

CHAPTER FIVE

CONCLUSION, DISCUSSIONS AND RECOMMENDATIONS

This chapter presents a summary of this study, discussions of the findings, conclusion and recommendations for further research.

5.1. SUMMARY OF THE STUDY

5.1.1 Objectives of the Study

The purposes of this study are to investigate the English language skills and frequencies the students use in their real life situations and to survey their attitudes towards using English in various contexts

5.1.2 Subjects

The investigation was conducted at RMUTTO: Chakrabongse Bhuvanath Campus. The subjects were 119 students from 4 classes of the Business Administration Faculty majoring in General Management. 30 subjects were the first year students, 30 subjects were the second year students, 30 subjects were the third year students, and 29 subjects were the fourth year students. Every group of 30 students was randomly selected from each level except the 29 subjects of the fourth year students where all students were used.

5.1.3 Instruments

In order to collect the data, a questionnaire was used as a research instrument. It was divided into 4 parts. Part one was designed to ask the subjects' personal information, part two was designed to find out the frequency of language skills the students are exposed to outside English classroom, part three was designed to survey the language contexts used by students and part four was designed to investigate the students' attitudes toward using English in their real life situations.

5.1.4 Data Analysis

After the questionnaires were collected, SPSS for windows (version 11.5) was used during the data analysis processes. The personal information, the frequency of uses of English skills was calculated by using frequencies and percentage statistic from the SPSS program. The data showing the respondents' various interactions through real life contexts and attitudes toward using English in such situations were analyzed by using frequency, percentage, and mean by using the same program.

5.2 SUMMARY OF THE FINDINGS

5.2.1 Personal information of the subjects

In total, there were 119 subjects, 39 male while 80 were female. They are students in Business Administration Faculty, majoring in General Management Most of them started to study English when they were in pre-school level.

5.2.2 Language skills students use the most in their real life situations

Most students were exposed to receptive skills rather than productive skills. For receptive skills, they used listening skills more frequently than reading skills. About productive skills, there are no differences between the frequencies of using writing or speaking depending on the person.

5.2.3 The real life contexts where students use English the most are the contexts or situations which occurred with listening skills as they love to listen to English songs.

5.2.4 The subjects' attitudes towards using English in their real life situations are high. On average, they have positive attitudes towards interactions through English. It was surprising that their attitudes increase in a positive way year by year. The first year students have quite negative attitude to English but the second, third and fourth year students feel much more better to English.

5.3 DISCUSSION

As an English teacher and the researcher of this study, I found that my students need to be supported by many factors in order to improve their English proficiency. They need to practice more for all four skills. Though they have positive attitudes to using English but their lack of opportunities to use it in their real life situations can affect their success in English communication. They might fail when they are faced with the real contexts.

According to the findings, the least frequent uses of speaking skills, communication strategies should be taught for Thai students. Even though they may have understanding of certain important aspects of oral communication and features of language, sometimes they still face difficulty due to the fact that their communication ends outrun their communication means. Some use achievement strategies and some use reduction strategies depending on the speakers' goals and their experience in language use (Coder, 1983; Bygate 1988, p 42-43 and Tarone, 1983 as cited in Wenden 1983 p 25-26)

For some instructions like content-based and task-based which focus on interaction, conversation and language use rather than on learning the language. (Lightbrown M.& Spada, 2003, p.92) Negotiation of meanings is required for learners. It can be accomplished through a variety of modifications which naturally arise in interaction; clarification, confirmation, repetition and other kinds of information as they attempt to negotiate meaning. (p. 122). Long (1983) supports that genuine communicative practice occur in those instructions (p. 125). He suggests that modified interaction doesn't involve only in language usage, it also includes elaboration, slow speech rate, gesture, or provision of additional contextual cues; comprehensible check, clarification requests and self repetition or paraphrase by both native and non-native speakers. He also pointed out that learners want not only necessary simplification of the language forms but also opportunity to interact with other speakers, in a way that leads them to adapt their utterances until the learners shows signs of understanding (p. 43). For pair or group work, lot of real learning takes places since the students can really use language to communicate with one another. (Lightbrown M.& Spada, 2003, p.253)

All four-skill learning strategies should be taught for students and provide them the opportunities to practice using it in their real life as much as possible; if not it can be practiced through both the pedagogical and real world tasks.

5.4 CONCLUSION

The students majoring in General Management at Chakrabongse Bhuvanath Campus have quite low frequency in using English in real life situations. The speaking and writing skills should be taken into our consideration to help them, especially speaking skills that we use more frequently than writing skills. The instructors of English in the General Management Program and all teachers of English, should provide students with communication strategies, the helpful ways to achieve their intended communicational aims, develop their abilities to get out of trouble in the middle of a conversation, and activate their higher motivation to speak more in real situation both with native speakers and higher advanced target language users.

However, it doesn't mean instructors should skip the listening and reading. It is easier to have them practice more on these skills because they have been exposed to speaking and reading skills more frequently than speaking and writing skills that can be more successful to bridge the new knowledge with their schemata or experiences.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Nowadays, English is really important to everyone as it is used worldwide. All skills are essential for Thai students. Based on the findings and conclusions of this study, the following recommendations are made for the English Language Division, the instructors of English in the General Management Program, and all teachers of English and further research.

As the instructors of English in the General Management Program and all teachers of English, we should create a relaxed classroom atmosphere, develop teaching materials, design effective activities, use or select suitable media, and choose the appropriate teaching approaches and methods to help students increase their

English proficiency. We should also make them aware that the real purpose of studying English is for communication, it is not just only to fulfill curriculum requirements or to pass the examination. I don't think it is too difficult to deal with this point because most students have positive attitudes to English at the high level.

Further Research

5.4.1 Further studies can be conducted with students majoring in other fields; marketing, economics, accounting, or logistics, of the Business Administration Faculty in order to see whether the results are the same or different.

5.4.2 Further studies might use questionnaires with interviews so that the data collected will be more valid and reliable.

5.4.3 Further studies might find out the reasons why students are exposed to English outside classroom without any assignments of the English teachers and investigate their beneficial results from that.

5.4.4 Further study might be conducted with students at different educational levels; primary school students, secondary school students, vocational collage students, or students of other universities.

5.4.5 Further research might find out the correlation between frequencies using English in real life and the English proficiency.