

CHAPTER IV

RESULTS

This chapter will reveal the results derived from all instruments: questionnaire, observation and interview employed in the study. The results were processed and analyzed using the Statistical Package for Social Science (SPSS) for Windows. The outcome of the analysis was shown as frequency, percentage (%), population mean (μ), population standard deviation (σ) and description as appropriate.

Part I Results from questionnaire:

Section 1 Questionnaire for students

Table 1

Table 1.1 Students' personal information

These results were analyzed by using frequency and percentage distribution.

Topic	Number of students	Percentage
Sex:		
Male	29	46.0
Female	34	54.0

Topic	Number of students	Percentage
Age:		
9	5	7.9
10	6	9.5
11	7	11.1
12	3	4.8
13	6	9.5
14	11	17.5
15	8	12.7
16	5	7.9
17	5	7.9
18	6	9.5
20	1	1.6
Grade:		
4	9	14.3
5	4	6.3
6	7	11.1
7	10	15.9
8	8	12.7
9	8	12.7
10	3	4.8
11	5	7.9
12	9	14.3
Nationality:		
Thai	23	36.5
Mixed-Thai	18	28.6
Other non-native English	22	34.9
Number of years studying in immersion program		
1-2	12	19.1
3-4	13	20.6
5-6	11	17.5
7-8	13	20.6
9-10	5	7.9
11-12	6	9.5
13-16	3	4.8

Table 1.1 indicates that there were more female non-native English students (54.0%) than male (46.0%). There were mostly 14 year-old students (17.5%), and quite a number of 15 year-old students (12.7%). The youngest student was 9 (7.9%) and the oldest was 20 (1.6%). Most of them were in grade 7 (15.9%), grade 4 (14.3%) and grade 12 (14.3%) respectively. They were mostly Thai / Mixed Thai (71.4%) and other non-native English speakers (28.5%), e.g. Korean, Taiwanese, Vietnamese, Chinese and Mongolian, etc. They studied in immersion programs for mostly 3-4 and 7-8 years (20.6%) while only 4.8% of them studied in immersion programs for 13-16 years.

Table 1.2 Reasons for choosing to study in the immersion program

The following results were analyzed by using mean and standard deviation.

Topic	μ	σ	Descriptive value
Opportunity for English language study	4.19	1.09	A lot
Teaching methods	3.27	1.50	Moderate
School's administration	2.97	1.69	Moderate
Fewer students per class	2.76	1.70	Moderate
School's reputation	2.43	1.60	A little

(Mean Level: 4.21-5.00 = The most, 3.41-4.20 = A lot, 2.61-3.40 = Moderate, 1.81-2.60 = A little, 1.00-1.80 = The least)

Table 1.2 indicates that the students' most important reason for choosing to study in the immersion program was to gain the opportunity for

English language study ($\mu=3.41-4.20$) while the second most commonly reported reason was the teaching methods ($\mu=2.61-3.40$).

Table 2

Table 2.1 Language spoken by students

Topic	μ	σ	Descriptive value
Language spoken at home:			
English	2.62	1.66	Moderate
Others	4.29	1.92	The most
Language spoken outside class:			
English	3.49	1.35	A lot
Others	4.19	1.70	A lot

(Mean Level: 4.21-5.00 = The most, 3.41-4.20 = A lot, 2.61-3.40 = Moderate, 1.81-2.60 = A little, 1.00-1.80 = The least)

Table 2.1 indicates that students spoke other languages at home ($\mu=4.21-5.00$) much more than English ($\mu=2.61-3.40$) and spoke other languages outside the classroom ($\mu=3.41-4.20$) a little more than English ($\mu=3.41-4.20$)

Table 2.2 Students' language study

These results were analyzed by using frequency and percentage distribution.

