

CHAPTER FOUR

RESULTS

This chapter reports the results of the study conducted among Thai dance instructors. 82 questionnaires were distributed to all Thai dance instructors at the College of Dramatic Arts. However, due to their lack of time, only 75 questionnaires were returned which means 91.4% of the total population. The survey was divided into three parts.

- 4.1 General background information
- 4.2 Opinions on Necessities and Problems of Using English
- 4.3 Opinions and suggestions for designing an ESP course

4.1 GENERAL BACKGROUND INFORMATION

Table 1. Gender

Gender	N	%
Male	35	46.7
Female	40	53.3

Female Thai Dance instructors make up slightly more than half the total population.

Table 2. Age

Age	N	%
20-25	1	1.3
26-30	5	6.7
31-35	5	6.7
36-40	7	9.3
41-45	14	18.7
46-50	13	17.3
51-55	16	21.3
56-60	10	13.3
More than 60	4	5.3

More than half of the Thai dance instructors were in the range of 41-60. Most of them are between 51-55.

Table 3. Education

Education	N	%
Vocational Certificate	4	5.3
Bachelor's Degree	51	68.0
Master's Degree	19	25.3
Doctorate	1	1.3

As shown in table 3, the majority of the respondents had received a Bachelor's Degree.

Table 4. Position

Position	N	%
Teacher1	5	6.7
Teacher2	15	20.0
Specialist	44	58.7
Expert	4	5.3
Other	7	9.3

In terms of position, most of them were specialists.

Table 5. Years of Teaching

Years of teaching	N	%
1-5	3	4
6-10	5	6.7
11-15	13	17.3
16-20	8	10.7
21-25	11	14.7
26-30	11	14.7
31-35	14	18.7
More than 36	10	13.3

Instructors who have taught for 31-35 years form the highest proportion. And the lowest proportion was of the ones who have taught 1-5 years.

Table 6. Teaching Hours/Week

Teaching Hours/Week	N	%
Less than 10	4	5.3
10-20	25	33.3
21-30	39	52.0
More than 31	7	9.3

More than half work 21-30 teaching hours a week.

Table7. Involvement in School Performance (as Performer, Supervisor, etc.) Outside of School in Thailand

Times	N	%
No	4	5.3
1-3	9	12.0
4-6	6	8.0
7-10	11	14.7
More than 10	45	60

The greatest proportion of instructors have been involved in performances outside of school more than 10 times in the academic year.

Table8. Involvement in Welcoming Foreign Visitors to the School

Times	N	%
No	28	37.3
1-3	24	32.0
4-7	12	16.0
7-10	2	2.7
More than 10	9	12.0

One third of the respondents have never welcomed foreign visitors. Another one third of them welcomed foreign visitors only 1-3 times during the academic year. Only a few respondents welcomed foreign visitors more than 10 times.

Table9. Teaching Thai Dance to Foreigners

Times	N	%
No	57	76.0
1-3	14	18.7
4-6	2	2.7
7-10	1	1.3
More than 10	1	1.3

The result of this question is striking. The great majority have little or no responsibilities to teach foreigners.

Table10. Performing Thai Dance Abroad

Times	N	%
No	31	41.3
1-3	35	46.7
4-6	6	8.0
7-10	-	-
More than 10	3	4.0

The result here is similar to table 9 above. The great majority perform abroad 1-3 times during the academic year. One third of the respondents have never performed abroad. Only 3 respondents do most of the foreign touring.

Table11.1 English Language Skills Development

Language school	N	%
Have never studied	68	90.7
A.U.A.	3	4.0
British Council	-	-
ECC	-	-
Other language schools	4	5.3

The results show that the large majority have not studied English further after graduation.

Table 11.2 English Language Skills Development

Self-study	N	%
Never self-study	8	10.7
Read Eng. books	34	45.3
Listen to cassette	2	2.7
Talk with foreigners	6	8.0
Read magazine	3	4.0
Read newspaper	3	4.0
Listen to music	9	12.0
Watch movies	10	13.3

About half of the respondents used reading activities, reading English books, magazines, and newspapers. Many of them used audio-visual media.

