

CHAPTER FOUR

RESULTS

The previous chapter explained the subjects of the study, the materials, the procedures used in data collection and the data analysis. This chapter reports the findings of the study. Based on the data obtained from the questionnaires, the data analysis was divided into 4 parts as presented below:

- 4.1 General Information of Respondents
- 4.2 Respondent Attitudes towards the Compulsory Chinese Course for Mathayom 1
- 4.3 Hypotheses Testing
- 4.4 Respondents' Problems and Suggestions on the Compulsory Chinese Course for Mathayom 1

4.1 GENERAL INFORMATION OF RESPONDENTS

Table 1. Respondents' Grade from the Compulsory Chinese Course for Mathayom 1

Grade	Frequency	Percent (%)
1.0 – 2.0	55	20.1
2.5	51	18.6
3.0	49	17.9
3.5	50	18.2
4.0	69	25.2
Total	274	100.0

Based on the grade the respondents obtained from the compulsory Chinese course for Mathayom 1, the respondents were categorized into five groups: grade 1.0-2.0, 2.5, 3.0, 3.5 and 4.0. As shown in table 1, about one-fourth of the respondents received grade 4.0 from the compulsory Chinese course (25.2%). About one-fifth of them received a grade of lower than 2.0 (20.1%), followed by grades 2.5, 3.5, and 3.0 (18.6%, 18.2%, and 17.9%) respectively.

Table 2. Respondents' Chinese Learning Experience and Opinions Towards the Course(s) They Had Attended Before

Questions	Frequency	Percent
Have you ever attended Chinese course before?		
Yes	13	4.7
No	264	95.3
Total	277	100.0
Are you attending a Chinese class at any private language school?		
Yes	3	1.1
No	274	98.9
Total	277	100.0

As shown in Table 2, the majority of the respondents had never attended Chinese course anywhere apart from the compulsory Chinese course at Datdaruni School (95.3%). Meanwhile, only 4.7% of them had attended a Chinese course in private primary schools.

Also, it was found that only 1.1% of the respondents were attending Chinese classes in a private language school, while the majority of them were not (98.9%).

Table 3. Study Plan at the High-school Level

Study plan at the high-school level	Frequency	Percent
Math-Science	151	54.9
Math-English	46	16.7
English-Chinese	6	2.2
English-Japanese	24	8.7
English-Social study	25	9.1
Others	25	9.1
Total	277	100.0

As reported in Table 3, only 2.2% of the respondents planned to study in the English-Chinese field at the high school level. The majority of them planned to study in the Math-Science field (54.9%), followed by 16.7% in the Math-English field, 9.1% in the English-Social study field and 8.7% in the English-Japanese field respectively. The findings also showed that 9.1% of the respondents had other study plans at the high school level.

Table 4. Plan to Study in Chinese-Speaking Countries

Questions	Frequency	Percent
Do you have a plan to study in China, Taiwan, or Hong Kong?		
Yes	11	4.0
No	266	96.0
Total	277	100.0

As shown in Table 4, it was found that only 4.0% of the respondents had a plan to study in Chinese-speaking countries – China, Taiwan, or Hong Kong, while the majority of them did not (96.0%).

Table 5. Respondent's Interest in Chinese

Questions	Frequency	Percent
Before attending the compulsory Chinese course in Mathayom 1, had you read Chinese newspapers or watched Chinese news?		
Yes	45	16.2
No	232	83.8
Total	277	100.0
Before attending the compulsory Chinese course in Mathayom 1, had you listened to Chinese songs, watched Chinese movies or dramas?		
Yes	239	86.3
No	38	13.7
Total	277	100.0

Table 5 revealed that only 16.2% of the respondents had read Chinese newspapers before attending the compulsory Chinese course in Mathayom 1. Most of them had never read any Chinese newspapers or watched Chinese news before attending the course (83.8%). In contrast, 86.3% of them had listened to Chinese songs, watched Chinese movies or dramas before attending the compulsory Chinese course in Mathayom 1.

