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**AN ANALYSIS OF ENGLISH LANGUAGE LEARNING NEEDS  
AND PROBLEMS OF UNDERPRIVILEGED CHILDREN IN  
A SLUM AREA IN BANGKOK METROPOLIS**

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**Abstract**

For underprivileged children living in a slum area, education is one of the primary tools contributing to a better life when they grow up. The present study aimed at investigating the needs and problems in English language learning of disadvantaged children in the Klong Toey slum, the largest slum in the Bangkok Metropolis. Data were collected by means of questionnaires and interviews with 100 children, volunteer teachers, and community members. The study findings showed that children from the slum area realize the significance of English and that they are interested in learning English through games, songs, videos, and TV programs. They also enjoy learning English through technology. However, the teachers state that these children need more motivation in the classroom, which could be increased through interesting activities and a fun atmosphere that supports their communicative skill development. Furthermore, community members, despite their understanding of the significance of the English language, admit that their living conditions form a major hindrance to giving more support to these children's learning. Language policy planners and educators can make use of these findings to revise existing English curricula to

better suit context-specific needs and problems of similar children.

**Keywords:** Needs analysis; English language learning; Needs of underprivileged children

## **Introduction**

Education is an important factor in our daily lives and one that is particularly important in helping children from disadvantaged backgrounds bootstrap themselves out of poverty. This applies also in Thailand where in urban areas such as Bangkok children in the many slum areas are struggling to get good access to education. The site of this study, the Klong Toey slum is the biggest and oldest slum community in Bangkok (Duang Prateep Foundation, 2010). People have migrated from rural areas and settled down in this community in hope of better opportunities in life for more than 50 years. Like slum areas in big cities all around the globe, the Klong Toey slum is crowded and has many problems including poverty, poor living conditions, insufficient health care, and a lack of education. Many of the children in Klong Toey are descendants of immigrants, so they are not able to access many basic necessities and opportunities provided by the government. Even though UNICEF (2004) has maintained that the life of children in Thailand in general is improving rapidly, there are still a large number of children who continue to be overlooked by the authorities.

In terms of education, the United Nations Development Program (2007) states that although the enrollment in secondary education has increased over the past decade, some of the people still lack skills and have low labor productivity that is important for enhancing competitiveness in the job market. People are likely to have better jobs, better pay, and better lives if they have appropriate education and training.

To shed light on the needs and problems in learning English in such challenging contexts, this study was conducted to answer the following research questions:

- 1) What are the English language learning needs of underprivileged children?
- 2) What are the English language learning problems they face?

## **Literature review**

### **Needs analysis**

The term “needs” has been defined differently by different scholars and researchers. Some of the viewpoints are summarized below.

According to Richards et al. (1992: 242-243), a needs analysis is “the process of determining the needs for which a learner or group of learners requires a language” so that instruction can be arranged according to their priorities. The significance of a needs analysis is also emphasized by Nunan (1988) who points out that a needs analysis is a necessary technique or procedures that are used for collecting information that is necessary when designing a syllabus. Course designers and curriculum developers rely on a needs analysis as they need to gather “all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation” (Brown, 1995: 36). As such, it becomes accepted that in order for a course or a language program to be appropriately developed, the first step to be taken is to conduct a needs analysis.

In the present study, needs can be defined as the desire and lack of English language learning of language learners who are underprivileged children living in a slum area. Children in the Klong Toey slum have different demographic characteristics and language learning situations from most other children in the school system. In an attempt to come up with a course designed particularly for this group of language learners, their specific needs in language learning need to be defined and identified. Therefore, it can be concluded that

a needs analysis is an important process that enables language teachers to collect important information that helps them better develop a language course or lessons to more effectively lead learners to the goal of their language learning.

### **Problems in Language Learning**

In Thailand, at present, there are various kinds of problems in English language learning and teaching that have been documented in existing literature. The Ministry of Education (2006) has identified that the problems in teaching and learning in Thailand come from two main factors: the ways of teaching and learning factor, and the teacher factor. Teaching and learning a language in Thai classrooms should integrate all four skills. However, in class, teachers are still using a traditional teaching method focusing mainly on grammar and vocabulary practiced mainly through rote memorization. Therefore, students are not able to use English to communicate effectively. Moreover, teachers constitute another factor in the current Thai educational system because more than half of the Thai teachers, or 52 percent, have low English proficiency (Ministry of Education, 2010) as more than 80 percent of English teachers in school did not graduate with a major in English. Thus, it is difficult for these teachers to effectively develop language curricula, design lesson plans and materials, and carry out English instruction for their students.