Topic	Number of students	Percentage
<ul style="list-style-type: none"> ▪ Number of years studying the English language as a subject in school: <ul style="list-style-type: none"> ○ 5 years ○ 6-10 years ○ 11-14 years 	30	47.6
<ul style="list-style-type: none"> ○ 6-10 years ○ 11-14 years 	27	42.8
<ul style="list-style-type: none"> ○ 11-14 years 	6	9.6
<ul style="list-style-type: none"> ▪ Number of students who never had extra lessons, self-study, or participated in English activities outside school program. 	13	20.6
<ul style="list-style-type: none"> ▪ Number of students who had extra English lessons outside of school time 	19	30.2
<ul style="list-style-type: none"> ▪ Number of students who had self-study 	17	27.0
<ul style="list-style-type: none"> ▪ Number of students who participated in English activities outside school program: <ul style="list-style-type: none"> ○ Summer camps in English speaking countries ○ Summer English camps in Thailand ○ Exchanged student program ○ English speaking church ○ English contest 	14	22.2
<ul style="list-style-type: none"> ○ Summer camps in English speaking countries 	7	11.1
<ul style="list-style-type: none"> ○ Summer English camps in Thailand 	4	6.4
<ul style="list-style-type: none"> ○ Exchanged student program 	1	1.6
<ul style="list-style-type: none"> ○ English speaking church 	1	1.6
<ul style="list-style-type: none"> ○ English contest 	1	1.6

Table 2.2 indicates that a number of the students (47.6%) studied English language as a subject in school for 1-5 years while some of them (42.8%) studied for 6-10 years. Some students (30.2%) had extra lessons for

English language outside of school time, 27.0% had self-study for English language, and 22.2% participated in English activities outside school programs, e.g. summer camps in English-speaking countries while other students (20.6%) never had extra lessons, self-study, or participated in English activities outside the school program.

Table 3 Students' self-rating of English language ability

(See details in Table A1-4, pp. 139-140)

The following results were analyzed by using mean and standard deviation.

Topic	μ	σ	Descriptive value
Listening skills	3.78	1.44	Good
Speaking skills	3.47	1.14	Good
Reading skills	3.57	1.10	Good
Writing skills	3.29	1.22	Average
Overall skills	3.53		Good

(Mean Level: 4.21-5.00 = Very good, 3.41-4.20 = Good, 2.61-3.40 = Average, 1.81-2.60 = bad, 1.00-1.80 = Very bad)

Table 3 indicates that the students' rating of their overall English language ability was "Good" ($\mu=3.41-4.20$).

Table 4 Students' self-rating of native language ability

(See details in Table A:5-8, pp. 140-142)

Topic	μ	σ	Descriptive value
Listening skills	4.60	2.80	Very good
Speaking skills	4.28	1.03	Very good
Reading skills	3.95	1.26	Good
Writing skills	3.53	1.38	Good
Overall skills	4.09		Good

(Mean Level: 4.21-5.00 = Very good, 3.41-4.20 = Good, 2.61-3.40 = Average, 1.81-2.60 = Bad, 1.00-1.80 = Very bad)

Table 4 indicates that the students' self-rating overall native language ability was "Good" ($\mu=3.41-4.20$).

Table 5 Students' self-rating of overall knowledge compared to peers**studying in non-immersion programs**

(See details in Table A9-11, pp. 142-143)

Topic	μ	σ	Descriptive value
General subjects	3.07	1.95	Comparable
English language	3.88	1.04	Better
Native language	3.84	1.35	Better
Overall knowledge	3.60		Better

(Mean Level: 4.21-5.00 = Much better, 3.41-4.20 = Better, 2.61-3.40 = Comparable, 1.81-2.60 = Worse, 1.00-1.80 = Much worse)

Table 5 indicates that the students' self-rating of their overall knowledge compared to peers studying in non-immersion programs was "Better" ($\mu=3.41-4.20$).

Table 6 Students' opinion on studying in the English immersion program and its effects on their attitudes and behavior

Topic	μ	σ	Descriptive value
▪ Every culture always contains something to be appreciated.	4.22	.83	Strongly agree
▪ They are proud of their culture and nation.	4.14	1.03	Agree
▪ They are happy studying in this school.	4.03	.95	Agree
▪ It is beneficial to understand people who speak other languages and understand their way of life.	4.02	.96	Agree
▪ They feel comfortable playing with peers from different culture.	3.84	.85	Agree
▪ They are sure they will be fluent in English if they continue studying in this school.	3.83	.94	Agree
▪ They like to join in activities with people of different nationalities.	3.65	1.03	Agree
▪ They feel comfortable discussing various topics with peers from different cultures.	3.59	.98	Agree