Table 6. Peers taking the Elective Chinese Course in Mathayom 2

Questions	Frequency	Percent
Is any of your close friends taking the elective Chinese course in Mathayom 2?		
Yes	147	53.1
No	130	46.9
Total	277	100.0

As reported in Table 6, 53.1% of the respondents had friend(s) who took the elective Chinese course in the academic year 2007, while 46.9% of them did not.

Table 7. Peer Recommendations

Questions	Frequency	Percent
Did you friend(s) influence your decision to take or not take the elective Chinese course in Mathayom 2?		
Yes	105	37.9
No	172	62.1
Total	277	100.0

As shown in Table 7, the majority of the respondents answered that their friend(s) did not influence their decision to take the elective Chinese course in Mathayom 2 (62.1%), when being asked whether their friend(s) influenced their decision or not.

Table 8. Family Influence

Questions	Frequency	Percent
Can your parents or anyone in your family speak Chinese?		
Yes	47	17.0
No	230	83.0
Total	277	100.0
Can your parents or anyone in your family read any Chinese newspaper?		
Yes	27	9.7
No	250	90.3
Total	277	100.0
Do you sometimes speak Chinese with your parents or anyone in your family?		
Yes	26	9.4
No	251	90.6
Total	277	100.0

Table 8 presented family influence over the respondent's Chinese learning. As presented in the table, only 17.0% of the respondents stated that their parents or someone in their family could speak the different dialects of Chinese which were Mandarin, Tie Chiu, Hokkien, Hainanese, and Cantonese. Meanwhile, the majority of them stated that their parents or anyone else in their family could not speak Chinese (83.0%), and 90.3% of them said that their parents or anyone else in their family could not read Chinese newspaper. It was also found that 9.4% of the respondents sometimes spoke Chinese with their parents or someone in their family while most of them did not (90.4%).

4.2 RESPONDENT ATTITUDES TOWARDS THE COMPULSORY CHINESE COURSE FOR MATHAYOM 1

Table 9. Attitudes Towards the Appropriateness of the Course Content

Appropriateness of Course Content	Level of Attitude					Total	Mean	SD
	Strongly Agree freq. (%)	Agree freq. (%)	Undecided freq. (%)	Disagree freq. (%)	Strongly Disagree freq. (%)			
1. The course content was interesting.	31 11.2%	192 69.3%	46 16.6%	6 2.2%	2 0.7%	277 100%	3.88	.664
2. The course content was too difficult.	28 10.1%	71 25.6%	134 48.4%	43 15.5%	1 0.4%	277 100%	3.30	.863
3. The course content was too condensed.	15 5.4%	68 24.5%	136 49.1%	50 18.1%	8 2.9%	277 100%	3.12	.865
4. The course content was applicable to real-life	109 39.4%	130 46.9%	34 12.3%	4 1.4%	- -	277 100%	4.24	.719
Total							3.63	.446

Table 9 presented the respondents' attitudes towards the compulsory Chinese course for Mathayom 1 in terms of appropriateness of the course content. The findings revealed that the respondents were very satisfied with the course content (Mean = 3.63, SD = .446). From the table, it could be said that the respondents strongly agreed that the course content was applicable to real-life (Mean = 4.24, SD = .719). Also, it was found that they moderately agreed that the course content was too condensed (Mean = 3.12, SD = .865).

Table 10. Attitudes Towards the Appropriateness of the Teaching Materials and Teaching Aids