It is generally accepted that different groups of language learners have different problems in English language learning. Simply put, disadvantaged children have specific problems in English language learning, and their problems may be different from those of other groups of language learners. As such, to effectively teach English to children in a slum area, teachers need to possess understanding of their existing needs, wants, and lacks, as well as their problems that they encounter in English language learning because these children, like other groups of language learners, need support from the teachers, school, and related organizations and

authorities to help them improve their English skills needed to ensure a better opportunity in life.

## **Methodology**

### **Research Design**

This study used surveys to explore the needs and problems in English language learning of children in a slum area, as perceived by the children themselves, their teachers and community members.

### **Population and sample**

One hundred children living in the Klong Toey slum area, ranging in age from 13 to 18 years old, were recruited. They were studying in secondary grades 7 to 9. In addition, ten teachers who worked with these children, including permanent teachers, non-formal education teachers, and volunteer teachers took part in the study. Furthermore, ten community members who had been living in this community for at least one year were included in the study. Most of them were experienced English teachers (but were not teaching the children in this study at the time of data collection), community leaders, or relatives of some of the children. Most of them had only completed primary education and worked as laborers or wage earners.

Additionally, ten children were selected randomly to participate in semi-structured interviews. Three teachers and community members were also asked to participate in the interview sessions to gather more in-depth information.

### **Research instruments**

The research instruments used in this study were questionnaires and semi-structured interview protocols. There were three sets of questionnaires and three sets of semi-structured interview questions, one each for the children, the teachers and the community members (see appendices A-C).

The questionnaires were specifically designed for the children, community members, and teachers to investigate the needs and problems in English language learning of children in a slum area. The questionnaires were written in the Thai language to overcome the language barriers. All of the close-ended items in the three parts of questionnaires were arranged in a five-point Likert scale. Also, the semi-structured interview protocols were designed by the researcher to collect more in-depth information regarding the English language needs and problems of the children (see appendices D-F).

The questionnaires and the interview protocols were validated by a panel of three in English language instruction to ensure content validity, clarity, and language appropriateness.

### **Data collection**

Data collection was carried out in the second semester of the academic year 2012 at the Klong Toey slum in Bangkok. The researcher collected the data from the three groups of participants with assistance from a teacher who was involved in providing non-formal education to the children. The assistance of this teacher was necessary to gain access to the community and to guarantee the safety of the researcher.

### **Data analysis**

The questionnaire data was analyzed quantitatively with the help of SPSS to obtain percentages, means and standard deviations. The qualitative data collected during the interviews was analyzed using content analysis. This type of analysis produces categories of similar responses which enable the researcher to sort the protocols into different types and to find common patterns of internal relations between characteristics of each protocol. The methodology elicits characteristics that are important in the learning process but it cannot determine how consistent these are for individual respondents (Marton 1981). For this reason, the combination of

questionnaires and interviews was considered to offer complementary data.

## Findings

### Needs and problems of the children

When considering their English language proficiency, 30 boys thought that their proficiency was at a poor level, whereas 23 girls indicated that their proficiency was at a fair level. Their most proficient skill according to self-report was listening, whereas the weakest skill was speaking.

As regards the needs of the children, it was found that they wanted to develop English listening and reading skills most (Mean = 3.79, SD = 1.13), followed by speaking (Mean = 3.72, SD = 1.16), and vocabulary (Mean = 3.67, SD = 1.09), respectively. It is worth noting that they did not pay much attention to English grammar (Mean = 3.35, SD = 1.18) as it was rated the lowest, as shown in Table 1 below.