▪ They feel more at ease expressing their attitudes on various topics.	3.52	.84	Agree
▪ It is worthwhile to spend time discussing the culture of people who speak other languages.	3.48	.84	Agree
▪ Through their study of the culture of other languages, especially English, they have discovered that some aspects of their culture are better than they had thought.	3.43	1.03	Agree
▪ Through their study of the culture of other languages, especially English, they have discovered that some aspects of their culture are not as good as they had thought.	3.24	1.23	Neutral
▪ Their culture and nation are better than others.	2.86	1.16	Neutral
▪ They are confused by different languages and cultures they are studying.	2.76	1.28	Neutral
▪ Their culture and nation are worse than others.	2.48	1.33	Disagree
▪ The study of English and English-speaking culture is dangerous to my own culture.	2.00	1.27	Disagree

(Mean Level: 4.21-5.00 = Mostly agree, 3.41-4.20 = Agree, 2.61-3.40 = Neutral, 1.81-2.60 = Disagree, 1.00-1.80 = Strongly disagree)

Table 6 shows that the students most strongly agreed that every culture should be appreciated ($\mu=4.21-5.00$). They agreed that they were proud of

their own culture, they were happy studying in the program, it was beneficial to understand people who speak other languages and understand their way of life, they are comfortable playing with friends from different cultures, they felt at ease expressing their attitudes on various topics, it was worthwhile to spend time discussing the culture of people who speak other languages, and they agreed that through the study of the culture of other languages, especially English, they discovered that some aspects of their culture are better than they had thought ($\mu=3.41-4.20$).

Table 7 What students think is helpful to their English language learning

Topic	μ	σ	Descriptive value
▪ Friends who are English native speakers	3.78	1.51	A lot
▪ Multimedia room	3.46	1.54	A lot
▪ General teachers who are European, American, Australian, etc.	3.41	1.79	A lot
▪ General teachers who are Asian and fluent in English	2.60	1.64	A little
▪ EFL program	2.22	2.03	A little
▪ EFL teachers who can speak their native language	2.11	1.89	A little

(Mean Level: 4.21-5.00 = The most, 3.41-4.20 = A lot, 2.61-3.40 = Moderate, 1.81-2.60 = A little, 1.00-1.80 = The least)

Table 7 indicates that the students seemed to think that friends who were English native speakers were helpful to them in the area of English language learning as well as the multimedia room and general teachers who were European, American, Australia, etc. ($\mu=3.41-4.20$).

Table 8 Students' suggestions about what they would like to see changed to improve the English language learning

The following results were analyzed by using frequency and percentage distribution.

Topic	Frequency	Percentage
▪ Speaking more English to each other	9	14.3
▪ More English speaking students	5	7.9
▪ Some teachers should improve their ways of teaching	2	3.2
▪ English intensive course for those who are fluent in English	2	3.2
▪ Intensive course and conversational course for EFL students	2	3.2
▪ Sliding down students who are weak in English to the grade that they can learn things of their own levels	1	1.6
▪ A little harder and more homework	1	1.6
▪ More elective subjects	1	1.6
▪ Good books and multimedia	1	1.6
▪ No suggestions	39	61.9

Table 8 shows that the students would like to see students speak more English to each other (14.3%) and would like to have more English speaking students in the school (7.9%).

Section 2 Questionnaire for parents

Table 9 Parents' personal information

These results were analyzed by using frequency and percentage distribution.

Topic	Frequency	Percentage
Sex:		
Female	27	55.1
Male	22	44.9
Age:		
Less than 30 years old	1	2.0
31-40 years old	8	16.3
41-50 years old	34	69.4
More than 50 years old	6	12.2
Education:		
Bachelor degree	21	44.7
Master degree	14	29.8
Below bachelor degree	12	25.5
Occupation:		
Business	25	52.1
Teacher	5	10.4
Other	18	37.5

Income per month:		
Less than 50,000 baht	7	16.3
50,000-100,000 baht	21	48.8
100,001-200,000 baht	5	11.6
More than 200,000 baht	10	23.3

Table 9 indicates that those who answered the questionnaire were mostly female (55.1%). Most of them were 41-50 years old (69.4%) and 31-40 years old (16.3%). Their education was mostly bachelor degree (44.7%) and master degree (29.8%). They were mostly in business (52.1%) and others, e.g. housewife (37.5%). Their income per month was mostly 50,000-100,000 baht (48.8%) and more than 200,000 baht (23.3%).

