Attitudes and Satisfaction of Burmese Learners Studying Thai Language in Language School of Thai Allied Committee with Desegregated Burma Foundation

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Abstract

Background: *The language school of Thai allied committee with desegregated Burma foundation, Ratchathewi district in Bangkok, had opened in order for teaching Burmese Thai language for ten years. There were many Bermese labors attending in class but many obstacles still occur. The educational efficiency and learning achievement in studying Thai language was not good as it should be. Therefore, a researcher was interested in studying about the attitude and satisfaction of Burmese learners for the purpose of taking the result of this research to be direction in educational development which was appropriate with students. It could be benefits for schools, students and be an example for other Thai language school teaching in this way.*

Objective: *The purpose of this study was conducted with attitudes of Burmese learners studying Thai language in five aspects, for instance, the importance of learning Thai language, the subject, the method of teaching, teaching and learning activities, learning and teaching materials. Moreover, there are three aspects of satisfaction of Burmese learners studying Thai language such as the subject, learning and teaching activities, and teachers. The sample group was Burmese in language school of Thai Allied Committee with Desegregated Burmese Foundation, Rachatewee, Bangkok were selected the purposive sampling of 50 participants.*

Result: *1) Burmese learners had great attitudes toward learning Thai language. The greatest attitude was learning and teaching activities and the second was the importance of learning Thai language, the subject, learning and teaching material, and the method of teaching respectively. 2) Burmese learners had very high level in satisfaction*

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toward learning Thai language. The highest satisfaction was teachers and the second was the subject and learning and teaching activities respectively.

Discussion and conclusion: *1) The greatest attitude of Burmese Thai-language learners was teaching and learning activities especially listening skill for the purpose of practicing pronunciation and developing skill. Because listening was very important skill which lead to other skills such as speaking, reading, and writing. A second order was the importance of learning since it was used in work and relation between employer and employee. For subject matter, learners were good attitude in content which could be used in everyday life and communicate with Thai people. Moreover, in aspects of learning and teaching materials, learners were good viewpoint with books, textbooks, exercise books created by teachers which could make learners more understanding in education. The last one was method of teaching. Burmese learners were great attitude on teaching method which emphasized practicing 4 skills. It made learners known their level and could practice 4 skills effectively. 2) Satisfaction of Burnese Thai-language learners shown that the most satisfied was teacher because this foundation had a good teacher with good personality and human relations. The second was the subject which could be practiced 4 skills and apply to the real event. The last one was teaching and learning activities especially the activities focus on reading-writing and listening-speaking skills.*

Keywords: Attitudes, Satisfaction, Burmese, Teaching Thai Language for Foreigners

Introduction

At the present moment, there are many labors from Burma migrating to work in Thailand. An exploration shown that most of them incurred with many troubles such as uninformed Thai law, obtaining health service, adaptation and communication problem. These problems gave tendency to make other problem occurring. (Sammajivasilpa Mulnidhi. n.d.: Online)

The unknowing Thai language of labors was obstacle at work as the Thai Labor Solidarity Committee (TLSC.) (2008: Online) said that labors who couldn't speak Thai always be designated salary by their entrepreneur according to this reason. Therefore,

migrant country labors we1re difficult to find a good job that was cause why they were interested in studying Thai language for the purpose of development themselves communicating with Thai people and make more understand in coexistence.

Information from language school of Thai allied committee with desegregated Burma foundation, Ratchathewi district in Bangkok found that it had been appended to Burmese labors for ten years. There were many Bermese labors attending in class, about 700 persons. Besides, observation by researcher found that most learners had satisfaction in studying Thai language at this school. The researcher had a chance to interview teacher about education, books and educational materials, which made us know about many problems and obstacle in educational of Burmese labors, it was found that the efficiency and achievement were not good as it should be although learners satisfied studying Thai language but they couldn't response the real requirement and expectation of themselves. As Shuichi Sano (2008: 57) said in his research that for educational management, if teacher known attitude and satisfaction of learners, it would had made teacher taking result of this research to be direction in educational development with more efficiency.