**Table 1:** self-reported proficiency

Needs in English skill	Mean	SD
Listening	3.79	1.13
Speaking	3.72	1.16
Reading	3.79	1.18
Writing	3.62	1.18
Pronunciation	3.58	1.33
Grammar	3.35	1.18
Vocabulary	3.67	1.09
<b>Total</b>	<b>3.65</b>	<b>1.18</b>



The findings from the in-depth interviews of the children also revealed similar findings that the children needed to develop their English listening and reading skills more than the other skills, as evidenced in the following statement of a child from Block 2:

“I have a problem with my listening. I do not understand what the teacher said in class.” [Child #2]

Another child who was studying in grade 7 shared a similar sentiment, saying:

“Reading is my biggest problem that I would like to improve. I do not understand the passages from the textbook.” [Child #3]

In terms of English language learning needs of the children, the questionnaire results revealed that they wanted to study English in order to pass the exams and get good grades (Mean = 4.04, SD = 1.11). Moreover, they also claimed that they wanted to use English to communicate with foreigners (Mean = 3.95, SD = 1.14), and they wanted to get good job opportunities after they graduated (Mean = 3.82, SD = 1.21). On the other hand, they did not pay much attention to study English for going abroad (Mean = 3.46, SD = 1.14), as illustrated in Table 2.

**Table 2:** Children's needs in learning English

<b>Needs</b>	<b>Mean</b>	<b>SD</b>
I want to pass the exam and have a good grade.	4.04	1.11
I want to communicate with foreigners.	3.95	1.14
I want to study other cultures.	3.77	1.07
I want to go abroad.	3.46	1.14
I want to get good job opportunities.	3.81	1.21
I want to be able to read English.	3.76	1.31
I want to continue studying at a higher level.	3.78	1.20
I want to understand English in TV programs.	3.53	1.19
I want to surf the Internet.	3.59	1.22
I love and enjoy learning English.	3.67	1.14
<b>Total</b>	<b>3.73</b>	<b>1.17</b>

With regard to attitudes toward English language learning of the children, according to the study findings, the children thought that English was necessary for them for daily life use (Mean = 4.03, SD = 1.16), followed by personal enjoyment when studying the English language (Mean = 3.48, SD = 1.04). However, these children thought that studying English was not too difficult for them (Mean = 3.26, SD = 1.19), as presented in Table 3.

**Table 3:** Children's attitudes toward English language learning

<b>Attitudes</b>	<b>Mean</b>	<b>SD</b>
English is important for me in my daily life.	4.03	1.16
I enjoy studying English.	3.48	1.04
It is waste of time to study English.	2.79	1.31
I prefer studying other subjects than English.	3.14	1.24
Studying English is not too difficult for me.	3.26	1.19
<b>Total</b>	<b>3.34</b>	<b>1.19</b>

The findings from the interviews revealed that the children had positive attitudes toward English language learning. This is exemplified by a response of a child living in Block 6 of the slum who explained:

“English is important for me in my daily life. I will have a better job opportunity. If I know English, I can earn money and I will have a comfortable life.” [Child #6]

In addition, the children claimed that they enjoyed studying English with CDs and a computer in the laboratory, as exemplified below:

“I enjoyed learning English every time in the laboratory. I had a chance to use the computer. It is fun and interesting.” [Child #3]

“I like to learn English with playing games most because it is more fun than learning from the books.” [Child #5]

In summary, using CDs and the computer seemed to be the most preferred learning materials/tools for the children, more than textbooks.

In terms of problems in English language learning, the children responded that speaking was the main problem because they could not speak fluently. Another major problem was spelling when writing English sentences. The interview sessions unveiled more problems experienced by the children in their English language learning. For instance, one child stated that speaking was the most problematic skill for her:

“I have learned English for many years, but I cannot speak English. I can speak only in some words. I am embarrassed when I try to speak English. I want to improve my speaking skill.” [Child #1]

Furthermore, the children had to deal with other obstacles such as a lack of opportunities for practice and further study (Mean = 3.37, SD = 1.15). Their money and family problems (Mean = 3.19, SD = 1.18) and insufficient time to study English were also perceived to be two of the most important obstacles (Mean = 3.10, SD = 1.21). On the other hand, the children thought that the materials used in their English language learning were not a main problem in their class (Mean = 2.85, SD = 1.09), as shown in Table 4.

