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A SURVEY OF OPINIONS ON PREFERRED LEARNING STYLES  
AND COURSE MATERIALS IN ENGLISH OF FIRST-YEAR  
NURSING STUDENTS, MAHIDOL UNIVERSITY,  
IN THE ACADEMIC YEAR OF 1989

PATAMA INTRARAKHA

ภักดิ์นันทการ

จาก

บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล

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Thesis  
entitled  
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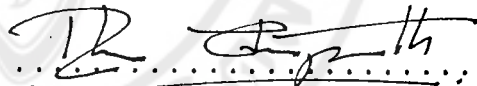
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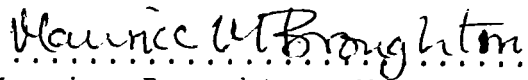
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Patama Intrarakha

ชื่อวิทยานิพนธ์

ความคิดเห็นเกี่ยวกับวิธีการเรียนภาษาอังกฤษ และแบบเรียน  
ภาษาอังกฤษของนักศึกษาชั้นปีที่หนึ่ง สาขาพยาบาลศาสตร์  
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บทคัดย่อ

การวิจัยนี้เป็นการศึกษาเกี่ยวกับวิธีการเรียนภาษาอังกฤษของนักศึกษาชั้นปีที่หนึ่ง สาขาพยาบาลศาสตร์ มหาวิทยาลัยมหิดล และความคิดเห็นที่นักศึกษามีต่อแบบเรียนวิชาภาษาอังกฤษที่ใช้อยู่ เพื่อให้ตัวอย่างประชากรในการศึกษาครั้งนี้ได้เรียนวิชาภาษาอังกฤษของชั้นปีที่หนึ่งไปแล้ว ผู้วิจัยจึงทำการเก็บข้อมูลในช่วงต้นปีการศึกษา 2533 ซึ่งเป็นเวลาที่ตัวอย่างประชากรกำลังศึกษาอยู่ในชั้นปีที่สอง ในการเก็บข้อมูล ผู้วิจัยได้ออกแบบสอบถามให้กับนักศึกษา รวม 159 คน จากจำนวนทั้งสิ้น 234 คน คิดเป็น 67.9% ของทั้งหมด ผลการวิจัยสรุปได้ดังนี้

1. นักศึกษาชั้นปีที่หนึ่งสาขาพยาบาลศาสตร์ ส่วนใหญ่เป็นเพศหญิง อายุระหว่าง 19 ถึง 21 ปี ประมาณ 43% เริ่มเรียนภาษาอังกฤษในชั้นประถมศึกษาปีที่ 5 และประมาณ 45% ได้รับเกรดเฉลี่ยระหว่าง 2.5 ถึง 3.4 ในวิชาภาษาอังกฤษ ของชั้นปีที่หนึ่ง

2. จากวิธีการเรียนภาษาอังกฤษที่ให้เลือก แม้นักศึกษาจะให้ความสำคัญกับวิธีการของการเรียนแบบ Functional-Notional มากที่สุดในจำนวนสี่วิธี และวิธีการของแบบ Grammar Translation มีค่าเฉลี่ยของความชอบน้อยที่สุดก็ตาม เมื่อเปรียบเทียบค่าเฉลี่ยของความชอบด้วยวิธีการทางสถิติแล้ว พบว่าไม่มีความแตกต่างกัน ที่ระดับความมีนัยสำคัญ  $< .05$

3. เมื่อเปรียบเทียบผลของภูมิหลังสองประการคือ ระยะเวลาในการเรียนภาษาอังกฤษ และเกรดเฉลี่ยวิชาภาษาอังกฤษในชั้นปีที่หนึ่ง กับความชอบในการเรียนภาษาอังกฤษ ที่ระดับความมีนัยสำคัญ  $< .05$  พบว่า นักศึกษาที่เรียนภาษาอังกฤษมาเป็นเวลา 11 ปีขึ้นไป ชอบวิธีการเรียนแบบ Audiolingual และ Communicative มากกว่าผู้ที่เรียนมาเป็นระยะเวลา 6 ถึง 10 ปี และนักศึกษาที่ได้เกรดเฉลี่ยสูงในวิชาภาษาอังกฤษ ชอบวิธีการเรียนแบบ Audiolingual มากกว่าผู้ที่ได้เกรดเฉลี่ยต่ำ

