English Native Lecturers' Perspectives and Concerns in Teaching the English Speaking 1 Course at RMUTL Tak Campus

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English is a compulsory course in Thailand's education system and is considered a vital skill worthy of continued investigation. English language speaking is a particularly important communication skill in Thailand and is widely used in many essential areas. Despite this, many Thai students are incapable of accurately and appropriately using English in daily life. This study therefore aims to investigate the teaching approach adopted for the English Speaking 1 course (ES1) at the Rajamagala University of Technology Lanna Tak campus (RMUTL). The lecturers' perceptions of the English for International Communication students' (EIC) performances in ES1 will also be examined through two data-collection instruments: a questionnaire survey to identify lecturers' perceptions and concerns, and in-depth interviews conducted with lecturers of the ES1 course. The study features a mixed-method research design, with quantitative data analysis conducted through factor analysis and qualitative data through content analysis. Findings have shown that lecturers' views on EIC students in the ES1 course were divided into three factors: mediation provided in ES1, insufficient provisions in ES1 and students' self-efficacy in ES1. Regarding mediation provided in ES1, lecturers were more concerned about finding appropriate activities than about creating effective classroom environments. For insufficient provisions in ES1, lecturers reported aversions to traditional grammar-focused teaching approaches, although they did try to cater for students' needs to practice English pronunciation. Students' self-efficacy levels were also confirmed by lecturers, with reports of shyness and fear of making mistakes in the ES1 course.

Key words: *English speaking, perception, concern, mediation, self-efficacy.*

Introduction

English is the most widely studied language in Thailand, with few other foreign languages (including French and German) taught in primary and secondary schools (Punthumasen, 2007). The MOE understands the importance of English as a tool for worldwide communication and economic strength, thus substantiating the past two decades' revisions of the English curriculum (Ministry of Education 1991). English as a foreign language (EFL) has been implemented in schools at every level through various curriculum changes and under varying policies. Regardless of which curriculum is employed, however, Thai students continue to struggle with the English language.

According to Wiriyachitra (2001), the Office of Educational Testing of Department of Curriculum and Instruction in the MOE conducted a national survey during 1997 and 1998. The results of this study indicated that Thai students had unsatisfactory proficiency across the four English skills of writing, reading, listening and speaking. In a more recent study, Bolton (2008) points out that "based on the two international standardised tests, TOEFL (Test of English as a Foreign Language) and TOEIC (Test of English for International Communication), Thai test takers' scores were significantly low compared to those of Southeast Asian countries" (Bolton 2008, p.26).

These surveys provide factual evidence of Thai students' low proficiency in using the English language. Khamkhien (2010) also notes that the development of English skills for Thai students still focuses on learning grammar rather than practical speech. To address this, Thailand's English National Economic and Social Development Plan (1997–2002) states the goal for Thai students to develop effective English communication skills. The Ministry of University Affairs proposed the policy and implementation framework for teaching and learning the English language by "encouraging every student to study English," and stating that "they [the students] should have the capacity to communicate in English effectively" (Wongsothorn 1999). Moreover, two goals for learning language in higher education from 1996 to 2005 are related to using English: first, to increase undergraduate students' capabilities of communicating in English, and second, to establish and maintain communicative purposes both in schools and in the workforce (Ministry of University Affairs 1995).

According to the MOE (2001) report, "new graduates at each level were not sufficiently proficient in English" (p.3). This continual problem is also noted in the Bangkok Post, Thailand's leading English newspaper, which stated that only 1-2% of Thai public high school graduates can communicate well in English (Bangkok Post, 29 July, 1999). Moreover, Wiriyachitra's study (2001) supports the view that the English language capacity of Thai high school students is significantly below average among Southeast Asian countries.

Additionally, the Basic Education Curriculum A.D. (2001), which was implemented in 2005, states that "Foreign language learning, especially in the English language, fails to build up competencies in using language for communication and seeking knowledge from various and extensive resource centres in the Information Age" (Department of Curriculum and Instruction Development 2001, p.9). These claims all support the view that the revised curriculum and EFL teaching encouraged by the MOE has failed to promote Thai students' proficiencies in English language skills. Consequently, teaching English in Thailand is still considered a problematic issue in need of reform.