**Table 4: Children's obstacles in English language learning**

<b>Obstacles</b>	<b>Mean</b>	<b>SD</b>
I cannot study English because of money and family problems.	3.19	1.18
I have to work and earn money, so I cannot go to school.	2.89	1.10
I experience a lack of support from the government and related organizations.	3.05	1.16
Hi-technology learning materials are not enough to develop English skills.	2.85	1.09
I have no chance to practice and continue studying English.	3.37	1.15
Teaching duration is not enough for the children.	3.10	1.21
Total	3.07	1.15

### **Teachers' attitudes toward English language learning**

As regards teachers' perceptions of the English language learning needs of the children the results showed they thought all four skills were deemed equally important. As the teachers said in the interviews:

"Most of the students have a low level of English language proficiency. I think they need to improve more in every skill. Some of them cannot read any English word. What

they can do is to pronounce the English alphabets.”  
[Teacher #1]

“The children in slum mostly have low background knowledge in English. Their English skills of listening, reading, writing, and also speaking are rather equally poor.” [Teacher #2]

The teachers thought the children enjoyed learning English with songs, games, video and TV programs more than by learning from books or magazines. It has shown that the children do not like to learn by reading the article. As one of the teachers said:

“The children enjoyed studying English using an interesting material such as songs, games, and videos or any high-technological instruments except studying from the textbooks. The children do not pay much attention when I taught by using the books. I have to prepare materials or activities to draw the children’s attention. Nevertheless, there is not enough high-technology equipment for all children in the community school. The children need to share with each other.” [Teacher #2]

The results also showed that the children enjoyed studying English with friends in class more than individual study with the teacher outside the classroom, whereas the teachers enjoyed the children working and learning in small groups. As teachers, they also have a positive attitude toward English language learning that the children should have good English language learning. However, according to the teachers, the children have significant problems with English language learning that they need to overcome.

## **Community members' attitudes toward English language learning**

When considering the community members' attitudes toward the English language learning of the children the results showed that they felt English to be necessary for the children for the use in their daily life. They thought that after studying English, the children would have better chances to study at higher levels and would develop further. They also identified a number of problems, such as the limited English skills of the parents, which means they are unable to support their children in their learning. Besides this, they felt that the children lacked access to technologically up-to-date learning materials that could help them develop their English skills more effectively. One community member clearly described his attitude as follows:

“Children in our community face many problems in their lives. Most of them are poor, and they live in a bad environment. Some children cannot go to school because of their families' problems. Actually, there is a community school providing basic education for all children in the slum without them having to pay for it. English is also taught in school. All the children have a chance to learn English with both Thai and native teachers. In school, there are limited learning materials used in classes. We need more support from the authority to get more books, materials, and also technological equipment. These would be very helpful for the children to improve their language skills more easily.” [Community member #2]

## **Discussion of the findings**

### **Needs**

The study findings have revealed that disadvantaged children in the Klong Toey slum area realized the need to improve their

English language skills. The teachers who taught these children shared a similar attitude. In brief, children in a slum area had a low level of overall proficiency in English. The findings of this study are consistent with the findings of Sumawathdana (2009) who explored English language learning needs and problems of the students learning English at a lower secondary school and found that the students needed to improve their English language in all four skills: listening, reading, writing, and also speaking. It was also reported that the students also perceived that they needed English communication skills to further their studies at a university level in the future.

In terms of English language learning materials of these children, they needed more interesting materials to be used in classes such as CDs and a computer in the laboratory, games, videos, or TV programs in addition to printed materials like books and magazines. Both the children and the teachers agreed that the children enjoyed learning English with songs, games, and videos or any high-technological instruments rather than studying from the textbooks. Thus, the teachers need to receive support to prepare for a variety of materials or activities that will better capture the children's attention and motivate them to learn. Likewise, the study of Payakmag (2008) who explored the needs that affected communicative ability of English program students in a secondary school level has reported that the students needed more motivation in the classroom, which could be increased with interesting activities and fun atmosphere that supported the students in order to practice communicative skills. Moreover, the students needed more learning materials and sources to improve their communicative skills as well.