Table 10 Parents' rating of their children's English language ability

(See details in Table A12-15, pp. 143-144)

The following results were analyzed by using mean and standard deviation.

Topic	μ	σ	Descriptive value
Listening skills	3.50	1.38	Good
Speaking skills	3.53	1.29	Good
Reading skills	3.56	1.24	Good
Writing skills	3.35	1.19	Average
English language skills	3.49		Good

(Mean Level: 4.21-5.00 = Very good, 3.41-4.20 = Good, 2.61-3.40 = Average, 1.81-2.60 = Bad, 1.00-1.80 = Very bad)

Table 10 shows that on average parents evaluated their children's English language ability as "Good" ($\mu=3.41-4.20$).

Table 11 Parents' rating of their children's native language ability

(See details in Table A16-19, pp. 145-146)

Topic	μ	σ	Descriptive value
Listening skills	4.36	1.07	Very good
Speaking skills	4.31	1.09	Very good
Reading skills	3.90	1.43	Good
Writing skills	3.59	1.49	Good
Native language skills	4.00		Good

(Mean Level: 4.21-5.00 = Very good, 3.41-4.20 = Good, 2.61-3.40 = Average, 1.81-2.60 = Bad, 1.00-1.80 = Very bad)

Table 11 shows that parents evaluated their children's native language ability as "Good" ($\mu=3.41-4.20$).

Table 12 Parents' rating of their children's overall knowledge

compared to peers studying in non-immersion programs

(See details in Table A20-22, pp. 147)

Topic	μ	σ	Descriptive value
General subjects	2.97	1.73	Comparable
English language	4.00	1.30	Better
Native language	3.66	1.60	Better
Overall knowledge	3.54		Better

(Mean Level: 4.21-5.00 = Much better, 3.41-4.20 = Better, 2.61-3.40 = Comparable, 1.81-2.60 = Worse, 1.00-1.80 = Much worse)

Table 12 shows that parents evaluated their children's overall knowledge compared to peers studying in non-immersion programs as "Better" ($\mu=3.41-4.20$).

Table 13 Parents' opinions on their children's studying in the immersion program and its effects on their children's attitudes and behavior

Topic	μ	σ	Descriptive value
▪ Having students study English is the most important part of their education	4.38	.38	Strongly agree
▪ Students are proud of their culture and nation	4.16	1.04	Agree
▪ Students have more self-confidence in expressing their attitudes since attending IP	4.14	.81	Agree
▪ It is worth the expense to send students to this immersion program	4.12	.96	Agree
▪ Parents are satisfied with students' progress in English	4.06	.89	Agree
▪ Students have lost their own culture	3.98	1.10	Agree
▪ Parents are sure students will be fluent in English if they continue studying in this immersion program	3.96	1.01	Agree

▪ Students have a lot of friends of different nationalities	3.80	1.01	Agree
▪ Students have adapted well to western culture but still retain their own culture	3.78	.97	Agree
▪ Parents worry about students' academic knowledge	3.70	1.25	Agree
▪ This immersion program fee is too high	3.64	1.06	Agree
▪ Parents are afraid their children will lose their own culture	2.60	1.26	Disagree
▪ Students like to join in activities of different nationalities	1.92	.91	Disagree

(Mean Level: 4.21-5.00 = Mostly agree, 3.41-4.20 = Agree, 2.61-3.40 = Neutral, 1.81-2.60 = Disagree, 1.00-1.80 = Strongly disagree)

Table 13 shows that parents most strongly agreed that having their children study English is the most important part of their education ($\mu=4.21-5.00$). Some agreed that their children were proud of their culture and nation, other agreed that their children had lost their own culture. They also agreed that their children had more self-confidence in expressing their attitudes since attending the English immersion program, it was worth the expense to send their children to this immersion program, they were satisfied with their children's progress in English, their children would be fluent in English if they continued studying in the English immersion program, their children had a lot

of friends of different nationalities, their children adapted well to western culture but still retained their own culture, parents worried about their children's academic knowledge, and they agreed that the fee for the English immersion program was too high ($\mu=3.41-4.20$).

