย	รวม
3.1 ความรู้และทักษะทางด้านภาษาอังกฤษ	25.41%	74.59%	0%	100%
3.2 ความสุขและความสนุกสนาน	27.08%	71.82%	1.10%	100%

4. ความพึงพอใจของนักศึกษาในส่วนต่างๆของงาน

ส่วนประกอบของงาน	จำนวน
4.1 เกม	29.04%
4.2 ภาพยนตร์	8.68%
4.3 คาราโอเกะ	3.29%
4.4 กิจกรรมภายในELRU**	41.32%
4.5 อาหารและเครื่องดื่ม	17.67%
รวม	100%

นักศึกษาจำนวนมากกว่า 41 % แสดงความพึงพอใจต่อกิจกรรมภายใน ELRU ซึ่งได้แก่

- นิทรรศการนานาชาติ จากประเทศเยอรมัน ประเทศอังกฤษและประเทศชิลี
- การเต้น Folkdance จากประเทศเยอรมัน
- การฉายภาพยนตร์
- การประกวดร้องเพลงคาราโอเกะ

5. แหล่งข่าวประชาสัมพันธ์ที่นักศึกษาทราบเกี่ยวกับการจัดงาน

แหล่งข่าว	จำนวน
5.1 อินเทอร์เน็ต	1.79%
5.2 บอร์ดหน้าหอพัก	11.08%
5.3 บอร์ดหน้าห้องเรียน	3.97%
5.4 ข่าว มทส.	3.97%
5.5 ELRU	28.37%
5.6 อาจารย์ผู้สอนวิชาภาษาอังกฤษ	35.36%
5.7 เพื่อน	15.00%
5.8 อื่นๆ (Staff ELRU)	0.35%
รวม	100%

6. ความคาดหวังในการที่นักศึกษาจะเข้าร่วมกิจกรรมในครั้งต่อไป

ความคาดหวังในการเข้าร่วมกิจกรรมในครั้งต่อไป	จำนวน
6.1 เข้าร่วม	98.90%
6.2 ไม่เข้าร่วม	1.10%
รวม	100%

ข้อสรุป

เนื่องจากการจัดงาน Back to School ได้รับการตอบรับจากนักศึกษาเป็นอย่างดีเกินเป้าหมาย จากแบบสอบถามและการสังเกตการณ์ นักศึกษาส่วนใหญ่ได้รับความรู้ แรงบันดาลใจ โอกาสที่จะสนทนา แลกเปลี่ยนความรู้ความคิดเห็น ทักษะคิดเป็นภาษาอังกฤษ และมีความสุขจากการที่ได้เข้าร่วมกิจกรรมในครั้งนี้ นักศึกษาได้แสดงออกกับกิจกรรมต่างๆ อาทิ เล่นเกม ประกวดร้องเพลงภาษาอังกฤษ ฝึกเดินร่ำพื้นเมืองประเทศ เยอรมัน และ ร่วมทำกิจกรรมกับอาจารย์ชาวต่างประเทศ การจัดกิจกรรมในครั้งนี้ได้ส่งเสริมให้นักศึกษามี ปฏิสัมพันธ์กับอาจารย์ผู้สอนนอกห้องเรียน การจัดกิจกรรมประเภทนี้จึงเป็นส่วนสำคัญที่จะตอบสนองนโยบาย ของมหาวิทยาลัยในการในการเสริมสร้างให้นักศึกษามีความสุขในการเรียนและการใช้ชีวิตในมหาวิทยาลัยแห่งนี้

อ.ดร.จิตพนัส สุวรรณเทพ
นางสาวอิสรिया ปิ่นตบแต่ง
ผู้รายงาน