### **Problems**

According to the research findings, the problems could be categorized into three types: children, teachers, and materials. First of all, underprivileged children claimed that they had to encounter obstacles in English language learning as they lacked a chance to

practice the skills and to continue studying English. The teachers also pointed out that these children lacked the opportunity to practice the English skills they had learned inside the class outside the classroom. Wiriyaichitra (2002), for example, has described various problems of English language teaching in Thailand. Because English is not our mother tongue, it is difficult for the students to have sufficient practice to master pronunciation, syntax, and also idiomatic usage of the language. Moreover, students lacked the opportunities to use English in daily life; students are too shy to speak English with their classmates and teachers. Like most Thai or even other Asian students, underprivileged children are passive learners, which can hinder their output production and language acquisition. Finally, probably due to lack of interesting media and materials to use, the English lessons were seen as unchallenging for these underprivileged children.

Interestingly enough, it has been revealed that English language teachers themselves could become a problem in English language learning of underprivileged children in this slum area. First and foremost, there is a shortage of the teachers in school to teach underprivileged children. The children needed more English teachers or volunteers who can help the children improve English language proficiency. However, the level of proficiency of the teachers themselves was quite low. As the Ministry of Education (2006) has pointed out, teachers constitute another factor in the Thai educational system because Thai teachers have low proficiency in English skills. More than 80 percent of English teachers in school did not graduate with a degree in English or English language teaching. Therefore, it is difficult for these teachers to develop language curricula, design lesson plans and materials, and carry out English instruction effectively enough for their students.

Finally, materials in use became the problems in English language learning of children in the Klong Teoy slum area. Prapphal (2003) investigated English proficiency of Thai students in order to improve English teaching and learning in Thailand and contended



that materials and methods of teaching in use should be based on such goals and objectives. Then, teachers should choose appropriate tasks and activities that enable students to achieve their goals in English language learning. As for the findings of the present study, it can be seen that the children in the Klong Toey slum area had problems with the teaching materials used in class. In school, there were limited learning materials available. The school needed more support from the authority so as to get more books, materials, and also technological equipment and tools. There is not enough high-technology equipment for all underprivileged children in the community school and they needed to share whatever available with one another, which could be troublesome sometimes. Effective materials are needed to benefit the children's striving for English language proficiency.

### **Implications of the findings**

According to the study findings, English language learning of underprivileged children in the Klong Toey slum area needs to be improved in many ways. First of all, the teachers should understand the children's needs and problems with English language learning. When considering the English language skills, the children in the Klong Toey slum area need to improve four English language skills but the teachers may not be ready to help them efficiently. This group of children also had their own attitudes toward English language learning. The teachers should focus on the children's needs by developing language lessons that respond to their context-specific needs. They should also try to understand the children's problems that obstruct their English language learning and help them find out the most appropriate ways to solve their problems.

In addition, the teacher should focus more on the learning style preferences of the children and materials in English language class. Interesting materials can be used to draw the children's attention and increase their motivation in learning. To better capture the children's attention, the teachers should provide materials that

are appropriate with the target group focusing on their ages, learning style preferences, and also their personal interests. The children normally enjoyed learning with various kinds of activities by using new materials. As the present study finds, the children are interested in learning English by using games, songs, videos, or TV programs. Moreover, the children enjoyed learning with technological materials such as computers, tablets, etc. These different kinds of materials that interest them and motivate them would be useful to improve the children's English language skills.

Moreover, the children who are learning English in Thailand should have an opportunity to practice English outside classes. As The Ministry of Education (2006) has stated, Thai teachers are still using a traditional teaching methods by means of which students learn grammar and vocabulary mainly through drills and rote memorization. Therefore, students are not able to use English to communicate effectively. The students seriously lack exposure to English outside their classes, especially children who live in a slum area. They have less chance using English in their daily life. They need more support from the teachers in providing them with a chance to practice English and encourage them to be more confident in using English. Lastly, as these teachers do not hold a college degree in English language teaching, they may need support from the authority to undergo specialized professional training to equip them with the knowledge and skills necessary to enable them to create and design their own materials and activities that are appropriate for the target group of learners as it would be very helpful for the children to achieve their goals in English language learning.