Research into the EFL classroom in Thailand has resulted in a small number of publications. According to PASAA, the majority of these publications regard cultural issues faced in Thai schools, as well as testing and evaluation. The studies about classroom interaction and actual practices of CLT, however, are limited. This lack of information about the problems facing English language teaching in Thailand led the present study to address this gap in the literature. The study therefore aims to investigate the English native lecturer's perspectives and concerns in teaching the English Speaking I course (ES1) at RMUTL Tak campus.

Literature Review

In this era of globalisation, the English language functions increasingly as an international language due to its wide and remarkable usage by many individuals worldwide. Boonkit (2010) reports that among the four major language skills, speaking is considered the most necessary for effective communication in English, especially when speakers are not using their mother tongue.

Effective oral communication creates many benefits for speakers: effective speaking, for example, can lead to successful speaking presentations, job training activities, job interviews and many other business ventures (Osborn, Osborn & Osborn 2008). The demand for competent English users in Asia is growing rapidly, and teaching and learning English speaking should therefore be considered the most important skill set in effective communication, particularly by Teaching English to Speakers of Other Languages (TESOL). Khamkhien (2010) supports the premise that teaching and learning English speaking is a critical objective in order to meet the requirements of national and international demands for English speaking skills in Thailand.

Teaching and learning English speaking in the Thai context

English is the number one foreign language in Thailand and is regarded as an essential communicative tool throughout the country in terms of education, career advancement, international trade, tourism, the medical field and even entertainment. As the demand for

English communication increases both nationally and internationally, a number of Thai organisations have set out to develop Thai learners' English speaking abilities. A survey conducted between 1997 and 1998 by the Office of Educational Testing in the Department of Curriculum and Instruction revealed that Thai learners had unsatisfactory English language skills, particularly in speaking, when being evaluated against national benchmarks during the survey period (Wiriyachitra 2001). More recent studies (Bunnag 2005; Bolton 2008) report that the Thai candidates' scores on two international standardised tests, the Test of English as a Foreign Language (TOEFL) and the Test of English for International Communication (TOEIC) were ranked sixth, while the Singaporean candidates were ranked first (Office of the Education Council 2007). This clearly depicts the extent to which Thailand's English skills are lacking, and the subsequent urgency to improve teaching and learning English speaking for Thai learners.

The importance of English speaking in Thailand

English is a compulsory course in the Thai education system and the significance of English learning and teaching is worthy of further investigation (Office of the Education Council 2006). A number of researchers indicate the importance of English speaking skills for Thai learners: Ang Wattanakul (cited in Luangsaengthong 2002) observes that among the four English language skills, speaking is the most important as it enables individuals to communicate on a daily basis. Similarly, Luangsaengthong posits that the acquisition of speaking skills should hold a vital position in the Thai curriculum (Luangsaengthong 2002). Luangsaengthong (2002) also notes that speaking is an important communication skill in Thailand and is widely used in many essential areas. As previously mentioned, however, many Thai students are not yet capable of using English accurately or appropriately for communication in their daily lives.

Prasongporn (2004) suggests that speaking skills are a major tool successful communication in business and in everyday life. Moreover, she believes that speaking skills can enhance the speaker's ability to learn writing and reading. Luoma (2004) supports these views, noting that "the ability to speak in a foreign language is at the centre of what it means to be able to use a foreign language" (Luoma 2004). Many Thai students fail to meet workplace standards required for English speaking, however, leading to issues in employment for recent school and university graduates (Wiriyachitra 2001). Wiriyachitra (2002) reports that during a seminar organised by the Chulalongkorn University Institute, delegates of 200 businessmen from 100 different enterprises expressed a consensus of their dissatisfaction with Thai university students' spoken English, claiming that students were unable to use English for effective communication. It is clear from these previous studies that although English has been a compulsory subject in Thai schooling for many years, students remain incapable of effective English communication, particularly speaking (Wiriyachitra 2001). This study

therefore aims to investigate the teaching approach adopted for the English Speaking 1 course (ES1) at the Rajamagala University of Technology Lanna Tak campus (RMUTL) as well as the lecturers' perceptions of students undertaking the course.

Model of the speaking process (SPTES)

The below model of the Speaking Process for Thai EIC students (SPTES) was constructed specifically for this study. SPTES consists of three parts which respectively address external factors, internal factors and three stages of processing. All parts are deemed to be involved in the process of English speaking required for EIC students in the ES1 course at RMUTL Tak campus.