Appropriateness of Teaching Materials and Teaching Aids	Level of Attitude					Total	Mean	SD
	Strongly Agree freq. (%)	Agree freq. (%)	Undecided freq. (%)	Disagree freq. (%)	Strongly Disagree freq. (%)			
5. The teaching materials were appropriate	59 21.3%	178 64.3%	35 12.6%	5 1.8%	- -	277 100.0%	4.05	.641
6. The teaching materials were satisfactory.	35 12.6%	178 64.3%	50 18.1%	11 4.0%	3 1.1%	277 100.0%	3.83	.733
7. The teaching materials were up-to-date.	40 14.4%	136 49.1%	79 28.5%	18 6.5%	4 1.4%	277 100.0%	3.69	.851
8. The teaching materials were easy to understand.	28 10.1%	116 41.9%	104 37.5%	24 8.7%	5 1.8%	277 100.0%	3.50	.858
9. The teaching aids were appropriate.	31 11.2%	110 39.7%	73 26.4%	33 11.9%	30 10.8%	277 100.0%	3.29	1.149
10. The teaching aids were satisfactory.	33 11.9%	110 39.7%	76 27.4%	29 10.5%	29 10.5%	277 100.0%	3.32	1.140
11. The teaching aids were up-to-date.	26 9.4%	119 43.0%	83 30.0%	21 7.6%	28 10.1%	277 100.0%	3.34	1.084
12. The teaching aids were sufficient.	16 5.8%	106 38.3%	98 35.4%	26 9.4%	31 11.2%	277 100.0%	3.18	1.061
13. The teaching aids were practicable.	29 10.5%	122 44.0%	77 27.8%	19 6.9%	30 10.8%	277 100.0%	3.36	1.110
Total							3.51	.690

As presented in Table 10, the respondents were very satisfied with the appropriateness of teaching materials and teaching aids (Mean = 3.51, SD = .690). However, the findings showed that the respondents strongly agreed that the teaching materials were appropriate (Mean = 4.05, SD = .641). Meanwhile, they moderately agreed that the teaching aids were sufficient (Mean = 3.18, SD = 1.061).

Table 11. Attitudes Towards Teaching Styles

Teaching Style	Level of Attitude					Total	Mean	SD
	Strongly Agree freq. (%)	Agree freq. (%)	Undecided freq. (%)	Disagree freq. (%)	Strongly Disagree freq. (%)			
14. The teacher was well-prepared for the class.	91 32.9%	149 53.8%	34 12.3%	3 1.1%	- -	277 100%	4.18	.680
15. The teacher made his or her class interesting.	64 23.1%	142 51.3%	59 21.3%	12 4.3%	- -	277 100%	3.93	.784
16. The teacher explained difficult matters clearly.	46 16.6%	118 42.6%	89 32.1%	19 6.9%	5 1.8%	277 100%	3.65	.898
17. The teacher treated all the students fairly.	69 24.9%	143 51.6%	54 19.5%	8 2.9%	3 1.1%	277 100%	3.96	.811
18. The teacher provided opportunities for the students to practice in class	86 31.0%	139 50.2%	44 15.9%	7 2.5%	1 0.4%	277 100%	4.09	.773
19. The teacher was friendly, approachable, and helpful.	114 41.2%	139 50.2%	19 6.9%	3 1.1%	2 0.7%	277 100%	4.30	.707
20. The teacher inspired you to study Chinese further.	31 11.2%	119 43.0%	102 36.8%	19 6.9%	6 2.2%	277 100%	3.54	.861
21. The teacher's teaching style is dynamic and interesting.	33 11.9%	143 51.6%	88 31.8%	13 4.7%	- -	277 100%	3.71	.736
Total							3.92	.511

From the findings presented in Table 11, the respondents were very satisfied with the course in terms of teaching style (Mean = 3.92, SD = .511). The findings showed that the respondents strongly agreed that the teacher was friendly, approachable, and helpful as indicated by the highest mean score 4.30 (SD = .707). As presented in the table, the respondents also strongly agreed that the teacher was well-prepared for the class (Mean = 4.18, SD = .680), and provided opportunities for them to practice in class (Mean = 4.09, SD = .773). The lowest score was for the factor that the teacher inspired the students to study Chinese further, which can however be interpreted that the respondents strongly agreed that the teacher inspired them to study Chinese further (Mean = 3.54, SD = .861).

