

CHAPTER FOUR

RESULTS

This chapter reports the findings obtained from the questionnaires which were designed to survey the attitudes of Fundamental English Course II students towards using the SALC at Thammasat University. The findings were divided into 3 sections. Section 1 illustrates the personal information of the subjects in this study. Section 2 addresses the findings related to the subjects' use of the SALC. Section 3 discusses the findings regarding the subjects' attitudes and satisfaction towards the SALC as well as comments and recommendations.

4.1 SUBJECTS' PERSONAL INFORMATION

The subjects participating in this survey were 100 first-year students of Thammasat University who took the Fundamental English Course II during semester 2/2006. There were altogether 4 questions in this section focusing on personal information about the students such as gender, age, faculty, and the number of years they have studied English. The findings were presented below.

4.1.1 Gender

From table 1, the number of female students was higher than that of male students at 69% and 31% respectively.

Table 1 Personal Information: Gender

Gender	Percentage (%)
Male	31
Female	69
Total	100

4.1.2 Age

The following table illustrates that the range of students' age was between 18-21 years old. More than half of them were at the age of 19 (63%). The rest who were at the age of 20 and 18 contribute 19% and 12% respectively. The lowest proportion, 2%, was at the age of 21. Also, there were 4% of students who did not specify their age.

Table 2 Personal Information: Age

Age	Percentage (%)
18	12
19	63
20	19
21	2
N/A	4
Total	100

4.1.3 Faculty

According to Table 3, the majority of students (42%) were from the Faculty of Sciences and Technology, followed by 20% from the Faculty of Engineering, 15% from the Faculty of Social Administration, 9% from the Faculty of Law, and 8% from the Faculty of Allied Health Sciences. The smallest groups of students, totaling 3%, were from the Faculty of Medicine, Liberal Arts, and Economics. In addition, there were 3% of students who did not specify their faculties.

Table 3 Personal Information: Faculty

Faculty	Percentage (%)
Sciences and Technology	42
Engineering	20
Social Administration	15
Law	9
Allied Health Sciences	8
Medicine	1
Liberal Arts	1
Economics	1
N/A	3
Total	100

4.1.4 Number of Years the Students Have Studied English

As shown in table 4, about two thirds of the students have studied English for 6-15 years (36% accounted for 6-10 years while 33% were for 11-15 years of studying English). Only 9% were those who have studied English for 1-5 years. However, there were 22 % of students who did not specify the answers.

Table 4 Personal Information: Number of Years They Have Studied English

Number of Years	Percentage (%)
1-5 years	9
6-10 years	36
11-15 years	33
N/A	22
Total	100

4.2 SUBJECTS' USE OF THE SALC

This section discusses 2 aspects related to the students' use of the SALC including frequency and purposes of use. The results were shown below.

4.2.1 Frequency of Use

Table 5 reports the frequency of students' use of the SALC. Most of them (52%) visited the SALC only once for every 2 weeks whilst 32% used it only a few times during the whole semester 2/2006 when they got assigned tasks from the teachers, and 15% visited it once or twice a week. It is worth noting that only 1% of students participated in the SALC more than twice a week.

Table 5 Use of the SALC: Frequency of Use

Frequency	Percentage (%)
More than twice a week	1
Once or twice a week	15
Once / bi-week	52
Others	32
Total	100

4.2.2 Purposes of Use

Table 6 reveals that the majority of students (68.7%) went to the SALC just because they had to complete the homework and assignments the teachers told them to do. Quite the opposite, 16.8% of the students visited it for enjoyment and entertainment purposes, while 14.5% utilized it in accordance with their own goals in order to practice and develop their English skills.

Table 6 Use of the SALC: Purposes of Use

Reasons	Frequency	Percentage (%)
To complete the homework/assignments	90	68.7
To practice/develop English skills	19	14.5
Enjoyment/Entertainment Purpose	22	16.8
Total	131	100

4.3 SUBJECTS' ATTITUDES AND SATISFACTION TOWARDS THE SALC, INCLUDING COMMENTS AND RECOMMENDATIONS

This section presents the students' attitudes and satisfaction how they perceive the value and usefulness of the SALC in their English language learning. The questions were grouped together according to the rooms available at the SALC (SALC 1, SALC 2, SALC 3, and SALC 4). The closed-ended questions were used to ask whether they had ever used each room of the SALC and reasons for not using

them. Then, a 5-point Likert scale was provided to those who have used such rooms to ask them to rate their satisfaction level regarding the resources, facilities, and services provided in each room, including such aspects as instructional media and materials, equipment, atmosphere, and staff service at the SALC.