In particular, UNICEF (2004) has maintained that the life of children in Thailand in general is improving rapidly because of the generous support and assistance from the government and also the United Nations Convention on the Rights of the Child in 1992. Nevertheless, there are still a large number of disadvantaged children in a slum area who continue to be overlooked by the authorities. The children in the Klong Toey slum area, for instance, mostly lack basic

necessities in life, including a chance to be educated. They still need more support from the school, teachers, and administrators or related authorities. From the beginning, the administrators and authorities should understand the children's needs and problems with English language learning because these children have different ways of life and more limitations and restrictions due to their living in a slum area. Put another way, their needs are different from the needs of other children in a normal school system. First of all, these children in a slum area need an opportunity for a basic education with flexible timetables and sufficient duration. In terms of the lessons and courses provided to them, they should be specific for such children and match their immediate needs and purposes. Additionally, in this community, there is limited space in the very crowded residential area. The administrators and authorities should provide more facilities to better support their learning condition. Also, as these children may sometimes need to help their parents work to earn a living and they may not be able to attend school regularly, a library or self-access learning center should be established for these children so that they can spend time learning English by themselves or reviewing the lessons after classes. Finally, the authority should more generously offer incentives in order that more permanent and volunteer teachers and staff working in the learning center can be recruited to more effectively help underprivileged children improve their English language skills, both inside and out of classes.

**Recommendations for further studies**

1. As the participants of the present study were children, teachers, and community members living in the Klong Teoy slum area in Bangkok Metropolis, the study findings may not be generalizable to the English language learning needs of similar children in other slum communities. Further research studies should therefore recruit underprivileged children living in other locations or

with different living conditions so as to shed more light on the needs and problems in English language learning.

2. The present study was survey research, so a qualitative research study may be conducted with additional data collection instruments such as field observations so as to gather more in-depth information regarding English language learning needs and problems of children in the Klong Toey slum area.

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## Appendix A

### For children

#### **English Language Learning Needs and Problems of Underprivileged Children in a Slum Area Questionnaire**

*This questionnaire aims to find out the needs and problems of underprivileged children toward English language learning. Please complete this questionnaire and return it to the interviewer when you finish.*

**DIRECTIONS:** Please mark ✓ in the box □ and write the answer in the blank.

#### **Part I: Personal information**

1. **Sex:** ☐ Male ☐ Female

2. **Age:** \_\_\_\_\_ years

3. **Grade level:** \_\_\_\_\_

4. **School:** \_\_\_\_\_

5. **Number of years studying English:**

☐ 1-5 years ☐ 6-10 years ☐ Never been to school

6. **English proficiency level**

☐ Excellent ☐ Good ☐ Fair ☐ Poor

**6.1 Best English skill** (choose one)

☐ Listening ☐ Speaking ☐ Reading ☐ Writing

**6.2 Weakest English skill** (choose one)

☐ Listening ☐ Speaking ☐ Reading ☐ Writing

**Part II: Areas of problems that need to be improved****DIRECTIONS:** Please mark ✓ in the table each number means

5 = strongly agree

4 = agree

3 = undecided

2 = strongly disagree

1 = disagree

<b>English language skills</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. English grammar is the most difficult part in studying English.					
2. I cannot write English sentences.					
3. It is difficult to pronounce English words.					
4. Listening skill is the most difficult for me.					
5. I cannot speak fluently.					
6. I can speak English only in words.					
7. I always have spelling problems in my writing.					
8. Remembering new vocabulary is difficult for me.					
9. Reading English is the biggest problem for me.					
10. I have no chance practicing English outside the class.					
11. I have no idea practicing English by myself.					
12. I do not know how to use a dictionary					
13. I like to learn more English outside the class.					

**Part III: Purposes in English language learning**

<b>Purposes in English language Learning</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I want to pass the exam and have a good grade.					
2. I want to communicate with foreigners.					
3. I want to study other cultures.					
4. I want to go abroad.					
5. I want to get good job opportunities.					
6. I want to be able to read English.					
7. I want to continue studying in higher level.					
8. I want to understand English in TV programs.					

