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A DIARY STUDY OF THE QUANTITY OF ENGLISH LANGUAGE INPUT AVAILABLE
TO A THAI SECONDARY SCHOOL STUDENT

A THESIS

BY

WORAWAN SUPAT

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Submitted in partial fulfillment of the requirements for the
Master of Education degree in Educational Linguistics
at Srinakharinwirot University

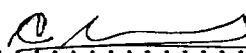
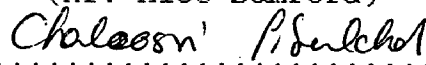
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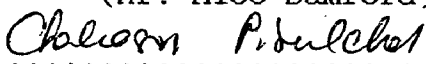
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การศึกษานันทิกประจำวัน เกี่ยวกับปริมาณภาษาอังกฤษที่นัก เรียนไทย
ระดับชั้นมัธยมศึกษาคนหนึ่งได้รับ

บทคัดย่อ
ของ
วราวรรณ สุพัฒน์

เสนอต่อมหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาการศึกษามหาบัณฑิต วิชาเอกภาษาศาสตร์การศึกษา
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การวิจัยครั้งนี้มีจุดมุ่งหมาย เพื่อศึกษานันทิบทประจำวันเกี่ยวกับปริมาณภาษาอังกฤษที่นักเรียนไทย ระดับชั้นมัธยมศึกษาคนหนึ่งได้รับ ทั้งในและนอกระบบการศึกษาภาคปกติเป็นระยะเวลา 1 ภาคเรียน และ 1 ช่วงปิดเทอมกลางภาค

การศึกษาค้นคว้าครั้งนี้ จำแนกและวิเคราะห์ข้อมูลตามรูปแบบทักษะทางภาษาและความเข้าใจภาษาอังกฤษที่นักเรียนได้รับ

กลุ่มตัวอย่าง คือ นักเรียนไทยซึ่งกำลังศึกษาชั้นมัธยมศึกษาปีที่ 5 ของโรงเรียนมัธยมศึกษา สังกัดกรมสามัญศึกษา กระทรวงศึกษาธิการ แถบชานเมืองกรุงเทพมหานครแห่งหนึ่ง นักเรียนที่ได้รับการคัดเลือก เป็นผู้มีความสนใจใฝ่เรียนสูง และสามารถทำนันทิบทประจำวันตลอดช่วงเวลาของการวิจัยได้ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ

ผลการวิจัยพบว่า ปริมาณภาษาอังกฤษที่นักเรียนได้รับ 78.28% เป็นภาษาอังกฤษบนภาษาไทย และ 21.72% เป็นภาษาอังกฤษเพียงอย่างเดียว โดยภาษาอังกฤษอย่างเดียวที่ได้นั้น 10.13% มาจากชาวต่างชาติ 51.11% มาจากครูไทย หรือ/และหนังสือที่แต่งโดยคนไทย 38.76% มาในรูปแบบของภาษาอังกฤษแบบเลือกตอบที่ปรากฏในแบบฝึกหัดและแบบทดสอบ

ภาษาอังกฤษที่นักเรียนได้รับ ส่วนใหญ่ปรากฏในแบบฝึกหัดและแบบทดสอบประเภทเขียนหรือแต่งประโยคเสียใหม่ จากแหล่งข้อมูลที่นำใช้ชาวต่างชาติ

จากผลการวิจัยปรากฏว่า โดยทั่วไป นักเรียนมีความเข้าใจภาษาอังกฤษที่ได้รับจากชาวต่างชาติโดยตรง น้อยกว่าภาษาอังกฤษที่นักเรียนได้รับจากคนไทย หรือที่นำใช้ชาวต่างชาติ ปริมาณภาษาอังกฤษที่นักเรียนไทยคนหนึ่งได้รับจากชาวต่างชาติโดยตรงมีน้อยมาก และยังไม่ปรากฏข้อมูลภาษาอังกฤษที่นักเรียนได้รับจากภายนอกห้องเรียนเลย ดังนั้นควรจะได้มีการปรับปรุงเพิ่มเติมสื่อการสอน อุปกรณ์ คู่มือครูและเทคนิคการสอนของครูให้เหมาะสมกับนักเรียน เพื่อจะได้เพิ่มปริมาณภาษาอังกฤษแก่นักเรียน

การใช้นันทิบทประจำวัน เป็นเครื่องมือวิจัยปริมาณภาษาอังกฤษที่นักเรียนไทยคนหนึ่งได้รับในครั้งนี้ได้ผลเป็นที่เชื่อถือได้

A DIARY STUDY OF THE QUANTITY OF ENGLISH LANGUAGE INPUT AVAILABLE
TO A THAI SECONDARY SCHOOL STUDENT

AN ABSTRACT
BY
WORAWAN SUPAT

Presented in partial fulfillment of the requirements for the
Master of Education degree in Educational Linguistics
at Srinakharinwirot University

March 1995

The purpose of this study is to study the quantity of English language input, measured in time, available to an upper secondary school student from both within and outside formal education during one semester and one vacation, to categorize input into the types of activity from which the student receives input, to estimate the intelligibility of input received and to know the extent to which diary studies are appropriate as a research methodology for studying language input.

The subject of this study is a Thai student, studying in Mattayomsuksa 5 of a large-size government secondary school in a Bangkok suburb. A responsible subject was selected purposely because this case study concerns a diary study. Percentages were used to analyze the data.

The results of this study show that of a total input, 78.28 % is in the form of English with accompanying Thai translation and 21.72 % is only English input. Among solely English input, 10.13 % comes from a native source, 51.11 % comes from a non-native source, and 38.76 % comes from multiple choice items.

Most input received appears in the text-type form of rewriting exercises and exams, from a non-native source and using rewriting skills.

On average, the student gets lower intelligibility from a native source than from a non-native source.

Results show a low percentage of the quantity of English from a native source, which indicates that there is a need to modify the student's language learning. There is no input outside the classroom, so teaching techniques and materials should be appropriate to provide students with a high amount of English input.

Using a diary study as a research tool for finding the quantity of input is reliable.

ACKNOWLEDGEMENT

I wish to express my deep gratitude to my thesis advisor, Mr. Alec Bamford, for his invaluable guidance and comments throughout my thesis.

Sincere gratitude is extended to Asst. Professor Chaleosri Pibulchol for her helpful suggestions. In addition, special thanks are due to Professor Surai Pongthongjaroen and every teacher of the educational linguistics department for serving as committee members. Without them, I could not have reached this goal.

I am indebted to the students who were the subject of this research for their responsibility and cooperation. Also, I would like to thank all of my friends including there I studied Ed. Ling. with for their constant encouragement especially Miss Kruatip Chearanai, Mrs. Soonthree Suwansomboon, Miss Ketchari Watthanarangsri, Mrs. Somjai Heepthamai and Mr. Dominic Whiting, my special friend, for the completion of the thesis.

My special appreciation is dedicated to my dearest father and mother who were the first teachers of my life, and have taught, nurtured and given me everything. Lastly thanks to my lovely sister and her husband who helped me with patience and sacrifice in the typing of the thesis. Further thanks to Mrs. Pimprapai Suksangprasit and Mr. Janejob Suksangprasit for their generosity of typing.

WORAWAN SUPAT

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CHAPTER 1

INTRODUCTION

Statement of the General Problem

The teaching of English has been established in the Thai educational system for a long time. However, there are many problems (Nisakorn Chum-Upakarn. 1985 : 4). Pattarawadee Ongsakul (1984) pointed out that educators, teachers, parents and students themselves accept that the level of students' achievement in English has been less than satisfactory. She also found that teachers and students had the opinion regarding the curriculum that the amount of time for learning English is insufficient. Likewise, Wichit Srisaan (Araya Tansawat and Jiranan Komonkitiskun. 1988; citing Wichit Srisaan. 1988) stated that learning and teaching English only within the classroom is not enough. The learners themselves should find materials and techniques that are suitable for language learning too.

Yuen Sriworakhan (1985 : 3) indicated that the main problems of English teaching come from the teachers, the students and the environment. Namtip Aksornkool (1980 : 2-33) also stated that unqualified teachers and a lack of student motivation due to little or no exposure to English outside the classroom are some of the causes of the failure of EFL teaching.