4.3.1 SALC 1: Reading and Writing Room

The majority of students (97%) reported that they have used SALC 1. Table 7 shows the reasons of those who had never used this room (3%), including not having homework or assignments which required them to use it, not having media for enjoyment and entertainment purposes, and not being an attractive room, all at 33% equally.

Table 7 Reasons for not Using SALC 1

Reasons	Frequency	Percentage (%)
No homework/assignments	1	33.3
Not match with English skills to practice	0	0
No media for enjoyment/entertainment	1	33.3
Not attractive room from viewing outside	1	33.3
Crowded/Too many users	0	0
Others	0	0
Total	3	100

The students' satisfaction level regarding learning materials, atmosphere, and staff service at SALC 1 were shown in table 8. It was found that most of them were very satisfied with overall aspects of reading materials (magazines, newspapers, SRA, and reading exercises and worksheets) including the amount/quantity (43.3%), the quality (49.5%), the difficulty level (55.7%), the variety (51.5%), and reading skill improvement (54.5%).

In addition, the majority of them were also very satisfied with such aspects of writing materials as they rated 40.2% for the amount/quantity, 52.6% for the quality, 54.6% for the difficulty level, 55.7% for the variety, and 55.7% for the writing skill improvement.

However, most of them have only moderate satisfaction towards the atmosphere of the room (layout and design, decoration, seating, lighting, and temperature) and the staff service (availability, enthusiasm, recommendation, helpfulness, and friendliness) as they rated these 38.1% and 39.2% respectively.

Table 8 Students' Satisfaction Level in Using SALC 1

	Most satisfied		Very satisfied		Moderately satisfied		Quite dissatisfied		Very dissatisfied	
	N	%	N	%	N	%	N	%	N	%
English Reading Materials: Magazines / Newspapers / SRA / Exercises & worksheets										
- Amount/Quantity	8	8.2	42	43.3	42	43.3	4	4.1	1	1.0
- Quality	4	4.1	48	49.5	38	39.2	5	5.2	2	2.1
- Difficulty Level	4	4.1	54	55.7	36	37.1	2	2.1	1	1.0
- Variety	9	9.3	50	51.5	29	29.9	8	8.2	1	1.0
- Improvement in Reading Skill	9	9.3	53	54.6	34	35.1	1	1.0	0	0
English Writing Materials: Exercises & worksheets										
- Amount/Quantity	8	8.2	39	40.2	37	38.1	12	12.4	1	1.0
- Quality	8	8.2	51	52.6	37	38.1	1	1.0	0	0
- Difficulty Level	8	8.2	53	54.6	33	34.0	3	3.1	0	0
- Variety	4	4.1	54	55.7	31	24.7	8	4.1	0	0
- Improvement in Writing Skill	15	15.5	54	55.7	24	24.7	4	4.1	0	0
Atmosphere	8	8.2	30	30.9	37	38.1	19	19.6	3	3.1
Staff Service	5	5.2	19	19.6	38	39.2	28	28.9	7	7.2

4.3.2 SALC 2: Computer Room

About half of the students (52%) have experienced in using SALC 2. Another half of them (48%) had never used this room with the main reason being that they had no homework or assignments which required using it (48.3%). Also, they found that the room itself was not attractive (22.4%) and did not match with their preferred English skills to practice (17.2%). Moreover, not having media for enjoyment and entertainment purposes accounted for 5.2% while crowded facilities in the room contributed another 5.2%. Lastly, 1.7% mentioned that the media provided in the room were too difficult for them. The results were shown in the following table.