**Part IV: Needs in English language learning**

Needs	5	4	3	2	1
1. I would like to study English focusing more on.....					
1.1 listening					
1.2 speaking					
1.3 reading					
1.4 writing					
1.5 pronunciation					
1.6 grammar					
1.7 vocabulary					
2. I like to study English by using.....					
2.1 books or magazines					
2.2 videos or TV programs					
2.3 CDs and computers in the laboratory					
2.4 songs					
2.5 games					
3. I like to study English.....					
3.1 in class					
3.2 outside class by self-study					
4. I am comfortable to work and study.....					
4.1 individually					
4.2 in pair					
4.3 in a small group					
4.4 in a large group					
4.5 in the same sex group					

**Part V: Attitudes toward English language learning**

<b>Attitudes</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. English is important for me in my daily life.					
2. I enjoy studying English.					
3. It is waste to study English.					
4. I prefer studying other subjects than English.					
5. Studying English is not too difficult for me.					

**Part VI: Obstacles in English language learning**

<b>Obstacles</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I cannot study English because of money and family problems.					
2. I have to work and earn money so I cannot go to school.					
3. There is a lack of support from the government and related organizations.					
3. Hi-technology learning materials are not enough in developing English skills.					
4. I have no chance to practice and continue studying English.					
5. Teaching duration is not enough for the children.					

## Appendix B

**For teacher**

### **English Language Learning Needs and Problems of Underprivileged Children in a Slum Area Questionnaire**

*This questionnaire aims to find out the needs and problems of underprivileged children toward English language learning. Please complete this questionnaire and return it to the interviewer when you finish.*

**DIRECTIONS:** Please mark ✓ in the box ☐ and write the answer in the blank.

#### **Part I: Personal Information**

1. Sex: ☐ Male ☐ Female

2. Age: \_\_\_\_\_ years

3. School: \_\_\_\_\_

#### **4. Number of years teaching:**

☐ 1-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ 21-25 years

☐ more than 25 years

#### **5. English proficiency level**

☐ Excellent

☐ Good

☐ Fair

☐ Poor

**Part II: Areas of problems that need to be improved****DIRECTIONS:** Please mark ✓ in the table each number means

5 = strongly agree

4 = agree

3 = undecided

2 = strongly disagree

1 = disagree

<b>English language skills</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. English grammar is the most difficult part in teaching English.					
2. Children cannot write English sentences.					
3. It is difficult for children to pronounce English words.					
4. Listening skill is the most difficult for Children.					
5. Children cannot speak fluently.					
6. Children can speak English only in words.					
7. I always have spelling problems in my writing.					
8. Remembering new vocabulary is difficult for children.					
9. Reading English is the biggest problem for children.					
10. Children have no chance practicing English outside the class.					
11. Children have no idea practicing English by myself.					
12. Children do not know how to use a dictionary.					
13. Children like to learn more English outside the class.					

**Part III: Purposes in English language learning**

<b>Purposes</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Children want to pass the exam and have a good grade.					
2. Children want to communicate with foreigners.					
3. Children want to study other cultures.					
4. Children want to go abroad.					
5. Children want to get good job opportunities.					
6. Children want to be able to read English.					
7. Children want to continue studying in higher level.					
8. Children want to understand English in TV programs.					

**Part IV: Needs in English language learning**

Needs	5	4	3	2	1
1. Children like to study English focusing more on.....					
1.1 listening					
1.2 speaking					
1.3 reading					
1.4 writing					
1.5 pronunciation					
1.6 grammar					
1.7 vocabulary					
2. Children like to study English by using.....					
2.1 books or magazines					
2.2 videos or TV programs					
2.3 CDs and computers in the laboratory					
2.4 songs					
2.5 games					
3. Children like to study English.....					
3.1 in class					
3.2 outside class by self-study					
4. Children are comfortable to work and study.....					
4.1 individually					
4.2 in pair					
4.3 in a small group					
4.4 in a large group					
4.5 in the same sex group					

**Part V: Attitudes toward English language learning**

Attitudes	5	4	3	2	1
1. English is necessary for the children to use in their daily life.					
2. Children love to study English.					
3. Studying English is a waste of time.					
4. Children should be interested in other subjects more than English.					
5. Studying English is not too difficult for the children.					
6. Children are not interested in studying English.					

