

CHAPTER 4

RESULTS

This chapter deals with the results of the study. The data obtained from the questionnaires distributed to the subjects are analysed and interpreted, using the SPSS. The results from the study are described under these headings:

1. Background information of subjects
2. Target needs of subjects
3. Learning needs of subjects
4. Difficulty of subjects in using English language skills
5. Overall results of the target needs and difficulty of subjects

4.1 Background information of subjects

There are 12 (37.5%) first-year MBA male students and 20 (62.5%) first-year female students in the study/See Table 1.

Sex	Frequency	Percent
Male	12	37.5
Female	20	62.5
Total	32	100.0

Table 1: Sex of subjects

Their ages range from 23 to 38 years old. The majority of the first-year MBA students are in their mid-twenties. See Table 2.

Age in years	Frequency	Percent
23	9	28.1
24	7	21.9
25	6	18.8
26	2	6.3
27	3	9.4
28	1	3.1
29	1	3.1
32	1	3.1
33	1	3.1
38	1	3.1
Total	32	100.0

Table 2: Age of subjects

The first-year MBA students graduated from six different universities in Thailand. 78.2% of the students were from Payap University. See Table 3.

University attended	Frequency	Percent
Bangkok University	1	3.1
Chiang Mai University	3	9.4
Khon Kaen University	1	3.1
Payap University	25	78.2
Ramkhamheng University	1	3.1
Ratchapat, Chiang Rai	1	3.1
Total	32	100.0

Table 3: University attended by subjects

The subjects that the students majored in during their undergraduate years are mostly related to their current studies in the MBA programme. The exception are three students, each of whom majored in Engineering, Nursing, and Secretarial Studies. See Table 4.

Undergraduate major:	Frequency	Percent
Accounting	9	28.1
Advertising	1	3.1
Engineering	1	3.1
Finance & Banking	3	9.4
Hotel and Tourism	3	9.4
Human Resource Management	1	3.1
Management	4	12.5
Marketing	8	25.1
Nursing	1	3.1
Secretarial Studies	1	3.1
Total	32	100.0

Table 4: Undergraduate major of subjects

In terms of the first-year MBA students' occupation, it is found that 14 (43.8%) of the students are unemployed and 18 (56.2%) of them are employed. Twelve out of the 18 students specify their occupations which are listed in Table 5.

Occupation	Frequency	Percent
Accountant	2	16.7
Banker	2	16.7
Engineer	1	8.3
Medical representative	1	8.3
Owner of family business	1	8.3
Senior credit officer	1	8.3
Supervisor	2	16.7
Teacher	2	16.7
Total	12	100.0

Table 5: Occupation of subjects

During their course of study in the MBA programme, students are given the choice of an area of specialisation. 43.8% of the first-year MBA students will specialise in Finance, 28.1% students in Management and another 28.1% students in Marketing. See Table 6.

Area of specialisation	Frequency	Percent
Finance	14	43.8
Management	9	28.1
Marketing	9	28.1
Total	32	100.0

Table 6: Area of specialisation of subjects

4.2 Target needs of subjects

From Table 7, the statistics show that the first-year MBA students need to use all the listening skills listed in English. Listening on the telephone (mean = 4.25) is regarded as very necessary by them in relation to their field of work or intended field of work. The rest of the listening skills are rated as fairly necessary by the students.

Listening skills	M	SD
Listening on the telephone	4.25	1.02
Listening to inquiries, complaints	3.97	1.00
Listening to instructions	4.09	1.03
Listening to business news on the radio and television	4.13	0.79
Listening to presentations or talks	4.10	1.11
Total	4.14	0.80

Table 7: Needs of subjects in using listening skills in English

Note:

Mean levels: 1.00-1.80 = Not necessary at all; 1.81-2.60 = Not so necessary;

2.61-3.40 = Necessary; 3.41-4.20 = Fairly necessary; 4.21-5.00 = Very necessary

The speaking skill which the first-year MBA students indicated as very necessary to them is negotiating, agreeing and disagreeing in English (mean = 4.34). The other speaking skills in English, as listed in Table 8 are considered as fairly necessary by them.