In fact, Krashen (1982 : 59) said the classroom will be a good place for the learners to achieve at least the intermediate level if it focussed on providing input for acquisition. Furthermore, "the foreign language classroom can be literally filled with comprehen-

sible input; this potential of forty to fifty minutes per day is probably superior to what the outside world can provide the beginner...." (Krashen. 1981 : 105). Mountford (Orachorn Kitchakarn 1992 : 2; citing Mountford 1986) also stated that "the more English a student hears, the more English that student will acquire.... it is a teacher's duty to use as much English as possible in a lesson" This statement is also confirmed by Gaies, who said that teacher talk as classroom input affects formal second language learning (Allwright. 1988 : 214-224; citing Gaies. 1977).

So we can see that in teaching English as a foreign language, where the linguistic environment outside the classroom is restricted, the teacher should provide the students with more English language input. But in practice, Mountford (1986) found that Thai teachers often use Thai language in teaching English. Sometimes, ninety per cent of an English lesson is taught in the Thai language. Most teachers lack English proficiency. Wanchai Chamnansri (1988 : 87) said that one problem of English teaching is that teachers do not speak English while they are teaching English, in spite of the fact that English is a skill subject where the teacher should have to use English in teaching. It can be noticed that Thai students may receive little language input from formal instruction.

Moreover, in learning and teaching language, comprehensibility is also an important factor. Krashen (1980 : 105) stated that when input is supplied in sufficient quantity it will be comprehensibility which effects the language learning. So this study realizes that the quantity and intelligibility of the target language input may be crucial to language learning. Therefore, it is interesting to know how much English language input a Thai student gets from both within

and outside formal instruction. To get details about the student's exposure to English as a foreign language, a diary will be used as a research tool, in the expectation that the qualitative and quantitative data thus gathered will yield insights about the learner's language input. The result may be beneficial towards learning and teaching EFL.

The Specific Aims of the Study

1. To study quantity of English language input, measured in time, available to an upper secondary school student from both within and outside formal education during one semester and one vacation.
2. To categorize input into the types of activity from which the student receives input.
3. To estimate the intelligibility of input received.
4. To know the extent to which diary studies are appropriate as a research methodology for studying language input.

The Significance of the Study

1. The quantity of English language input available to a Thai student, will be useful data towards further research on learning and teaching English as a foreign language.
2. Learners may be able to draw inferences about how to improve their English proficiency.
3. Teachers may be able to draw inferences about how to make their teaching more efficient.

Scope of the Study

1. This study concerns the quantity and the estimated intelligibility of English language input available to a M.5 student of a government secondary school in a Bangkok suburb during one semester and one vacation period.
2. This research is a case study of one subject so may not be generalized to other populations. Nevertheless, this data will indicate at least how much English language input a student gets in a semester and a vacation.
3. The subject chosen is a student who can be trusted to be responsible.

Definition of Terms

1. A diary means a regularly-maintained record of all English language experienced for the period of one semester and one vacation.
2. English language input means any English language to either the meaning or form of which the student pays attention. It includes the learner's own output, for example, rewriting model sentences, which is considered to be a part of his or her input and to affect language learning.
3. Types of activities from which the student receives English language input are categorized by 3 parameters: skill, text type and source.
4. Skill means any language behaviour such as reading, listening and rewriting, which the student uses to pay

attention to the input.

5. Text type means language input categorized according to its stylistic form such as letters, lectures, songs, broadcasts.
6. Source means native or/and non-native or/and multiple choice items.

native means any English language input that spoken and written by foreigners such as English conversation from tape recorder, English news article in Bangkok post.

* We assume all solely English input data from newspaper is native source.

non-native means any English language input that spoken and written by non-native such as the lesson explanation in English by Thai teachers, English text written by Thai authors.

multiple choice means any English language input in the form of multiple choice items (a,b,c,d).

7. The intelligibility of input means the degree to which the subject comprehends the input experienced, estimated by the subject in terms of a scale, with 6 representing complete comprehension and 0 representing no comprehension at all.
8. A subject means a Thai student, studying in Mattayomsuksa 5 of a government secondary school in a suburb of Bangkok.
9. Quantity of input means the quantity of language input the subject receives measured in minutes.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

As seen in chapter one, many studies have shown that the quantity of input available to learners may be a crucial factor in developing language acquisition.

In this chapter, the related literature will be discussed under the following topics:

1. Definition and significance of input
2. Input and interaction
3. Input and comprehensibility
4. Evidence concerning the quantity of input
 - Supporting studies
 - Contradicting studies
5. Relation between language teaching and the quantity of input
6. Diary studies
7. Using diary studies as research tools.

Definition and Significance of input

Ellis (1986 : 127) stated that input is "the language that is addressed to the L₂ learner either by a native speaker or by another L₂ learner.... it is the result of interaction." This definition differs from Corder's (Tsui. 1991 : 58; citing Corder. 1967 : 165) which stated that "input is 'what goes in', not what is available for going in" Corder emphasized the importance of the

learner as the input controller. However, Allwright and Bailey (1991 : 120) stated that "input refers to the language which the learners hear (or read) - that is, the language samples to which they are exposed."

Input is also defined to include the learner's own output. According to Schmidt and Frota (Allwright and Bailey. 1991 : 146; citing Schmidt and Frota 1986 : 316), "the learner's own output is a very significant part of his or her input, which affects the course of language learning." This is called the auto-input hypothesis.

Many studies indicated that time, or the amount of input or exposure to the target language plays an important role for the success of language acquisition and learning (Fillmore. 1982; Krashen. 1983; Larsen-Freeman. 1985 : 444; Ellis. 1986; Harley. 1986 : 21). Hatch (1983 : 84) wrote "it is clearly the case that one cannot learn a second language without any input." A well-known study on the significance of input shown in Lenneberg's experiment (Dulay *et al.* 1982 : 22 citing Lenneberg. 1962) with an eight-year-old boy who had a peripheral speech defect. The subject listened to instructions from a tape recorder without seeing the examiner. The findings proved that without ability to speak the subject can acquire language and understand it well if she/he has enough exposure.

Dulay *et al.* (1982) assumed that more input will be taken if the performers have the right attitudes, consisting of high motivation, self confidence and low anxiety, i.e a low affective filter (see Figure A).

Operation of the "Affective Filter"

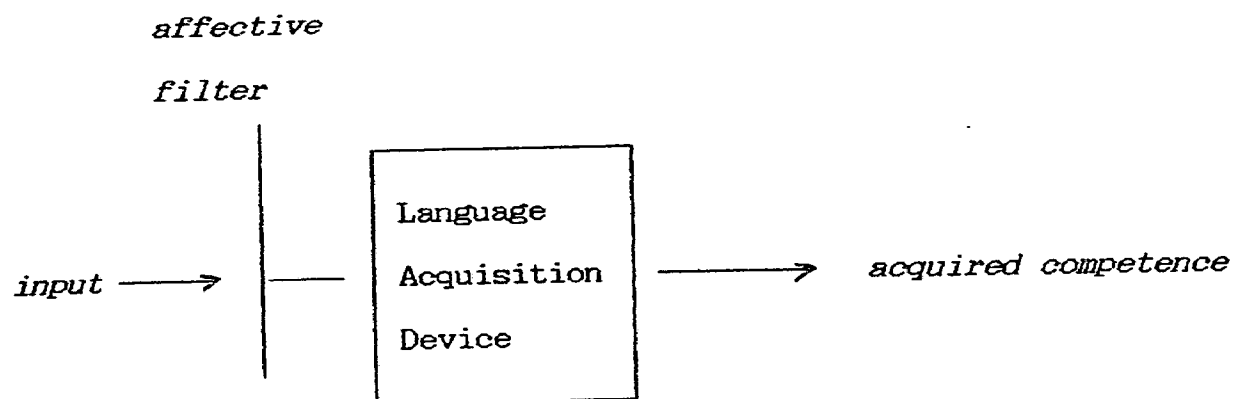


FIGURE A. The affective filter acts to prevent input from being used for language acquisition. Acquirers with optimal attitudes.... are hypothesized to have a low affective filter. Classrooms that encourage low filters are those that promote low anxiety among students, that keep students off the defensive. (Krashen. 1983 : 39)

Input and Interaction

Some research suggests that if language learner are exposed to more of the target language and have more chance in interacting with native speakers, they will be successful (Skehan. 1989; citing Naiman *et al.* 1978, Fillmore. 1979 and Chesterfield *et al.* 1985).