Figure 1. The model of SPTES
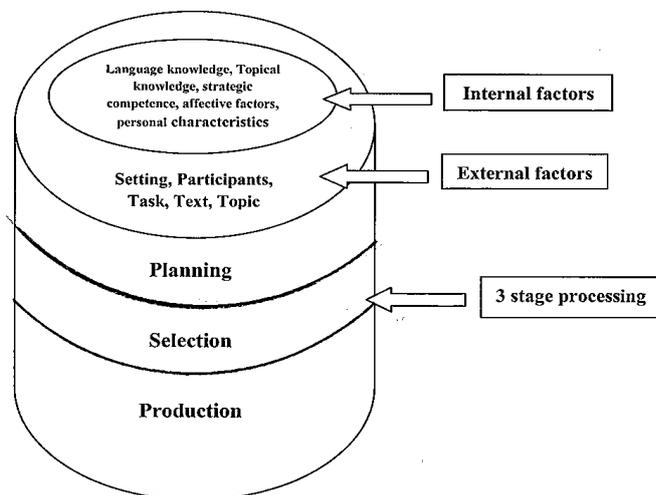
The SPTES was based on the three models by Bachman and Plamer (1996), Bygates (1987), and TOEFL (Luoma 2004). According to the SPTES model, speaking begins with internal factors that are motivated by EIC students' perceptions and influenced by both external factors and three-stage processing. The main internal operations of language proficiency take place in working memory, which facilitates interactions between five internal factors including topical knowledge; personal characteristics; strategic competence; affective factors, and three-stage processing. These interactions result in language that is reflected in the students' verbal expressions and choice of spoken words.

The SPTES model is used as the conceptual framework for the guided research design of the student questionnaire survey. Through analysing the various factors identified in the SPTES model with investigations into EIC students' views on their affected learning, conclusions can be drawn about elements that detract from English speaking skills within the ES1 course.

Research Question

The research question to be addressed in this study is: What are the concerns and perspectives of English native lecturers in teaching the English Speaking 1 course (ES1) at the RMUTL Tak campus?

Methodology

Study participants consist of 2 native English-speaking lecturers who previously taught the English Speaking 1 course (ES1) for the English for International Communication major within the Faculty of Business Administration and Liberal Arts at RMUTL Tak campus.

Research Instruments

Lecturer questionnaire surveys

QES1Lecturers is designed to elicit information about the lecturers' expectations of the structure, content and pedagogy used in ES1. The questionnaire is divided into three sections, the first designed to collect information about the participants' backgrounds, including their history of English teaching and their education levels. Such demographic information was expected aid interpretations of the lecturers' views. The second questionnaire section comprises 45 Type 2 questions. Each question is a statement that, like those in QES1Students, requires a value ranking a response from 1 to 5. These rankings are based on a 5-point Likert scale with 1 representing 'strongly agree', 2 indicating 'agree', 3 for 'neutral', 4 for 'disagree' and 5 for 'strongly disagree'. The 45 Type 2 questions aim to elicit lecturers' views of the structure, content and pedagogy adopted in the course. The final questionnaire section consists of four questions for multiple ranked responses (i.e. Type 3 questions), which require the lecturers to rank multiple responses according preference from most favourable to least favourable. The main purpose of this study is to elicit information to clarify and support the interpretation of data collected by Type 2 questions. The findings obtained from these questions are expected to address a particular aspect or element of the ES1 course which may influence or lead to other factors outlined by the native English-speaking lecturers. Details of these findings are discussed in the next section.

Lecturers' in-depth interviews

Analysis of qualitative data generated through in-depth interviews with the ES1 lecturers aimed to elicit rich and holistic information about the lecturers' concerns, expectations and perceptions of EIC students undertaking the course. As previously mentioned, two sets of data were utilised in the research study: quantitative and qualitative.

Data collection and analysis

Data collection was performed in 2015 and 2016 at the RMUTL Tak campus using a triangulation mixed-method design which involved both quantitative and qualitative data. As responses to the Type 2 questions collected through the lecturer surveys were Likert scale values and therefore already in the numerical form, this data did not require further quantification. The nature of this quantitative data ensured that appropriate analysis could be performed using the Statistical Package for the Social Sciences (SPSS version 18). This data also assisted in guiding a priori content analysis to analyse the qualitative data obtained through the lecturers' in-depth interviews.