Table 9 Reasons for not Using SALC 2

Reasons	Frequency	Percentage (%)
No homework/assignments	28	48.3
Not match with English skills to practice	10	17.2
No media for enjoyment/entertainment	3	5.2
Not attractive room from viewing outside	13	22.4
Crowded/Too many users	3	5.2
Others	1	1.7
Total	58	100

As shown in table 10, most of the students were very satisfied with the amount/quantity (46.2%), the quality (44.2%), the variety (51.9%), and the listening skill improvement (51.9%) of instructional media provided (CD-ROMs, Internet, and

Websites) whereas the difficulty level was moderately satisfied (48.1%). In addition, the majority of them were also very satisfied with the equipment available (the computers, headsets, and microphones) as they rated 48.1% the quality of equipment as well as 53.8% and 50% the convenience and ease of use respectively. However, the amount/quantity of equipment was rated moderately satisfied (40.4%). Finally, the atmosphere of the room was mostly rated very satisfied (40.4%) and the staff service was mostly rated moderately satisfied (34.6%).

Table 10 Students' Satisfaction Level in Using SALC 2

	Most satisfied		Very satisfied		Moderately satisfied		Quite dissatisfied		Very dissatisfied	
	N	%	N	%	N	%	N	%	N	%
Instructional Media: CD-ROMs / Internet / Websites										
- Amount/Quantity	6	11.5	24	46.2	21	40.4	1	1.9	0	0
- Quality	6	11.5	23	44.2	20	38.5	2	3.8	1	1.9
- Difficulty Level	6	11.5	20	38.5	25	48.1	1	1.9	0	0
- Variety	5	9.6	27	51.9	18	34.6	2	3.8	0	0
- Improvement in Listening Skill	3	5.8	27	51.9	20	38.5	2	3.8	0	0
Equipment: Computers / Headsets / Microphones										
- Amount/Quantity	6	11.5	18	34.6	21	40.4	6	11.5	1	1.9
- Quality	6	11.5	25	48.1	17	32.7	4	7.7	0	0
- Convenience of use	3	5.8	28	53.8	15	28.8	6	11.5	0	0
- Ease of use	4	7.7	26	50.0	19	36.5	2	3.8	1	1.9
Atmosphere	4	7.7	21	40.4	19	36.5	8	15.4	0	0
Staff Service	4	7.7	17	32.7	18	34.6	11	21.2	2	3.8

4.3.3 SALC 3: Edutainment Room

More than half of the students (54%) have used SALC 3. Table 11 shows the reasons of those who have never used this room (46%) were that most of them (44.6%) did not have homework or assignments which required using the media in this room. Additionally, 17.9% thought that the edutainment media did not match with their preferred English skills to practice. Too many users in the room contributed another 12.5% whereas 10.7% equally voted for the reasons of not having media for enjoyment and entertainment purposes, and not being an attractive room. Lastly, 3.6% mentioned that they did not know where the room is; thus, they had never used it.

Table 11 Reasons for not Using SALC

Reasons	Frequency	Percentage (%)
No homework/assignments	25	44.6
Not match with English skills to practice	10	17.9
No media for enjoyment/entertainment	6	10.7
Not attractive room from viewing outside	6	10.7
Crowded/Too many users	7	12.5
Others	2	3.6
Total	56	100

Table 12 Students' Satisfaction Level in Using SALC 3

	Most satisfied		Very satisfied		Moderately satisfied		Quite dissatisfied		Very dissatisfied	
	N	%	N	%	N	%	N	%	N	%
Edutainment Media: Movies / Language learning videos / English-practice games										
- Amount/Quantity	8	14.8	23	42.6	21	38.9	2	3.7	0	0
- Quality	7	13.0	18	33.3	25	46.3	4	7.4	0	0
- Difficulty Level	5	9.3	22	40.7	27	50.0	0	0	0	0
- Variety	4	7.4	29	53.7	17	31.5	4	7.4	0	0
- Improvement in Listening/Speaking Skill	11	20.4	22	40.7	18	33.3	2	3.7	1	1.9
Equipment: TVs / Video players / CD players										
- Amount/Quantity	4	7.4	19	35.2	26	48.1	3	5.6	2	3.7
- Quality	6	11.1	15	27.8	26	48.1	7	13.0	0	0
- Convenience of use	5	9.3	25	46.3	19	35.2	5	9.3	0	0
- Ease of use	6	11.1	19	35.2	25	46.3	3	5.6	1	1.9
Atmosphere	6	11.1	18	33.3	22	40.7	7	13.0	1	1.9
Staff Service	5	9.3	17	31.5	23	42.6	6	11.1	3	5.6

