

CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

The information in this chapter will focus on comment about the findings that have been presented in the previous chapter. Conclusions of this comparative study are discussed with recommendations and conclusions what has been found from the outcomes based on means, standard deviation, percentages and t-test scores in this chapter.

5.1 SUMMARY OF THE STUDY

5.1.1 The goals of this comparative study actually were to survey the English language needs of Thai and foreign first year students at the Faculty of Mahachulalongkornrajavidyalaya University in the second semester, the academic year 2549. Then it was to compare whether each group's outcomes were significantly different, or more or less the same, in their English language needs.

5.1.2 The subjects of this study were 106 regular first year students, 61 Thai monk and novice first year students and 45 foreign first year students who learned separately according to this year new system in the Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

5.1.3 The instrument was a questionnaire that consisted of four separate parts which included general background information and the different English language needs of the Thai and foreign first year students, for example, objective and subjective needs, nationalities, age, contents of courses, activities, four skills, grammar, opinions towards English language needs, and so on.

5.1.4 The Summary of the Findings from part I-IV of the questionnaires in Table 1-37 on chapter IV of the comparative study follow.

5.1.4.1 In the chapter IV according to Table 2, the important English language needs of 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 were extensively required by the Thai first year students.

In the same table, there were some Thai students who moderately favored 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.

The most extensive requirement of Thai first year students from Table 2 in chapter came from question number 2. 'How important do you think the English language is to your future career?' From this highest needs by them, it meant that English is one of the most important languages used in this world for many reasons, such as communications, religious studies, business, especially for Thai Buddhist monk and novice students who have to study it as the compulsory subject in any universities as well as all schools not only in Thailand but also in most countries.

On the contrary, there were no negative views listed as in the little range in Table 2 in terms of importance of English language needs by Thai first year students. From this point again, we could assume that Thai Buddhist monk and novice students do really require English language to deal with their daily activities or in their future careers. All English skills were extensively required by them according to Table 2. Therefore, Table 2 showed English language needs were extremely required by the Thai first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

5.1.5 The Summary of the Findings from the part III of the questionnaires in Tables 3-11 in chapter IV of the comparative study is as follows: -

5.1.5.1 In chapter IV from Tables 3-11, there were different attitudes towards types of English courses among Thai first year students. As in Table 3, the four skills of English course should be extensively emphasized as well as English for Specific Purpose of Buddhism, but on the other hand, general English was little supported by Thai first year students.

From these points of views, the Thai first year students did really need English for purposes of promoting Buddhism or perhaps they could in future use English to deal scholarly with Buddhist activities that are relevant to Buddhist rituals or reading books. In addition, the world is becoming the global village where there is no boundary for persons who could speak English language.

Therefore, the four skills of English language were extremely needed, but General English was listed in the little range in Table 3. English language becomes the international language that is favored not only by all walks of life, but also by the religious persons who think that it can help them to learn different kinds of knowledge in this global village, especially to bring peace and happiness to the world community according to the Buddha's teachings.

Concerning the class environment, Thai students still love to have the traditional one that consists of many students because they might perhaps feel that learning in pairs might have more risk and hence, they seem to rely on others who have better command of English knowledge. When talking about learning hours, Thai students just chose the middle range. That could be interpreted to mean that they did not want to throw themselves into much risk because English language might be more difficult for them to follow as if they selected the middle class environment that meant the same definition mentioned in the above paragraph. Therefore, the individual method of learning English language requires more effort than other methods.

Another point is that most of Thai students still favored the international assessment that does not go along with the communicative approach principle where students should develop their four language skills both internally and externally whenever they have opportunities. Thus, in order to improve their language abilities, students should not only depend on their teachers, instructors or lecturers alone, but at the same time, they also should have outside studies or self-access centers, library or whatsoever sources available. They should utilize the available sources from both inside and outside in their studies as much as possible to improve the four English skills and linguistic structures and forms.