Seliger (1977) studied the correlation between interaction patterns and L2 competence. He found that the high input generators who get more focussed input develop faster than the low input generators who are passively involved with the target language. He stated that "the high input generators actively involved cause input to be directed at them by calling out, answering out of turn, and

working out answers to questions or drill cues directed to others. "Moreover, by initiating language interaction, the high input generator causes a reflexive response in the form of more language input to himself". They contact the target language both inside and outside the classroom. Their behavior differs from that of low input generators who receive a limited amount of focussed input in the classroom and do not seek other practice opportunities.

In summary, Seliger's study pointed out that the input from interaction is significant. Wong-Fillmore's study (Johnson. 1983 : 56; citing Wong-Fillmore. 1976) stated that children learning English as a second language will get useful input for their learning from contact with fluent English-speaking children. Krashen (1980) also pointed out that through conversation, second language acquirers can obtain optimal input, which tends to advance acquisition. Likewise, Scarcella and Higa's study (Gass and Madden. 1985 : 150; citing Scarcella and Higa. 1981) confirmed that "the 'optimal' input is that input which comes as a result of negotiation work as opposed to that input which is only simplified". In addition, Scarcella and Higa (1981) suggested that older learners can acquire L2 progressively in the early stages if they participate in conversation early since they obtain more input. However, Larsen-Freeman (Snow and Hoefnagel-Hohle. 1982 : 420; citing Larsen-Freeman 1979) argued that "all sources of input to second language learners should be considered as potentially useful, not just the input available from interaction with native speakers."

Input and Comprehensibility

By the input hypothesis, Krashen (1985) claimed that naturalistic language acquisition does not depend on presenting learners with input that has been consciously graded but results from providing learners with the right type of input. He said that comprehensible input which promotes learning is "i+1", target language data which is understandable and yet slightly beyond the second language learner's current level of comfortable understanding. This data will be increased "when input is supplied in quantity" (Krashen. 1980 : 105).

Wang (1986 : 109) also agrees that

there is no evidence to prove that people who have had only production practice without receiving i+1 can reach a high level of language proficiency. Let us imagine a group of 10-year-olds living on an isolated land, talking among themselves all day long with focus on communication, but receiving no i+1 input from adults. Who could believe they would eventually develop adult-like language proficiency?

Nevertheless, White (1985) argued that incomprehensible input also leads learners to language learning, and Long (1981) emphasized input plus interaction and negotiation. Long pointed out that being talked to is not enough for learners to acquire language. They must negotiate the quality and quantity of the input they receive in order to pick up language. (Vanpatten. 1987; citing White. 1985 and Long. 1981 : 259-78)

Evidence concerning the quantity of input

Several studies have shown that the quantity of input affects the rate of language acquisition, but some contradict this.

Supporting studies

Carroll (1967) stated that the host language environment provides maximum opportunities for natural language exposure which benefits the second language acquisition. In his survey, college foreign language learners who were majoring in French, German, Russian, and Spanish in American colleges and universities on average performed rather poorly on tests. He found that "students who reported a year's study abroad performed best; those who reported a summer or a tour abroad performed next best; and both of these groups outperformed those who had studied only in a foreign language learning environment." In addition, Carroll found that students who had more exposure to the target language produced by their parents at home reached the higher scores on the test than the rest.

He stressed that time is the most important variable in the acquisition of an L₂, noting that "the simplest explanation of this finding is that the attainment of skill in a foreign language is a function of the amount of time spent in its study." (p.136) Burstall *et al.* (Harley 1986; citing Burstall *et al.* 1974 : 123) agreed that "the achievement of skill in a foreign language is primarily a function of time spent studying that language."

Wagner-Gough and Hatch (1975) confirmed the importance of input in L₂ acquisition. They claimed that "the frequency of forms in

speech addressed to the learner influences the language he produces." (p.298)

Larsen-Freeman (1976) pointed that there is a positive correlation between the frequency rank order of items in the ESL teachers' speech and the accuracy order of the adult and child ESL learners' oral production of those items.

Hamayan and Tucker (1980) also stated that the classroom input has an effect on the learners' production. They found that the frequency of occurrence of certain linguistic structures in the teachers' classroom speech in French correlated with the accurate oral production rate of students from the same classes. The experiments were done with "both FSL children in immersion classrooms and native French-speaking children in L₁ classrooms."

Krashen (1987) stated that if students are exposed to vast amounts of the target language, the roughly tuned input, $i+1$, will increase. That means more acquisition will occur. He also said that some teaching approaches such as Asher's Total Physical Response and Terrell's Natural Approach tend to provide an input-rich classroom.

Fillmore (1982) studied the language of his L₂ learners in kindergarten classrooms. He found that the classrooms where the comprehensibility and the amount of input occurred most, the learners' acquisition increased most, too. The input comprised comprehensible input from the teacher and a number of native-speaking peers. Similarly, Saviile-Troike (1984) also found significance in the quantity of teacher input to kindergarten children.

Wang (1986 : 116) suggested that input quantity and input quality are two significant variables determining production ability. He also pointed out that great input quantity is also necessary in

teaching grammar because grammar lacks generative power in production.

Higashi (1988 : 41-44) stated that according to Krashen's theory and the Natural Order Hypothesis, providing more input containing the structure in question can be the best way to correct students' mistakes, because students' mistakes always occur whenever the structure used has not in fact been acquired. So more input will bring fewer mistakes. Nevertheless, he did not show any evidence to support his suggestion.

Sekiya (1988 : 57-76) argued that the quantity of input is a factor affecting success in acquiring a native-like accent. The input argument was compared to the habit formation argument and the socio-affective argument to prove that children achieve better L2 pronunciation than adults in naturalistic environments. Brown (1983), who studied the differences in older and younger language learners as input seekers, said "the younger learners are more concerned about the amount of input, while the older learners are more concerned about the kind of input they get."

Contradicting studies

Upshur (1968) examined the relation between foreign language teaching and learning of university level students studying English as a foreign language in an English language environment. One of his results indicated that the amount of formal language instruction for those students does not affect their language learning. He further concluded that "the most efficient foreign language learning is informal and occurs when the learner must make communicative use of the language variety to be learned" Nevertheless, Upshur's

experiments were done in an English speaking environment so it might be that there is more exposure outside class than inside the class. Furthermore, this experiment investigated only the effect of the quantity of the foreign language instruction, not including input outside the classroom.

Snow and Hoefnagel-Hohle (1982) found that there were no relationships between the Dutch achievement scores of English-speaking children who studied among Dutch classmates and teachers in ordinary Dutch schools in Holland, and (1) the quantity of comprehensible Dutch speech heard inside the classroom, (2) the percentage of all classroom speech directed to them, and (3) the quantity of classroom speech directed to them. However, they stated that the findings may be unclear since he believed that "it is clear that the quantity of speech heard has some effect on speed of acquisition; if these subjects had heard no Dutch at all, they would not have learned any Dutch". (p.424) They also stated that the unexpected results may be because (1) the number of subjects was too small and they were of different ages and proficiency levels (2) the sample of classroom speech was very small (30 minutes per child) (3) there was no control over the amount of the target language input outside school during the study, and (4) the quantity and directness of the speech input measures may be wrong.

Day and Swain (Larsen-Freeman. 1985 : 437; citing Day. 1984 : 69-102 and Swain. 1981) controverted the relationship between input quantity and the language proficiency. Swain maintained that "although the subjects of her study presumably have received abundant comprehensible input, they have still not fully acquired the target language. At least in terms of grammatical competence, no

quantity of comprehensible input may be enough." Nevertheless, Olshtain and Blum-Kulka (Larsen-Freeman. 1985 : 442; citing Blum-Kulka and Olshtain. 1984) supported Swain's study. They claimed that "sheer quantity of input/interaction may cause sociolinguistic competence to progress but may only allow grammatical competence to progress up to a certain point."

Relation between language teaching and quantity of input

Krashen (1982 : 126-140) analyzed the relationship between the language teaching approach and the amount of comprehensible input. He stated that among the present-day teaching methods, including grammar translation method, audio-lingualism, cognitive code, direct method and the natural approach, the last two tend to provide students more comprehensible input.