According to table 12, most students were very satisfied with available edutainment media in SALC 3 which comprise video, games, and karaoke sections. The media available include movies, language learning videos, and English-practice games. They rated their satisfaction at 42.6% for the amount/quantity, 53.7% for the variety, and 40.7% for the listening and speaking skills improvement, whereas the quality and the difficulty level were moderately satisfied among the majority at 46.3% and 50% respectively. Also, the majority of them were moderately satisfied with the equipment provided (TVs, video players, and CD players). They equally rated at 48.1% the amount/quantity as well as the quality of equipment, while 46.3% was rated for the ease of use. However, they were very satisfied with the convenience of using equipment (46.3%). Lastly, the atmosphere of the room and the staff service were rated moderately satisfied at 40.7% and 42.6% respectively.

4.3.4 SALC 4: Listening Room (Sound Lab)

There were 61 students who have experienced using SALC 4. As 44.9% of those who have never used it (39 students) specified their main reasons that they had no homework or assignments which required using this room. Also, they found that the room did not match with their preferred English skills to practice (18.4%) and was not attractive (16.3%). Moreover, the reasons of not having media for enjoyment and entertainment purposes accounted for 14.3% and crowded facilities in the room contributed another 4.1%. Lastly, 2% stated that they did not know where the room is. The results were depicted in table 13.

Table 13 Reasons for not Using SALC 4

Reasons	Frequency	Percentage (%)
No homework/assignments	22	44.9
Not match with English skills to practice	9	18.4
No media for enjoyment/entertainment	7	14.3
Not attractive room from viewing outside	8	16.3
Crowded/Too many users	2	4.1
Others	1	2.0
Total	49	100

Table 14 Students' Satisfaction Level in Using SALC 4

	Most satisfied		Very satisfied		Moderately satisfied		Quite dissatisfied		Very dissatisfied	
	N	%	N	%	N	%	N	%	N	%
Instructional Media: Listening exercises / Songs / Cable TV programs										
- Amount/Quantity	2	3.3	32	52.5	22	36.1	5	8.2	0	0
- Quality	4	6.6	30	49.2	21	34.4	5	8.2	1	1.6
- Difficulty Level	4	6.6	37	60.7	19	31.1	1	1.6	0	0
- Variety	5	8.2	33	54.1	22	36.1	1	1.6	0	0
- Improvement in Listening/Speaking Skill	8	13.1	28	45.9	21	34.4	3	4.9	1	1.6
Equipment: Headsets/ Song cassettes / Cassette players										
- Amount/Quantity	2	3.3	33	54.1	21	34.4	5	8.2	0	0
- Quality	7	11.5	28	45.9	23	37.7	3	4.9	0	0
- Convenience of use	8	13.1	30	49.2	22	36.1	1	1.6	0	0
- Ease of use	5	8.2	28	45.9	25	41.0	3	4.9	0	0
Atmosphere	6	9.8	30	49.2	22	36.1	3	4.9	0	0
Staff Service	4	6.6	32	52.5	23	37.7	1	1.6	1	1.6

As shown in table 14, the majority of students were very satisfied with all aspects of instructional media, equipment, atmosphere, and staff service in SALC 4. Their satisfaction was rated at 52.5% for the amount/quantity, 49.2% for the quality, 60.7% for the difficulty level, 54.1% for the variety, and 45.9% for the listening and

speaking skills improvement by the instructional media provided, which include listening exercises, songs, and cable TV programs.

Furthermore, the equipment (headsets, song cassettes, and cassette players) was rated at 54.1% for the amount/quantity, 45.9% for the quality, 49.2% for the convenience of use, and 45.9% for the ease of use. Besides, the atmosphere of the room and the staff service were rated very satisfied at 49.2% and 52.5% respectively.