**Part VI: Obstacles in English language learning**

<b>Obstacles</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I cannot study English because of money and family problems.					
2. I have to work and earn money so I cannot go to school.					
3. There is a lack of support from the government and related organizations.					
4. Hi-technology learning materials are not enough in developing English skills.					
5. I have no chance to practice and continue studying English.					
6. Teaching duration is not enough for the children.					



## Appendix C

### **English Language Learning Needs and Problems of Underprivileged Children in a Slum Area Questionnaire**

**For community members**

*This questionnaire aims to find out the needs and problems of underprivileged children toward English language learning. Please complete this questionnaire and return it to the interviewer when you finish.*

**DIRECTIONS:** Please mark ✓ in the box ☐ and write the answer in the blank.

#### **Part I: Personal Information**

**1. Sex:** ☐ Male ☐ Female

**2. Relationship with the children:**

☐ Father ☐ Mother ☐ Other \_\_\_\_\_

**3. Age:** \_\_\_\_\_

**4. Education:**

- ☐ Lower secondary level
- ☐ Secondary level
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Other \_\_\_\_\_

**5. Occupation:** \_\_\_\_\_

**Part II: Attitudes toward English language learning****DIRECTIONS:** Please mark ✓ in the table each number means

5 = strongly agree

4 = agree

3 = undecided

2 = strongly disagree

1 = disagree

Attitudes	5	4	3	2	1
1. English is necessary for the children to use in their daily life.					
2. It is good for student to study English.					
3. Studying English is waste of time.					
4. Children should be interested in other subjects more them English.					
5. Children are able to understand and learn other subjects from studying English.					
6. Children get good job opportunities.					
7. Studying English gave the children more chance to study in higher level.					
8. Studying English show the children well educated.					
9. Studying English helps children are able to communicate with foreigners.					
10. Children gain more knowledge from studying English.					

**Part II: Problems in English language learning**

Problems	5	4	3	2	1
1. Money and family problems obstruct the children to study English.					
2. Children have to work and earn money for their family.					
3. Children lack support from the government from the related organization.					
4. Children lack hi-technology learning material in developing their English skills.					
5. Children have no chance to practice and continue studying English.					
6. Teaching duration in class is not enough for the children.					
7. Parents have limited English skills so they cannot help their children.					

**Appendix D**  
**Semi-structured Interview Protocol**  
**(For children)**

1. What are the purposes in your English language learning?
2. Do you like to learn English? Why?
3. Do you like to use or speak English? Why?
4. What is the most difficult thing in English language learning?
5. How do you feel about English language learning? How important is English for you?
6. Do you have any problems and obstacles in your English language learning? Why? How would you like to improve?
7. Do you think the English lessons are helpful to you in any way?
8. What do you think about your teachers' teaching in class?
9. Do you like the English language learning environment in the class? Is it sufficiently supportive?
10. What do you think about the materials used in classes? Are they sufficient? Are they interesting? Why?
11. If there is anything you can do to change the current English language learning situation, what would it be? Why?

**Appendix E**  
**Semi-structured Interview Protocols**  
**(For teachers)**

1. How do you usually teach in class? Which activity do you use most often? Why?
2. How do you use teaching materials in class? Are they sufficient? Are they effective? Why? What are the outcomes?
3. What is the children's level proficiency? What do the children do to improve their English skills?
4. How many children are there in each class?
5. What is the most important problem in class?
6. Which skill is the skill that the children are most good at? Any example?
7. Which English skill do the children want to improve most? Why?
8. Does the family's problem affect English language learning? How?
9. Is the duration of time sufficient and suitable for learning in each class?
10. Do you have any comments or suggestions regarding the current English language learning in the community?

## **Appendix F**

### **Semi-structured Interview Protocols (For community members)**

1. How do you feel about English language learning? How important is English in general? How important is English for your children?
2. What do you think about the environment in English language learning in this community?
3. Do you think the current English language instruction is sufficient and effective? Why?
4. Does your family support the children in learning the English language?
5. Do you think that studying English is a waste of time?
6. Do your family's problems have an effect on the children's English language learning? How?
7. Do the children need any support in their English language learning from you? From the school? From the community?
8. Do you have any comments or suggestions regarding the current English language learning situation in your community?