From a different perspective, Thai students seemed to worry whether about their scores should be added up to their final exam according to Table 7 in chapter 4. From this point, it might be interpreted that their studies are in one way depending on the grade point average that can certify their better future because they selected all quizzes tests scores should be added up to their final exam. This can change their grade point average and it also can judge that their studies are important for their future goals. Therefore, they listed the quizzes tests as the highest one.

Concerning types of examination, Thai students preferred to have objective types rather than subjective ones, and a combination of both objective and subjective types that consists of multiple choices and writings depending on the theories what have been taught and their comments and suggestions depending on different points of views relevant to those topics. Therefore, they love to have objective types that might not be so difficult in order to gain more scores in their studies.

Also, Thai students seemed to stick to the grammatical approach because they preferred materials for their studies based on reading textbooks. This idea was opposite having an English for specific purposes for Buddhism on Table 3 in which they preferred to have English for Buddhism rather than a general English because most textbooks are not based on Buddhism, and in other words, there are no Buddhist instructors who could design or develop their own teaching materials yet because those monk instructors did not have such knowledge of developing English for specific purposes.

Concerning the number of students in an English class environment, Thai students favored more than 40 students. This kind of need agrees with Table 4 where they preferred to have a group environment in their learning types. Another point is that they are happy with their present class size. At the moment, there are 61 students in their class.

It means that they enjoy what are learning with such an amount of students. Moreover, they did not like to have an English class in which there are fewer students than 20. This agrees with the belief that they did not like to have a pair type of course. In part III of the questionnaire on the table 11 in the previous chapter 4, when asking about skills of writing, they preferred to have note-taking as well as report writings that are directly relevant to their present studies at the Faculty of Humanities rather than to have summary and essay writing.

In conclusion to part III of the questionnaire, Thai students seem to appreciate the present class size. The types of course, writing skills, class size, materials for their studies that they desired to have are relevant to their present studies according to Table 4 -11 mentioned in the previous chapter IV. Thai first students at

the Faculty of Humanities of Mahachulalongkornrajavidyalaya University are still interested in the grammatical or traditional approach rather than a communicative one.

5.1.6 The Summary of the Findings from the part IV of the questionnaires in Tables 12-15 in chapter IV of the comparative study is as follows: -

5.1.6.1 In chapter IV from Tables 12-15, concerning the opinions towards how learning activities develop listening skills, most of the Thai first year students agreed that listening in dictation exercise, academic conversation, watching television and movies in English can develop their English listening skills well. They agree with the communication approach on which learning could be developed from different available sources by language learners both in and outside classrooms, but listening to radio on English program is moderately favored because maybe it is not attractive. These opinions meant that language learning has to be optional depending on available sources from any time and place.

In conclusion, concerning the English language needs of the Thai first year students at the Faculty of Humanities of Mahachulalongkorn-rajavidyalaya University, most of their different types of English language needs were met with the needs analysis theories that have been retrieved and referred in chapter 2 of this comparative study. First it is necessary to discuss and comment about the objective needs of Thai students who had different ranges of age. These were not so widely different because the majority of their ages were from 18-20 years old and the rest from 21-30. It meant that there has no much different gap of ages among them.

In considering the subjective needs of Thai students according to needs analysis theories and approaches, most of their English language needs are met with some theories and approaches that have been quoted in chapter 2. They all did agree that the needs of four skills are the most important for their future careers as well as present studies at Mahachulalongkornrajavidyalaya University. In addition to these, they did believe that the various activities of learning English language could help improve and develop their English language learning.

According to the communicative approach, the different activities and students participation could help to improve the language learning. In order to motivate and teach learners more successfully, it is necessary to know both objective and subjective needs of learners.

By doing so, the objectives of that particular course or curriculum would be partially accomplished. Moreover, the types of courses have appropriately to be selected and designed so as to meet the learners' needs. This is another important matter that has to be considered. Concerning this, Thai students seemed to prefer the grammatical approach rather than the communicative one.

