

## CHAPTER FOUR

### RESULTS

This comparative study between the Thai and the foreign first year students' language needs at Humanities' Faculty of Mahchulalongkornrajavidyalaya University is a survey research study using 90 students out of the entire total population of 106 first year students. Out of the total 90 students, 20 students from two groups were used for the pilot study to test whether there were any ambiguities in any questionnaires or not.

The other 70 students were used for the final questionnaires from which the data were obtained, encoded and analyzed in order to achieve the outcomes of this survey study. Results are interpreted and presented in the following tables, together interpretations. The data analyzing process was recorded by using the SPSS windows version 14.0. The frequency distribution tables were used to present the statistic data that has been reported in terms of percentages, arithmetic means, and standard deviations. The results of this study are reported in the following tables.

#### 4.1 RESULTS OF THE THAI FIRST YEAR STUDENTS' ENGLISH LANGUAGE NEEDS

The first step that is presented is the Thai first year students' General Background Information – objective needs/factors that are nationality, age and country.

##### 4.1.1 The Thai First Year Students' General Background Information

**Table 1. Number and Percentage of the Thai First Year Students' General Background Information**

General Background Information	Number (N)	Percentage (%)
<b>Nationality</b>		
Thai	36	100
<b>Age (years)</b>		
18 – 20	21	58.3
21 – 30	15	41.7

*(table continues)*

**Table 1. (continued)**

31 – 40	-	-
41 – 50	-	-
<b>Country</b>		
Thailand	36	100
Total	36	100

All of the Thai first year students are Buddhist monks and novice students who are regular first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University. The total 58.3 % of the Thai first year students' average ages are between 8-20 years and the rest are of their average age between 21-30 years old.

The Thai first year students' means of English Language Needs are interpreted and presented as the following Table 2 to table 14 in the mean scores that are classified into three groups as follows: -

<b><u>Group</u></b>	<b><u>Mean range</u></b>
Extensive	3.67 – 5.00
Moderate	2.34 – 3.66
Little	1.00 – 2.33

4.1.2 The Thai first year students' Needs of the important activities in learning English Language are demonstrated in the mean scores on the Table 2 as follows: -

**Table 2. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part II. Important activities of using English language needs	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
1. How important do you think the English language is to your current studies at MCU?	4.22	0.96				
2. How important do you think the English language is to your future career?	4.41	0.90				

*(table continues)*

**Table 2. (continued)**

3. How important do you think the following skills are in your studies at MCU?						
a. Listening	4.13	1.09				
b. Speaking	4.08	1.05				
c. Reading	4.11	1.00				
d. Writing	4.16	0.87				
4. Which of these activities do you find useful in helping your speak English?						
a. Talking about yourself	3.77	0.98				
b. Agreeing/disagreeing	3.69	1.03				
c. Offering/refusing	3.72	1.03				
d. Ordering			3.52	0.94		
e. Making bookings			3.44	0.93		
f. Giving opinions	3.91	0.93				
g. Expressing probability			3.66	0.95		
h. Buying			3.58	0.93		
i. Asking permission			3.63	0.96		
j. Apologizing	3.83	0.94				
k. Asking for information	3.94	0.98				
l. Making suggestions	3.94	0.98				
m. Describing people/places	3.86	0.89				
n. Giving/receiving instructions			3.66	0.92		
o. Complaining			3.16	1.18		
p. Using numbers/dates/time/prices			3.61	1.04		
q. Stating preferences			3.66	0.86		
r. Making appointments			3.52	0.94		
s. Using numbers/dates/time/prices	3.86	1.01				
t. Persuading/praising	3.75	0.99				
u. Expressing likes/dislikes			3.63	1.12		
v. Greeting/introducing people	4.00	0.95				

In Table 2 above, from question number 1 to question number 3 on the part II of the questionnaire, all of the important activities of the English language needs of the Thai first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University are extensively needed.

In the question number 4 in Table 2 above, some of the important activities that are extensively needed by the Thai first year students are talking about themselves, agreeing or disagreeing, offering or refusing, giving opinions, apologizing, asking for information, making suggestions, describing people and places, using numbers, dates, time and prices, persuading and praising, greeting and introducing people.

In question number 4 in the Table 2 above, the rest of the important activities, ordering, making bookings, expressing probability, buying, asking permission, giving or receiving instructions, complaining, using numbers, dates, times, and prices, stating preferences, making appointments and expressing likes or dislikes are moderately needed by the Thai first year students at the faculty of Humanities of Mahachulalongkornrajavidyalaya University.