Results

In this section, findings are presented based on data collected through the QES1Lecturers survey. The presentation of findings and interpretation will follow the same structure as that for QES1Students and involves the same three question types. The contrasting purpose of the QES1Lecturers survey and the smaller number of participants—two lecturers in total—required a different data analysis than was used for QES1Students. Cronbach's alpha was applied to check for internal consistency and reliability of the 35 Type 2 questions in QES1Lecturers. The resultant Cronbach's alpha is .905, well above the common acceptable reliability of .7, and which means QES1Lecturers has excellent internal reliability (see Table 1 below).

Table 1: Reliability statistics of QES1Lecturers

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	No. of Items
.905	.807	35

As the number of participants in QES1Lecturers was smaller than the number of factors (two lecturers and five factors), the data did not meet the conditions set for factor analysis.

Following a priori analysis, the five factors identified via the QES1Students survey analysis were as follows:

-Factor 1: Mediation provided in ES1
-Factor 2: Textbooks used in ES1
-Factor 3: Insufficient provisions in ES1
-Factor 4: English grammar in ES1
-Factor 5: Students' self-efficacy in ES1

These five factors were adopted as pre-set categories which allowed an initial manual grouping of the Type 2 questions of QES1Lecturers. To further analyse each of the five sets of variables corresponding to these five factors, the mean rating of the participating lecturers' responses was adopted as the criterion to rank each set of variables. As noted in the previous section, Type 2 questions in QES1Lecturers used a five-point Likert scale, with rankings of 1 for 'strongly agree', 2 for 'agree', 3 for 'neutral', 4 for 'disagree' and 5 for 'strongly disagree'. These rankings signify that lower mean rating values correlate with greater importance. The mean ratings must also provide clear indications of the average level of importance assigned to the corresponding statements. The following section illustrates analytic findings from the QES1Lecturers responses, which are arranged under headings of the five factors.

Factor 1: Mediation provided in ES1

Six Type 2 questions in QES1Lecturers (i.e. Q21–Q26) concerned Factor 1: Mediation provided in ES1. Table 2 below illustrates that the participating lecturers showed some reservation with responses to the first four statements (Q22, Q23, Q21 and Q24). The mean ratings for these questions are all close to 3 while the last two statements, Q26 and Q25, generated mean ratings higher than 3. The lecturers tended not to perceive class size as an issue that may cause insufficient provision of practicing opportunities. They also reported that interesting teaching materials, interactions with peers and teaching aids could help students to appropriately learn English speaking. Unlike the students, however, the lecturers did not consider instrumental support as useful in the teaching or learning of English-speaking skills in ES1.

Table 2: Variables concerning Factor 1: Mediation provided in ES1

Question ID	Mean Rating
Q22: The number of enrolments in ES1 allows students sufficient opportunities to practice spoken English.	2.25
Q23: Interesting learning materials help students to speak English in ES1.	2.50
Q21: Paired and group work in ES1 help prompt the students to speak English.	2.75
Q24: The teaching aids and equipment help students to speak English in ES1.	2.75
Q26: The language lab helps students to speak English in ES1.	3.50
Q25: The self-access centre helps students to speak English in ES1.	3.75

Factor 2: Textbooks in ES1

Five Type 2 questions in QES1Lecturers (Q43–Q47) concerned Factor 2: Textbooks used in ES1, while Q6–Q10 concerned factor 4: English grammar and pronunciation in ES1. Table 3 below clearly indicate the lecturers' disagreement with the corresponding five statements about textbook usage, as almost all mean ratings were equal to or higher than 3. Although textbook activities were reportedly culturally acceptable to Thai students, the lecturers had reservations regarding the book's coverage of communication skills and considered its structure inadequate in catering to learners' needs.

