

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

In the last chapter, there are four focal issues which must be addressed: summary, discussion, conclusion and recommendations. All of these elements are subsumed under the chapter clearly and consecutively.

5.1 SUMMARY OF THE STUDY

5.1.1 Purpose of the Study

This research study aimed to identify the needs of the third year students who were taking the course of Communicative Business English II, Thammasat University, in the academic year 2009.

5.1.2 Population

The population was in total 300 students who were taking the course of Communicative Business English II, Thammasat University, in academic year 2009.

5.1.3 Subjects

According to the formula of Taro Yamane, 172 subjects were selected from the 300 populations as previously mentioned.

5.1.4 Instrument

In this research study, there was an only one instrument: a questionnaire. It was composed of multiple choice questions, open-ended questions, and Likert scale questions. There two main sections in the questionnaire: general background information and opinions on the needs of the third year students in English study.

5.1.5 Procedures

5.1.5.1 Pilot study stage

Apart from the 172 subjects, there were 2 students chosen for the pilot study. No mistakes were found in the study. The questionnaires were then employed in the real research study.

5.1.5.2 Research study stage

The lecturer of the class distributed 172 questionnaires to the subjects. After the students completed the questionnaires, the lecturer collected the questionnaire within one day, and calculated the total number of them in preparation for coding. The rate of returning papers was exactly 100 percent.

5.1.6 Data Analysis

The data collected were analyzed by the use of SPSS program so as to calculate means and standard deviation as well as interpreting the values into descriptive tasks.

5.1.7 Findings

Regarding the results of this research study, it can be summarized as follows:

5.1.7.1 General background information

With reference to sex, age, G.P.A., study program and domicile, it shows as follows:

The number of female students (77.3 %) outstrips that of male students (22.7%) or approximately three fourth of the total students.

The students aged 21 years old were more than a half of the students (54.7 %), more than one fourth of them were in a group of students of 20 years of age (27.9 %) while the students who were 23 years old and over were the smallest group (1.2%).

The students who had a current G.P.A. at the range of 2.76 - 3.00 (22.1%) made up the largest number, followed by those having G.P.A. at the range of 2.26 - 2.50 (20.9%), and those who were in the range of 2.51 - 2.75 (20.9 %), while those in the range of over 3.75 comprised the smallest group (2.3 %).

Almost three fourth of the students were from science programs (73.8%) and the rest of them were from English-math programs (26.2%).

More than a half of the students were from Bangkok (55.2 %), Nonthaburi (4.7%) and Sagaew (3.5 %) respectively.

With respect to the duration of English study in formal education, opportunity to use English abroad, the countries visited, the length of time of living and studying abroad, and their proficiency of English, the results were as follows:

The number of students who had studied English in formal education for 16 - 20 years was the biggest group (59.3%) and the group of 11 - 15 years (25.0%) respectively while the group of students studying English for 21 - 25 years made up the smallest number (2.3 %).

The group of respondents who answered “Yes” was the bigger group (80.2 %) or four fifth of total students, and the rest were those who answered “No” (19.8%) or one fifth of total students.

The group of students who had lived or studied in USA was the greatest (55.9 %), followed by Australia (14.7%), Singapore (11.8%) and Canada and England (8.8%) respectively.

The group of the students living or studying abroad “lower than 3 months” was the largest group (47.1%), followed by “3 - 6 months” (44.1%) and “7 - 9 months” (8.8%) respectively.

The proficiency of “Moderate” made up the biggest group (60.5 %) or three fifths, followed by the group of “Little” (22.1 %) or more than one fifth while those who deemed their proficiency at “Excellence” were the fewest (1.2 %).

5.1.7.2 Opinion on needs of listening, speaking, reading, and writing skills in English study.

- **Needs of listening, speaking, reading, writing skills in English study.**

The data shows that the students' needs are overall at "very extensive need" ($\bar{x} = 4.41$). When studying in particular details, "Speaking" is in the top of all ($\bar{x} = 4.63$), "Listening" is rated in the second rank ($\bar{x} = 4.48$) and "Reading" is the last rank ($\bar{x} = 4.26$).