4. ในด้านแบบเรียนภาษาอังกฤษที่ใช้อยู่ นั้น นักศึกษาเห็นว่ามีส่วนที่ควรปรับปรุงคือ เพิ่มเนื้อหาต่าง ๆ มากขึ้น โดยเฉพาะเนื้อหาที่จะเป็นประโยชน์โดยตรงต่อการทำงานเป็นพยาบาล ส่วนแบบฝึกหัด หรือกิจกรรมในชั้นเรียนอาจมีเพิ่มขึ้นบ้างก็ได้ ในด้านทักษะควรมีการเน้นทักษะการฟังและพูดให้มากกว่าที่เป็นอยู่ และอาจเน้นทักษะการอ่านมากขึ้นอีกเล็กน้อย นอกจากนี้การใช้อุปกรณ์สื่อการสอนต่าง ๆ เพิ่มขึ้น จะช่วยทำให้การเรียนการสอนน่าสนใจขึ้น

Thesis Title                    A Survey of Opinions on Preferred  
Learning Styles and Course Materials  
in English of First-Year Nursing  
Students, Mahidol University, in the  
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#### ABSTRACT

This study was an investigation of the Nursing students' opinions on preferred learning styles and on present English course materials. The instruments used in this study were questionnaires administered to 159 first-year students in the Faculty of Nursing Science, Mahidol University, in the academic year of 1989. The subject group represented 67.9 % of the total population of 234 students. The results of the study were as follows:

1. The majority of the students were female and between 19 and 21 years of age. Approximately 43 % of the students began studying English in the fifth grade, and about 45 % earned a GPA between 2.5 and 3.4 in the first-year English course.

2. Among four teaching methods discussed in the study, though the students indicated a highest preference towards the Functional-Notional approach and the least preference for the Grammar Translation method, the differences among the preference means were not statistically significant.

3. Two types of background, length of time spent in studying English and first-year GPA in the English course, were found to affect the preferences of the students at the .05 level of significance. Students who had 11 years or over of English language study significantly preferred Audiolingual and Communicative methods, when compared to those who had 6 to 10 years of study. Students whose GPA was high showed a significantly greater preference for Audiolingual method than those who had low GPA.

4. A few improvements in the present English course materials need to be made in terms of more contents, exercises and activities, more emphasis on listening, speaking, and reading skills, and more use of various teaching aids.

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## CHAPTER I

### INTRODUCTION

This study is conducted to identify the learning styles preferences of a selected group of Thai students learning English as a foreign language at the university level. This chapter presents the background and significance of the study followed by the statement of the problem. Next, the purpose of the study is described. Then, the scope of the study and basic assumptions are presented. Finally, the definition of terms is given.

#### Background and Significance of the Study

It is undeniable that English is a language widely used throughout the world. It is "the language of international communication" and "in countries where English is not the mother tongue it is the world's most commonly taught foreign language" (Harrison, 1973:13). Thailand, a non-English speaking country, uses English as a foreign language for many purposes--commercial, political, educational, and even in everyday life. Thus, a knowledge of the English language has become a necessity that requires a period of learning which may vary according to individual circumstances. Thai students begin to learn English at different ages depending on many factors. However, the learning of English will carry on throughout the course of study for most students. At the university level, English is

a requirement for all first-year students. Apart from its importance in education, English is also a major factor in determining whether an applicant is well-qualified for a job, especially in a large business. It can be seen, then, how important it is for non-English speaking students to learn the language; not just to be able to understand it, but also to be able to communicate through it.