4.1.3 The Thai first year students' Needs of the types of English course they prefer are demonstrated in the mean scores on the Table 3 as follows: -

**Table 3. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part III. Types of English Course you prefer. Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
1. On a scale of 1-5 rank the following English language skills to be emphasized in an English course.						
a. Listening	3.97	0.94				
b. Speaking	3.94	1.14				
c. Reading	3.88	1.08				
d. Writing	3.97	1.10				
2. What type of content is appropriate for English at your current level?						
a. General English					1.50	0.69
b. English for Buddhism	3.97	0.94				

Table 3 mentioned that the four skills of English course are extensively needed by the Thai first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

Similarly, table 3 showed that the students preferred the content of General English was listed on the little range, but Buddhism English was extensively needed.

**Table 4. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part III. Types of English Course you prefer.	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
3. Which learning environment do you prefer in an English class?						
a. Pair					1.50	0.69
b. Group			3.63	1.04		

Table 4 suggests that learning in English was favored the least while learning in groups is moderately needed.

**Table 5. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part III. Types of English Course you prefer.	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
4. What is an appropriate length of time a day for learning English?						
a. 1-2 hours					1.75	0.73
b. 3-4 hours			3.16	1.18		
c. More than 4 hours			3.52	0.94		

Question number 4 shows that the period of English language was the least in 1- 2 hours and 3 to more than 4 hours were moderately favored.

**Table 6. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part III. Types of English Course you prefer.	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
5. Which type of evaluation do you prefer?						
a. Internal assessment			3.61	1.18		
b. External assessment					1.50	0.69

In Table 6 above, the internal assessment type of evaluation in learning English language was favored on the little range while the external assessment type

was moderately viewed by the Thai first year students at the Faculty of Mahachulalongkornrajavidyalaya University.

**Table 7. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part III. Types of English Course you prefer. Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
6. Should quizzes tests in English be marked and added up to the total marks of students?	4.41	0.90				

Surprisingly, in table 7 above, question number 6, all scores on the different quizzes tests in learning English language should be added up to the total marks of students' final exam, was well supported.

**Table 8. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part III. Types of English Course you prefer. Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
7. What type of exam do you prefer for your English class?						
a. Objective type			3.55	1.05		
b. Subjective type					1.91	0.64
c. Combination of both			3.63	1.12		

Table 8 on the question number 7 suggested that the objective type of exam was moderately needed while the subjective one was in the little range. Moreover, the combination of both types of exam were moderately viewed by the Thai first year students too.

**Table 9. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part III. Types of English Course you prefer. Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
8. What reading materials do you prefer for your English class?						

(table continues)

**Table 9. (continued)**

a. English textbook	4.06	1.09				
b. Newspapers and magazines			3.52	0.94		
c. Journals					1.91	0.64

Question number 8 suggests that the English textbook for the reading materials in the English class is extensively needed while the newspapers and magazines as materials are moderately needed and journals followed in the little range viewed by Thai students.

**Table 10. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part III. Types of English Course you prefer. Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
9. How many students do you prefer for an English class?						
a. Fewer than 10					1.75	0.73
b. 10-19					1.91	0.64
c. 20-29			3.16	1.18		
d. 30-39			3.63	1.04		
e. Over 40	3.94	0.98				

Question number 9 also shows that the number of students in one class where there over 40 students is extensively preferred while fewer than 10 and between 10 – 19 students are listed in the little range, and from 20 - 29 and 30 – 39 are preferred moderately by them.

**Table 11. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part III. Types of English Course you prefer. Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
10. On a scale of 1-5, rank the following types of writing skills in order of importance.						

*(table continues)*

**Table 11. (continued)**

a. Note-taking	3.88	1.08				
b. Summary writing			3.63	1.04		
c. Essay writing					1.75	0.73
d. Letter writing			3.58	0.93		
e. Report writing	3.79	0.87				

The table 11 on the question number 10 demonstrated how the Thai students preferred to have the types of writing skills in learning English language. The note-taking was ranged extensively while summary writing and letter writing are moderately viewed and the essay writing is in the little range, but interestingly, report writing was also extensively needed by them.

4.1.4 The Thai first year students' opinions towards the Four English Language Skills in English language needs are presented in the mean scores on the Table 12 as follows: -

**Table 12. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part IV. Opinions about Four English Language Skills Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
1. In your opinion, how useful are the following activities in improving the four English language skills?						
a. Learning activities in listening						
Dictation exercises	3.77	1.19				
Listening to academic conversation	3.97	1.08				
Watching TV news in English	3.77	1.12				
Watching movies in English	3.83	1.15				
Listening to English program on radio			3.60	1.09		

In table 12, learning activities to improve English listening skill by dictation exercises, academic conversation, watching TV news in English and movies in English were extensively needed, but listening to the English program on radio was viewed in the little range.