Table 14 What parents think is helpful to their children's English language learning

Topic	μ	σ	Descriptive value
▪ Friends who are English native speakers	4.18	1.50	A lot
▪ Multimedia room	3.65	1.56	A lot
▪ General teachers who are European, American, Australian, etc.	3.31	1.82	Moderate
▪ EFL program	2.86	2.16	Moderate
▪ EFL teachers who speak both English and students' native language	2.22	1.91	A little
▪ General teachers who are Asian and fluent in English	2.06	1.59	A little

(Mean Level: 4.21-5.00 = The most, 3.41-4.20 = A lot, 2.61-3.40 = Moderate, 1.81-2.60 = A little, 1.00-1.80 = The least)

Table 14 indicates that parents tended to think that their children's friends who were English native speakers were helpful to their children in the area of English as well as the multimedia room and general teachers who were

European, American, Australian, etc. ($\mu=3.41-4.20$). They felt that the EFL program was moderately helpful to their children ($\mu=2.61-3.40$).

Table 15 Parents' suggestions about what they would like to see changed to improve the English language learning

The following results were analyzed by using frequency and percentage distribution.

Topic	Frequency	Percentage
▪ More activities that would help students to speak more English and learn more English	7	14
▪ Encourage students to speak only English outside the classroom	6	12
▪ Having students speak only English in the classroom	5	10
▪ Higher academic standards	3	6
▪ English language teachers should be American or British start from kindergarten levels	3	6
▪ More useful journals for students	2	4
▪ An English intensive course for EFL students	2	4
▪ More students in schools	2	4
▪ More various subjects for students to learn	2	4
▪ Fewer Korean students who don't speak good English	2	4
▪ Teach students to love culture and religion	1	2
▪ Provide more help about further study	1	2
▪ Teachers' good attention towards students	1	2
▪ To be more strict in EFL program	1	2

▪ More homework	1	2
▪ More visual aids	1	2
▪ No suggestions	10	20

Table 15 shows that a significant group of the parents (14%) would like to see more activities that would help their children to speak and learn more English. Some parents (12%) would like their children to be encouraged to speak only English outside the classroom. Others (10%) would like the teachers to make sure that their children speak only English in the classroom.

Table 16 Early/middle and late immersion students' numbers and years studying in the immersion program

Early/middle immersion students refer to those first attended immersion programs under 12 years old while late immersion students refer to those first attended immersion programs 12 years old up.

Group	Average years studying in IP	Number of Students	Percentage
▪ Early/middle IP students	7.5	45	71.4
▪ Late IP students	2.7	18	28.6

Table 16 indicates that there were more early/middle immersion students (71.4%) than late immersion students (28.6%). Students in early/middle immersion studied in the immersion programs on an average of 7.5 years while students in late immersion on an average of 2.7 years.

1.3 Comparisons

Table 17 English language skills self-rated by early/middle and late immersion students

These results were analyzed by comparing means.

English language skills	Early/ Middle Immersion μ	Descriptive value	Late immersion μ	Descriptive value
Listening skills	3.70	Good	3.40	Average
Speaking skills	3.53	Good	2.93	Average
Reading skills	3.76	Good	3.14	Average
Writing skills	3.45	Good	2.90	Average
English skills	3.61	Good	3.09	Average

(Mean Level: 4.21-5.00 = Very good, 3.41-4.20 = Good, 2.61-3.40 = Average, 1.81-2.60 = Bad, 1.00-1.80 = Very bad)

Table 17 reveals that early/middle immersion students self-rated their listening, speaking, reading and writing skills, as “Good” while late immersion students rated them as “Average”.

For a clearer comparison, this is also presented using a bar graph.

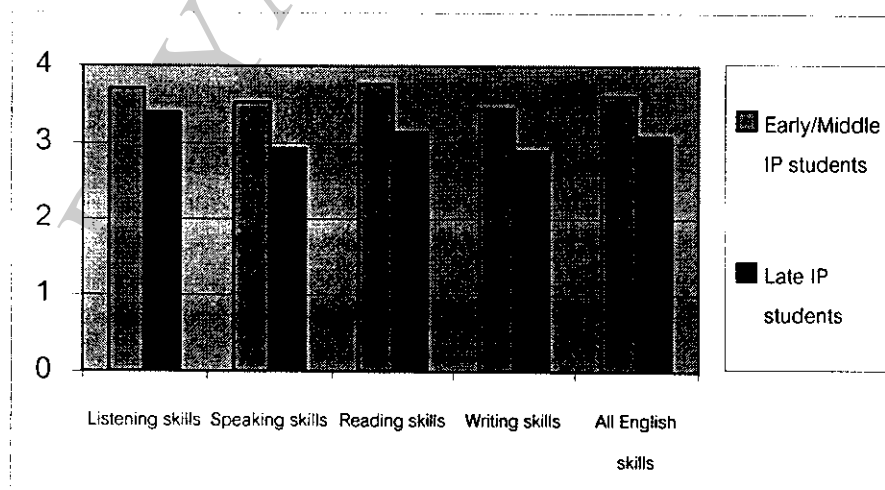


Table 18.1 Comparisons of students' and their parents' rating of students' English language skills and native language skills