In learning a second language, learners may achieve different levels of proficiency or performance depending on many factors. Learning strategies employed by individual learners can be regarded as a factor which contributes to such achievement. A number of research papers on this topic has revealed that differences in strategies used by second language learners can be accounted for by differences in such non-linguistic factors as learning styles, affective styles, and cognitive styles (Reid, 1987).

Carver (1984) has discussed the concept of learner strategy. Strategies, according to Carver, can be developed through certain kinds of work habits which have been generated from individual learning styles. For language learning to be successful, he suggested that learners should be encouraged to use their own learning strategies which are appropriate to specific language tasks. Learners should also be guided by the teachers to develop their own learning plans according to their own learning styles and work habits.

Apart from the studies mentioned above, other works which have been done on factors affecting language learning also reveal that success or failure in second language learning can be influenced by such variables as cognitive styles (e.g., Rubin, 1981; Hansen and Stansfield, 1982; Stern, 1983; Littlewood, 1984), affective factors (e.g., Brown, 1973; Stern, 1983; Ely, 1986), and learning styles and strategies (e.g., Stern, 1983; Bialystok, 1985; O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo, 1985; Spolsky, 1988).

What can be derived from the studies mentioned above is that differences in learner's behavior and cognitive styles can account for individual differences in learning styles and strategies employed, which may, in turn, affect the learning outcome of the language learner.

In Thailand, where English is considered an official foreign language and is widely studied, it is interesting to find out how Thai students, especially those who are required to take English courses at the university level, learn the language. A number of studies have already been undertaken to investigate the nature of strategies employed by Thai students, and of the learning styles preferences of first-year university students learning English. However, none has been done yet to find out the preferred learning styles of Thai nursing students in learning English language at the university level. The present researcher will, therefore, investigate the learning styles preferences in learning

English of Thai students in Nursing Science, and what kind of course materials they would like to be taught and which they will most benefit from. The findings of this study will serve not only as the answers to the aforementioned questions, but also as a source of useful information and a guideline for teacher training, material development, and future research, so as to make the teaching and learning of English language more effective in the future.

#### Statement of the Problem

Previous research and studies on learner factors which affect achievement in language learning reveal that learning styles can contribute to the success or failure in learning outcomes of the language learners. In a study by Hansen and Stansfield (1982), cognitive styles of second language learners of Spanish have been investigated in terms of how they affect language performance, and how they interact with other factors to affect achievement in Spanish. What was found was that difference in cognitive styles--field dependence and field independence, resulted in significant difference in language achievement. The findings further indicated that students who had been taught by teachers possessing cognitive styles similar to their own did better on the tests than those whose instruction had been given by teachers having cognitive styles different from their own.

Bialystok (1985) discusses two learning strategies believed to contribute to success in language learning. They

are the ability to analyze the knowledge into structures, and the ability to apply that knowledge to specific problems. In terms of the compatibility of teaching and learning strategies, she pointed out that if the learners are taught by strategies unfamiliar to or not experienced by them, learning may not be very effective.

Another study by Wiriyachitra and Wongbiasaj (1987) which focused on learners' preferences concerning modes of grouping and teacher's guidance, demonstrated an imbalance between what the learners preferred and what the teacher provided in class. This, as it was pointed out, could possibly result in student frustration.

The studies mentioned above focused on some elements in learning styles. However, there are some other elements which also need to be investigated. This study is, thus, conducted to probe into learning styles preferences of a group of Thai students learning English at the university level, and to find out what are their most preferred learning styles.

#### Purpose of the Study

This study attempts to identify the preferred styles in English language learning of first-year Nursing students, Mahidol University. The research questions are as follows:

1. What are the backgrounds of first-year Nursing students at Mahidol University ?

2. What is the learning style mostly preferred by first-year Nursing students studying English as a foreign language at the university level ?