On the contrary, they also favored the communicative approach according to their opinions towards English language needs that could be acquired, learnt, improved and developed from various sources from both in and outside classrooms. According to their opinions towards the English language needs, the four skills of language learning could be developed and improved by watching television, conversations and other factors, except playing games that also could improve the English language learning, but they preferred playing games as moderate because it is not appropriate for them to be playing games according to the disciplinary rules for monks who are prohibited to play games.

Therefore, their opinions towards the English language learning needs were in agreement with some communicative theories and approaches. Finally, for Thai first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University, English language needs are met with both the traditional and the communicative approaches that have been put forwards by the different well-known language researchers in chapter 2.

5.1.7 The Summary of the Findings about the foreign first years students' subjective needs from the part II of the questionnaires in Table 17 on chapter IV of this study is as follows: -

5.1.7.1 In chapter IV according the Table 17, the important aspects of English language needs are required very much by the foreign first year students for their current studies at Mahachulalongkornrajavidyalaya University as well as for their future careers in which English would be the most important. All four skills of English are extensively important for them. According to table 17, the foreign students needed the English for their studies and official or legal information that in par of their vocation.

In other words, they preferred to study what are really necessary skills for their official matters or activities. Therefore, English for educational and communicative purposes is quite important for these foreign students, according to the outcomes of part 2 of the questionnaire mentioned in chapter 4.

5.1.8 The Summary of the Findings from part III of the questionnaires in Tables 18-27 in chapter IV of this comparative study is as follows: -

5.1.8.1 The course should be designed and based on the four skills, listening, reading, speaking and writing, which are really needed by the foreign first year students as well as for their future careers. Even the foreign first year students really required the English for specific purpose of Buddhism according to Table 19. They also favored to having a course based on groups that were in agreement with the communicative approach and could be designed with various activities mentioned in chapter 2.

In brief, from Tables 20-27, the foreign first year students seemed to prefer a communicative approach and specific English rather than the traditional ones. They favored to having more hours in learning English language relevant to their course. Their class size should be based on a small number of students and at the same time, the materials for the English course should be designed by using various available sources, such as newspapers, journals and other current events that are really related to their daily life.

Concerning their writing skills, they preferred to have those that are practically relevant to their present studies as well as to future use because perhaps English language will be useful in their future studies and professional life. Another point that should be mentioned here is that they needed the combination of the objective and the subjective types of exam that could be fair for them to test their knowledge from different methods. Besides, they also said to having the scores of all quizzes added up to their final exam scores that could certify that the Grade Point Average of their present studies is important for their future studies and other activities. Therefore, the brief conclusion on the summary outcomes of the part 3 of the questionnaire is the foreign first year students agreed with both a communicative approach and English for Specific Purpose of Buddhism, designed with a variety of activities and course.

5.1.9 The Summary of the Findings from part III of the questionnaires in Tables 28-30 on chapter IV on the outcomes of this comparative study is as follows: -

5.1.9.1 In chapter IV in Table 28-30, the foreign first students' opinions towards English language needs were highly favorable in relevance to the four English language skills, listening, reading, speaking and writing. The different activities that could improve these skills are also extensively required except playing games that is prohibited in the Buddhist monks' disciplines.

The types of course design and other materials from the available sources that are about current events are highly favored. From these points of views, the foreign first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University preferred to really have the communicative approach that could much better develop and improve their English language learning. In addition to these, they also thought that English is the most important required subject that should be provided and included in each semester curriculum of at the Faculty.

Therefore, in conclusion of this part of the questionnaire, the English four skills, which could be developed and improved by the various activities were extremely important and required by the foreign first year students except the playing game activity because it does not go along well with the Buddhist monks' disciplinary rules. Moreover, they preferred to have the communicative approach in learning English language rather than the traditional one.