**Table 13. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part IV. Opinions about Four English Language Skills Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
b. Listening activities in reading						
Reading newspapers	3.72	1.16				
Reading short stories	3.77	1.04				
Reading Textbooks	3.97	1.02				
Reading magazines			3.52	1.27		

In table 13, learning activities to improve English reading skill by reading newspapers, shorts stories, textbooks, and magazines were extensively needed, but reading magazines was viewed in the little range.

**Table 14. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part IV. Opinions about Four English Language Skills Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
c. Learning activities in speaking						
Oral Test	3.69	1.09				
Doing pronunciation	3.88	1.06				
Doing drills in the language lab			3.44	1.20		
Doing dialogs			3.63	1.17		
Giving speeches			3.41	1.20		
Doing role-plays			3.50	1.20		
Playing games			3.38	1.43		

In table 14, learning activities to improve English speaking skill by using the oral test and doing pronunciation were extensively needed while doing drills in the language laboratory room, dialogs, giving speeches, role-plays and playing games are moderately favored by the Thai students.

**Table 15. Means and Standard Deviation of Thai First Year Students' English Language Needs**

Part IV. Opinions about Four English Language Skills Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
2. Is it important to learn all the English language skills with the same emphasis?	4.08	0.76				
3. Should grammar be taught in details?	4.11	0.88				
4. Should MCU students use the language lab to improve their listening skills?	4.00	1.01				
5. Should MCU students read more than four reading passages in a semester?	4.08	0.80				
6. Can dialogs exercises improve the speaking skills of students?	3.97	0.90				
7. Should the Four Skills of English course should be provided to students in each semester?	4.13	0.89				
8. Does class participation encourages students to learn English?	4.05	0.95				

Table 14 from question number 2 to number 8 of part IV of the questionnaire also reveals that the Thai students extensively agreed with these questions about activities that could enhance their four English skills of language needs.

## **4.2 RESULTS OF THE FOREIGN FIRST YEAR STUDENTS' ENGLISH LANGUAGE NEEDS**

The second step presented under the following table is about the foreign first year students' General Background Information – objective needs that are nationality, age and country.

4.2.1 The foreign first year students' general background information is presented in terms of numbers and percentages under Table 16.

**Table 16. Number and Percentage of the Foreign First Year Students' General Background Information**

<b>General Background Information</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Nationality</b>		
Foreign		
1. Cambodia	17	50
2. Union of Myanmar	13	38.3
3. Laos	2	5.9
4. Bangladesh	1	2.9
5. Nepal	1	2.9
<b>Total</b>	<b>34</b>	<b>100</b>
<b>Age (years)</b>		
18 – 20	2	5.9
21 – 30	29	85.3
31 – 40	2	5.9
41 – 50	1	2.9
<b>Total</b>	<b>34</b>	<b>100</b>

All of the foreign first year students are Buddhist monk students who were the regular first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University. They came from five different countries, namely, Cambodia, Union of Myanmar, Laos, Bangladesh, and Nepal. Half of the total number of foreign students came from Cambodia, Union of Myanmar, and Laos, Bangladesh and Nepal respectively. The majority age of the foreign first year students is between 20-30 years old, but surprisingly, there are two students whose ages are between 30-40 years old and there also is one student whose age is over 40 years old.

The foreign first year students' means of English Language Needs are shown in Table 17. The mean scores are classified into three groups as follows: -

<b><u>Group</u></b>	<b><u>Mean range</u></b>
Extensive	3.67 – 5.00
Moderate	2.34 – 3.66
Little	1.00 – 2.33

4.2.2 The foreign first year students' Needs of the important activities in using English Language are demonstrated in the mean scores in the Table 17 as follows: -

**Table 17. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part II. Important activities of using English language needs Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
1. How important do you think the English language is to your current studies at MCU?	4.47	0.74				
2. How important do you think the English language is to your future career?	4.67	0.80				
3. How important do you think the following skills are in your studies at MCU?						
a. Listening	4.38	0.92				
b. Speaking	4.32	1.00				
c. Reading	4.47	0.82				
d. Writing	4.08	0.80				
4. Which of these activities do you find useful in helping your speak English?						
a. Talking about yourself	3.83	0.93				
b. Agreeing/disagreeing	4.26	0.75				
c. Offering/refusing	3.67	1.00				
d. Ordering			3.47	1.02		
e. Making bookings			3.58	1.04		
f. Giving opinions	4.20	0.64				
g. Expressing probability	4.08	0.71				
h. Buying			3.50	0.92		
i. Asking permission			3.61	0.92		
j. Apologizing	3.85	0.89				
k. Asking for information	4.17	0.79				
l. Making suggestions	4.11	0.87				
m. Describing people/places	4.26	0.99				