Hence, a researcher was interested in attitude and satisfaction of Burmese Thai-language learners for the purpose of taking the result to be direction in learning and teaching development which was appropriate with students. This will be benefits to school of Thai allied committee with desegregated Burma foundation and be an example for other Thai language school teaching in this way.

Objectives

1. To study private information of Burmese learners studying Thai language and educational surroundings in language school of Thai allied committee with a desegregated Burma foundation which affect to the attitude and satisfaction of learners.

2. To study the attitude of Burmese learners studying Thai language in five aspects, for instance the

importance of learning, the subject, the method of teaching, teaching and learning activities and teaching and learning materials, and student satisfaction in three aspects as the subject, learning and teaching activities, and teachers.

Methods

1. Set population and sample group. The population in this research was Burmese learners studying Thai language level 1 to level 5 amount 700 persons in language school of Thai allied committee with a desegregated Burma foundation, Ratchathewi district in Bangkok. The sample group was 50 Burmese learners studying Thai language from Purposive Sampling chosen by the institute include level 3 to level 5 in term of March to May 2012.

2. Create materials used in research. The instruments used in this research was attitude and satisfaction questionnaire with 4 procedures. The first procedure was closed-ended questions about the information about Burmese learners who had to choose one answer corresponding exactly to their characteristic. For the second, questions about learning and teaching of school were closed-ended questionnaires that respondents had to choose the answer which corresponding to their characteristic. The third procedure was questioned about attitude in studying Thai language separated in 5 aspects, such as the importance of Thai language studying, the subject, the method of teaching, learning and teaching activities and educational materials, which had 5 altitude levels for choosing as most agree, agree, not sure, disagree and most disagree. The last one was questioned about satisfaction in studying Thai language in 3 aspects, for instance the subject, learning and teaching activities and teachers , which had 5 levels to choose that was most satisfying, very satisfy, moderately satisfy, less satisfy and least satisfy.

3. Compile the information. Researcher compiled many results by

doing follow method as 1) Contacted Thai language school manager for the purpose of asking cooperation in researching

2) Sent an application form from the graduate school of Srinakharinwirot university to manager of Thai allied committee with a desegregated Burma foundation language school follow the determination in the scope of research to ask for cooperation in compiling questionnaires.

3) Researcher compiled information of questionnaires in May 2012 follow date and time which made an appointment.

4. Analyze information. Researcher compiled information by collecting questionnaire distributed to Burmese learners studying Thai language and and brought them to check the completeness of every questionnaires gotten back after that put password of the questionnaires and saved it into the computer. Then information was assessed by computer program. The result was analyzed by using Descriptive Statistics in order to analyze from sample group and interpreted to explain an aspect of information such as frequency, percentage, mean and standard deviation.

Results

1. Basic information about the sample group found that majority of the samples were 37 females (74%) and 13 males (26%), their age were 20 - 30 years old (72%), their class level was the level 3 amount 31 persons (62%), level 4 amount 10 persons (20%) and level 5 amount 9 persons (18%), their educational level was high school (46%), housekeeper amount 21 persons (42%), duration staying in Thailand was between 1 - 5 years (42%) and duration studying Thai language less than a year (54%).

Personal Data	Persons	Percentage
Gender		
1. male	13	26.00
2. female	37	74.00
Age		
1. less than 20 years old	5	10.00
2. 20 - 30 years old	36	72.00
3. 31 - 40 years old	8	16.00
4. 41 - 50 years old	1	2.00
Class Level		
1. Level 3	31	62.00
2. Level 4	10	20.00
3. Level 5	9	18.00
Educational level		
1. primary school	12	24.00
2. high school	23	46.00
3. vocational school	2	4.00
4. bachelor	5	10.00
5. non education	4	8.00
6. nonspecific	4	8.00
Occupation		
1. agriculture	2	4.00
2. vendor	10	20.00
3. services	4	8.00
4. housekeeper	21	42.00
5. factory worker	2	4.00
6. employee	7	14.00
7. etc. (interpreter, sewer, officer)	3	6.00
8. nonspecific	1	2.00
Duration staying in Thailand		
1. less than 1 year	2	4.00
2. 1 - 5 years	21	42.00