Pica and Doughty (1985) compared the amount of input in a teacher-fronted activity and a group activity in a communicative ESL classroom. They found that (a) "more input was directed toward our individually studied students in the group than in the teacher-fronted activity". (p.131), (b) "more grammatical input was available during teacher-fronted than during group activities". (p.130) and (c) "a number of features of negotiation which are claimed to allow for comprehensibility of input... were more available during the teacher-fronted interaction." (p.130)

Kleifgen (1985) examined a kindergarten teacher's language input to four second language students who have different proficiency in English. She found that "the lexical input to the NNSs was less varied and supplied in greater quantities to the children according

to their descending level of proficiency".

Scarcella and Higa (1981) found that in comparing the conversation between NSs and (1) children and (2) adolescents, there was a greater quantity of simplified input to children than to adolescents, but the adolescents worked more on keeping the conversation going.

Crookall and Oxford (1990 : 111-112) pointed out that to develop communicative competence, language teachers tend to provide simulation. They claimed that gaming will offer large quantities of input for the students. Consequently, this input stimulates use of important strategies, such as memory strategies (used not just to enter new information into memory but also to recall it quickly when needed) and compensation strategies like guessing meanings from the context.

Chitra Rodchua (1972) observed the time used by Matayom Suksa I teachers teaching English in teacher and student activities, practising the four language skills; listening, speaking, reading and writing, and comparing the quantity of time Thai and English were used in the period of teaching. Her results showed that a large amount of time in a period was used in teaching grammatical structure, explaining, translation and practising the writing skill and both teacher and students used more English than Thai. Nevertheless, this study concerned only the quantity of time used in teaching and learning English inside the classroom. The amount of time included both input and output.

Orachorn Kitchakarn (1990) investigated teachers' use of English-Thai code switching in English classrooms. She found that "the amount of teachers' use of English in terms of utterances is

slightly greater than the use of Thai, but slightly smaller in terms of words". Nonetheless it declined in the second and third of the observer classes. She also found that in teaching, teachers mostly used English to elicit and to inform.

Diary Studies

A diary study is one technique used in the study of language classrooms (Brumfit and Mitchell. 1990 : 14). It is defined as "an introspective account of a second language experience as recorded in a first-person journal" (Larsen-Freeman and Long. 1991 : 37; citing Bailey and Ochsner. 1983) or as "a first-person account of language learning or teaching experience, documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events" Nunan (1989 : 55), indicating that diaries have been used to study either language teaching or language learning or both.

Bailey and Ochsner (1980 : 2) observe:

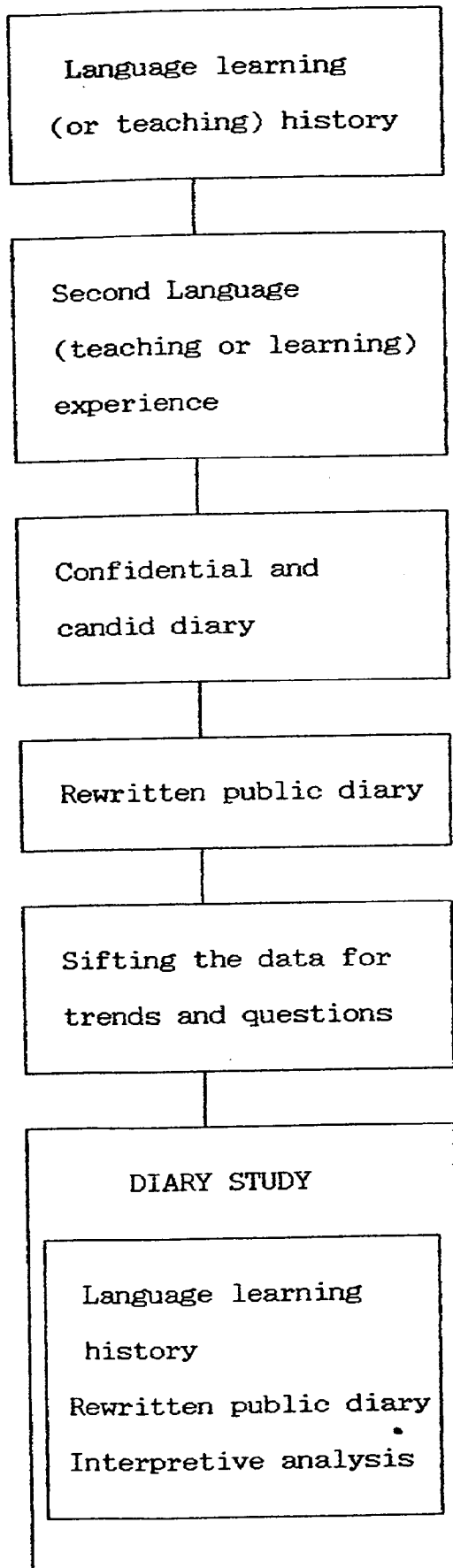
The diary studies differ from SLA case studies primarily because the diarist supplements his observation of events with introspection and self-observations. However, the first person diaries may also be (re)analyzed by other researchers.

This statement ~~shows that~~ introspective diary studies can be analyzed by the diarist her/himself. This is the case in many studies (Cherchalli. 1988; Lowe. 1987; Parkinson and Howell-Richardson. 1990; Jarvis 1992). However, Matsumoto (1987 : 20) claims that "the diarist,... may be a language learner or teacher, but may not be the

researcher himself or herself", although she recognizes that many early diary studies did not follow this idea.

Furthermore, Matsumoto (1987) says that diarists may write diaries during the classroom language lesson or after the class. They may write in their native language or second, target language. Her statement implies that diary studies concern only classroom learning. However, in fact, many researchers have shown or suggested that diary studies can be done both inside and outside the classroom (Schmidt and Frota. 1986; Nunan. 1989; Parkinson and Howell-Richardson. 1990; Jarvis. 1992).

Bailey and Ochsner (Nunan. 1989 : 58-59; citing Bailey and Ochsner. 1983 : 190) outline a process for organizing a diary study in the figure below:



1. The diarist should provide an account of his personal language learning or teaching history.
2. The diarist should systematically record events, details and feelings about the current language experience in the diary.
3. The diarist revises the journal for the process, meaning is clarified.
4. The diarist studies the journal entries, looking for patterns and significant events. (Also other researchers may analyse the diary entries) [sic].
5. The factors identified as being important to the language learning or teaching experience are interpreted and discussed in the final diary study. Ideas from the pedagogy literature may be added at this stage.

FIGURE B Activities involved in a second-language diary study.

(Nunan. 1985 : 59 citing Bailey and Ochsner. 1983 : 190)

Allwright and Bailey (1991 : 191-192) also suggest how to keep a diary as below:

1. Set aside a regular time and place each day in which to write in your diary.
2. Plan on allowing an amount of time for writing which is at least equal to the period of time spent in the language classroom.
3. Keep your diary in a safe, secure place so you will feel free to write whatever you wish.
4. Do not worry about your style, grammar, or organisation, especially if you are writing in your second language.
5. Carry a small pocket notebook with you can make notes about your language learning (or teaching) experience whenever you wish.
6. Support your insights with examples. When you write something down, ask yourself, "Why do I feel that is important?"
7. At the end of each diary entry, note any additional thoughts or questions that have occurred to you. You can consider these in more detail later.

Diary entries should be honest (Nunan 1989 : 58; Gilpin 1992).

Using diary studies as research tools

The first diarist-researchers, Schumann and Schumann (Schumann. 1980; citing Schumann and Schumann. 1977) published diary studies kept on their language learning experiences. The diaries show their feelings and reactions towards the foreign culture, the target language speakers, and the methods of instruction. They reveal a number of psychological factors which affect the acquisition of a second language.

Later a number of authors have used diary studies for reflecting learners' insights, thoughts, feelings, achievement, strategies, impressions, problems, and sometimes focused on psychological and social themes (Bailey. 1980; Brown. 1983, 1985; Ho-Fong-Wan-Kam. 1985; Wenden and Rubin. 1987; Cherchalli. 1988; Nunan. 1989; Parkinson and Howell-Richardson. 1990; Jarvis. 1992).