Table 3: Variables concerning Factor 2: Textbook used in ES1

Question ID	Mean Rating
Q47: Some cultural activities introduced in the textbook for ES1 are not acceptable to Thai students.	2.75
Q44: The coverage of communication situations is satisfactory in the textbook for ES1.	3.00
Q45: The coverage of communication functions is satisfactory in the textbook for ES1.	3.00
Q43: The lesson structure in the ES1 textbook is satisfactory.	3.50
Q46: The ES1 textbook meets the Thai students' needs.	4.25

Table 4 below presents the mean ratings for questions Q6–Q10 about the lecturers' views on five principles for teaching English speaking. Specifically, the mean ratings of 2 for Q10 and 2.75 for Q8 indicate that the lecturers tended to agree with each respective principle: that the teaching of English grammar should be contextually relevant, and that grammatical errors should be addressed whenever they occur. Regarding teaching English pronunciation, however, the mean ratings of 3 for these two principles (Q6 and Q7) indicate the lecturers' reservations that intelligibility and correction of pronunciation errors should take priority. Finally, Q9's mean rating of 3.5 clearly shows that lecturers tended to disagree with the principle that English grammar explanations should be spoken in the students' native Thai language.

Table 4: Variables concerning Factor 3: Insufficient provisions in ES1

Question ID	Mean Rating
Q10: I should explain English grammar by alerting students to the contextual clues.	2.00
Q8: I should correct students' grammatical errors in their speeches whenever they occur.	2.75
Q6: I should not correct students' errors in pronunciation if I can still understand what they say.	3.00
Q7: I should correct students' errors in pronunciation whenever they occur.	3.00
Q9: I should use the Thai language to explain English grammar in ES1.	3.50

Factor 3: Insufficient provisions in ES1

Due to ethical considerations, there is no question in QES1Lecturers about the lecturers' views on inadequate provisions in ES1.

Factor 4: English grammar for ES1

The three Type 2 questions in QES1Lecturers, Q37, Q40 and Q41, focus on the relationships between grammatical accuracy, pragmatic appropriateness and fluency in English speaking. The mean ratings in Table 5 below show that the lecturers tended to have considerable reservation about all three statements. Although fluency and appropriateness are seen as important in speaking, respondents seemed uncertain if they were the most important aspects for ES1. The lecturers also did not consider grammatical accuracy as the most important when speaking English in ES1. These results raise the interesting question that if none of these factors (grammatical accuracy, pragmatic appropriateness or fluency in speaking) are the most important learning elements, what, in the lecturers' views, should thus take priority within the ES1 course?

Table 5: Variables concerning Factor 4: English grammar for ES1

Question ID	Mean Rating
Q40: Fluency is most important when students speak English in ES1.	2.50
Q41: Appropriateness, both in culture and pragmatics, is most important when students speak English in ES1.	2.75
Q37: Grammatical correctness is most important when students speak English in ES1.	3.50

Factor 5: Students' self-efficacy in ES1

Q18, Q13 and Q14 in QES1Lecturers relate to students' self-efficacy about their performances in ES1. Unlike previous tables, the low mean ratings shown in Table 6 below indicate the lecturers' clear agreement with all three statements. Notions that learning tasks should be interesting to students were rated as highly important, despite the fact that lecturers were aware of the shyness and fear of failure felt by many EIC students.

Table 6: Variables concerning Factor 5: Students' self-efficacy in ES1

Question ID	Mean Rating
Q18: I should try to make the learning tasks interesting for the students in ES1.	1.75
Q13: EIC students are too shy to speak English in ES1.	2.00
Q14: EIC students don't want to speak English in ES1 due to fear of making mistakes.	2.00

Interpretation of the qualitative data based on the English native lecturer in-depth interview Lecturers' views on mediations for learning

This section presents findings of the one-to-one interviews conducted with each lecturer from the RMUTL Tak campus. These two interviews aimed to elicit further information about the structure, content and pedagogy implemented in ES1, as well as lecturers' concerns, expectations and perspectives of the course and its students. The same three categories are employed here as were used for the a priori content analysis of the transcripts:

1. Opportunities for practice in ES1
2. Teaching and learning activities in ES1
3. Students' self-efficacy in ES1

Opportunities for practice in ES1

During their interviews, the lecturers did not specify how they intended to develop students' English speaking skills or how they planned to create speaking opportunities. The lecturers instead explained which activities they wanted to provide in ES1 and their methods for implementation. Opportunities for practice therefore refer to activities designed by the lecturers for ES1 lessons. The following excerpts reveal three characteristics regarding activity design methods: first through using enjoyable stories; second through covering interesting topics from the internet including listening and speaking activities, and third through conducting activities provided in the textbooks. Note that excerpt sources below are coded following the principle that 'L1' refers to Lecturer 1 and 'L2' signifies Lecturer 2.