3. Is there any significant difference among students from different backgrounds in their learning styles preferences ?

4. Do the present English course materials match the students' preferences, and if not, what do the students think should be improved or changed ?

#### Scope of the Study

1. This study is restricted to a sample of first-year Nursing students at Mahidol University.

2. The subjects in this study are restricted to first-year Nursing students in the academic year of 1989. In order to facilitate data collection, the subjects had been distributed the questionnaires in the first semester of their second year in 1990.

#### Basic Assumptions

1. The present researcher assumes that the subjects of this study remember the contents of the materials they had studied in their first-year English course.

2. The present researcher assumes that the subjects respond to the questionnaire with honesty.

## Definition of Terms

- the students - First-year Nursing students at Mahidol University in 1989 who are the subjects of this study and are studying for the bachelor's degree in science.
- learning styles preferences - the preferred styles of the students in learning English
- learning strategies - techniques that the students use when dealing with language input, language tasks, and language learning
- field dependent (FD) - the tendency of a person to rely on the external source of information
- field independent (FI) - the tendency of a person to rely on himself as the source of information

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## CHAPTER II

### REVIEW OF LITERATURE

This study is aimed at developing a description of the learning styles preferences of first-year Nursing students at Mahidol University and their preferences towards course materials in English class. This chapter will accordingly explore and discuss related literature on the concepts of learning styles, language teaching methods, and experimental research in learning styles and learning strategies.

#### The Concepts of Learning Styles

##### A. Defining 'Learning Styles'

The term 'learning styles' has been defined by different researchers. Keefe (see Reid, 1987) described learning styles as "cognitive, affective, and psychological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment"(p.87).

Carver (1984) defined learning styles as being "concerned with the learner's preferences for ways of organising his learning and with the interaction between his personality and his situation as a learner"(p.124). According to Carver, learning styles together with work

habits produce specific learner strategies which tend to be unplanned. He further suggested that learner strategies can be more effectively used if "learning styles and work habits are mediated through conscious plans"(p.125). To demonstrate this relationship, a simple diagram can be drawn as follows:

$$\text{Learning Styles} + \text{Work Habits} = \text{Plans/Learner Strategies}$$

Learner strategies, as further explained by Carver, can be categorized as:

1. Strategies for coping with language rules.
2. Strategies for receiving performance.
3. Strategies for producing performance.
4. Strategies for organising learning.

Papalia (see Carver, 1984) viewed learning styles differently. Individual learning styles, according to Papalia, can be characterised as including the following features:

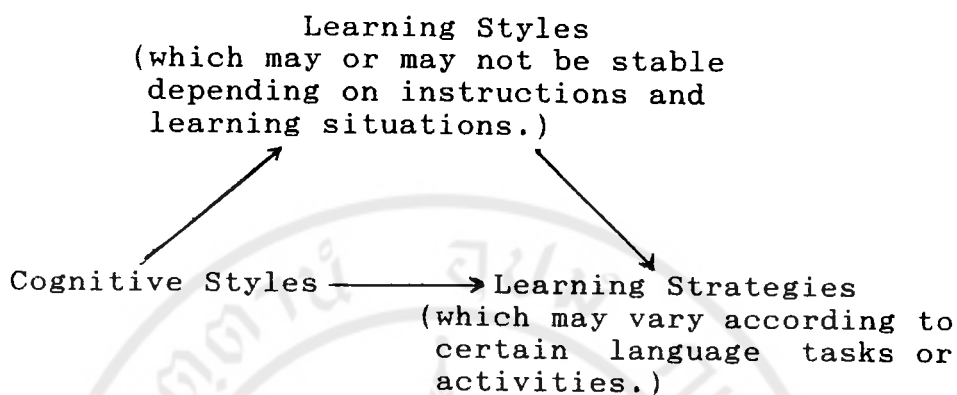
1. Cognitive styles such as inductive or deductive learning, abstract or concrete conceptualising.
2. Sensory modes of learning such as seeing, hearing, touching, etc.
3. Interactive modes of learning such as individual work or group work.
4. Personal and intellectual characteristics such as being competitive or co-operative, flexible

or inflexible, nervous or confident.