"Learner diaries can be both a source of unforced positive and negative feedback from the students and a way of getting the students to concentrate on language learning (Gilpin. 1992 : 15). Entries emphasize the personal nature of language learning, something which is not likely to be got by other forms of data collection (Nunan. 1989 : 55,57).

Although diaries have many advantages such as the simplicity of keeping data, the nature of the holistic investigation and hypothesis generating and naturalistic characteristics, there are limitations such as the time consumed in diary keeping, and highly subjective characteristics (Bailey. 1980; Hopkins. 1985; cited in Nunan. 1989 : 58; Matsumoto. 1987). Nevertheless, many researchers suggest that in order to avoid subjective judgements and reliability

and validity problems, diaries should be analyzed by at least two or three researchers; the number of diarists should not be one but many and diary studies may be used with other qualitative techniques (like personal interviews, questionnaires, tests, observations, or class discussions) (Matsumoto. 1987 : 31; Parkinson and Howell-Richardson. 1990).

As well as qualitative research tools in language teaching and learning, diary studies are also used in quantitative analysis. Chaudron (1986) comments that "both quantitative and qualitative approaches are relevant to determining the important variables to investigate and the relationships those variables have to second language learning outcomes." Matsumoto (1987 : 20) argues that they must be used together.

Parkinson and Howell-Richardson (1990) reported two experiments concerning diary studies. The first concerned students learning L₂ in an L₂ environment. The students' diaries were quantified in terms of (1) "informativity", including "what was covered in class" "what was learned in class", "evaluative comments", "what has been learned outside class" (2) "anxiety level" (3) "out-of-class activities", including private study, social interaction with native and non-native speakers of English, transactional language use, and receptive events. "The findings showed a high correlation between rate of improvement and the amount of time which students spent outside class in social interaction with native speakers of English."

In the second experiment with students learning L₂ in an L₁ environment, exposure in terms of amount of time, kind of activity and type of skill was recorded.

In short, both Parkinson and Howell-Richardson diary studies investigated how much students were exposed to the target language, the first study dealing with the quantity of target language both inside and outside the classroom, the second one only with the quantity outside the classroom. (Both dealt with the quantity of the target language, combining input and output.)

Lowe (1987) reported an experiment with confidential diaries of a group of teachers who consciously reversed roles as learners of a foreign language. Some diary entries referred to input.

'I certainly felt that we went as fast as we reasonably could have done. I don't know about anybody else, but I felt that even though we were doing a lot of revision, we were getting an enormous input'

(Lowe 1987 : 93)

The source of input was also noted.

'I think that may be ninety per cent of what people learn is outside the classroom...'

(Lowe 1987 : 94)

CHAPTER 3

THE RESEARCH METHODOLOGY

This chapter is concerned with the identification of the population, the research instrument, the construction of the research tool, the data collection and the data analysis.

Subject

The subject of this study is a Thai student, studying in Mattayomsuksa 5 of a large government secondary school in a suburb, Bangkok. The sample was selected purposely because this case study concerns a diary study. The subject must have high responsibility for collecting the data during one semester and a vacational period.

The research instrument

The data will be collected by 2 instruments.

1. The diary

The diary will record all of the subject's English language input.

2. Interviews

The researcher will regularly interview the subject on what is recorded in the diary. These interviews can assess the content validity of the diary study as a research tool.

The construction of the research tool

I Diary Study

1. The researcher studies research and documents related to English language input in order to clearly distinguish the kinds of language input activities.

2. The researcher explains to the subject the purpose of the research, how to keep a diary and the meaning of English language input and gives the examples of activities or sources of English language input and the instructions to the subject on intelligibility scale.

The explanation about keeping a diary follows these steps :

2.1 You have to note all English language input you are exposed to both inside and outside the classroom every day during a period of one semester and one vacation of this year, 1993.

2.2 Your identity and the identity of others you may write about will be unknown to anyone except the researcher.

2.3 You have to set aside a regular time every day to write the diary. Sometimes a small pocket notebook will be necessary.

2.4 You do not worry about your ability in writing the diary in English. The diary will be used to record the quantity of language input, not your English language writing ability. So, if necessary, you should write the diary in your first language so that the data will not be in error.

2.5 Please keep your diary secret. You must write your diary regularly and freely.

2.6 It is important that you do not change your usual behavior in order to create English language input experience. The

data should occur realistically and naturally.

2.7 The subject will be given some examples to check how clearly the concept of English language input is understood.

2.8 The researcher tells the student to fill out every space in the diary data collection form honestly, then the researcher will interview and interpret the data.

An example of the diary data collection form.

No. _____

Date _____

English language input data	Quantity of input measured in minutes	Skill	Text type	Source	Intelligibility of input (scale)
ภาษาอังกฤษที่ได้รับ	ปริมาณภาษาอังกฤษที่ได้รับคิดเป็นนาที	ทักษะทางภาษา	ประเภทของภาษา	แหล่งข้อมูล	ความเข้าใจภาษาอังกฤษที่ได้รับ

How to fill out the diary data collection form

In the English language input data space the student notes all the details of data he gets each time. If the data is solely English he notes Eng. in the bracket. If the data is English with Thai, he should note Eng. & Thai in the bracket.

In the quantity of input measured in minutes space, the student notes how long he exposes the data.

In the skill, text-type and source space, the student notes the data according to the definitions in chapter 1.

In the intelligibility of input scale space, the student has to estimate intelligibility, with 6 representing complete comprehension and 0 representing no comprehension at all.

II Interviews

1. The researcher meets the student every Monday, Wednesday and Friday. At this time, the researcher fills the interpreted input data in the diary data collection form.

English language input data	Quantity of input measured in minutes	Skill	Text type	Source	Intelligibility of input (scale)
ภาษาอังกฤษที่ได้รับ	ปริมาณภาษาอังกฤษที่ได้รับคิดเป็นนาที	ทักษะทางภาษา	ประเภทของภาษา	แหล่งข้อมูล	ความเข้าใจภาษาอังกฤษที่ได้รับ
No. <u>2</u> Date <u>Friday 4</u> <u>Feb. 1993</u>					
1. เวลา 11.20 น.- 11.50 น. จับคู่ฝึก สนทนากับเพื่อน	15	Listen- ing	Conver- -sation	Non- Native	4
	10	Read- ing	Giving Direct- -ion	Non- Native	5
2. เวลา 14.40 น.- 15.20 น. ดูวิดีโอ พากษ์ภาษาอังกฤษที่ ห้อง Lab เรื่อง Curly Sue	40	Listen- ing	film	Native	2
3. เวลา 21.00 น.- 21.30 น. ฟังเพลง สากล	20	Listen- ing	Song	Native	1

The validity of data is checked by random questions during the interviews.

In the case of quantity of input, the total quantity per lesson is compared to 50 minutes to check for discrepancies.

In the case of intelligibility, when the student writes down an intelligibility of 5 mark for, e.g. listening to a song, the researcher may ask for the meaning of the song, and if the subject can not explain clearly, the intelligibility mark may be revised.

In the case of skill, text type and source, the researcher regularizes the categories according to the definitions in chapter 1.

The data analysis

The data from the subject's diary entries will be statistically analysed in percentage to find the quantity of input measured in time. The proportion of total input categorized according to intelligibility, the mean intelligibility for the entire input, the mean intelligibility of input categorized according to skill, text type and source, and the proportion of input categorized according to source for each text type will be calculated.

The findings will then be interpreted.

CHAPTER 4

INTERPRETATION AND DISCUSSION OF DATA

This thesis is concerned with the English language input available to a Thai student, studying in Mattayomsuksa 5 of a large government secondary school in a suburb of Bangkok. The data was collected during one semester and a vacation period. The analysis was aimed at studying

1. the quantity of English language input, measured in time, available to an upper secondary school student from both within and outside formal education.
2. the types of activity from which the student receives input.
3. an estimation of the intelligibility of input received.
4. the extent to which diary studies are appropriate as a research methodology for studying language input.

The interpretation of data

The quantity of English language input, measured in time, available to an upper secondary school student from both within and outside formal education.

From the findings, it is found that the students have received no input outside classroom. During the period under study, the student took English language courses at a government school under the national curriculum and also courses at a private institution offering tuition supplementary to that provided in the formal system. Both are considered as classroom-based input for the purpose of this

study.