Table 12. Attitudes Towards Usefulness of the Knowledge

Usefulness of the Chinese Language	Level of Attitude					Total	Mean	SD
	Strongly Agree freq. (%)	Agree freq. (%)	Undecided freq. (%)	Disagree freq. (%)	Strongly Disagree freq. (%)			
22. The knowledge you gained from this course serves as a good foundation for you to study Chinese further.	60 21.7%	153 55.2%	52 18.8%	12 4.3%	- -	277 100%	3.94	.759
23. The course content inspired you to study China, including the Chinese language and culture.	34 12.3%	119 43.0%	107 38.6%	14 5.1%	3 1.1%	277 100%	3.60	.808
24. You feel confident to speak with native speakers with simple Chinese based on the knowledge of basic conversation you gained from this course.	25 9.0%	90 32.5%	126 45.5%	26 9.4%	10 3.6%	277 100%	3.34	.901
25. You think that you can use the knowledge of numbers you gained from this course to buy goods and bargain in Chinese-speaking countries.	38 13.7%	98 35.4%	112 40.4%	23 8.3%	6 2.2%	277 100%	3.50	.907
26. The lesson on pronunciation symbols or Pin-Yin) enables you to understand the pronunciation system of the Chinese language better and you can pronounce words correctly and clearly.	41 14.8%	118 42.6%	90 32.5%	20 7.2%	8 2.9%	277 100%	3.59	.926
27. You can communicate and compose simple sentences from the basic vocabularies you learned from this course.	28 10.1%	105 37.9%	114 41.2%	26 9.4%	4 1.4%	277 100%	3.49	.853
28. After attending this course, you feel like listening more to Chinese songs, watching Chinese movies or dramas with Thai-subtitles.	54 19.5%	104 37.5%	86 31.0%	22 7.9%	11 4.0%	277 100%	3.61	1.015

(table continues)

Table 12. (continued)

Usefulness of the Chinese Language	Level of Attitude					Total	Mean	SD
	Strongly Agree freq. (%)	Agree freq. (%)	Undecided freq. (%)	Disagree freq. (%)	Strongly Disagree freq. (%)			
29. After attending this course, you feel like reading more Chinese newspaper or watching Chinese news	24 8.7%	71 25.6%	130 46.9%	41 14.8%	11 4.0%	277 100%	3.20	.934
Total							3.53	.555

Table 12 revealed that the respondents were very satisfied with usefulness of the knowledge they learned (Mean = 3.53, SD = .555). They strongly agreed that it served as a good foundation for them to study Chinese further (Mean = 3.94, SD = .759). However, the respondents moderately agreed that they felt like reading Chinese newspapers or watching Chinese news more (Mean = 3.20, SD = .934). It was also found that they strongly agreed that they felt like listening to Chinese songs, watching Chinese movies or dramas with Thai-subtitles more after attending the course.

Table 13. Respondents' Overall Attitudes Towards the Compulsory Chinese Course for Mathayom 1

Variables	Mean	SD	Attitude
Appropriateness of the course content	3.63	.446	Very satisfied
Appropriateness of teaching materials and teaching aids	3.51	.690	Very satisfied
Teaching style	3.92	.511	Very satisfied
Usefulness of the knowledge	3.53	.555	Very satisfied
Total	3.64	.403	Very satisfied

Table 13 presented the respondents' overall attitudes towards the compulsory Chinese course for Mathayom 1. As shown in the table, the respondents were very

satisfied with the course indicated by the overall mean score 3.64 (SD = .403). Also, it could be inferred from the findings that the respondents were very satisfied with the course in terms of teaching style with the highest score (Mean = 3.92, SD = .511), followed by the appropriateness of the course content (Mean = 3.63, SD = .446). However, the lowest score was for the factor of appropriateness of teaching materials and teaching aids (Mean = 3.51, SD = .690), and usefulness of the knowledge in life (Mean = 3.53, SD = .555) respectively.