Table 12. English Proficiency in the Four Skills

As for respondents rating their English proficiency in the four skills, the data obtained were interpreted through the following scale:

Scale value	Level of proficiency
1.00-2.33	poor
2.34-3.66	fair
3.67-5.00	good

The data indicated that most of them rated their English poor for proficiency in the skills of speaking, writing, listening, while a somewhat larger percent rated their reading skills as fair.

English skills	Mean	SD	Scale
Listening	2.16	.77	poor
Speaking	2.05	.73	poor
Reading	2.35	.83	fair
Writing	1.99	.78	poor

4.2 RESULTS FROM PART TWO OF THE QUESTIONNAIRE

4.2.1 Opinions on Necessities and Problems of Using English Language Skills

The questionnaire asked the respondents to indicate the extent of necessities and problems in using the four principal English language skills, and areas of necessary English use in their professional lives. The data obtained for this part were computed into arithmetic means which were then interpreted through a scale of the following ranges.

Scale value	Level of necessity	Level of problem
1.00-2.33	little	little
2.34-3.66	moderate	moderate
3.67-5.00	extensive	extensive

The mean scores of the respondents' necessities and problems in using English are presented together for each particular skill.

As shown in table 13 to 16, the data relevant to research questions One and Two are summarized in six parts as follows:

Table13. Means of Respondents' Necessities in English Skill

English skills	Mean	SD	Scale
Listening	3.27	1.23	moderate
Speaking	3.16	1.32	moderate
Reading	3.0	1.24	moderate
Writing	2.91	1.35	moderate

Table14. Means of Respondents' Problems in English Skills

English skills	Mean	SD	Scale
Listening	3.43	1.06	moderate
Speaking	3.55	1.14	moderate
Reading	3.41	1.04	moderate
Writing	3.52	1.11	moderate

Necessities

The respondents rated that their necessities for four skills as moderate. Listening was rated the highest necessity.

Problems

The results showed that the respondents had moderate problems in all four skills. Speaking was ranked in the highest position.

4.2.2 Opinions on Necessities and Problems of Using English in Activities

Table15. Means of Respondents' Necessities of Using English in Activities

Activities	Necessities		
	Mean	SD	Scale
1. Daily communication	2.41	1.26	moderate
2. Traveling abroad	3.33	1.35	moderate
3. Continuing Education	3.08	1.51	moderate
4. Talking with school visitors	2.73	1.35	moderate
5. Presenting Thai dance to foreigners	2.99	1.34	moderate
6. Explaining Thai dance to foreign performers or instructors	3.09	1.50	moderate
7. Communicating during dance tour abroad	3.33	1.41	moderate
8. Other activities excluding school jobs	2.68	1.33	moderate
9. Other	-	-	-

Table16. Means of Respondents' Problems of Using English in Activities

Activities	Problems		
	Mean	SD	Scale
1. Daily communication	2.85	1.32	moderate
2. Traveling abroad	3.63	1.23	moderate
3. Continuing Education	3.44	1.53	moderate
4. Talking with school visitors	3.27	1.34	moderate
5. Presenting Thai dance to foreigners	3.59	1.19	moderate
6. Explaining Thai dance to foreign performers or instructors	3.65	1.31	moderate
7. Communicating during dance tour abroad	3.69	1.13	extensive
8. Other activities excluding school jobs	3.27	1.29	moderate
9. Other	-	-	-

Necessities

Respondents ranked all activities as moderate level. With regards to types of activities rated by the respondents, four activities had a similarly high rating: communicating during dance tours abroad, traveling abroad, and explaining Thai dance to foreign performers or instructors, and continuing education. Daily communication received the lowest rating.

Problems

Similar to the result for necessities, most activities were ranked as moderate level, and the highest level of problem was shown for communicating during dance tours abroad. This activity was ranked as being an extensive problem. Explaining Thai dance to foreign performers or instructors was ranked as the second difficulty. It is interesting that respondents expressed a higher level of problem than necessity in all activities, as shown in Table 15-16.