Most of the language input data is in the form of English with an immediate Thai translation by the teacher. The intelligibility of the English language input is impossible to measure since intelligibility is affected by the Thai translation, which is presumably perfectly intelligible. There is only a little language input data in the form of English without an accompanying translation.

The quantity of input measured in minutes is calculated as percentages in the table below.

Table 1 The quantity of input measured in minutes and calculated as a percentage.

Language Input Data	Quantity of Input Measured in Minutes	Percentage of Input
Solely English	1303	21.72
English with accompanying Thai translation	4696	78.28
Total of language input	5999	100

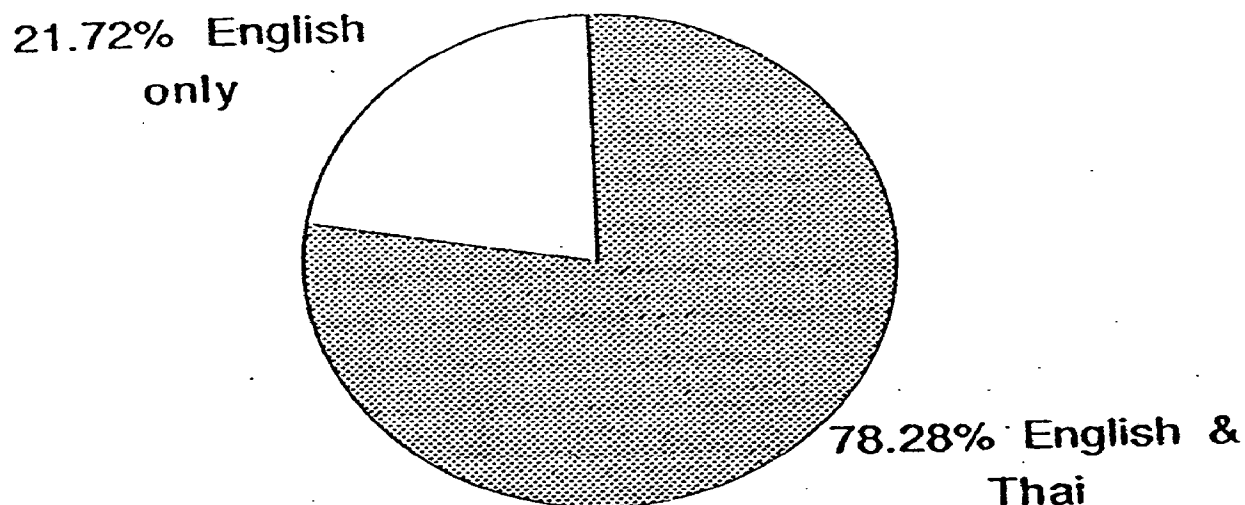


Figure 1 From Table 1

Table 1 and Figure 1 show that solely English language input represents 21.72 % of all input. Language input data is in the form of English with accompanying Thai translation amounts to 78.28 %.

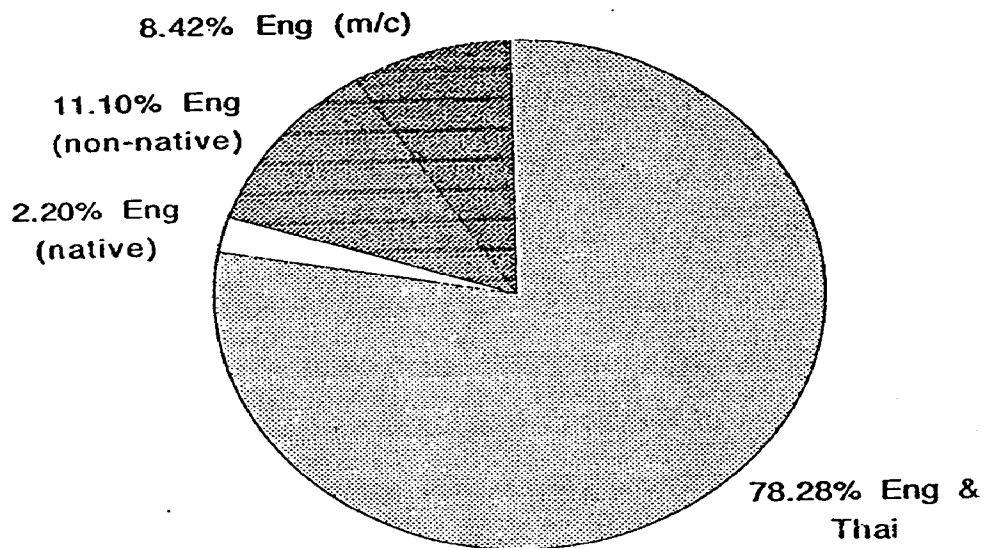
This can be interpreted as indicating that this Thai student gets little solely English language input from both within and outside formal education during one semester and one vacation.

The solely English language input founded in 3 sources : English from a native source, English from a non-native source and English from multiple choice items. The proportion of these categories as a percentage of total input and as a percentage of solely English input is shown in Table 2 and Figure 2 below.

Table 2 The quantity of solely English input by source measured in minutes and calculated as a percentage.

English Language Input Source	Quantity of Input Measured in Minutes	As a Percentage of total input	As a Percentage of solely English input
English from a native source	132	2.20	10.13
English from a non-native source	666	11.10	51.11
English from multiple choice items	505	8.42	38.76
Total	1303	21.72	100

All input



All English input

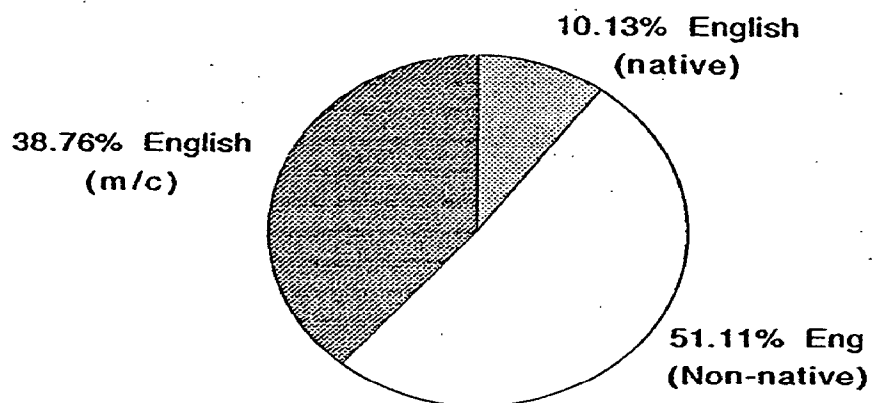


Figure 2 From Table 2

From Table 2 and Figure 2, we can see that 10.13 % of solely English input comes from native sources, about half (51.11 %) comes from non-native sources and 38.76 % from multiple-choice items.

The source of data was separated by considering the correctness of the English language input. English from native sources is assumed to be correct English for communication. English from non-native sources may appear in either correct or incorrect forms. English language input in the form of multiple-choice items, whether from a native or non-native source must contain incorrect forms of language. So English language input in the form of multiple-choice test items is calculated as solely English input. Its intelligibility is estimated separately.

The types of activity from which the student receives input.

The types of activity from which the student receives input are shown in table 3.1

Table 3.1 Solely English input excluding multiple choice test items
by types measured in minutes and calculated as a percentage.

Text Types of English Language Input Data	Quantity of English Input Measured in Minutes	Percentage of Total Input
Rewriting exercises and exams	423	53.01
Gap-filling exercise	127	15.91
Sentence composition and essay	70	8.77
Conversation from tape recordings	50	6.27
Songs	40	5.01
News articles	23	2.88
Reading passages	22	2.76
True-False exercise (Spoken source)	13	1.63
Matching exercise	13	1.63
True-False exercises (Written source)	10	1.25
Vocabulary and Idiom Lists	7	0.88
	798	100

From Table 3.1, it can be seen that the highest quantity of English input comes in the form of rewriting exercises and exams. The percentage as of total input is 53%, much higher than other forms of input.

The difference between the quantity of English input from rewriting exercise and exams and that from other text types is very large.

It is interesting that most of text types are from text books. The subject does not have external reading assignment outside classroom.