Personal Data	Persons	Percentage
3. 6 - 10 years	20	40.00
4. more than 10 year	7	14.00
Duration studying Thai language		
1. less than 1 year	27	54.00
2. 1 - 5 years	23	46.00

2. Basic information about learning and teaching of school found that all three levels had textbook but only level 5 had exercise books. About the subject, all three levels had the same method of teaching include the lecture, homework/test, reviewing last time, introduction to new subjects and giving a chance for asking questions but only level 3 and 5 had suggested over the topic in the subject. About learning and teaching materials, only all three levels had a class documentation but level 5 had used other various materials including CD/DVD, picture, television and newspaper. There were reading aloud, oral presentation/speak following teachers, writing following the speech and insertion Thai culture in every level but only level 5 had various teaching activities were learning from songs or fables, reading advertisement/news and writing stories from the pictures. Other learning and teaching such as editing sentences had been in level 3 and level 5

Basic information about learning and teaching of school	Persons	Percentage	Class Level
Textbooks			
textbooks	50	100.00	every level

Basic information about learning and teaching of school	**Persons**	**Percentage**	**Class Level**
exercise books	9	18.00	level 5
Method of teaching			
lecture	50	100.00	every level
reviewing last time	24	48.00	every level
introduction to new subjects	21	42.00	every level
homework/test	50	100.00	every level
suggested over the topic in the subject	20	40.00	level 3 & 5
used other various materials	9	18.00	level 5
Materials			
document	50	100.00	every level
CD/DVD	9	18.00	level 5
picture	9	18.00	level 5
television	9	18.00	level 5
newspaper	9	18.00	level 5
Learning and teaching materials			
Reading aloud	50	100.00	every level
learning from songs	9	18.00	level 5
learning from fables	9	18.00	level 5
oral presentation/ speak following	50	100.00	every level

Basic information about learning and teaching of school	Persons	Percentage	Class Level
teachers reading advertisement/news	9	18.00	level 5
field trip	9	18.00	level 5
writing following the speech	9	18.00	level 5
fill in the blank	9	18.00	level 5
writing stories from the pictures	9	18.00	level 5
insertion Thai culture	50	100.00	every level
etc.(editing sentences)	12	24.00	level 3 & 5

3. The results from studying the attitude of Burmese learners who studied Thai language shown that the majority of learners had a great attitude in studying Thai language. The greatest attitude was learning and teaching activities and the second was the importance of learning Thai language, the subject, learning and teaching material and the method of teaching which had the average 4.46, 4.28, 4.19, 4.18 and 3.98 per 5.

Attitude	$\overline{X}$	Level of attitude
1. Learning and teaching activities	4.46	greatest
2. Importance of learning Thai language	4.28	greatest
3. Subject	4.19	great
4. Learning and teaching material	4.18	great
5. Method of teaching	3.98	great

4. The results from studying satisfaction of Burmese learner who studied Thai language shown that the majority of learners had a very high level of satisfaction. The highest satisfaction was teacher with average 4.41, the second was subject with average 4.12 and the last one was learning and teaching activities with average 4.10.

Satisfaction	$\overline{X}$	**Level of satisfaction**
1. Teacher	4.41	very high
2. Subject	4.12	high
3. Learning and teaching activities	4.10	high

Discussion and conclusion

From studying attitude and satisfaction of Burmese learners studying Thai language in language school of Thai allied committee with desegregated Burma foundation found that

1. Attitude in aspect of the importance of learning Thai language found that learners had a great attitude in studying Thai language. Majority of sample group known the importance of studying Thai language in the purpose of communication in every day life and the second was to use in their work. The consideration from general information shown that most of them were housekeepers and inferior was occupation about trade which had highly to use Thai language. Therefore, it was necessary to studying Thai language. The consideration from information about duration of learners staying in Thai and studying Thai found that most learners had a duration in staying between 1-5 years but most of them had duration in studying less than a year. It could be observed that even Burmese learners had been in Thailand for a long time but they couldn't communicate with Thai people or develop themselves in other skills as reading or writing. That was the reason why Burmese was interested in studying Thai language to learn how to use language and developing 4 skills for instance listening, speaking, reading and writing. Although it was a short time, if Burmese had studied Thai language continuously at higher level, it could be benefits in work and good relationship between employer and employee.