4.2.3 Opinions on Necessities and Problems of Using Listening Skills in Activities

Table 17. Means of Respondents' Necessities of Using Listening Skills in Activities

Language skills used in activities Listening	Necessities		
	Mean	SD	Scale
1. General conversation	3.03	1.23	moderate
2. Questions about practicing Thai dance	3.09	1.35	moderate
3. Opinions and critiques about Thai dance	3.12	1.39	moderate
4. Description of the show	3.16	1.30	moderate
5. Lectures on international art and performance	3.24	1.45	moderate
6. Announcement, advice, warnings how to use equipment on stage	3.03	1.29	moderate
7. Announcement, advice, warnings at transportation sites and department stores	3.37	1.41	moderate
8. Different accents and dialects	3.20	1.42	moderate
9. Other	-	-	-

Table 18. Means of Respondents' Problems of Using Listening Skills in Activities

Language skills used in activities	Problems		
	Mean	SD	Scale
Listening			
1. General conversation	3.55	1.14	moderate
2. Questions about practicing Thai dance	3.75	1.17	extensive
3. Opinions and critiques about Thai dance	3.72	1.21	extensive
4. Description of the show	3.63	1.12	moderate
5. Lectures on international art and performance	3.88	1.19	extensive
6. Announcement, advice, warnings how to use equipment on stage	3.63	1.36	moderate
7. Announcement, advice, warnings at transportation sites and department stores	3.65	1.13	moderate
8. Different accents and dialects	3.96	1.28	extensive
9. Other	-	-	-

Listening skills

Necessities

Again, all activities were ranked as moderate level. With regards to the types of listening activities rated by the respondents, listening to announcements, advice, warnings at the transportation sites and department stores showed the highest level of necessities, while listening to lectures on international art and performance was ranked second. The lowest scores were listening to general conversation, announcements, advice, warnings on how to use equipment on stage; these were similar to the low score of daily communication in Table 15 and 16.

Problems

The problems of the respondents concerning the type of listening activities showed that four out of eight listening activities were rated as extensive problems: listening to different dialects, listening to lectures on international art and performance, listening to questions about practicing Thai dance, and listening to opinions and critiques about Thai dance respectively. Similar to the result for necessities, the lowest level of problem was shown for listening to general conversation. Similarly with general necessities and problems, discussed above, respondents expressed a higher level of problem than necessity in every activity.

Table19. Means of Respondents' Necessities of Using Speaking Skills in Activities

Language skills used in activities Speaking	Necessities		
	Mean	SD	Scale
1 Greeting , introduction	3.04	1.12	moderate
2. Making conversation about work experience teaching, performing	3.20	1.35	moderate
3. Explaining historical origins of the pieces	3.17	1.43	moderate
4. Explaining how Thai customs and way of life influence the dance	3.20	1.44	moderate
5. Explaining the meaning of dancers' gestures	3.20	1.51	moderate
6. Explaining the meaning of the costumes and method of wearing	3.19	1.45	moderate
7. Explaining the musical instruments	3.21	1.45	moderate
8. Explaining the varieties of music	3.13	1.45	moderate
9. Explaining and sharing opinions about the performance	3.27	1.47	moderate
10. Explaining the arrangement of the scenery on stage	3.12	1.48	moderate
11. Explaining the program to the theater manager	3.13	1.51	moderate
12. Other			

Table20. Means of Respondents' Problems of Using Speaking Skills in Activities

Language skills used in activities Speaking	Problems		
	Mean	SD	Scale
1 Greeting , introduction	3.15	1.13	moderate
2. Making conversation about work experience teaching, performing	3.67	1.07	extensive
3. Explaining historical origins of the pieces	3.65	1.15	moderate
4. Explaining how Thai customs and way of life influence the dance	3.79	1.18	extensive
5. Explaining the meaning of dancers' gestures	3.84	1.22	extensive
6. Explaining the meaning of the costumes and method of wearing	3.75	1.25	extensive
7. Explaining the musical instruments	3.77	1.18	extensive
8. Explaining the varieties of music	3.79	1.22	extensive
9. Explaining and sharing opinions about the performance	3.80	1.15	extensive
10. Explaining the arrangement of the scenery on stage	3.72	1.23	extensive
11. Explaining the program to the theater manager	3.80	1.19	extensive
12. Other	-	-	-

Speaking Skills

Necessities

The arithmetic means in this part were all ranked at the moderate level. The highest score was explaining and sharing opinions about the performance. Explaining musical instruments was the second highest necessity. The lowest level of necessity was greeting and introduction, again similar to the rating for general conversation in Table 17.

