FACTORS INFLUENCING ENGLISH LEARNING MANAGEMENT MODEL USING THE PEER INTERACTION VIA COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

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ABSTRACT

The purpose of this study was to find out the factors that influence English learning management model using the peer interaction via computer assisted language learning (CALL) for primary school students in Thailand. The research was focused in particular on the primary schools in Phetchaburi province, Thailand. The objectives of the research included the following; (1) to conduct document analysis regarding the learning English model using the peer interaction via CALL, and (2) to interview the experts concerning in English teaching, and in CALL towards the learning English model using the peer interaction via CALL. The samples comprised of 1) an English lecturer who is responsible for lecturing English teaching methodology in Phetchaburi Rajabhat University, 2) Head of English program who is responsible in conducting learning and teaching English in Wat Don Kai Tia School, 3) an educational supervisor who is responsible for supervise English teachers in Primary Educational Service Area Office, Area 1 Phetchaburi province, 4) a lecturer who is responsible in lecturing using CALL in a classroom in Phetchaburi Rajabhat University, and 5) related research documents and papers. The data mostly drew upon the literary reviews of research papers and documents regarding the factors that influence learning English model using the peer interaction via CALL. The findings show that the six main factors which influence significantly learning English model using the peer interaction via CALL are as follows: (1) School readiness in technology equipment preparation, (2) Teachers’ understanding in using the learning English model using the peer interaction via CALL, (3) Students’ interesting towards the learning English model using the peer interaction via CALL, (4) Interesting of the learning English model using the peer interaction via CALL, (5) Regularity in teachers’ using the learning English model using the peer interaction via CALL, and (6) Completeness of content shown in the learning English model using the peer interaction via CALL.

Field of Research: Learning English, Teaching English, Peer learning, Interaction learning, CALL, Thailand

1. Introduction

One of the most important factors in English learning management in Thailand is a teacher. Unfortunately, most English teachers is the main problem of the educational problem in Thailand. Department of Curriculum and Instruction Development, Thailand said 65% of English teachers who teach in primary schools are not graduated in English teaching. To learn English in a classroom, a teacher must be a good model in every skills of using English. Besides, a teacher must have techniques in teaching for making an interested English classroom for students. The impact of these problems is students’ ability in English. National Institute of Education Testing Service (NIETS),(2010) has reviewed that the percentage of Ordinary National Education Testing (O-NET) score in grade 6 was 20.99, 16.19 in the secondary school, and 16.19 in high school. All of these three levels were much lower than the standard criterion. Learning English by using the peer interaction via Computer...
Assisted Language Learning (CALL) was created to solve the problem shown above. Witiprode P, (2009) said CALL could help students get more understanding in learning grammatical rules and also maintained students’ pronunciation. Luedkratok S. (2010), Apiwattanawan P. (2010), and Amornsintavee S. (2010), did the research in using CALL in primary schools. The main purpose of the research was to develop students’ pronunciation and understanding in grammatical rules. The result has shown that most students has more score in achievement test after they learned with CALL.

Learning Management in educational places in Thailand concerns with many factors, such as policies, human resources, facilities, visions of the executive board, teachers, students, etc. However, English learning management model using the peer interaction via computer assisted language learning (CALL) may have more factors influenced.

2. The Purpose of the Study

The main purpose of this study was to find out the factors that influence learning English model using the peer interaction via computer assisted language learning (CALL) for primary school students in Thailand.

3. Research Objectives

The objectives of the research included the following:

1. To conduct document analysis regarding the learning English model using the peer interaction via CALL
2. To interview the experts concerning in English teaching, and in CALL towards the learning English model using the peer interaction via CALL.

4. Methodology

Samples and data collection method

The samples comprised of:

1. An English lecturer who is responsible for lecturing English teaching methodology in Phetchaburi Rajabhat University
2. A head of English program who is responsible in conducting learning and teaching English in Wat Don Kai Tia School.
3. An educational supervisor who is responsible for supervise English teachers in Primary Educational Service Area Office, Area 1 Phetchaburi province
4. A lecturer who is responsible in lecturing using CALL in a classroom in Phetchaburi Rajabhat University
5. Related research documents and papers

The data from no.1 – 4 was collected by using the questionnaire. The data in no.5 was collected by drawing upon the literary reviews of research papers and documents.
5. Instrumentation

Steps in developing the questionnaire were as following:

1. Study the way to develop the questionnaire following Likert’s style
2. Develop the draft of a questionnaire
3. The draft was reviewed by 3 experts
4. Develop the draft to be the perfect on following the experts advices
5. Use the questionnaire with the target persons
6. Determine the collected data

6. Findings

The findings show that the six main factors which influence significantly learning English model using the peer interaction via CALL are as follows:

1. School readiness in technology equipment preparation (8%)
2. Teachers’ understanding in using the learning English model using the peer interaction via CALL (28%)
3. Students’ interesting towards the learning English model using the peer interaction via CALL (12%)
4. Interesting of the learning English model using the peer interaction via CALL (18%)
5. Regularity in teachers’ using the learning English model using the peer interaction via CALL (24%)
6. Completeness of content shown in the learning English model using the peer interaction via CALL (10%)
4. Interesting of the learning English model using the peer interaction via CALL (18%)
5. Regularity in teachers’ using the learning English model using the peer interaction via CALL (24%)
6. Completeness of content shown in the learning English model using the peer interaction via CALL (10%)

7. Conclusion and future recommendation

English learning management model using the peer interaction via computer assisted language learning (CALL) was created to solve the problem regarding the quality of teachers’ teaching ability. However, to use this model successfully in a school depends on many factors. So the finding of this research has shown the real needed factors that need to be considered seriously by those may concern. By the way, the recommendation for the future research to find the result of using this model in schools which are different in these factors.

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References