The overall conclusion of the foreign first year students' language needs at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University has been found that they preferred to have the communicative approach, English for Specific Purposes where the different kinds of activities are appropriately selected and designed with different types of skills, materials, which do not go against any monks' disciplinary rules in their learning English language. Therefore, the English language needs of the foreign first year students strongly met the communicative approach that has been quoted in the previous chapter 2 of this study.

5.1.10 The Summary of the Findings from outcomes of part I of the questionnaires in Table 31 on chapter IV of this comparative study between two groups' objective needs is as follows: -

5.1.10.1 In chapter IV in Table 31, the gap of age between Thai and foreign first students was presented and there is the different gap average age between them. According to objective analysis needs, it was clear that Thai first year students' ages are younger than the foreign ones because the majority of Thai first year students' average age was between 18-20 year old while the foreign first year students' majority was 20-30.

Moreover, there were three foreign first year students whose ages were over 30-50. When talking about nationalities, out of the total population of both Thai and foreign first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University, the 51 percentages are Thai students, and the rest 49 percentage are the foreign students. Among the foreign students, the Cambodian students took the first majority, followed Shan-Myanmar, Laos and Bangladeshis and Nepalese respectively. Therefore, concerning their average ages and the nationalities, there were significant differences about these two factors that have been found and presented.

5.1.11 The Summary of the Findings from outcomes of the part II of the questionnaires in Table 32-33 on chapter IV on the outcomes of this comparative study between two groups' subjective needs is as follows: -

5.1.11.1 Most of the English language needs between Thai and foreign first students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University were more or less the same except there were three significantly different needs on the useful activities in speaking English. From this point, it could be concluded that the English language needs of the foreign first year students are extremely high because they had the experiences in using the language while they traveled abroad. Therefore, there were significant different needs of the English language according to this study hypothesis.

5.1.12 The Summary of the Findings from outcomes of the part III of the questionnaires in Tables 34-35 on chapter IV of this comparative study between two groups' subjective needs is as follows: -

5.1.12.1 There were more significantly difference needs of the English language than part I. These different needs were about the types of the course, the kinds of examination, and the writing skills that the foreign first year students

required more than the Thai students, except the class size where the Thai students preferred more numbers than the foreign students.

In conclusion, in part III, most of the responses are more or less the same, except the types of the course, examination, and writing skills that were more needed by the foreign students but there was an exception that was restated in the above paragraph. Therefore, the hypothesis of this study has been accomplished to a certain extent as it found that there were significant differences between these two groups' English language needs.

5.1.13 The Summary of the Findings from outcomes of part IV of the questionnaires in Tables 36-37 on chapter IV of this comparative study between two groups' subjective needs on their opinions towards the English language needs is as follows: -

5.1.13.1 In chapter IV in the Tables 36-37, there were the most significantly different needs of the English language compared with the rest two parts of the questionnaire in this comparative study between the Thai and the foreign first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University. Surprisingly, most significant differences of the English language needs are required by the foreign first year students.

Furthermore, the significantly different needs of the English language at reliability of 95% are shown on table 37 in chapter 4 where all foreign first year students' English language needs are more than the Thai first year students. These needs were about types of content, activities, four skills and opinions towards English language learning required by the foreign first year students.

The outcomes of the findings in needs of the English language shown in chapter 4 are more or less the same, but nearly half of the total results were significantly different from one another. Actually all the English language in this comparative study about the foreign first year students' language needs that were higher than the Thai first year students' except the English class size in which the 20-29 students was highly needed by the Thai first year students over the foreign first year student.

In conclusion, this comparative study successfully achieved not only its three objectives but also confirmed its hypothesis. Therefore, there were some really significant differences of the English language needs between the Thai and the foreign first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University according to the outcomes of the findings with the t-test scores at the reliability of 95% shown in the chapter 4 in the different types, four skills, activities, and a number of students in an English class, types of examination, and opinions towards of the English language learning.