"I have chosen amusing stories for students which include various speaking activities; I think students would like to participate in these activities" (L.1).

"I picked up the interesting and useful stories and topics for students from the internet, and then provided students with listening and speaking activities. I tried to encourage them to participate in and practice all the activities" (L.2).

"The textbook I used involved four parts per unit. I always encouraged students to participate in all activities within three hours, as I thought they were worth completing (L.1)"

These reports indicate that lecturers implemented different resources to design and conduct their learning activities, but they shared a common criterion that all activities should be interesting and enjoyable for students.

Teaching materials and learning activities in ES1

The lecturers' responses reveal the concepts that underlie teaching materials and learning activities used in ES1:

"I think the textbook content was not interesting or useful; it focused too much on grammar and ignored the other parts" (L.2).

"I would not have chosen the textbook used in ES1 as the content and activities provided jumped around and were too confusing" (L.1).

"I didn't like a structure of the textbook; it did not make sense for Thai students and some topics were not useful" (L.1).

"I used the commercial textbook for the ES1 course at my campus. I think some units were unnecessary for students to learn, and it did not cover what students should have learned" (L.2).

Both lecturers shared similar viewpoints on the textbook pre-set for ES1 by the university. One lecturer disliked the grammar-focused nature of the textbook and found some elements of its content irrelevant. The other lecturer regarded the books as both confusing and even useless, though continued to use it as a teaching material. The following remarks clarify these problems encountered with the course textbook:

"I observed students in the classroom saying they didn't understand the structure of a whole sentence offered by the textbook, so I had to speak like that using body language" (L.2).

"For my ES1 class, students told me they had problems with sentence structure in the textbook, claiming it would lead them to perform poorly in class (L.1)"

The lecturers were dissatisfied with the textbook prescribed by the university because, in their opinions, it did not provide adequate information about the target structure and featured defects which may have resulted in poor student performance. The lecturers also discussed their views of the learning activities provided in ES1 lessons:

"I found that all students loved the music and movie style of native English-speakers; if these were combined in a lesson, it would be the most successful theme. I think I should prepare more of these activities" (L.2).

"For my perspective, students clearly liked entertainment activities like music, movie and games provided in class" (L.1).

"Modelling everything for students like conversations, then getting students to repeat from the model, seemed to be enjoyable for the students" (L.2).

The lecturers clearly attempted to use enjoyable and varied learning activities that met students' interests, voicing particular favour for English music, movies and games. Lecturers also thought learning activities should be more entertaining and less serious, that teaching should be fluid rather than rigid, and that learning through modelling was an effective teaching method. Further, the lecturers' responses revealed two considerations that underpinned their design of learning activities: first, they aimed to capture students' attention to increase class participation. Second, they wanted to conduct more activities about English pronunciation as they were deemed more likeable for the students:

"The students all loved English music and movies, and using them profoundly increased participation in class. I think these activities draw students' attention to practice speaking in the classroom activities" (L.2).

"Students liked participating in pronunciation activities; I think students all want to know how to pronounce words correctly, that's why they loved it" (L.1).

Moreover, the lecturers' responses highlighted how they organised lessons and what teaching methods they implemented throughout the course:

"I read each story twice, such as last week's 'Camel', then I allowed students to discuss the story" (L.1).

"I usually used English songs from 1976. I think students loved the use of lyrics to show words choices used in each song" (L. 2).

"I always used games for listening and speaking activities as the students seemed to like them" (L.2).

"For each lesson, I tried to engage students with listening activities from a CD. They then discussed these activities in pairs, and I think speaking with friends was helpful" (L.1).

Though each lecturer organised their lessons differently, both shared a common feature in presenting inputs through listening, reading or viewing, then providing a model for students to follow and engage in when practicing target structures. Both lecturers attempted to capture students' attention and cater to students' individual preferences for the lesson activities and topics.

Students' self-efficacy of students' performance in ES1 (Factor III)

Regarding Factor II, the lecturers identified two features in need of improvement: students' shyness and fear of making mistakes. The issue of shyness is detailed in the following remarks:

"I think some students were too shy and may not have had enough motivation to really ask for help in the classroom" (L.1).