(table continues)

**Table 17. (continued)**

n. Giving/receiving instructions	3.91	0.96				
o. Complaining			3.35	1.09		
p. Using numbers/dates/time/prices			3.58	1.07		
q. Stating preferences	3.91	0.86				
r. Making appointments	3.75	0.86				
s. Using numbers/dates/time/prices	4.38	0.77				
t. Persuading/praising	3.82	0.71				
u. Expressing likes/dislikes			3.58	0.98		
v. Greeting/introducing people	4.20	0.76				

In Table 17 above, from question number 1 to question number 3 on the part II of the questionnaire, all of the important activities of using English language of the foreign first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University are extensively needed.

In question number 4 in Table 17 above, some of the important activities that are extensively needed by the foreign first year students are talking about themselves, agreeing or disagreeing, offering or refusing, giving opinions, apologizing, asking for information, making suggestions, describing people and places, Giving or receiving instructions, stating preferences, making appointments, using numbers, dates, time and prices, persuading and praising, greeting and introducing people.

In question number 4 in Table 17 above, other important activities that are moderately needed by the foreign first year students are ordering, making bookings, expressing probability, buying, asking permission, complaining, using numbers, dates, times, and prices, and expressing likes or dislikes.

4.2.3 The foreign first year students concerning the types of English course they prefer are demonstrated in the mean scores in the Tables as follows: -

**Table 18. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part III. Type of English Course you prefer	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
1. On a scale of 1-5 rank the following English language skills to be emphasized in an English course.						
b. Speaking	4.23	0.95				
c. Reading	4.38	0.88				
d. Writing	4.32	0.97				

Table 18 states that English courses based on four skills, listening, speaking, reading, and writing are extensively needed by the foreign first year students.

**Table 19. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part III. Type of English Course you prefer	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
2. What type of content is appropriate for English at your current level?						
a. General English					1.61	1.07
b. English for Buddhism	4.38	0.77				

Table 19 shows that content of general English was favored in the little range while English for Buddhism was extensively needed by them.

**Table 20. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part III. Type of English Course you prefer	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
3. Which learning environment do you prefer in an English class?						
a. Pair					2.05	0.73
b. Group	4.11	0.87				

Table 20 indicates that a learning environment in pairs was favored in the little range while a group learning environment was extensively supported by them.

**Table 21. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part III. Type of English Course you prefer	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
4. What is an appropriate length of time a day for learning English?						
a. 1-2 hours					1.76	0.81
b. 3-4 hours			3.58	1.07		
c. More than 4 hours	4.08	0.71				

Table 21 demonstrates that regarding an appropriate length of time per day for learning English, 1-2 hours was listed in the little range, 3-4 hours on moderate range while more than 4 hours was seen as extensively appropriate for the foreign first year students.

**Table 22. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part III. Type of English Course you prefer	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
5. Which type of evaluation do you prefer?						
a. Internal assessment	3.85	0.89				
b. External assessment			3.61	0.92		

Table 22 means that internal assessment was extensively needed while the external assessment was viewed in the moderate range.

**Table 23. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part III. Type of English Course you prefer	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
6. Should quizzes tests in English be marked and added up to the total marks of students?	4.38	0.88				

Table 23 means that the quizzes test scores should be added up to the total marks of students.

**Table 24. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part III. Type of English Course you prefer	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
7. What type of exam do you prefer for your English class?						
a. Objective type			3.76	1.30		
b. Subjective type					2.05	0.73
c. Combination of both	4.14	0.89				

According to table 24, an objective type of exam was moderately viewed while a subjective one came in the little range, but surprisingly, the combination of them was extensively favored by the foreign first year students.

**Table 25. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part III. Type of English Course you prefer	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
8. What reading materials do you prefer for your English class?						
a. English textbook					2.26	0.82
b. Newspapers and magazines	4.23	0.95				
c. Journals			3.58	1.07		

Table 25 indicates that English textbooks for reading materials were listed in the little range while newspaper and magazines were extensively needed, and journals were moderately required.

**Table 26. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part III. Type of English Course you prefer	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
9. How many students do you prefer for an English class?						
a. Fewer than 10			3.35	1.09		
b. 10-19	4.23	0.95				
c. 20-29			3.61	0.92		
d. 30-39			3.61	0.92		
e. Over 40					1.76	0.81

Table 26 shows that fewer than 10 students in an English class was moderately accepted while 20-29 students were extensively supported. Moreover, 30-39 students in an English class have also moderately favored, but Over 40 students were listed in the little range.