It is found that most input in English with accompanying Thai translation is in the form of explanation by Thai teachers. See Table 3.2

Table 3.2 English input with accompanying Thai language input by types measured in minutes and calculated as a percentage.

Types of English Input Data with accompanying Thai translation	Quantity measured in Minutes	As a percentage of English Input with accompanying translation	As a percentage of total input
1. Teacher's explanations of the text	3620	77.09	60.34
2. Other types of bilingual presentations	1076	22.91	17.94

Table 3.2 (cont.)

Types of English Input Data with accompanying Thai translation	Quantity measured in Minutes	As a percentage of English Input with accompanying translation	As a percentage of total input
e.g. glosses, dictionary look-up, friends' translations			
2.1 The lessons, conversations and vocabulary	402	8.56	6.70
2.2 Exercises	281	5.98	4.68
2.3 Notes	193	4.11	3.22
2.4 Exams			
2.4.1 Based on news passages	133	2.83	2.22
-Translation into Thai	(93)	(1.98)	(1.55)
-Questions on the news	(40)	(0.85)	(0.67)
2.4.2 Multiple choice exams with translation	67	1.43	1.12
Total	4696	100	78.28

From table 3.2, it can be said that over $3/4$ of input in the form of English with accompanying the translation (77.09 %) is teacher's explanations. Additionally more than half of all the student's total input (60.34 %) comes from teacher's explanations. Other types (22.91 %) are English with accompanying Thai translation from the lessons, conversations and vocabulary, exercises, notes and exams respectively. The sources of other types are received by notes, dictionary and friends. English input data with accompanying Thai translation from the exams mainly appears in the forms of news exam which is from a native source. It can not be counted as solely English input because the student understands English by simultaneous Thai translation.

An estimation of the intelligibility of input received.

The mean intelligibility of input data is calculated for solely English language input only, categorized according to skill, text type and source. Intelligibility was rated impressionistically on a scale of 0 (unintelligible) to 6 (perfectly intelligible)

The results show that the mean intelligibility of English language input is 3.24.

The mean intelligibility of input from native sources is 2.63.

The mean intelligibility of input from non-native sources is 3.39.

The mean intelligibility of input from multiple choice test-items is 3.22.

It can be noted that the mean intelligibility of input from non-native sources is the highest, which may indicate that the student can understand English from non-native sources better than

English from native sources.

The following table shows the correlation of the English language skill, source of input and intelligibility of input.

Table 4 Intelligibility of input categorized by skill and source

Skill	Source	Quantity of Input (Minutes)	As a Percentage of Total Solely English Input	The Mean intel- ligibility of Input (Scale 0-6)
Rewriting**	Non-native	423	53	3.57
Reading	Native	45	5.63	2.76
		} 111	} 13.90	} 2.71
	Non-native			
		66	8.27	2.68
Writing**	Non-native	95	11.90	2.76
Gap-filling**	Non-native	62	7.77	3.92
Listening*	Native	60	7.52	1.92
Listening	Native	27	3.38	4
and Reading		} 32	} 4.01	} 4
	Non-native			
		5	0.62	4
Speaking**	Non-native	15	1.88	4

Note

* Data only from native sources.

** English language output by the student is included as self-generated input and is consequently from non-native source only.

The student gets over half of all the entire solely English input (53.01%) from the rewriting skill. He gets least input (only 1.88% of the entire solely English input) from speaking skill. The highest mean intelligibility of input (4) is found for the skills of Listening and Reading, and Speaking. These, however, represent very small amounts of input (4.01% and 1.88% of total solely English input). Mean intelligibility is almost as high for the gap-filling skill (3.92). The only other skill with a mean intelligibility above 3 (the mid point on the scale) is Rewriting (3.57).

The lowest mean intelligibility, 1.92, is found for the Listening skill.

There is no clear distinction between intelligibility of input from native and non-native sources. For the two skills where input from both sources are found in the data, Reading and Listening and Reading, the mean intelligibility of input does not vary significantly between native and non-native sources.

Overall, the mean intelligibility of all solely English input from native sources is 2.63 and that from non-native sources is 3.41. It is unclear whether this difference can be attributed to the difference in sources, or in the difference in skills involved, given the data presented in the previous paragraph.

Intelligibility categorized by text types from which the student receives input is given in the following table.

Table 5 Intelligibility of input categorized by text types

Text types of English Language Input Data	Quantity of English Input Measured in Minutes	Percentage of Input Total	The Mean Intelligibility of Input
True-False exercises (Written source)	10	1.25	5
Vocabulary and Idiom Lists	7	0.88	4
Songs	40	5.01	4
True-False exercises (Spoken source)	13	1.63	3.62
Matching exercise	13	1.63	3.62
Rewriting exercises and exams	423	53.01	3.57
Reading passages	22	2.76	3.55
Sentence composition and essays	70	8.77	3
Gap-filling exercises	127	15.91	2.98
News articles	23	2.88	2
Conversation from tape recordings	50	6.27	1.3

From Table 5, input in the form of true-false exercise (written source) is highest in terms of the mean intelligibility of input (5). Input in the form of conversation from tape recordings and news articles are lowest in terms of the mean intelligibility of input (1.3 and 2 respectively), compared with the other text types.

The table shows that the text types that can be found in real life; conversation from tape recordings, songs, news articles and reading passages have a lower mean of intelligibility (an average of the mean intelligibility = 2.59) than the text types which are only found in text books (an average of the mean intelligibility = 3.42); rewriting exercises and exams, gap-filling exercises, sentence composition and essays, true-false exercises (spoken and written sources), matching exercises and vocabulary and idiom lists. The two real life text types, news articles and conversation from tape recordings have low intelligibility ($\bar{X}$ = 2 and 1.3 respectively).

It should be noticed that the only conversation registered is that from tape recordings. It is not in the form of interaction between students or between students and the teacher. This shows that the student may not practice conversation in the classroom at all.

The extent to which diary studies are appropriate as a research methodology for studying language input.

All data in this study was collected by using a diary study which was followed up by interviews. The data regarded as legitimate, as the intelligibility of input from a given source, of a given type and using a given skill, was consistent throughout the study. Listening and reading from native sources have figures at around 4. Reading from a non-native source ranges from 2 to 4. Most writing

is between 2 and 3 on the scale. Most listening from native sources is registered around the 1 mark. The recorded measurements of time, text type and source were consistent with the expected input for a student at this stage of the formal education system.

CHAPTER 5

IMPLICATIONS

The Aims of the study

1. To study the quantity of English language input, measured in time, available to an upper secondary school student from both within and outside formal education, during one semester and one vacation.
2. To categorize input into the types of activity from which the student receives it.
3. To estimate the intelligibility of input received.
4. To know the extent to which diary studies are appropriate as a research methodology for studying language input.

Scope of the study

The study concerns the quantity and the estimated intelligibility of English language input available to a M 5 student of a government secondary school in a Bangkok suburb during one semester and one vacation period.

The Research Methodology

1. The researcher studies research and documents about English language input in order to clearly distinguish the kinds of language input activities.
2. The researcher finds a responsible student to be the subject.
3. The researcher explains to the subject the purpose of the

research, how to keep a diary and the meaning of English language input and gives examples of activities or sources of English language input.

4. The student records in the diary, his English language input for one semester and one vacation.

5. The researcher meets the student once a week for interview. However, at the beginning of the research period, the researcher and the subject meet often. Once the subject is familiar with how to keep a diary study, the researcher meets with the subject just once a week in order to let him write his diary freely.

6. All the data is analysed and put into percentage form to find the quantity of input measured in time, the mean intelligibility for the entire input and the mean intelligibility of input categorized according to skill, text type, and source.

7. Analyse all the findings.

8. Sum up and give the implications of the results.

Research Results

The analysis of the diary study of the student's language input during one semester and one vacation period shows that the total quantity of English language input which the student received in the form of English only was little, amounting to 21.72 % of all input received or an average of only 7.2 minutes per day.

The proportion of the quantity of English input that is English from a native source is 10.13%, of all solely English input English from a non-native source represents 51.11%, English from multiple choice items accounts for 38.76%. This indicates that the

English input from a native source is very little if compared to the total input that the student received. In this study, it is found that the student received an average of only 44 seconds per day of English from a native source.