"Students who I think needed help were too shy to even speak English with me; I noticed this in my class" (L.2).

"In my ES1 class, students needing help tended to sit in the back. They were quiet and seemed less inclined to participate in classroom activities" (L.2).

"My class of about 20 students was too large, making it difficult to get individual attention, especially from shy students; they seemed unwilling to participate or engage in any activities offered in the class" (L.1).

The lecturers were evidently aware that students often felt too shy to speak English or even ask for help, potentially contributing to lack of student participation in classroom activities.

Regarding self-efficacy, lecturers also pointed out that students seemed wary of making mistakes, for example:

"Students in my class were afraid of making mistakes when I assigned them to practice speaking with friends or with me" (L.1).

"One important point to make is that I think students knew they were speaking with a native English lecturer, so were scared of using inappropriate words or vocabulary" (L.2).

"In my ES1 class, some students told me they were afraid of making mistakes and that their friends would laugh at them. This, I think, made them lose confidence" (L.2).

From these excerpts, it is clear that the lecturers were aware of students' fears about making mistakes or using incorrect vocabulary. The above data also indicates a clear connection between students' low self-efficacy and their unsatisfactory performances in class. The lecturers thought they should try to engage individual students and encourage them to overcome shyness and unnecessary fears to increase their in-class English speaking.

Discussion of the Qualitative Results

This section discusses the above findings about lecturers' views of the needs, expectations and difficulties encountered by EIC students in the ES1 course. The discussion is arranged according to the three categories: mediation provided in ES1, insufficient provisions in ES1 and students' self-efficacy in ES1.

Mediation provided in ES1

Neither lecturer mentioned intentions to create opportunities for their students to practice spoken English with close peers. The lecturers were rather more concerned about finding appropriate activities than about creating supportive classroom environments that encouraged

students actively speak English. Lecturers and students appeared to share opinions on teaching content and learning activities in ES1, agreeing that such activities should be interesting, useful and relevant for use in everyday life. While the lecturers voiced negative views on the pre-set textbooks, however, students appeared to accept these learning resources.

Insufficient provisions in ES1

Interview responses indicate that the lecturers attempted to provide practice opportunities by designing enjoyable and interesting activities, such as stories and topics from the internet, and through encouraging students to participate in listening and speaking activities. While the lecturers disliked the traditional grammar-focused teaching approach, they did attempt to cater for students' needs to practice English pronunciation.

Students' self-efficacy in ES1

As seen in the interview remarks, the lecturers found many EIC students to be shy, lacking in confidence and fearful of making mistakes. Both parties appeared fully aware of the students' low self-efficacy and its clear negative impact on student performance in ES1.

Discussion of Quantitative and Qualitative Results

This section presents a discussion of the findings based on the quantitative and qualitative data obtained through the lecturer questionnaire surveys (QES1Lecturers) and the one-on-one in-depth interviews with two ES1 lecturers at the RMUTL Tak campus.

Responses to QES1Lecturers regarding mediation with opportunities for practice in ES1 (Factor I: Feature 1) indicated that lecturers perceived sound provision of speaking opportunities for students. Lecturers also reported attempts to design interesting activities and lessons in order to encourage classroom participation in activities that combined both listening and speaking. The lecturers appeared to agree that mediation with social interactions in ES1 (Factor I: Feature 2) was important, and that a positive and friendly relationship between students and lecturer was vital in achieving better learning outcomes.

Regarding mediation with teaching content and activities in ES1 (Factor I: Feature 3), lecturers wanted lesson content to be interesting, enjoyable and useful for students' future careers and lives. The lecturers' responses showed a clear dissatisfaction with the textbooks prescribed by the university for ES1, reporting their insufficient communication situations and structures and subsequent inability to cater for Thai students' needs. The lecturers tended to consider fluency in speaking a more important goal for students to achieve, and disagreed

with many students that grammatical correctness was most important in English speaking. The lecturers also did not consider mediation with instrumental support (Factor I: Feature 4) as important in developing students' English speaking skills. Finally, lecturers were found to agree with students on the element of self-efficacy (Factor III), associating EIC students' low self-efficacy with their shyness and fear of making mistakes.

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