4.3.5 Subject's Comments and Recommendations Towards the SALC

Besides asking about the students' attitudes and satisfaction when using the SALC, the open-ended questions were also used to ask for their comments and recommendations concerning the advantages and problems of using the SALC, their likes and dislikes, and what aspects of the SALC should be improved. However, not all of them responded to these questions. Their responses to question 13-19 could be categorized as follows:

4.3.5.1 Question 13: Have you ever asked or consulted the lecturers when using the SALC?

There were 79% of the students who had never consulted the lecturers when using the SALC, as most of them (20 students) did not have problems and the required information could be found by themselves. In addition, 9 students asked their friends instead as they dare not to consult the lecturers directly, 8 students did not know who or where the lecturers were, as well as what should be asked. One student even mentioned that he did not know that there were lecturers available for consultation, while another one mentioned that the lecturers did not pay attention to him.

4.3.5.2 Question 14: What is the usefulness of consulting the lecturers?

Only 21% of the students had ever consulted the lecturers regarding their use of the SALC, and 17 students found that the consultation provided could help them to make better use of the SALC in accordance with their purposes as well as make it easier to find their required information since they clearly understood the instructions and steps of how to use the resources and facilities provided in the SALC.

4.3.5.3 Question 15: What are the advantages of using the SALC?

There were 92 students answered this question. The majority of them (54 students) realized that using the SALC could help practicing and developing their English skills. In addition, they were provided the opportunity for self-directed learning where they could learn English on their own (26 students), edutainment purpose (7 students), accessing variety of information as well as materials and instructional media (4 students), and completing the assigned tasks (1 student).

4.3.5.4 Question 16: What are your problems in using the SALC?

The responses from 63 students indicated that most of them had problems with unknown vocabulary which prevented them fully comprehending contexts (22 students). Furthermore, they did not have enough time to go visiting the SALC since they had to attend classes during the opening hours of the SALC (11 students). They also found it crowded in the SALC (9 students), the activity sheets were not enough and always ran out of stock (5 students), the equipment available was inadequate for services (4 students), the location was too far (3 students), they did not know where to find the required materials and media as well as steps of how to use them (3 students), the assigned tasks were difficult to understand (2 students), the staff were not available for help (1 student), the SALC forms were not enough (2 students), and the temperature in the SALC was not suitable (1 student).

4.3.5.5 Question 17: What do you like the most in using the SALC?

According to the opinions of 60 students, about one third of them (21 students) liked the entertainment provided (movies, games, and songs). Around one fourth (13 students) liked reading materials including English books, magazines, and newspapers. Moreover, 10 students liked using the Internet, 5 students liked listening to the tape cassettes, 6 students liked variety of interesting materials as well as instructional and edutainment media, 3 students liked the atmosphere, and 2 students liked the activities provided and the self-directed learning environment in the SALC.

4.3.5.6 Question 18: What do you dislike the most in using the SALC?

Regarding 34 opinions, 7 students did not like the loud noise as quietness was required when using the SALC. Additionally, 6 students commented

about the rooms' size, 5 students thought that the seats were insufficient, 5 students stated that the equipment provided was not enough for services, 4 students found the location was too far, 2 students pointed out that the staff were not helpful, 2 students did not like the atmosphere of the SALC, 1 student found it was difficult using the SALC as he did not know steps of how to search and use the materials, 1 student disliked the videos' quality, and another student commented that the Internet speed was too slow.

4.3.5.7 Question 19: What aspects of the SALC would you like to comment on and recommend for further improvement?

In relation to the responses from 57 students, their comments and recommendations towards the resources, facilities, and services provided can be classified into 2 aspects, quality and quantity, for further development of the SALC.

On the subject of quality, the majority of students (18 out of 32 students) recommended that the materials and media provided for practicing their English skills should be more updated with various content and topics. The overall atmosphere should be more attractive and supportive for self-directed learning environment as well (7 students). In addition, 4 students commented about the staff services that they were not readily available and helpful for assistance, 2 students would like the SALC to provide more interesting and skill-development activities, and 1 student recommended that a searching system should be made available for easily retrieving of required information, media, and materials.

As far as the quantities of resources and facilities are concerned, most students (24 out of 25 students) commented that there were not enough rooms, seats, materials and media, equipment, SALC forms, and activity sheets as too crowded facilities was one of their reasons for not using some rooms in the SALC. Only 1 student commented that there should be more staff for service and assistance.