English from a non-native source is assumed to be potentially corrupt English which has less quality than English from a native source. Consequently, the teacher should provide as many English activities from native source as possible. Consideration should be given to the potential of peers or self-input from less proficient students containing many errors and thus the advantages of quantity of input may be negated by low quality of input.

The student receives input mostly in the form of the teacher's explanation in English with accompanying Thai translation. The skill most commonly used is listening (to the teacher). From table 3 (chapter 4), it can be seen that the percentage of the teacher's explanation is 60.34 % of total input. It may be implied that the teacher thinks that the student's motivation in studying English is very low, so the teacher explains items in English with an accompanying Thai translation. On the other hand, the teacher may think that the translation method is the best way to teach English and that most students like to learn this way, in spite of the fact that grammar translation method tends to provide students less comprehensible input than direct method and the natural approach, emphasized by Krashen (1982 : 126-140).

From the sixty minutes of listening skill that the student got from a native source, the mean intelligibility is 1.92, which is very low. It follows that the student has very few opportunities to listen to native speakers and can understand only a little of what is said.

However, from table 4 (chapter 4), it is not clear whether the low figure of intelligibility is the result of the influence of the student's capabilities or the source.

From table 5 (chapter 4), it is seen that the student gets the highest quantity of English input from rewriting exercises and from exams, which is a text type from a non-native source. It may be implied that the students receive most English input from the exercises that are assigned.

Conversation from tape recordings is the text type of English input which is the most difficult for this student to understand (mean intelligibility is 1.3). This may be because conversation from a native source is similar to native speakers talking in real life. So it is difficult for the student to understand if he is not used to the real language. News articles are also another text type that has a low mean intelligibility (2). In addition, the wording and the form of news articles may be more complicated and difficult to understand than other types. However, the mean intelligibility of true/false exercises from tape recordings is the highest, $\bar{X}=5$, if compared to the other text types. It should be stated that, although the text type is a native source, there are choices which help the student a lot in guessing or having a chance of getting correct answers.

From the data, it is shown that this subject receives less English from native sources than English from non-native sources. This indicates that in the classroom the teacher him/herself should provide more English input to the student. This may be done by giving easy examples, giving context clues, and making pre-exercise questions before reading, etc.

According to the Krashen Theory (1985), if the students are

exposed to a larger amount of the target language, the more language acquisition will occur. That means that input is one important factor in learning and teaching a language. But from the collected data, the student gets very little input in the classroom and no input outside the classroom (in this study, input from extra teaching is counted as input inside the classroom). This may be one reason why some Thai students have low achievement in English. Orachorn's study (1990 : 89) found that in practise the student has little chance to listen to and speak English apart from when learning in the classroom. So the classroom is almost the only place that the student can practice speaking and listening to English. Therefore, if the total amount of input is to be increased, in line with Krashen's theory, the teacher should use as much English as possible when teaching.

One way to provide the student with a lot of input is to enrich the English environment by providing magazines, songs, films with English soundtracks, labels and advertisements, etc. within limits. However, how the student gets input will depend on the student's motivation too. So the English text books should be provide students many text types and skills.

Using activities in the classroom is also one important method because it arouses the students to pay interest to English. The students can get a lot of input by using many skills if the teacher has many activities in the classroom. Anyway how to use activities depend on students' ability, too. If the activities do not work or the students have no ability in language production, the teacher talk should be better according to Krashen's theory. The collected data shows the student used few language skills. The skill mostly used is listening to the teacher. So it is indicated that the teacher's

teaching style affects students' language learning very much. If the teacher provides many classroom activities and thinks of the student's English input according to a communicative approach, the student may receive an increased input. A good method of teaching and learning language is providing activities with "integrated skills". In such activities the student can use many skills; listening, speaking, reading and writing. When doing any activity, the student should have a chance to practice as many skills as possible. (Harmer. : 1983)

From the research, the subject chosen has a grade point average in English higher than the subject's peers (see appendix), M.4 =+0.95 and M.5 =+1.29. However, the average of the student's mean intelligibility for all English only input is not high (3.24), compared to the maximum of 6. This shows that the students in general in his class are not of a very high standard at English or the level of English presented is not appropriate. This may be the reason that the teachers use Thai most of the time in class (This does not take into consideration the teacher's ability or confidence when speaking English, which may well affect the amount of English spoken). So here it can be considered that the students ability is a variable of the amount of English spoken in the classroom. Orachorn (1990 : 85) states that in the interview, it is found that students are the important variable in using English in the classroom. If they are good at English, the teachers do not use a lot of Thai. But if the students are not, they do.

A comment on Diary Studies

Using the diary as a research tool, was found to be practical even if it is difficult to check reliability. Although the researcher had checked all the data by means of interviews with the student and examination of the student's data, there was no direct observation or data-collection by the researcher. Nevertheless, a diary study appears to be a good method for investigating the subject's language input, which is hard to determine by any other research methodology.

The fact that the data was consistent throughout, in terms of skills, text types and sources, indicates that the data derived from this diary study was reliable.

General Recommendations

1. From the research results, it is found that the student gets little input from the classroom and it comes in the form of English with Thai explanation from the teacher. This shows that it is not learning and teaching in the style of the communicative approach which states that the teacher should use as much English as possible in the classroom. Activities should be provided to give the students integrated skills.

2. In teaching, the teacher should manage the class and provide students with suitable English input by using English that the student can understand. In addition, the teacher should also improve and select appropriate teaching materials.

3. According to the Krashen Theory, one way to improve the

subject competence is by increasing the amount of input the subject gets, $i+1$. So anyone who would like to progress in English should acquire and get a large quantity of English input.

4. From the collected data, the student gets few real-life text types with low scales of mean intelligibility of input and he does not get any input outside the classroom. This may imply that the subject's opportunity of getting input is very little. So there should be an expansion of the number of text types of English input outside the classroom.

5. The classroom management should be effective. All students should have chance to participate in the activities. There should be a small number of students in one class. If there are a lot of students in one class, those students should be divided into groups.

6. The teacher should assign external reading. Students may get a large quantity of English input at appropriate levels.

Suggestions For Other Research

1. Because there is much research on teaching and learning English as a foreign language which states that English teachers mostly use English with Thai for explanation, there should be research surveys and analysis into the reasons for using Thai language by English teachers in the classroom.

2. Experimental research comparing the achievement of teachers who use only English and that of teachers who use English with Thai should be carried out in order to gauge the influence of English language input on the learning of English language.

3. Studies on potential for out-of-classroom input and on

students' motivation and activities should be done.

4. Studies on how to develop or select materials with appropriate intelligibility levels for the students should be done.

5. This research is done with only one subject using a diary study as a research tool. Therefore, further research done with more than one subject, and with different data-collection methodologies, will help establish the reliability of the findings and methodology of this study.

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อารยา ต้นสวัสดิ์ และ จิรพันธ์ โกมลภิตินกุล. ทัศนคติของบัณฑิตสาขาภาษาอังกฤษที่มีต่อหลักสูตรของนักศึกษาวิชาเอกภาษาอังกฤษของมหาวิทยาลัยขอนแก่น. ขอนแก่น : ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยขอนแก่น, 2531.

APPENDIX

The Criteria of the Subject Selection

The subject has to have high responsibility in the following aspect :

1. He has to have time to maintain the diary regularly.
2. He has to have time to see the researcher regularly.
3. He usually has to come to school and enter the English classes regularly.

Background Information of the Subject

Sex : Male

Age : 15

Classroom : M. 5/2

School : A large government secondary school
enrollment approximate 3000 in a suburban
area of Bangkok.

Number of English course Taken for a Semester : 2

1. English Core Course 4 periods per week
2. English Supplementary Course 2 periods per week

Name of English Books Used :

1. English Core Course ...English for a Changing
World. Book 5

2. English Supplementary Course..That's Correct. Book 2

GPA in previous English courses (Comprising of English core
course and English supplementary course) :

M.4 = 2.25

M.5 = 2.75

GPA in comparison with class peers (Comprising of English core course and English supplementary course) :

$$M.4 = +0.95$$

$$= \text{Higher than mean GPA of class peers} = 0.95$$

$$M.5 = +1.29$$

$$= \text{Higher than mean GPA of class peers} = 1.29$$

Total numbers of students in class :

$$M.4 = 33 \text{ students}$$

$$M.5 = 28 \text{ students}$$

VISTA

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