Problems

The skill of speaking shows the highest levels of problem. Eight out of twelve questions ranked as extensive problems, showing problems at the 'extensive' level. The highest level of problem was shown for explaining the meaning of Thai dance gestures. Similar to the lowest level of necessity, greeting and introduction was rated as the lowest problem.

Table 21. Means of Respondents' Necessities of Using Reading Skills in Activities

Language skills used in activities Reading	Necessities		
	Mean	SD	Scale
1. General publications	2,87	1.27	moderate
2. Articles concerning Thai Art	3.07	1.40	moderate
3. Programs and schedules	3.11	3.31	moderate
4. Agreements and contracts	3.12	1.52	moderate
5. Floor plans, advice, instructions of theaters	3.08	1.52	moderate
6. Announcements, transportation schedules, airline tickets	3.19	1.29	moderate
7. Other	-	-	-

Table22. Means of Respondents' Problems of Using Reading Skills in Activities

Language skills used in activities Reading	Problems		
	Mean	SD	Scale
1. General publications	3.55	1.06	moderate
2. Articles concerning Thai Art	3.61	1.15	moderate
3. Programs and schedules	3.52	1.15	moderate
4. Agreements and contracts	3.73	1.27	extensive
5. Floor plans, advice, instructions of theaters	3.41	1.25	moderate
6. Announcements, transportation schedules, airline tickets	3.31	1.17	moderate
7. Other	-	-	-

Reading skills***Necessities***

In terms of necessity, the respondents rated all the activities as moderate. However, the results indicated that reading announcements, transportation schedules, and airline tickets was the most necessary among those activities. Reading general publications received the lowest score.

Problems

The respondents indicated that reading agreements and contracts was extensively problematic as it received the highest mean score. On the other hand, reading announcements, transportation schedules, and airline tickets, which was the most necessary reading activity, was the least problematic.

Table23. Means of Respondents' Necessities of Using Writing Skills in Activities

Language skills used in activities Writing	Necessities		
	Mean	SD	Scale
1. Resumes	3.17	1.41	moderate
2. Visa applications, customs forms	3.23	1.19	moderate
3. A letter to extend or accept an invitations for a show	2.96	1.52	moderate
4. e-mail	3.03	1.47	moderate
5. Traveling plans or itineraries	2.99	1.51	moderate
6. Performance programs	2.97	1.51	moderate

(table continues)

Table 23. (continued)

Language skills used in activities	Necessities		
	Mean	SD	Scale
7. Number and weight of props	3.05	1.44	moderate
8. Performance notes	3.17	1.58	moderate
9. Explanation of the scenery and equipment on stage	3.12	1.61	moderate
10. Agreements and hiring contracts	3.04	1.62	moderate
11. Advertisement, promotion	2.89	1.51	moderate
12. Other	-	-	

Table 24. Means of Respondents' Problems of Using Writing Skills in Activities

Language skills used in activities Writing	Problems		
	Mean	SD	Scale
1. Resumes	3.39	1.35	moderate
2. Visa applications, customs forms	3.36	1.15	moderate
3. A letter to extend or accept an invitations for a show	3.65	1.31	moderate
4. e-mail	3.59	1.30	moderate
5. Traveling plans or itineraries	3.56	1.29	moderate
6. Performance programs	3.60	1.24	moderate
7. Number and weight of props	3.51	1.26	moderate
8. Performance notes	3.73	1.27	extensive
9. Explanation of the scenery and equipment on stage	3.72	1.27	extensive
10. Agreements and hiring contracts	3.79	1.40	extensive
11. Advertisement, promotion	3.65	1.37	moderate
12. Other	-	-	-

Writing skills

Necessities

Similarly to reading skills, the responses about writing skills showed that the highest level of necessities but the lowest level of problem was claimed regarding the same activity, in this case visa applications and customs forms. The six questions relating to travel plans and business were altogether the lowest category: invitations for a show, traveling plans, performance programs, and advertisement, promotion, number and weight of props, and agreements and hiring contracts.

