

CHAPTER 5

RESULTS, DISCUSSION, AND CONCLUSION

In this chapter the results of this study are summarised and discussed. This study proposed the supplementary exercises in the CD-Rom for the EN101 course at LCCT.

5.1 The summary of this project

From the experience of teaching EN 101, teachers found that the textbook used in this course focused on reading and writing skills(38.43% and 48.12%) which promoted individuality and had less listening and speaking skills (8.27% and 5.27%). The students are at an appropriate age to study language and new technology, but the textbook provides low quality tape which could not be used to practise listening skills. The students lacked the opportunity to practise listening and speaking. They need these skills for their further study and future careers. The teachers required listening and speaking exercises to support this course and promote self-study.

The textbook was analysed to search out where the skills were insufficient. The supplementary exercises were designed to compensate for these skills which were lacking. These exercises were saved to a CD-Rom for students to work with individually at any time. The supplementary exercises covered four integrated skills and mainly focused on listening skills (38.46%). After the students did these supplementary exercises, they filled out a questionnaire designed to see the weak and

strong points of the supplementary exercises and included the students' opinions on the exercises. The students performance and results from the questionnaire will be used for the implementation of the supplementary exercises in the future and to encourage them to study English.

5.2 Result of the questionnaire

The results of the questionnaire show that students are familiar with the computer. They have experience operating the office programs so it is easier for them to operate the CD-Rom. They are happy to use new technology to practise language skills and promote their self- study. The results are as follows:

- a. **Listening skills:** Listening is the main focus of the supplementary exercises (38.46%) because the textbook focus was minimal (8.27%) and the tape was of low quality. Students were happy with listening to a variety of native speakers with clear and colourful pictures as back-up. They were able to interact with the computer without shyness.
- b. **Speaking skills:** From the results shown in table 7 (p.34) the students prefer to do exercises which can be answered in the CD-Rom more than recording their voice for their teachers to correct. From interviews, it was learned that the subjects want to work with computers because they feel uncomfortable with their teachers. Thai culture places teachers in a high position and students are afraid to be punished if they make mistakes.

- c. **Reading skills:** In the supplementary exercises in the CD-Rom, reading has the least focus (17.94%) while in the textbook it is the second highest focus at (38.34%). This skill should be in the supplementary exercises to solve the problem of mis-conception and unreal situations.
- d. **Writing skills:** This is one of the skills that students do if they interact with the computer. When the students are instructed to bring their work to the teachers for corrections, they prefer not to.

5.3 Discussion and suggestion

This discussion focuses in on the results of the questionnaire and students' performance to find the weak and strong points of the CD-Rom. The results of the questionnaire show that students have a positive attitude towards this CD-Rom and think that the CD-Rom helps them to practise the skills they prefer in the ISC. All skills are in the Above average level (see appendix D). The students' performance shows that the CD-Rom strong points are the listening and reading skills and the weak points are the speaking and writing skills.

However, there are some exercises that need to be further developed. First, speaking skills, the students did not do these exercises. From the interview, the teacher found that they had limited time because each student had only three hours to try this CD-Rom. They said it was not enough time. Another reason, is the recording of the speaking exercises. They had to listen to the questions and record their voice onto the tape at the same time. It took time to do this process and they felt uncomfortable taking the cassette to their teacher. They said they prefer to practise directly with the

computer. They felt happy to work independently without time limits. The suggestion for this skill is to develop the process for the students to interact with the computer in the future by using the program which helps the students to record their voice or speak directly to the computer.

Second, in writing skills, there are a lot of exercises to practise from the textbook (48.12 %). The students felt uncomfortable to take their work to their teacher to correct because they have little self-confidence. They do not want to make mistakes. To improve this skill, the exercises should be interacted automatically when the students practise them independently by finding another program which the students can correct by themselves such as the gapmaster program and the program of grammatical and spelling check.

Third, listening skills, there is only one exercise in unit 1 that needs to be improved a little. The students in group 1 and 2 (Above average and Average students) did not pass the objectives of exercise 5. When looking at the exercise, the problem may occur from the computer scoring because the condition was set up to choose the correct answer was high. If the students choose more wrong answers than the correct answers, the scores will be zero. The suggestion is to change the score to a lower level to encourage the students to practise. In unit 2, there are four exercises to practise from but two exercises need to be improved (ex 1 and 2) because the scores of all groups are under 50. The topic of this unit is customs and cultures. The students do not have background in western customs and cultures so they felt it was quite difficult. The suggestion is to give them more information about western customs and cultures before doing exercises or have more exercises starting from easy to complex. The other

suggestion is the computer scoring. It is the same reason as in writing skills. In unit 3, there are six exercises and only two exercises pass the objectives of unit (ex 2 and 4). Ex 1, 3, 5 and 6 need to improve only the scoring system the same as the other skills.

Finally, reading exercises, all reading exercises in all three units need to be improved. The students had no background in the western world. As a result, they could not identify the names of the countries. The exercises should build students background before letting them answer questions.

5.4 Conclusion

Based on this project, teachers should introduce ISC to the students and advise them how to use this CD-Rom to independently practise any skills they prefer. Brown (1994) indicates that the advances in educational applications of computer hardware and software have effectively provided a new resource for language classrooms. Therefore, it helped the use of more tactile and individual styles. Moreover, this CD-Rom led the students into a real world of western life and into self-study. They will have more confidence to study and to chart their progress in their portfolio.

Due to the limitations of time given to the students in doing the supplementary exercises, the students chose to do only the exercises that they felt confident in doing. They omitted the exercises they thought were time-consuming. Moreover, the results of the questionnaire motivate the students to study and to be aware of developing their skills in the ISC.