These results were analyzed by using mean and standard deviation.

Skill	Students self-rating μ	Descriptive value	Parents' rating μ	Descriptive value
English language skills	3.53	Good	3.49	Good
Native language skills	4.09	Good	4.00	Good

(Mean Level: 4.21-5.00 = Very good, 3.41-4.20 = Good, 2.61-3.40 = Average, 1.81-2.60 = Bad, 1.00-1.80 = Very bad)

Table 18.1 shows that both students and parents rated students' English language and native language skills as "Good", though in details, students rated them a little better than their parents did.

For a clearer comparison, this is also presented using a bar graph.

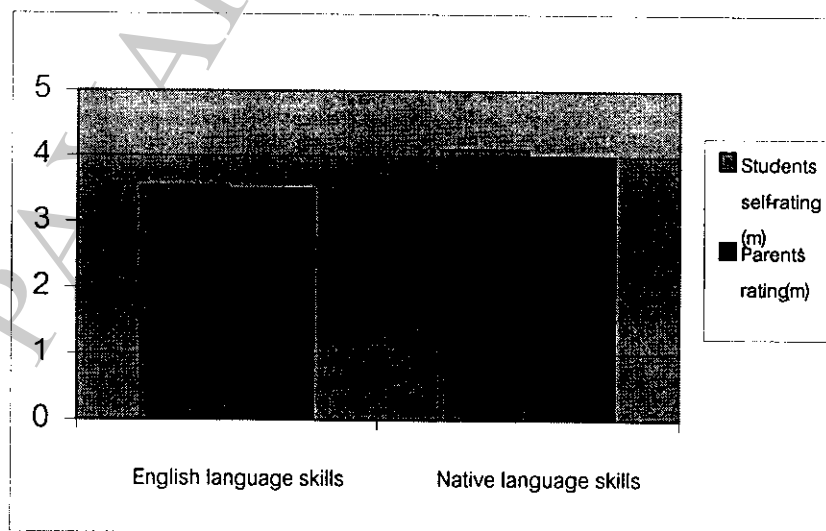


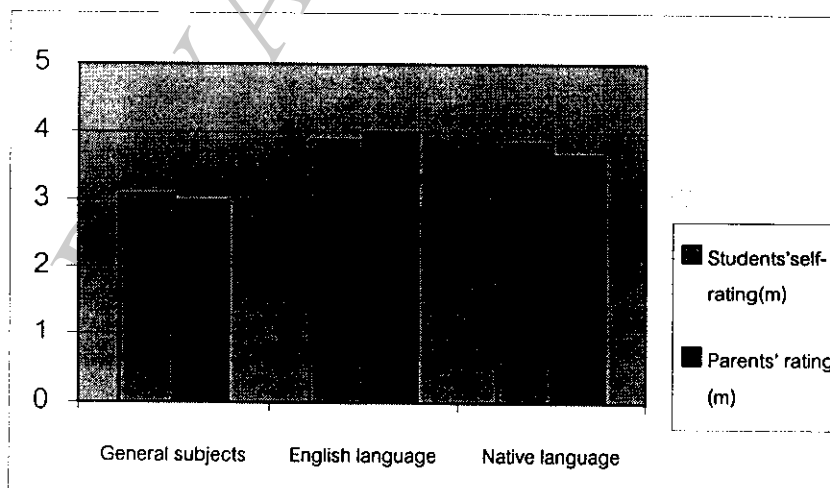
Table 18.2 Comparisons of students' and their parents' rating of students' general knowledge, English language and native language compared to peers studying in non-immersion programs

Skill	Students' self-rating μ	Descriptive value	Parents' rating μ	Descriptive value
General subjects	3.07	Comparable	2.97	Comparable
English language	3.88	Better	4.00	Better
Native language	3.84	Better	3.66	Better

(Mean Level: 4.21-5.00 = Much better, 3.41-4.20 = Better, 2.61-3.40 = Comparable, 1.81-2.60 = Worse, 1.00-1.80 = Much worse)

Table 18.2 reveals that both students and parents rated the students' general knowledge as "Comparable" and rated students' English language and native language as "Better" compared to peers studying in non-immersion programs.