**Table 27. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part III. Type of English Course you prefer Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
10. On a scale of 1-5, rank the following types of writing skills in order of importance.						
a. Note-taking	4.05	0.95				
b. Summary writing	4.14	0.85				
c. Essay writing	4.35	0.64				
d. Letter writing	4.29	0.75				
e. Report writing	4.20	0.91				

Table 27 indicates that all of the different types of writing skills, note-taking, summary, essay, letter and report writing were extensively required by the foreign students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

4.2.4 The foreign first year students' opinions towards four English language skills are presented in the mean scores on the Tables as follows: -

**Table 28. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part IV. Opinions about Four English Language Skills Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
1. In your opinion, how useful are the following activities in improving the four English language skills?						
a. Learning activities in listening						
Dictation exercises	4.11	0.76				
Listening to academic conversation	4.2	0.88				
Watching TV news in English	4.38	0.65				
Watching movies in English	4.14	0.82				

(table continues)

**Table 28. (continued)**

Part IV. Opinions about Four English Language Skills Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
Listening to English program on radio	4.23	0.78				
b. Listening activities in reading						
Reading newspapers	4.41	0.82				
Reading short stories	4.20	0.84				
Reading Textbooks	4.35	0.73				
Reading magazines	4.11	0.87				

Table 28 shows that both listening and reading activities, which could improve English language learning, were extensively needed by the foreign first students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

**Table 29. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part IV. Opinions about Four English Language Skills Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
c. Learning activities in speaking						
Oral Test	4.41	0.74				
Doing pronunciation	4.26	0.96				
Doing drills in the langue lab	4.00	0.95				
Doing dialogs	4.38	0.74				
Giving speeches	4.00	1.08				
Doing role-plays	4.00	0.83				
Playing games			3.14	1.23		

Table 29 indicates that all learning activities to improve speaking in English language learning were extensively needed by the foreign first students except playing game activities that were moderately listed.

**Table 30. Means and Standard Deviation of Foreign First Year Students' English Language Needs**

Part IV. Opinions about Four English Language Skills Question Items	Extensive		Moderate		Little	
	X	SD	X	SD	X	SD
2. Is it important to learn all the English language skills with the same emphasis?	4.32	0.83				
3. Should grammar be taught in details?	4.61	0.73				
4. Should MCU students use the language lab to improve their listening skills?	4.50	0.66				
5. Should MCU students read more than four reading passages in a semester?	4.20	0.97				
6. Can dialogs exercises improve the speaking skills of students?	4.35	0.91				
7. Should the Four Skills of English course should be provided to students in each semester?	4.29	0.90				
8. Does class participation encourages students to learn English?	4.35	0.77				

Table 30 shows that all learning activities from question number 2 to 8 in part IV of questionnaire in English language learning were extensively needed by the foreign first students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

### 4.3 COMPARATIVE RESULTS BETWEEN THAI AND FOREIGN FIRST YEAR STUDENTS' ENGLISH LANGUAGE NEEDS

4.3.1 The third step presented under the following table was the comparative results between Thai and foreign first year students' subjective needs of English language as follows: -

**Table 31. Thai and Foreign First Year Students' General Background Information**

General Background Information	Number (N)	Percentage (%)
Nationality		
Thai	36	51.40
Age (years)		
18 – 20	21	30.00

(table continues)

**Table 31. (continued)**

21 – 30	15	21.42
31 – 40	0	0.00
41 – 50	0	0.00
Nationality		
Foreign		
6. Cambodia	17	24.28
7. Union of Myanmar	13	18.58
8. Laos	2	2.88
9. Bangladesh	1	1.43
10. Nepal	1	1.43
Total foreigners	34	48.60
Age (years)		
18 – 20	2	2.85
21 – 30	29	41.42
31 – 40	2	2.85
41 – 50	1	1.42
Grand Total	70	100

When the Thai and the foreign first year students were compared with each other, there were different gaps of ages between two groups. The majority of Thai students are younger than the foreign students according to table 31 mentioned above. There are six nationalities who are the regular first year students at the Faculty of Humanities of Mahachulalongkorn-rajavidyalaya University. They are Thai, Cambodian, Shan-Myanmar, Laos, Bangladeshi, and Nepalese. The majority of the grand total is Thai, follows Cambodian, Shan-Mynamar and Laos, Nepalese and Bangladeshi respectively. Surprisingly, the majority of the foreign students are older than the Thai students.