- **Needs of Listening Skill in Different Circumstances**

This data discloses that "Face to face conversations" appears to be the first need ($\bar{x} = 4.58$), whereas "English workshop" comes after that ($\bar{x} = 4.38$) and "Business news on radio" comes last ($\bar{x} = 3.87$).

- **Needs of Speaking Skill in Different Circumstances**

Results reveal that "Face to face conversation" is in the first priority ($\bar{x} = 4.67$), while "Public speaking" is perceived as the second point ($\bar{x} = 4.45$) and "Leaving a message over the phone" follows is the lowest-ranked topic ($\bar{x} = 4.06$).

- **Needs of Reading Skill in Different Circumstances**

This sub-topic exhibits that "E-mail correspondence" is prioritized as the first ($\bar{x} = 4.45$), closely followed by "Academic documents and textbooks" ($\bar{x} = 4.42$) and "University bulletin" was considered the last point ($\bar{x} = 3.97$).

- **Needs of Writing Skill in Different Circumstances**

The data show that "Resume" is deemed as the first ranked item ($\bar{x} = 4.62$), followed by "Fill in forms" ($\bar{x} = 4.49$) and "Academic reports" comes last ($\bar{x} = 4.17$).

5.2 DISCUSSION

5.2.1 General Background Information

The number of “female students” outstripped that of “male students” - approximately three quarters of the total students. This can corroborate that there are more “female students” studying and majoring in accounting than “male students”, Thammasat University.

The students whose ages are of “21 years old” were more than a half of the students, more than one fourth of them were a group of students aged “20 years old” while the students who were “23 years old and over” made up the smallest group. It proves that students of the third year at universities are usually in the age of 21 years old. This is a common circumstance in Thailand.

The students who had a G.P.A. at the range of 2.76 - 3.00 were the most numerous, followed by those having G.P.A. in the range of 2.26 - 2.50, and those who were in the range of 2.51 - 2.75, while those with more than 3.75 made up the smallest group. It demonstrates that most students studying in accounting were in the moderate G.P.A. group (2.26 - 3.00) or this can be figured out at the ratio of three fifths of the total students.

Almost three quarters of the students were from a science program and the rest of them were from English-math programs. It indicates that all students of accounting major have the basic knowledge of math which is very vital for accountancy. This result bears out the idea that students of Arts programs at senior high school definitely don't continue their major subjects at university level in relation to mathematics or calculation.

More than a half of students are from Bangkok, or Nonthaburi respectively. Seeing that Thammasat University is situated in Bangkok, so it bears witness to reality that, from one point of view, more than half of the students are Bangkok residents; from another point of view, students from provinces pursue their high level study in their own hometown.

The number of students who have studied English in formal education for 16 - 20 years is the biggest group and the group of 11 - 15 years second respectively, while the group of students studying English for 21 - 25 years is the

smallest group. It shows that most of the students or three fifths of the students start to learn English from the kindergarten and this can substantiate the result that around three fifths of the students are from Bangkok and Nontaburi. In other words, some students from countryside have less chance to start their schooling from kindergarten.

In terms of the opportunity to study and live as well as communicating abroad, the group of students who answered “Yes” is the bigger group or four fifths of total students, and the rest are those who answer “No” or one fifth of total students. It uncovers the present situation in Thailand that a great many students have an opportunity to communicate in English abroad and this can bear witness to the era of globalization or borderless information age. Nowadays, international traveling becomes more usual among Thai youngsters.

The group of students who lived or studied in USA is the greatest, followed by Australia, Singapore and Canada and England respectively. It exposes that the USA is the most popular country among those who want to study English and this might hint at the high degree level of popularity in American English. Not surprisingly, American English media flow into many countries including Thailand. New generation citizens are likely to become acquainted with this kind of accent.

The group of the students living or studying abroad “lower than 3 months” is the greatest group, followed by “3 - 6 months” and “7 - 9 months” respectively. All students experience in communicating in English abroad. This outcome can testify to the situation that it is common for Thai students to study or live abroad and also this can show the financial status and economic growth in Thailand.

The proficiency of “Moderate” is the greatest group (three fifths) followed by the group of “Little” or more than one fifth while those who deem their proficiency at “Excellence” represent the smallest group. This result can bring to light that most students or three fifths of the total students have moderate English ability and only a few of students are excellent in English.