For a clearer comparison, this is also presented using a bar graph.



2. Results from observation

2.1 Results from Observation Form I

Table 19 Non-native English speaking students' language spoken outside class

The following results were analyzed by using mean and standard deviation.

Student	Speak with	Language spoken	μ	σ	Descriptive value
Thai / Mixed Thai	Thai friends	English	1.80	1.91	The least
		Thai	4.55	.89	The most
		Others	.00	.00	Not at all
	Foreign friends who speak Thai	English	3.15	1.84	Moderate
		Thai	3.00	1.65	Moderate
		Others	.30	1.13	The least
	Foreign friends who cannot speak Thai	English	4.35	1.23	The most
		Thai	.40	.82	The least
		Others	.02	.22	The least
	Thai teachers	English	1.40	1.88	The least
Thai		4.15	1.69	A lot	
Others		.15	.67	The least	
Foreign teachers	English	4.60	1.27	The most	
	Thai	.55	1.00	The least	
	Others	.00	.00	Not at all	
Other non-native English	Friends of the same nationality	English	2.45	1.67	A little
		Their native language	3.20	2.04	Moderate
		Others	.55	1.28	The least
	Foreign friends	English	3.75	1.89	A lot
		Thai	2.10	2.13	A little
		Others	.10	.45	The least
	Thai teachers	English	2.75	1.55	Moderate
		Thai	3.15	1.50	Moderate
		Others	.02	.22	The least
	Foreign teachers	English	5.00	.00	The most
		Thai	.70	1.13	The least
		Others	.00	.00	Not at all

(Mean Level: 4.21-5.00 = The most, 3.41-4.20 = A lot, 2.61-3.40 = Moderate, 1.81-2.60 = A little, .01-1.80 = The least, .00 = Not at all)

Table 19 indicates that Thai / Mixed Thai spoke mostly Thai ($\mu=4.21-5.00$) with Thai friends, some English ($\mu=3.41-4.20$) with foreign friends who could speak Thai, mostly English ($\mu=4.21-5.00$) with foreign friends who could not speak Thai, seemed to speak Thai ($\mu=3.41-4.20$) with Thai teachers and mostly English ($\mu=4.21-5.00$) with foreign teachers.

For other non-native English speaking students, they generally spoke their native language ($\mu=2.61-3.40$) with friends of the same nationality, tended to speak English ($\mu=3.41-4.20$) with foreign friends, usually spoke Thai ($\mu=2.61-3.40$) with Thai teachers and mostly English ($\mu=4.21-5.00$) with foreign teachers.

2.2 Results from Observation Form II

Table 20 Non-native English speaking students' grouping with friends of different cultures and languages spoken in the group

These results were analyzed by using frequency and percentage distribution.

Language spoken	Nationality of students		Number of groups	Percentage
Thai	Thai / Mixed Thai		17	42.5
Thai and English	Thai / Mixed Thai	Other non-native English	8	20.0
		native English	1	2.5
		Other non-native English	Native English	7
Students' native language and English	Other non-native English		6	15.0
English	Other non-native English	native English	1	2.5

Table 20 indicates that a significant number of the groups (42.5%) consisted of Thai and Mixed Thai, and the language spoken in the group was Thai. A number of the groups (20%) consisted of Thai / Mixed Thai and other non-native English speakers, and the language spoken in the group was Thai with those who spoke Thai and English with those who could not speak Thai.

3. Results from interviews:

3.1 Interview Form I : Results from interviewing on students' attitudes towards the English immersion program

3.1.1 Using English language for teaching all subjects in school

It is evident that the students (86%) thought it was good to use English language for teaching all subjects in school though sometimes they did not totally understand. It made them pay more attention in class and they got the English language at the same time. Some of them (11%) suggested that teachers should be native speakers or equivalent in order to help students to fully understand.