Problems

The highest level of problem expressed was for agreements and hiring contracts. However, this was also in the lowest necessity category. The second highest level of problem was for performance notes. This was also the second highest level of necessity. Taking the two rankings together, respondents expressed the greatest demand for instruction in making performance notes. A similar result was shown for explanation of the scenery and stage equipment.

4.3 RESULTS FROM PART THREE OF THE QUESTIONNAIRE

4.3.1 Opinions and Suggestions for Professional Development Course

The results in Part three of the questionnaire show the respondents' preferences for a professional development course. The information obtained was used to identify the specific course components: teaching-learning, materials, course duration, course schedule, specific date and time, and instructors that could fulfill the academic needs of the learners. The data were computed into arithmetic means which were interpreted through a scale of the following ranges.

Scale value	Level of opinions
1.00-1.50	Strongly disagree
1.51-2.50	Disagree
2.51-3.50	No opinion
3.51-4.50	Agree
4.51-5.00	Strongly agree

The data obtained from the part of the questionnaire were summarized as follows:

4.3.1.1 Skills orientation and teaching method

Table25. Respondents' opinions for Professional Development Course

Statements	mean	SD	Scale
1. Four skills should be taught equally	3.96	1.08	agree
2. The course should emphasize on listening	4.51	.79	Strongly agree
3. The course should emphasize on speaking	4.59	.77	Strongly agree
4. The course should emphasize on reading	4.17	.89	agree
5. The course should emphasize on writing	4.07	.82	agree
6. You want lecture only	3.61	1.33	agree
7. You want to participate in class activities	4.47	.62	agree
8.Using only a text book is enough	2.43	1.17	disagree
9.You want to learn throughout a range of media	4.41	.68	agree
10.You want to be evaluated	4.04	.87	agree
11. Other	-	-	-

Respondents expressed a clear preference for instruction in speaking and listening, compared to reading and writing. Thai dance instructors strongly preferred participation and multimedia use, over lectures and reliance solely on a text book.

4.3.1.2 Duration and time of course

Table26. Course duration and time of course

Course duration	N	%
1.less than 30 hours	11	14.7
2. 30 hours	39	52.0
3. more than 30 hours	25	33.3
Course schedule	N	%
1. once a week until the course is done.	24	32.0
2. every day for one week	15	20
3. every day for two weeks	14	18.7
4. every day for three weeks	22	29.3

(table continues)

Table 26. (continued)

Date	N	%
1. Saturday morning during semester	18	24.0
2. Saturday afternoon during semester	8	10.7
3. Sunday morning during semester	4	5.3
4. Sunday afternoon during semester	2	2.7
5. weekdays at the end of semester in early March.	43	57.3
Hour	N	%
1. one hour	9	12.0
2. two hours	49	65.3
3. three hours	13	17.3
4. Other	-	-
Study with	N	%
1. a native speaking instructor	7	9.3
2. a Thai instructor	4	5.3
3. a native and Thai instructor share the topic	20	26.7
4. a native instructor who has Thai instructor as an assistant teacher.	44	58.7

Respondents expressed most preference for a 30 hour course. More preferred a course longer than 30 hours than a course shorter than 30 hours. Most respondents wanted the course schedule to be held once a week, followed by everyday for three weeks, for one week, and for two weeks respectively. The majority chose to study after the end of the semester. A large majority wanted to study for 2 hours. Fewer wanted 3 hours.

Finally, a majority chose a combination of a native-speaking instructor with a Thai instructor as assistant. Taken together with the second ranking result, native and Thai instructor paired, respondents clearly showed a preference for a native-Thai team.

4.3.2 Suggestions about Structuring or Designing of the English Course for Thai Dance Instructors

Some instructors responded to the questionnaire's request for suggestions. The largest number of requests, at 6 individuals, was for speaking activities during class time. Four individuals requested basic grammatical instruction also.