Consequently, the outcomes of these significant different needs of the English language could lead to discuss the following suggestions to the persons concerned for making decisions in selection of appropriate materials and other necessities that could meet these two different groups' needs in effective teaching and learning the English language.

5.2 DISCUSSIONS

The outcomes of the findings from this comparative study could be discussed by raising different questions relevant to these significantly different needs of the English language and then the discussions will give the answers to the questions raised.

5.2.1 Which of These Activities do you Find Useful in Helping you Speak English?

Concerning the significantly different needs in part II of the questionnaire in the second semester, the academic year 2549, the foreign first year students found the activities of agreeing/disagreeing, expressing probability and using number/dates time/prices were needed more than the Thai first year students because they had some experiences of traveling abroad where they might have faced such problems that had been solved with these activities before they came to study at the Faculty.

Due to their experiences of traveling in different countries, the foreign first year students might have felt that these activities of agreeing or disagreeing, expressing probability and using number/dates/times/prices were very important for them and that is why they might have thought that they very much needed these activities to be included in the English course that could be useful and helpful to deal

with their future problems. Therefore, these might some reasons that the foreign first year students' English language needs in these activities were more than the Thai first year students at Faculty of Mahachulalongkorn-rajabidyalaya University.

5.2.2 Why was the Reading Skills Emphasized in an English Course?

According to the significantly different needs in part III about the reading skills that should be emphasized in an English course, the foreign first year students English language needs in reading skills were more than the Thai first year students. Perhaps some reasons the reading skills needs were higher than the Thai students might be to improve their reading comprehension in visa transactions, communications, their present and future studies as well as careers because they have to depend on the English language in their daily activities due to their poor Thai language.

Therefore, these are some reasons for the high needs of the English language by the foreign first year students whose needs in English reading skills were more than the Thai first year students. However, there might have other reasons that could not be explained about the different needs between these two groups about their reading skills. The foreign first year students had more English needs of reading skills than the Thai students' needs, and in order to clarify what are really these needs of reading skills, it necessary to find more details.

5.2.3 What Type of Exam do you Prefer for your English Class?

Actually, the significantly different needs in part III about the type of examination required by the foreign first year students' English language needs were again higher than the Thai first year students in both objective and subjective types of Examination. From this point, the foreign students might have thought that they could gain scores from either objective type or subjective one when they could not have done well on an objective type, but they might have thought that they could still have a choice in the other.

Moreover, they also could have to test their different skills in two types of examination where both objective type and subjective one are included. However, perhaps, there may be some reasons that could not be explained beyond these, but if there is an opportunity, an analytical study on this particular purpose should be further conducted. Hence, these are some reasons that the foreign first year students' needs in

both objective and subjective types of examination were higher than the Thai first year students at the Faculty of Mahachulalongkornrajavidyalaya University.

5.2.4 Why do the Foreign Students Rank the Following Writing Skills Importantly?

According to these significantly different needs in types of writing skills in order of importance, the foreign first year students' needs were higher than the Thai first year students in writing of note-taking, summary, essay, letter and report. They preferred to have two types of the examination, namely, an objective and a subjective type in which they have to use the writing skills and this was one of several reasons.

Another reason that the foreign first year students' needs in writing skills was different concerns dealing with their visa, passports, future higher studies, and careers where the writing skills are compulsory for them because there were no alternatives to use for writing these matters in their daily activities and professionalism. If they proceed to higher studies, such as master's degree or other fields of studies, English skill of writing is the most important one. Therefore, the significantly different needs in the types of writing skills in English language required by the foreign first year students were greater than the Thai students, and these are some reasons that the foreign first year students' needs in the types of writing skills were greater than the Thai first year students at the Faculty.

5.2.5 Why do the Foreign Students Think about Useful Listening Activities to Improve Four Skills?

Concerning the activities in different skills that are useful for learning English, there were many activities that were included in the questionnaire of this study and the foreign first year students thought that they were very useful in language learning.

