

## **CHAPTER FIVE**

### **CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions, (4) conclusions, and (5) recommendation for further research.

#### **5.1 SUMMARY OF THE STUDY**

##### **5.1.1 Objective of the Study**

The purpose of this study is to find out the needs of officers at Office of the National Security Council Thailand in studying English, in order to improve and create English courses appropriately.

##### **5.1.2 Subjects, Materials, and Procedures**

The subjects of the study consisted of 50 officers both male and female. To survey the needs of the subjects, a questionnaire adapted from a previous relevant study of Vipada Poonsakvorasan (2006) surveyed the needs of English for Theological students at the Thailand Baptist Theological Seminary was used. The questionnaire consisted of two parts the first part was designed to get the information about the general background and the second part was used to survey the needs in studying English of the subjects. The questionnaires were distributed to 50 officers during the month of January. The collected data were analyzed by using SPSS program for means, standard deviations, and percentiles. A Likert Scale was used to interpret the levels of the needs in studying English and to rank the subjects' needs concerning English skills (listening, speaking, reading and writing), the weighted scores were used.

#### **5.2 SUMMARY OF THE FINDINGS**

The results of the study can be summarized as follows:

##### **5.2.1 The Subjects' Background Information**

The findings revealed that the majority of respondents were male. The majority of the officers were more than 40 years old. The largest number of the respondents hold a Bachelor's degree, 62% of the officers had studied English more than 10 years. Although they used to study English at their schools, most respondents (42%) stated that their ability in using the four English skills of listening, speaking,

reading and writing were just fair. Most of them (14%) have never practiced English in their daily life at all after they graduated. That is probably because it was not necessary for them to use English for work. However, the highest number of officers practiced English by watching TV news in English. Apart from watching TV news in English, some of them practiced English by listening to English radio broadcasts, listening to English songs, watching English soundtrack movies, surfing websites in English and read English journals/newspapers respectively.

#### 5.2.2 Needs in Studying English

All of the respondents need to study English even though some officers are not required to use English in their work. This means they realize that English is important so they want to improve their English skills. From the open-ended question, the English course they are interested in is the English Communicative course. This is because they are expected to be able to communicate in English in real situations effectively and the objective of English Communication course matches their needs. In this course, English used in daily-life was taught (greeting, asking for information, giving suggestions and reading newspaper, etc.,).

#### 5.2.3 English Skills Needed to Be Improved

The respondents stated that they needed to improve their listening and speaking skills as the first two priorities followed by reading and writing. They always had a problem understanding what the foreigner said and they were unable to give answers or suggestions in English. This is the reason why they need to improve listening and speaking skills the most. However, they were not required to read and write in English for their work, so reading and writing skills seem less important for them.

#### 5.2.4 Amount of Times to Study

Most respondents preferred an English course to take 2 hours a day and 3 day a week. The possible reason is that they must take responsibility for their work so they do not have much time to study, but attending an English class just an hour a day is too short for them. However, studying English five days a week seem to make the learners familiar with English faster but the advantage of taking an English class 3 days a week is that the learners will have time to review the lesson before studying in the next class. However, assignments should be given to intensify for effectiveness.

### 5.2.5 Language Used by the Instructors

The majority of officers wanted the instructor to use English but be able to switch to Thai when necessary (24%), especially when the content is too difficult for them to understand. However, 18% of officers need to be taught in English because they could practice listening skills all the time while studying.

### 5.2.6 Activities Needed to Be Practiced

The listening activities that most respondents ranked as very important are listening to daily conversation and listen to TV news and VDO. They also prefer listening to pronunciation, listen to academic lectures, and English soundtrack. Similar to listening activities, the respondents extensively need to practice speaking skills especially in the area of asking and answering questions about work, interacting in daily conversation and presentation.

For reading activities, the officers extensively needed to practice reading English for main idea, critical reading, reading English newspapers, getting the meaning of words from context, and reading English academic books. However, speed-reading is moderately needed.

For writing activities, the officers extensively need is to be able to notes from lectures and writing official letters. Reviewing grammatical structure is also needed. The reason is that they have not used English for a long time so they have forgotten English grammar. In addition, writing essays is extensively needed for officers as well, because they thought that they might be assigned to write the essay for their superiors.

### 5.2.7 Preference in Doing Activities

It was found that most respondents like to do activities in groups and the activity they prefer the most is drilling practice, followed by language games, singing English songs and role play. The topic they are interested in for discussion are politics followed by tourism, history, culture, sports, and food.

## 5.3 DISCUSSIONS

This section discusses the interesting points found from the finding as follows:

### 5.3.1 Significance of English Background Knowledge

According to the findings, most of the officers stated that they were fair in English. To conduct the English courses productively, English background knowledge of the learners should be considered. The learners should be required to

take a pre-test in order to know which level of English they are really belong to and to plan the lessons which are suitable for them.

### 5.3.2 English Skills

Like the results of previous studies of Vipada Poonsakvoransan (2006) whose respondents were theological students, the respondents had problems with listening and need to improve listening skills and they also need to develop these two skills for the first priorities. They stated that listening and speaking skills are necessary for them because sometimes they had to communicate with the foreign visitors who came to the office. Thus, to respond to the respondents' needs, listening and speaking skills should be emphasized in the English courses. However, reading and writing skills should not be abandoned as respondents rated these two skills as vital.

### 5.3.3 Class Activities

Because the majority of the respondents need to improve their listening and speaking skills most, the activities used in class should be relate to those two skills. This is similar to the findings of the previous relevant studies which were conducted by Vipada Poonsakvorasan (2006) whose finding showed that the respondents want to do activities which can improve their listening and speaking skills such as role-playing, singing English songs, watching English soundtrack movies and playing language games. According to the findings of this study, the relevant activities most of them prefer to do were drilling practice. From these findings, it can be said that activities can help learners learn English better because they have an opportunity to practice English in class. Thus, these useful activities should be included in English courses.

### 5.3.4 Contents

The majority of the respondents needed to take the Communicative English course which emphasized English for daily life. This means general English is still important for them even though they work in a particular field. So, parts of the content should focus on general English. However, they should know English, which is used in office communication also.

## **5.4 CONCLUSIONS**

The following conclusions can be drawn from the discussion above.

5.4.1 To conduct effective English course, the English Background Knowledge of the learners should be considered. Lessons that are suitable for the learners' level can help them learn English faster.

5.4.2 Listening and speaking skills should be improved as the first priorities. The activities concerning listening and speaking skills such as drilling practice and role play should be included to help learners improve these skills as well.

5.4.3 Although it seems that reading and writing are not as important as listening and speaking skills for respondents, reading and writing activities should be integrated with other skills.

5.4.4 General English is still required rather than English for specific purposes.

However, English used in office communication especially technical terms and some frequently used expressions should also included.

## **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 This study was the first one to survey the needs of studying English by officers at the Office of the National Security Council of Thailand. There should be another similar investigation in order to confirm the target group's needs to design more effective English courses that suit these learners.

5.5.2 Because this study focused only on the needs of English only, the specific problems in using English should be surveyed in order to help conduct remedial English courses for the officers.