Speaking skills	M	SD
Speaking on the telephone	4.19	0.86
Apologising, complimenting, complaining,	3.84	1.08
Socialising with clients and colleagues	4.13	1.04
Participating in meetings and discussions, asking and answering questions, giving opinions	3.94	1.11
Instructing, explaining and demonstrating	3.81	1.15
Giving presentations and talks	3.59	1.19
Promoting a product, ideas or yourself	4.03	1.06
Chairing or leading meetings	3.72	1.30
Negotiating, agreeing and disagreeing	4.34	1.10
Total	3.95	0.91

Table 8: Needs of subjects in using speaking skills in English

Note:

Mean levels: 1.00-1.80 = Not necessary at all; 1.81-2.60 = Not so necessary;

2.61-3.40 = Necessary; 3.41-4.20 = Fairly necessary; 4.21-5.00 = Very necessary

With regards to reading skills in English, the students indicated that they need to use all the skills as listed in Table 9 in relation to their field of work or intended field of work. The reading skills which they rated very necessary are reading faxes/e-mail/internet information (mean = 4.53), closely followed by reading business reports (mean = 4.5), reading instructions, handbooks or manuals (mean = 4.38), reading newspapers and classified advertisements (mean = 4.34) and reading business articles and reviews (mean = 4.28). See Table 9.

Reading skills	M	SD
Reading office memos	3.88	1.01
Reading business letters	4.16	1.05
Reading faxes/e-mail/internet information	4.53	0.72
Reading newspapers	4.34	0.83
Reading classified advertisements	4.34	0.83
Reading business reports	4.5	0.72
Reading business articles and reviews	4.28	0.77
Reading professional/trade literature	4.16	0.99
Reading instructions, handbooks or manuals	4.38	0.75
Total	4.28	0.65

Table 9: Needs of subjects in using reading skills in English

Note:

Mean levels: 1.00-1.80 = Not necessary at all; 1.81-2.60 = Not so necessary;

2.61-3.40 = Necessary; 3.41-4.20 = Fairly necessary; 4.21-5.00 = Very necessary

Similarly, the students indicated that they need to use all the writing skills as listed in Table 10 in English. The writing skills which they considered as very necessary in relation to their field of work or intended field of work are writing faxes and e-mail (mean = 4.44), writing application letters (mean = 4.44), editing (mean = 4.38), and writing business letters (mean = 4.28).

Writing skills	M	SD
Note-taking	3.90	1.09
Writing office memos	3.84	0.99
Writing business letters	4.28	1.02
Writing resumes	3.97	1.03
Writing application letters	4.44	0.88
Writing faxes/e-mail	4.44	0.80
Writing business reports	4.12	1.01
Writing minutes of meeting	3.72	1.25
Editing	4.38	0.94
Total	4.09	0.76

Table 10: Needs of subjects in using writing skills in English

Note:

Mean levels: 1.00-1.80 = Not necessary at all; 1.81-2.60 = Not so necessary;

2.61-3.40 = Necessary; 3.41-4.20 = Fairly necessary; 4.21-5.00 = Very necessary

4.3 Learning needs of subjects

As can be seen from Table 11, the first-year MBA students indicated they prefer to learn by listening and taking down notes (65.6% responses), and by participating in conversations with partner (53.1% responses). The least preferred learning style is by memorising or by copying from the board (12.5% responses).

Learning styles	Number of responses		No response		Total	
	N	%	N	%	N	%
By memorising	4	12.5	28	87.5	32	100
By copying from the board	4	12.5	28	87.5	32	100
By listening and taking notes	21	65.6	11	34.4	32	100
By repeating what you hear	16	50.0	16	50.0	32	100
By getting information from others	5	15.6	27	84.4	32	100
By discussing in groups	10	31.3	22	68.7	32	100
By participating in conversations with partner	17	53.1	15	46.9	32	100
By problem solving	10	31.3	22	68.7	32	100

Table 11: Learning styles preferred by subjects

In terms of learning in class, the students indicated they like a combination of different learning arrangements (71.9% responses), sometimes learning individually, sometimes learning in pairs or in small groups, and sometimes learning as a member of a large group. They prefer to learn in small groups more than individually, in pairs or in a big group. See Table 12.

Preference of learning in class	Number of responses		No response		Total	
	N	%	N	%	N	%
Individually	4	12.5	28	87.5	32	100
In pairs	2	6.3	30	93.7	32	100
In small groups	7	21.9	25	78.1	32	100
As a member of a large group	2	6.3	30	93.7	32	100
A combination of the above	23	71.9	9	18.1	32	100

Table 12: Preference of learning in class by subjects

Based on the statistics in Table 13, the language activities most preferred by the first-year MBA students are engaging in conversations and discussions (84.4% responses), using the internet (56.3% responses), and pronunciation exercises (53.1% responses). They are least interested in drills (18.8% responses).