5.2.2 Opinion on Needs of Listening, Speaking, Reading, and Writing Skills in English Study

- **Needs of listening, speaking, reading, writing skills in English study.**

The study shows that the students' needs are overall at "Very extensive need" When studying in particular details, "Speaking" is in the top ranking of all, "Listening" is rated in the second rank and "Reading" is the last. In language teaching, speaking and writing are classified as productive skills whereas listening and reading are categorized as receptive skills. Among four language skills: speaking, listening, writing and reading, "Speaking" is deemed as the first priority of all and "Listening" as the second priority, so it is found from the result that speaking and listening are the first two skills which students prefer. This outcome can support the notion of Lado (1964, p. 50) that is "Teach listening and speaking first, reading and writing next." In addition, Thai students cannot communicate in the two basic skills. The English teaching should focus on speaking and listening first and the others later.

- **Needs of Listening Skill in Different Circumstances**

It is disclosed that "Face to face conversations" appears to be the first topic, while "English workshop" comes after that and "Business news on radio" comes last. This can suggest that most students want to practice their face to face conversation and extra-activities. Regarding "Face to face conversation", it is considered that to have an opportunity to communicate in real situations is a vital need. It can hint at the inability of students in face to face conversation. Besides, "English workshops can show that students need to improve their listening skill in supplementary activities, so this hints that listening practice in the classroom does not suffice.

- **Needs of Speaking Skill in Different Circumstances**

The data indicates that "Face to face conversation" is in the first priority, while "Public speaking" is perceived as the second point and "Leaving a message over the phone" follows as last topic. In accordance with "Listening skill", students want to have an opportunity to develop basic speaking in a real circumstances. In addition, to speak English in public is considered a paramount skill; this can bespeak that students

are lacking in speaking skill, so the English teaching should focus more on this kind of skill. When implementing the curriculum, educators must integrate speaking skill in the curriculum so as to provide opportunities to students to frequently practice this kind of skill.

- **Needs of Reading Skill in Different Circumstances**

Responses show that “E-mail correspondence” is prioritized as the first, closely followed by “Academic documents and textbooks” and “University bulletin” was considered the last point. In terms of reading, for the computer dominance, communication via e-mail channel becomes a common practice in society, especially for the new generation so that “e-mail correspondence” is mostly needed of the various reading skills. This is a sign to show that rudimentary e-mail writing skill should be taught into class. An English teacher cannot ignore this. Another indispensable skill mostly needed after e-writing is the reading proficiency in academic documents and textbooks because, at a university level, this kind of skill is absolutely necessary, and this can make clear that, if students want to advance their English language acquisition, reading a great deal can support that, due to the concept of “comprehensible input” or “i+1” according to Krashen (as cited in Lightbown, P.M., & Spada, N., 2003, p. 39).

- **Needs of Writing Skill in Different Circumstances**

From this study it appears that “Resume” is deemed as the first priority, followed by “Fill in forms” and “Academic reports” comes last. This result uncovers that resume writing becomes a point of attention among students in the third year students. Students must be taught this kind of skill. It means that students in this year are getting prepared for the employment market. Another point is that filling in the forms is likely to be necessary in this era, and it may be the case that the forms have complicated detail, so it is not easy for them to clarify the contents in order to grasp it. Presently, it might exhibit that English is a lingua franca among all fields of career so that the forms tend to be in English. With this reason, the two topics: “Resume” and “Fill in the forms” should be foremost in writing skill teaching.

5.3 CONCLUSIONS

This research study unveils the needs of the students in more subtle views. The outcome can signify that speaking and listening skills should be prioritized and the other two skills should still be taken into account. The findings of this research study could benefit English teaching scholars and people concerned with curriculum development suitable for students of ESP.

5.4 RECOMMENDATIONS

On the basis of the findings and conclusions of this research study, it is suggested that further study should be conducted in some particular areas.

5.4.1 Future research should indicate the improvement of class materials for English for Specific Purposes and the development of teaching and learning English language.

5.4.2 A research study should be undertaken so that it can reveal that needs of students such as teaching preference, learning preference, activities and materials recommended by students.

5.4.3 A research study that encompasses a survey of students' English language needs in their future careers should be carried out.