3.1.2 EFL program

A number of students (32%) thought the program should be more advanced. Some of them (25%) thought they got English better in studying together with peers in the class because in the EFL program, there were too many students and different levels. Others (22%) found it good in helping them understand English better.

3.1.3 Students' English language skills

A significant group of the students (61%) found that they were making good progress in the English language. Some of them (36%) thought their English language remained the same, they did not learn enough common words used by native speakers because there were too many Thai students.

3.1.4 Students' native language skills

A number of students (46%) thought their native language remained the same. Some of them (39%) felt they need improvement in their native language especially in writing skills.

3.1.5 Students' academic knowledge

Over half of the students (57%) were satisfied with their academic knowledge because they got enough attention from teachers due to small classes while some of them (18%) thought the academic knowledge should be more intensive and be a higher standard.

3.1.6 Students' general educational progress

Quite a lot of students (68%) were content with their general educational progress though there were some problems mentioned above. They believed that getting English language and being happy in study was important.

3.1.7 Effects of studying in the English immersion program:

Attitudes:

Some of the students (36%) found it beneficial to study in the English immersion program because they experienced different people from various cultures which helped them to have wider thought and more understanding about people. They also gained more confidence in expressing themselves in various aspects. However, 18% of the students found no effects.

Behavior:

A number of students (29%) said there was no effect. The others (25%) accepted that there were some effects, however, they tried to decide and choose what they should and should not follow.

3.1.8 Other suggestions

Suggestions were made by 3 of the students that Thai teachers speak English with students, students without enough English to study should not be accepted because they are boring in the class, and that students should speak English all the time.

3.2 Interview Form II : Results from interviewing on parents' attitudes towards English immersion Program

3.2.1 Using English language for teaching all subjects in school

A significant group of the parents (33%) were satisfied with using the English language for teaching all subjects in schools. This helped their children to learn both subject content and English language at the same time. Some of them (20%) suggested that all teachers should be native English speakers; that there should be more homework, field trips and useful relevant journals. Others (7%) suggested that students who were weak in English should be separated so that students with good English could go faster. In addition, they suggested that there should be more students in each class to make it good for group work and they would like the teachers to make sure that all students speak only English in the class.

3.2.2 EFL program

A number of parents (20%) felt that they were not regularly informed about the program. Some of them (13%) thought their children like the program because they were able to understand lessons more than studying in the regular class. Good students should not study with very weak ones and that students should speak only English at school. Others (7%) suggested that there should be more activities to encourage students to use English, and a more intensive course for advanced students.

3.2.3 Students' English language skills

Over half of the parents (67%) agreed that their children were good in and making progress in English language skills especially in listening and speaking skills. Some (20%) suggested that there should be various activities to help their children use more English in different aspects and speak more English at school.

3.2.4 Students' native language skills

A number of parents (40%) agreed that their children's native language skills were good. Some of them (27%) saw that their children have spelling problems and needed to have extra lessons for the native language. Others (13%) felt that their children's native language remained the same.

3.2.5 Students' academic knowledge

A group of parents (47%) were satisfied with their children's academic knowledge. Some of them (27%) suggested that there should be more subjects for students to choose. Others (20%) thought that the academic standard should be higher.

3.2.6 Students' overall progress

Over half of the parents (53%) were satisfied with their children's overall progress. Some of them (33%) thought it was okay. Others (7%) suggested that the progress would be better with a bigger library.

3.2.7 Effects of studying in the English immersion program programs:

Attitudes:

Quite a lot of parents (40%) saw that their children's attitudes had been changed positively, e.g. their children had more confidence in expressing themselves in various aspects, they were less shy, and were happy in their study. Some of them (20%) found no effects. Others (20%) found that their children had done many things against their culture. A small number (7%) accepted that there were both good and bad effects on their children and they needed to be careful in giving them advice.

Behavior:

A number of parents (33%) saw that their children's behavior was more positive than negative. They accepted that their children had more freedom to act out. Sometimes they acted and spoke "like Westerners", other times they acted against their culture. Some of the parents (20%) did not see any effects while others (7%) understood that there were both good and bad effects.

3.2.8 Other suggestions

Suggestions were made by three of the parents that the school should arrange a home stay program having students stay at the native English speaking teacher's house during week days or at the native English speaking teacher's hometown during vacation. They also suggested that there should be more students in school for students' social benefit.