According to the outcomes of the findings on the opinions about the four English language skills, all of the needs required by the foreign first year students' needs were greater than the Thai first year students' needs in these activities. In opinions of listening activities, *watching television* and *listening to radio in English* was one of the activities that could extremely develop listening skills that were required by the foreign first year students.

Practically, it was because whenever they watched the television news they could not only see the pictures but also they listened to the news in English. By doing

these, they could improve our listening skills through sub-skills, such as *imitating*, *acquiring* acting, and even repeating on what was learnt.

In listening activities to improve reading skills, the foreign first year students thought that *reading newspapers* was extremely useful to improve their reading skills because the newspapers might be relevant to their daily life. Another reason for reading newspapers was that they could access the information to the issued rules or laws for their legal status, visa fees, new rules for foreigners, and current situations in their own countries. Moreover, they also can learn new vocabulary and other knowledge from the newspapers. These are some reasons that should be considered when we discussed about why the foreign students think reading newspapers are very useful to improve reading skills.

In order to improve speaking skills, the learning activities, such as *oral test*, *doing drills in the language lab*, *doing dialogs*, *giving speeches* and *doing role-plays* could improve their speaking skills. It is practical that these learning activities could enhance the speaking skills because the communications and interactions have been continuing whenever these activities were happening. These are some of the ways to develop the speaking skills, that is, when there was 'doing role-plays' where the participants could discuss, negotiate and express their views on the topic in different perspectives by using their speaking skills. Beside, they also could improve their pronunciation correctly in interaction with their partners through discussions, talks, dialogs, exchanges of ideas, and other communications.

In learning activities in writing, *grammar exercises*, *sentence* and *paragraph writing* were more required by the foreign first year students' needs that were in agreement with the objective and subjective types of examination, and other writing about note-taking and reports were what the foreign first year students preferred to have more than the Thai first year students. Therefore, the learning activities in writing required by the foreign first year students were higher than the Thai first year students' needs.

In another subtopic on '*should grammar be taught in details?*', it was also relevant to writing in which parts of speech, phrases, clauses and sentences must be correct in accordance with the linguistic structures and rules; otherwise, writing does not meet a standard of writing set in the academic styles. Any kinds of writing must

be correct according to the grammatical rules. Therefore, grammar should be taught in detail.

The last significantly different needs between two groups were '*Should MCU students use the language lab to improve their listening skills?*' It was fundamentally important for all MCU students who are not only studying at the Faculty of Humanities but also the other Faculties, such, Buddhism, Education and Social Science because the English language is a compulsory subject for all levels, the first, the second, the third and the fourth year students, even, for the graduate students who are doing their Master's degree and Ph. D. degree at Mahachulalongkornrajavidyalaya University for both Thai and English media. Therefore, the language laboratory should be used to improve the listening skills of MCU students as much as possible.

5.3 CONCLUSIONS

There were many significant differences of needs in the English language from this comparative study between Thai and foreign first year students' language needs at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University in second semester of the academic year 2549. The outcomes of the findings from the parts II-IV of the whole questionnaire, the significant differences are concluded as the following.

5.3.1 Important Activities of Using English Language

The interactions of using English in agreeing/disagreeing, expressing probability and using numbers/dates/time/prices were useful for the foreign first year students whose English language needs were greater than the Thai first year students. Moreover, the rest of the topics in part II of the questionnaire were more or less the same.

In order to improve communicative competency, the activities that are based on communicative approach are necessary to include in the courses due to be designed and developed, and the listening and speaking skills have to be emphasized. The traditional method for this purpose would not be appropriate because it cannot help improve speaking skills that have to be used to cater for these significant differences of needs in English language learning. Therefore, these needs of communicative activities for speaking skills have to be focused on.