Table 14. Comparison of Respondents' Attitudes Towards the Compulsory Chinese Course for Mathayom 1

Variables	Study the Elective Chinese Course in M. 2		Attitudes	Not Study the Elective Chinese Course in M. 2		Attitudes
	Mean	SD		Mean	SD	
Appropriateness of the course content	3.66	.432	Very satisfied	3.62	.453	Very satisfied
Appropriateness of teaching materials and teaching aids	3.15	.790	Moderately satisfied	3.68	.563	Very satisfied
Teaching style	3.86	.538	Very satisfied	3.95	.497	Very satisfied
Usefulness of the knowledge	3.57	.515	Very satisfied	3.51	.572	Very satisfied
Total	3.53	.394	Very satisfied	3.70	.398	Very satisfied

Table 14 showed the comparison of the attitudes towards the compulsory Chinese course for Mathayom 1 between Mathayom 2 students who took the elective Chinese course in the academic year 2007 and those who did not. As the findings shown in the table, both groups of students were very satisfied with the compulsory Chinese course they had attended in Mathayom 1 as indicated by the total mean score 3.53 (SD = .394), and 3.70 (SD = .398) respectively.

From the findings, both groups of Mathayom 2 students who took the elective Chinese course in the academic year 2007 and those who did not were very satisfied with the course in terms of the course content, according to the mean score 3.66 (SD = .432) and 3.62 (SD = .453) respectively.

In terms of teaching materials and teaching aids, the findings showed that Mathayom 2 students who took the elective Chinese course in the academic year 2007 were moderately satisfied with the course (Mean = 3.15, SD = .790), while those who did not were very satisfied as indicated by the mean score 3.68 (SD = .563).

As indicated by the mean score 3.86 (SD = .538) and 3.95 (SD = .497) respectively, both Mathayom 2 students who took the elective Chinese course in the academic year 2007 and those who did not were strongly satisfied with the course in terms of teaching style.

The findings also showed that both groups of students were very satisfied with the course in terms of the application of knowledge, according to the mean score 3.57 (SD = .515), and 3.51 (SD = .576) respectively.

4.3 HYPOTHESES TESTING

Hypotheses 1: Grades that the respondents received from the compulsory Chinese course for Mathayom 1 influenced the respondents' decision to take the elective Chinese course in Mathayom 2.

Hypotheses 2: Peers taking the elective Chinese course in Mathayom 2 influenced the respondents' decision to take the course.

Hypotheses 3: Peer recommendations influenced the respondents' decision to take the elective Chinese course in Mathayom 2.

Table 15. Relationships Between Grades in the Compulsory Chinese Course for M. 1 and the Decision to Take the Elective Chinese Course in Mathayom 2 and Peer Influence and the Decision to Take the Elective Chinese Course in Mathayom 2

Variables	r	Sig.
Grade	.21	.01**
Peers taking the elective Chinese course in M.2	.47	.001***
Peer recommendation	.19	.001***

According to the Chi-Square Test, Table 15 revealed that the grades that the respondents obtained from the compulsory Chinese course for Mathayom 1 and their

decision to take the elective Chinese course in Mathayom 2 were related at a low level ($r = .21$). However, this could be interpreted that there was a relationship between these two variables. Therefore, “Hypotheses 1” that the grades that the respondents received from the compulsory Chinese course for Mathayom 1 influenced the respondents’ decision to take the elective Chinese course in Mathayom 2 was accepted.

Based on the Chi-Square Test, Table 15 indicated that peers taking the elective Chinese course in Mathayom 2 was moderately related to the respondents’ decision to take the course ($r = .47$). “Hypotheses 2” that peers taking the elective Chinese course in Mathayom 2 influenced the respondents’ decision to take the course was therefore accepted.

It was also indicated that peer recommendations were slightly related to the respondents’ decision to take the elective Chinese course in Mathayom 2 ($r = .19$). However, it could be interpreted that there was a relationship between these two variables. Consequently, “Hypotheses 3” that peer recommendations influenced the respondents’ decision to take the elective Chinese course in Mathayom 2 was accepted.

