

ABSTRACT**I.D. No.:** 6219529**Key Words:** ATTITUDE, ENGLISH LANGUAGE TEACHERS, VISUAL LITERACY**Name:** PARAWEE NAMWONG**Thesis Title:** EXPLORING ATTITUDES OF ENGLISH LANGUAGE TEACHERS IN A PRIVATE UNIVERSITY IN THAILAND TOWARDS VISUAL LITERACY**Thesis Advisor:** ASST. PROF. DR. ROSUKHON SWATEVACHARKUL

The objectives of this study were 1) to explore attitudes of university teachers in one private university in Thailand towards visual literacy in English language teaching; 2) to explore perceived behaviors of university teachers in one private university Thailand regarding visual literacy application in English language teaching.

This study took the form of a cross sectional survey using a questionnaire to collect both quantitative and qualitative and data from 56 English teachers in a private university in Thailand. The survey consisted of 5-point Likert scale questions, open-ended questions, as well as questions about the respondents' background.

The findings revealed that the overall attitude of respondents of the selected university towards visual literacy in English language teaching was at a high level. The mean of the teachers overall attitude towards visual literacy was $M = 3.41$ and the $SD = 0.21$. However, this moderately high positive attitude was not reflected in their teaching behavior. Data analysis indicated the respondents were only average in their behavior of visual literacy application. Their

behavior fell in the average zone with where $M = 3.2$ and an $SD = 0.05$. The findings suggested that some teachers lack knowledge and skills regarding visual literacy and therefore were not comfortable using it, while others felt visual literacy to be too time consuming. A few teachers also expressed the belief that visual literacy was not appropriate for students at high levels of English language learning.

Pedagogical implications from this research are that teachers need more learning regarding visual literacy and how to apply it in classroom. They need to understand that visual literacy is equally important as traditional literacy and realize that the benefits of visual literacy is not limited only to beginning levels of English language learners.