Language activities	Number of responses		No responses		Total	
	N	%	N	%	N	%
Drills	6	18.8	26	81.2	32	100
Pronunciation exercises	17	53.1	15	46.9	32	100
Listening to cassette tapes	10	31.3	22	68.7	32	100
Using video-tapes	8	25	24	75	32	100
Conversations / discussions	27	84.4	5	15.6	32	100
Case studies	10	31.3	22	68.7	32	100
Language games	13	40.6	19	59.4	32	100
Problem solving exercises	13	40.6	19	59.4	32	100
Simulations	9	28.1	23	71.9	32	100
Using internet	18	56.3	14	43.7	32	100

Table 13: Types of language activities preferred by subjects

The results in Table 14 show that the students prefer to be corrected immediately when they make a mistake in speaking (62.5% responses). No student wishes to be corrected later. There is a slightly stronger preference to be corrected individually than as a group.

Correction	Number of responses		No responses		Total	
	N	%	N	%	N	%
Corrected immediately	20	62.5	12	37.5	32	100
Corrected later	0	0	0	0	32	100
Corrected individually	12	37.5	20	62.5	32	100
Corrected as a whole class/ group	10	31.3	22	68.7	32	100

Table 14: Correction preferred by subjects

In terms of evaluation, from their responses (65.6%) in Table 15, the first-year MBA students indicated that they prefer to get feedback on their course progress through a combination of means – from test results, from instructor's personal comments and from peer-assessment.

Evaluation	Number of responses		No responses		Total	
	N	%	N	%	N	%
From test results	6	18.8	26	81.2	32	100
From instructor's personal comments	10	31.3	22	68.7	32	100
From peer-assessment	4	12.5	28	87.5	32	100
A combination of the above	21	65.6	11	34.4	32	100

Table 15: Evaluation preferred by subjects

4.4 Difficulty of subjects in using English language skills

As can be seen from Table 16, the first-year MBA students indicated that they have difficulty in using listening skills in English, particularly so in listening to presentations or talks (mean = 3.77), and in listening to business news on the radio and television (mean = 3.56).

Listening skills	M	SD
Listening on the telephone	3.25	0.95
Listening to inquiries, complaints	3.28	0.92
Listening to instructions	3.00	0.73
Listening to business news on the radio and television	3.56	0.84
Listening to presentations or talks	3.77	0.92
Total	3.38	0.76

Table 16: Difficulty of subjects in using listening skills in English

Note:

Mean levels: 1.00-1.80 = Not difficult at all; 1.81-2.60 = Not so difficult;

2.61-3.40 = Difficult; 3.41-4.20 = Fairly difficult; 4.21-5.00 = Very difficult

According to the students, they also have difficulty in using speaking skills in English in relation to their field of work or intended field of work. As can be seen from Table 17, the more fairly difficult areas are in chairing and leading meetings in English (mean = 4.19), giving presentations and talks (mean = 3.87), negotiating, agreeing and disagreeing (mean = 3.84), and instructing, explaining and demonstrating (mean = 3.69).

Speaking skills	M	SD
Speaking on the telephone	3.22	1.01
Apologising, complimenting, complaining,	2.94	1.11
Socialising with clients and colleagues	3.13	0.97
Participating in meetings and discussions, asking and answering questions, giving opinions	3.56	1.05
Instructing, explaining and demonstrating	3.69	0.93
Giving presentations and talks	3.87	0.96
Promoting a product, ideas or yourself	3.53	1.01
Chairing or leading meetings	4.19	0.82
Negotiating, agreeing and disagreeing	3.84	1.08
Total	3.60	0.83

Table 17: Difficulty of subjects in using speaking skills in English

Note:

Mean levels: 1.00-1.80 = Not difficult at all; 1.81-2.60 = Not so difficult;
2.61-3.40 = Difficult; 3.41-4.20 = Fairly difficult; 4.21-5.00 = Very difficult

The results in Table 18 show that the first-year MBA students also have difficulty in using reading skills in English. They find it more difficult to read professional/trade literature (mean = 3.75), business reports (mean = 3.53), and business articles and reviews (mean = 3.50) than reading classified advertisements (mean = 3.03) and office memos (mean = 3.13).

Reading Skills	M	SD
Reading office memos	3.13	1.07
Reading business letters	3.29	1.04
Reading faxes/e-mail/internet information	3.19	1.12
Reading newspapers	3.31	0.90
Reading classified advertisements	3.03	0.90
Reading business reports	3.53	0.98
Reading business articles and reviews	3.50	0.98
Reading professional/trade literature	3.75	0.95
Reading instructions, handbooks or manuals	3.16	0.92
Total	3.30	0.82

Table 18: Difficulty of subjects in using reading skills in English

Note:

Mean levels: 1.00-1.80 = Not difficult at all; 1.81-2.60 = Not so difficult;

2.61-3.40 = Difficult; 3.41-4.20 = Fairly difficult; 4.21-5.00 = Very difficult

The students have difficulty in writing in English as well, as can be seen from the results in Table 19. According to them, writing business reports, and minutes of meetings in English (mean = 3.91), editing (mean = 3.79), writing business letters (mean = 3.69), and writing faxes/e-mail (mean = 3.66) are more difficult than writing resumes (mean = 3.09) and business letters (mean = 3.19).