4.4 RESPONDENTS’ PROBLEMS AND SUGGESTIONS FOR THE COMPULSORY CHINESE COURSE FOR MATHAYOM 1

Table 16. Problems on the Compulsory Chinese Course for Mathayom 1

Rank	Problems	Frequency (Total = 277)	Percent
1	The audiovisual aids for learning Chinese e.g. projector, VCD player, and video players were insufficient.	114	41.2
2	Chinese is too difficult to be compulsory for Mathayom 1.	80	28.9
3	The audiovisual aids for learning Chinese e.g. projector, VCD player, and video player were sometimes impractical.	70	25.3

(table continues)

Table 16. (continued)

Rank	Problems	Frequency (Total = 277)	Percent
4	The course content was not suited to the time constraints.	67	24.2
5	The lesson on pronunciation symbols (or Pin-Yin) was too difficult.	62	22.4
6	The audiovisual aids for learning Chinese e.g. projector, VCD player, and video player were out-of-date.	61	22.0
7	The teacher gave the students too many assignments.	53	19.1

Table 16 revealed the problems the respondents had while attending the compulsory Chinese course for Mathayom 1. As shown in table 16, 41.2% of the respondents agreed that the audiovisual for learning Chinese e.g. projector, VCD player, and video players were insufficient, 25.3% of them agreed that those audiovisual aids for learning Chinese were sometimes impractical, and 22.0% agreed that those audiovisual aids for learning Chinese were out-of-date.

It was also found that 28.9% of them perceived that Chinese was too difficult to be compulsory for Mathayom 1. In addition, the findings showed that 24.2% of the respondents perceived the course content as one of the problems they had since they thought that it was not suited to the time constraints, followed by 22.4% who perceived that the lesson on pronunciation symbols (or Pin-Yin) was too difficult. In addition, almost one-fifth of the respondents (19.1%) agreed that the teacher gave them too many assignments.

Table 17. Suggestions for the Compulsory Chinese Course for Mathayom 1

Rank	Problems	Frequency (Total = 277)	Percent
1	The teacher should add more in-class activities e.g. games, songs, and Chinese fables.	182	65.7
2	The teacher should put more emphasis on conversation and vocabulary.	149	53.8
3	The students should be allowed to use the audiovisual aids for learning Chinese e.g. projector, VCD player, and video player outside class.	132	47.7
4	Chinese culture should be included in the course content of the compulsory Chinese course for Mathayom 1	129	46.6
5	The teacher should put a greater emphasis on speaking than writing.	120	43.3
6	The teacher should put emphasis an on writing before teaching the students conversation.	111	40.1
7	The teacher should spend more time on the lesson on pronunciation symbols (or Pin-Yin).	83	30
8	Others	18	6.5

Table 17 revealed the respondents' suggestions towards the compulsory Chinese course they had attended in Mathayom 1. The findings showed that the majority of the respondents agreed that the teacher should add more in-class activities e.g. games, songs, and Chinese fables (65.7%), while 53.8% of them agreed that the teacher should put more emphasis on conversation and vocabulary.

Also, it was found that 47.7% of the respondents agreed that the students should be allowed to use the audiovisual aids for learning Chinese e.g. projector, VCD player, and video player outside class. Noticeably, 46.6% of them pointed out that Chinese culture should be included in the course content of the compulsory Chinese course for Mathayom 1.

In addition, 43.3% of the respondents agreed that the teacher should put more emphasis on speaking than writing, followed by 40.1% who pointed out the teacher should put an emphasis on writing before teaching the students conversation, and 30.0% who agreed the teacher should spend more time on the lesson on pronunciation symbols (or Pin-Yin). However, 6.5% of the respondents gave other suggestions. Some of them suggested that there should be a library for learning Chinese at the school, while some stated that the Chinese teachers should be assisted by a teacher who can speak Thai for the whole academic year in order to help them communicate better and make the class more effective. Also, some of them suggested that Chinese should be compulsory for all levels, and the teacher should make his or her class more interesting.