4.3.2 Comparative Results between Thai and foreign first year students' English language needs in important activities of using English language as follows: -

**Table 32. Comparative Means, Standard Deviation and T-test Scores between Thai and Foreign First Year Students' English Language Needs**

Part II. Important activities of using English language Question Items	Thai		Foreigner		t
	x	SD	x	SD	
1. How important do you think the English language is to your current studies at MCU?	4.22	0.96	4.47	0.74	-1.20
2. How important do you think the English language is to your future career?	4.41	0.90	4.67	0.80	-1.26
3. How important do you think the following skills are in your studies at MCU?					
a. Listening	4.13	1.09	4.38	0.92	-1.00
b. Speaking	4.08	1.05	4.32	1.00	-0.97
c. Reading	4.11	1.00	4.47	0.82	-0.66
d. Writing	4.16	0.87	4.08	0.80	-1.49
4. Which of these activities do you find useful in helping your speak English?					
a. Talking about yourself	3.77	0.98	3.83	0.93	-0.19
b. Agreeing/disagreeing	3.69	1.03	4.26	0.75	-2.64*
c. Offering/refusing	3.72	1.03	3.67	1.00	-0.18
d. Ordering	3.52	0.94	3.47	1.02	-0.24
e. Making bookings	3.44	0.93	3.58	1.04	-0.60
f. Giving opinions	3.91	0.93	4.20	0.64	-1.51
g. Expressing probability	3.66	0.95	4.08	0.71	-2.10*
h. Buying	3.58	0.93	3.50	0.92	-0.37
i. Asking permission	3.63	0.96	3.61	0.92	-0.09
j. Apologizing	3.83	0.94	3.85	0.89	-0.08
k. Asking for information	3.94	0.98	4.17	0.79	-1.08
l. Making suggestions	3.94	0.98	4.11	0.87	-0.77
m. Describing people/places	3.86	0.89	4.26	0.99	-1.78
n. Giving/receiving instructions	3.66	0.92	3.91	0.96	-1.08
o. Complaining	3.16	1.18	3.35	1.09	-0.68
p. Using numbers/dates/time/prices	3.61	1.04	3.58	1.07	-0.09
q. Stating preferences	3.66	0.86	3.91	0.86	-1.18
r. Making appointments	3.52	0.94	3.75	0.86	-0.96
s. Using numbers/dates/time/prices	3.86	1.01	4.38	0.77	-2.39*
t. Persuading/praising	3.75	0.99	3.82	0.71	-0.35

(table continues)

**Table 32. (continued)**

Part II. Important activities of using English language Question Items	Thai		Foreigner		t
	x	SD	x	SD	
u. Expressing likes/dislikes	3.63	1.12	3.58	0.98	-0.03
v. Greeting/introducing people	4.00	0.95	4.20	0.76	-0.98

As demonstrated in Table 32, t-test scores showed that there are a few significant differences of English language needs between Thai and foreign first year students in important activities of using English language, such as, '*b. agreeing or disagreeing, g. expressing probability, and s. using numbers/dates/time/prices*'. These are significantly different between two groups' English language at reliability of 95%, but on the rest, their English language needs are more or less the same.

**Table 33. Significantly different needs between two groups' English Language Needs**

Part II. Important activities of using English language Question Items	Thai X	Foreigner X	Sig. dif.
4. Which of these activities do you find useful in helping your speak English?			
b. Agreeing/disagreeing	3.69	4.26	T < F
g. Expressing probability	3.66	4.08	T < F
s. Using numbers/dates/time/prices	3.86	4.38	T < F

As shown above in Table 33, t-test scores showed that the important activities are significantly different between Thai and foreign first year students' English language needs, such as, '*b. agreeing or disagreeing, g. expressing probability*'.

4.3.3 Comparative Results between Thai and foreign first year students' English language needs in types of English Course that they prefer as follows: -

**Table 34. Comparative Means, Standard Deviation and T-test Scores between Thai and Foreign First Year Students' English Language Needs of Type of English Course that they preferred.**

Part III. Type of English Course you prefer Question Items	Thai		Foreigner		t
	x	SD	x	SD	
1. On a scale of 1-5 rank the following English language skills to be emphasized in an English course.					
a. Listening	3.97	0.94	4.14	0.89	-0.79
b. Speaking	3.94	1.14	4.23	0.95	-1.15
c. Reading	3.88	1.08	4.38	0.88	-2.07*
d. Writing	3.97	1.10	4.32	0.97	-1.40
2. What type of content is appropriate for English at your current level?					
a. General English	1.50	0.69	1.61	1.07	-0.54
b. English for Buddhism	3.97	0.94	4.38	0.77	-0.85
3. Which learning environment do you prefer in an English class?					
a. Pair	1.50	0.69	2.05	0.73	-0.07
b. Group	3.63	1.04	4.11	0.87	-1.28
4. What is an appropriate length of time a day for learning English?					
a. 1-2 hours	1.75	0.73	1.76	0.81	-0.09
b. 3-4 hours	3.16	1.18	3.58	1.07	-0.74
c. More than 4 hours	3.52	0.94	4.08	0.71	-0.06
5. Which type of evaluation do you prefer?					
a. Internal assessment	3.61	1.18	3.85	0.89	-0.67
b. External assessment	1.50	0.69	3.61	0.92	-0.02
6. Should quizzes tests in English be marked and added up to the total marks of students?	4.41	0.90	4.38	0.88	-1.75
7. What type of exam do you prefer for your English class?					
a. Objective type	3.55	1.05	3.76	1.30	-2.93*
b. Subjective type	1.91	0.64	2.05	0.73	-3.97*
c. Combination of both	3.63	1.12	4.14	0.89	-2.91
8. What reading materials do you prefer for your English class?					