Writing Skills	M	SD
Note-taking	3.31	1.03
Writing office memos	3.25	0.98
Writing business letters	3.69	0.93
Writing resumes	3.09	1.03
Writing application letters	3.19	0.93
Writing faxes/e-mail	3.66	1.07
Writing business reports	3.91	1.09
Writing minutes of meeting	3.91	0.93
Editing	3.79	1.03
Total	3.60	0.86

Table 19: Difficulty of subjects in using writing skills in English

Note:

Mean levels: 1.00-1.80 = Not difficult at all; 1.81-2.60 = Not so difficult;

2.61-3.40 = Difficult; 3.41-4.20 = Fairly difficult; 4.21-5.00 = Very difficult

4.5 Overall results of target needs and difficulty of subjects

From a needs analysis of the first-year MBA students, an overall picture of their target needs as well as their difficulty in learning English language skills emerges, as can be seen from Figure 1. In terms of target needs, the students consider reading skills as very necessary, (mean = 4.28), while listening, writing and speaking skills are regarded as fairly necessary (means of 4.14, 4.09 and 3.95 respectively). In terms of difficulty or their perception of their present ability in using English language skills, they indicated that speaking and writing skills are fairly difficult (mean = 3.60), followed by listening skills (mean = 3.38) and reading skills (mean = 3.30) which are difficult for them.

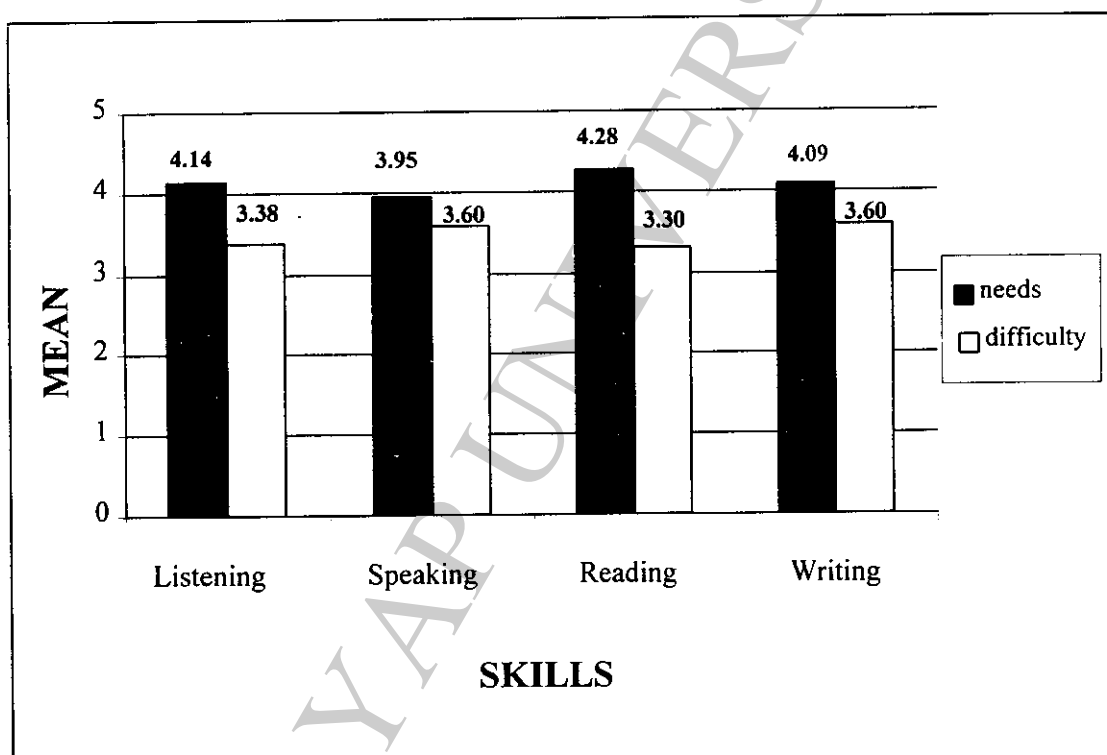


Figure 1: Needs and difficulty of subjects in the four English skills