2. The attitude in aspect of the subject found that learners had a great attitude on the subject. Most of sample group had a great attitude at a topic which could be used in communicating with Thai people such as buying things, asking the way, ordering food, or exchanging money. The second was the subject which could develop 4 skills as listening, speaking reading and writing. Because the subject about something used in every day life could help learners in the real world and could communicate with Thai people. Moreover, the subject for develop 4 skills could help learners developing themselves into better work and life as the word of Thitiya Saengmanee (2003: 65) said that the subject should be the things interested by learners, according with learner's requirement and used in the way of life.

3. The attitude in aspect of teaching method found that learners had a great attitude in method of teaching. Most of sample group had the best attitude in method concentrating on practicing 4 skills

as listening, speaking, reading and writing which could see from the attitude about subject described above as the great attitude of learners about the subject developing 4 skills in the same time with method of teaching concentrating 4 skills. The second was teaching shared with learners that teachers had to give a chance for learners to discuss, show opinion, choose an interesting topic and create educational activities relating real life. That made learners found themselves, understood their requirement, known level of their ability and could practice 4 skills effectively.

4. The attitude in aspect of learning and teaching activities found that learners had a great attitude in learning and teaching activities. Most of sample group had the best attitude in practicing listening skill for developing pronunciation and skills. For studying language, basic skill began from listening until understand and speaking pronunciation correctly after that studying reading and writing be started. As speech of Duangduen Sangchai (1987: 13) said that listening was the important skill leading to other skills in other steps which were speaking, reading and writing. Beside, the results from the research shown that learners had the best attitude in practicing writing the words to increase vocabularies and memory because writing would lead to be good in remembering vocabularies , speaking and easy to explain to other people. The second was practicing speaking frequently to develop every skill at the same time which could help learners studying Thai language as much as they need.

5. The attitude in aspect of teaching media and materials found that learners had a great attitude in educational materials. Most of the sample group had the best attitude for educational materials in type of the books, textbook, documents used in stuying which made more knowledge. By considering the book of three level found that only level 5 had exercise books but level 3 and level 4 didn't have exercise books. From that reason, teachers had to make more documents such as writing exercise or reading exercise to made more knowledge and understanding of learners. The second was picture which made more remembering vocabularies as learning and teaching activities described above about writing to increase vocabularies and memorization. As same as speech from Pattaya Jittmetta (2007: 5) said that the best documents and books should come from the creation by teachers because they known how the

subject should be and could be flexible follow the situation.

6. The satisfaction in aspect of the subject found that learners had a great satisfaction in the subject. Most of the sample group had the highest satisfaction in the subject which could apply for using in the real situation. From considering the books of every level shown that the exercise was found in level 5 but was not found in level 3 and level 4. Therefore, learners could not practice all 4 skills. Moreover, the books always concentrated on reading skill and dropped the conversation which affect for learners not applying in real situation. However, teachers in every level had found other documents to increase other skill not be found in the books such as listening exercise, writing exercise and conversation in various conversations which this could help the subject covering 4 skills. From all of reason above made learners satisfy to the subject.

7. The satisfaction in aspect of learning and teaching activities found that learners had a great satisfaction in learning and teaching activities. Most of the sample group had the highest satisfaction in activity focus on reading-writing skill because the books which used in every level concentrated on reading and writing skill. The second was activity focus on listening-speaking skill. From considering information about the educational of school found that all level had speaking out loud and oral presentation/speaking follow teacher which could help learners practicing and developing skills. Therefore, the reading-writing activity and listening-speaking activity were activity satisfied by learners.

8. The satisfaction in aspect of teachers found that learners had a great satisfaction for teachers. Most of the sample group had the highest to teachers who had a good characteristic appropriate with occupation. The second was having a good relationship as a suggestion from the questionnaire answered by learners referring to teachers that the teachers had knowledge ability and Thai language skills teaching learners could develop writing skill, relationship, speaking politely.

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