(table continues)

**Table 34. (continued)**

Part III. Type of English Course you prefer Question Items	Thai		Foreigner		t
	x	SD	x	SD	
a. English textbook	4.06	1.09	2.26	0.82	-2.23*
b. Newspapers and magazines	3.52	0.94	4.23	0.95	-2.64*
c. Journals	1.91	0.64	3.58	1.07	-1.49
9. How many students do you prefer for an English class?					
a. Fewer than 10	1.75	0.73	3.35	1.09	-0.19
b. 10-19	1.91	0.64	4.23	0.95	-0.66
c. 20-29	3.94	0.98	3.61	0.92	-2.58*
d. 30-39	3.16	1.18	3.61	0.92	-1.93
e. Over 40	3.63	1.04	1.76	0.81	-1.75
10. On a scale of 1-5, rank the following types of writing skills in order of importance.					
a. Note-taking	3.88	1.08	4.05	0.95	-2.79*
b. Summary writing	3.63	1.04	4.14	0.85	-2.08
c. Essay writing	1.75	0.73	4.35	0.64	-3.12*
d. Letter writing	3.58	0.93	4.29	0.75	-2.19*
e. Report writing	3.79	0.87	4.20	0.91	-2.43*

In Table 34, t-test scores show that there are some significant differences of English language needs between Thai and foreign first year students' English language needs in types of course on the question 1 of sub-topic, *c. reading*; on question 7, *a. objective and b. subjective types*, on question 8, *a. English textbook and b. newspapers and Magazines*, on question 9, *c. 20-29 students for an English class*, and on question 10, *a. Note-taking, c. Essay writing and e. Report writing of types of writing skills* at reliability of 95%, but on the rest, their English language needs are more or less the same.

**Table 35. Significantly Different Needs between Two Groups' English Language Needs**

Part III. Types of English Course you prefer Question Items	Thai X	Foreigner X	Sig. dif.
1. On a scale of 1-5 rank the following English language skills to be emphasized in an English course.			
c. Reading	3.88	4.38	T < F

*(table continues)*

**Table 35. (continued)**

Part III. Types of English Course you prefer Question Items	Thai X	Foreigner X	Sig. dif.
7. What type of exam do you prefer for your English class?			
a. Objective type	3.55	3.76	T < F
b. Subjective type	1.91	2.05	T < F
9. How many students do you prefer for an English class?			
c. 20-29	3.94	3.61	T > F
10. On a scale of 1-5, rank the following types of writing skills in order of importance.			
a. Note-taking	3.88	4.05	T < F
b. Summary writing	3.63	4.14	T < F
c. Essay writing	1.75	4.35	T < F
d. Letter writing	3.58	4.29	T < F
e. Report writing	3.79	4.20	T < F

Table 35 t-test scores show that the Types of English Course in different skills reflect significant differences between Thai and foreign first year students' English language needs on question 1 of sub-topic, *c. reading skill*, on the question 7, *a. objective* and *b. subjective types of Exam in English course*, on question 9, *c. 20-29 students* in an English class, and on question 10, *a, b, c, d. and e. sub-topics*. Interestingly, on question 9 topic *c. 20-29* students showed needs by Thai first year students, but the rest was by foreign students.