5.3.2 Types of English Course you Prefer

From the outcomes of the findings in part III of the questionnaire concerning the types of English course preferred, there were more significant differences in needs of the English language skills that have to be emphasized when designing an English course.

The foreign first year students' language needs in reading skills were different from the Thai first year students because they needed it for writing note-taking, summary, essay, letter and report writing that could be included in the objective and subjective types of examination were there were also significant differences in needs between them.

Hence, reading skills were most important for the foreign first year students whose needs were relevant to the other activities, types of course, examination and writing. Therefore, when there were enough reading skills, this would be one way to improve their writings in different topics. These are some reasons that the foreign first year students' needs in reading skills and other needs were greater than the Thai first year students' needs.

However, there was one exceptional need where the Thai first year students indicated a number higher than the foreign first year students' needs in part III. In the size of the English class, Thai first year students' needs were greater than the foreign first year students' needs (20-29 students). The rest of the topic responses in this part III of the questionnaire were more or less the same.

Therefore, the needs in this part had one exceptional factor that made the Thai first year students' needs different from the foreign first year students' needs. The significant differences of needs in this part III of the questionnaire were more than the part II of the questionnaire, and in other words, the significant differences of needs in the English language were in the positive degree while the second part was in a comparative degree.

5.3.3 Opinions towards the Four English Language Skills

According to the final part IV of the questionnaire based on opinions towards Four English Language Skills, all activities that could improve the English language learning in four skills are included in this final part of the questionnaire. They are learning activities in listening, reading, speaking and writing. In addition to these,

grammar should be taught in detail and the English language is the most significant difference of needs where the foreign first year students' language needs were higher.

Concerning learning activities to improve the four English skills, all activities that were adapted in the opinions towards the four English Language Skills were required by the foreign first year students whose needs were higher. Therefore, the learning activities in listening, such as watching TV news, listening to radio in English program were the English language needs required by the foreign first year students.

Similarly, the needs on the opinions towards listening activities in reading were the significantly different Needs of the foreign first year students reading newspapers were more than the Thai first year students as well as the learning activities in speaking, that is, oral test, doing drills in the language lab, doing dialogs, giving speeches, doing-role-plays which also were required by the first year students.

Even learning activities in writing, such as grammar exercises, writing sentences and paragraphs were required by the foreign first year students whose needs in these were more significantly different than the Thai first year students. Moreover, the grammar should be taught in detail and the English language has to be included in all curricula of Mahachulalongkornrajavidyalaya University.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

This comparative study between Thai and foreign first year students' language needs at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University was a small-scale survey research based on fewer than 100 subjects who were divided into the separate classrooms in the academic year of 2549 due to their different nationalities, namely, Thai and foreigners. Their significantly different needs in the English language from the study outcomes were used to compared with each other what were the significant differences in needs in learning English language and then the significant differences of their needs were recommended for further research: -

5.4.1 Research should be conducted to investigate the instructors who are teaching English courses at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University, whether they are qualified to teach the English language that the students need or not.

5.4.2 If English for Specific Purposes of Buddhism is due to be designed as the students preferred, a follow-up study on this should be conducted in order to know what should be included in that course because there is much varied knowledge of Buddhism where it is complicated to meet the specific students' needs without further study.

5.4.3 To know about the English language needs all levels of the students at Mahachulalongkornrajavidyalaya University under all other Faculties, Buddhism, Education, Social Sciences, the study of those students' needs in the English language should be conducted and investigated in these Faculties systematically in order to obtain information of needs in the English language.

5.4.4 Broadly, if possible, the investigations of the English language needs should be done not only in the main campus in Bangkok, but also should be analyzed in the provincial campuses and the branch colleges in all over Thailand.

5.4.5 It is also necessary that a study of needs in English language should be investigated at the graduate school for Thai and English master's degree and Ph.D degree in a variety of major subjects. This would cover the whole needs of the English language whose outcomes lead students who have successfully graduated from this academic institution into the world.