4.3.4 Comparative Results between Thai and foreign first year students' English language needs in opinions towards the Four English Language Skills as follows: -

**Table 36. Comparative Means, Standard Deviation and T-test Scores on English Language Needs between Thai and Foreign First Year Students' Opinions towards Four English Language Skills as follows: -**

Part IV. Opinions about the Four English Language Skills Question Items	Thai		Foreigner		t
	x	SD	x	SD	
1. In your opinion, how useful are the following activities in improving the four English language skills?					
a. Learning activities in listening					

(table continues)

**Table 36. (continued)**

Part IV. Opinions about the Four English Language Skills Question Items	Thai		Foreigner		t
	x	SD	x	SD	
Dictation exercises	3.77	1.19	4.11	0.76	-1.42
Listening to academic conversation	3.97	1.08	4.2	0.88	-0.98
Watching TV news in English	3.77	1.12	4.38	0.65	-2.77*
Watching movies in English	3.83	1.15	4.14	0.82	-1.31
Listening to English program on radio	3.60	1.09	4.23	0.78	-2.79*
b. Listening activities in reading					
Reading newspapers	3.72	1.16	4.41	0.82	-2.88*
Reading short stories	3.77	1.04	4.20	0.84	-1.87
Reading Textbooks	3.97	1.02	4.35	0.73	-1.77
Reading magazines	3.52	1.27	4.11	0.87	-2.26
c. Learning activities in speaking					
Oral Test	3.69	1.09	4.41	0.74	-3.23*
Doing pronunciation	3.88	1.06	4.26	0.96	-1.54
Doing drills in the language lab	3.44	1.20	4.00	0.95	-2.41*
Doing dialogs	3.63	1.17	4.38	0.74	-3.18*
Giving speeches	3.41	1.20	4.00	1.08	-2.44*
Doing role-plays	3.50	1.20	4.00	0.83	-2.14*
Playing games	3.38	1.43	3.14	1.23	0.75
d. Learning activities in Writing					
Dictation exercise	4.11	0.91	4.32	0.94	-0.95
Grammar exercises	3.75	1.15	4.38	0.69	-2.79*
Writing letters	3.77	1.14	4.20	0.91	-1.72
Writing reports	3.80	1.16	4.29	0.90	-1.94
Writing sentences	3.63	1.17	4.17	0.99	-2.05*
Writing paragraphs	3.52	1.27	4.29	1.00	-2.80*
Writing essays	3.41	1.36	3.85	1.25	-1.39
Writing poems	4.08	0.76	4.32	0.83	-1.41
2. Is it important to learn all the English language skills with the same emphasis?	4.11	0.88	4.61	0.73	-2.58*
3. Should Grammar be taught in details?	4.00	1.01	4.50	0.66	-2.42*
4. MCU students should use the language lab to improve their listening skills.	3.83	0.94	4.32	0.84	-2.29*

*(table continues)*

**Table 36. (continued)**

Part IV. Opinions about the Four English Language Skills Question Items	Thai		Foreigner		t
	x	SD	x	SD	
5. MCU students read more than four reading passages in a semester.	3.97	0.90	4.35	0.91	-1.74
6. Dialogs exercises can improve the speaking skills of students.	4.13	0.89	4.29	0.90	-0.72
7. The Four Skills of English course should be provided to students in each semester.	4.05	0.95	4.35	0.77	-1.42
8. Class participation encourages students to learn English.	4.08	0.80	4.20	0.97	-0.57

Table 36 t-test scores show that there are many significant differences of English language needs between Thai and foreign first year students' English language needs in opinions towards four English language skills, and they are separated and demonstrated under the following table.

**Table 37. Significantly Different English Language Needs between Two Groups**

Part IV. Opinions about the Four English Language Skills Question Items	Thai X	Foreigner X	Sig. dif.
1. In your opinion, how useful are the following activities in improving the four English language skills?			
a. Learning activities in listening			
Watching TV news in English	3.77	4.38	T < F
Listening to English program on radio	3.60	4.23	T < F
b. Learning activities in reading			
Reading newspapers	3.72	4.41	T < F
c. Learning activities in speaking			
Oral Test	3.69	4.41	T < F
Doing drills in the language lab	3.44	4.00	T < F
Doing dialogs	3.63	4.38	T < F
Giving speeches	3.41	4.00	T < F
Doing role-plays	3.50	4.00	T < F
d. Learning activities in Writing			
Grammar exercises	3.75	4.38	T < F
Writing sentences	3.63	4.29	T < F

(table continues)

**Table 37. (continued)**

Part IV. Opinions about the Four English Language Skills	Thai	Foreigner	Sig. dif.
Question Items	X	X	
Writing paragraphs	3.52	4.29	T < F
3. Grammar should be taught in details.	4.00	4.50	T < F
4. Should MCU students use the language lab to improve their listening skills?	3.83	4.32	T < F

Table 37 t-test scores show that the opinions towards English language needs in four English skills, at reliability of 95% are significantly different between Thai and foreign first year. In this chapter, it was found there are significant different needs age in types of content, activities, four skills and opinions for foreign students who excelled than Thai students, except in one subtopic of question items where Thai preferred to have a number of 20-29 students for an English class than foreign one in table 35 on page 34. Discussions, recommendations and conclusions have to be focus on their significant differences within the next chapter.