In Hansen and Stansfield's work in 1982, the term 'cognitive style' has been fully adopted as referring to "variations among individuals in preferred ways of perceiving, organizing, analyzing, or recalling information and experience"(p.263). This definition of cognitive style seems to partially overlap with Keefe's definition of learning styles quoted above and with Carver's description of learning styles and learner strategies.

Learning styles, as discussed in McLaughlin's work in 1980, refer to a set of strategies employed by individual learner in learning a second language. Variations in strategies used can be accounted for by differences in cognitive styles of the learner. Moreover, within one learner's realm of cognitive abilities, his learning styles may or may not be stable depending on instructions and situational variables.

From the studies discussed so far, it can be seen that although most researchers hold a similar view of learning styles, there is no clearcut definition of the term. What can be extracted from the studies seems to deal with two major points: cognitive styles of the learner and learning strategies. The present researcher, therefore, has attempted to summarize this aspect of learning styles in the following diagram:



## B. Importance of Learning Styles, Cognitive Styles, and Learning Strategies in Learning a Second Language

In learning a second language, there are various factors to be considered. Researchers have identified and grouped factors affecting the outcomes of language learning, and these factors are mainly concerned with the learner, the language and learning process, and the social context. Regarded as one important factor in language learning, the learner can contribute to his own success or failure in learning a language through the ways he perceives the information, organizes his learning, and uses different approaches to deal with the information. In other words, the learner's learning styles, cognitive styles, and learning strategies all play a role in determining the outcome of his language learning. To support this view,

some related studies will be discussed.

Stern (1983) proposed a model from which an explanation of the relationship between different variables and the learning outcomes of the learners can be derived. In his model, Stern has grouped the variables into five sets as follows:

1. Social context - sociolinguistic, sociocultural, socioeconomic factors.
2. Learner characteristics - age, cognitive and affective factors, and personality characteristics.
3. Learning conditions - learning the target language as a second or foreign language, and by formal or informal exposure.
4. Learning process - strategies and techniques used by the learner, and his mental operations.
5. Learning outcomes - competency or proficiency in using the target language.

From these five sets of variables, Stern explained that the learning outcomes, or what the learner wants to achieve-competency or proficiency, will be determined by the first three sets of variables through the learning process of the learner. In other words, factors such as social and economic status, attitudes of the learner, his cognitive learning styles, and learning conditions, can contribute to the success or failure in second language learning.

According to Littlewood (1984), success or failure in second language learning can be influenced by non-linguistic factors categorized into three groups as follows:

1. Motivation for learning - which comprises the following aspects:
  - Communicative need for a second language.
  - Attitude towards the second language community.
  - Integrative or instrumental motivation.
2. Opportunities for learning - which includes:
  - the opportunities to use the second language.
  - the emotional climate of the learning situations.
  - the type of language to which the learner is exposed.
  - the effects of formal instruction.
3. Ability for learning - which consists of:
  - Cognitive factors
  - Personality
  - Age

In a model for second language learning, Spolsky (1988) has identified some conditions necessary for the learning of a second language. Among them are the conditions grouped together as the social context. According to Spolsky, language learning can be affected by social context through the formation of certain attitudes on the part of the learner, and the provision of learning

opportunities-formal or informal instruction. Another group of conditions, learner conditions, also influences language learning. This second group deals with the learner's personal characteristics such as previous knowledge, age, language learning aptitude, learning style and strategies, and personality factors. When combined, language learning and learning opportunity will result in linguistic and non-linguistic outcomes.

The importance of learning styles, cognitive styles, and learning strategies on language learning has been demonstrated and discussed in various studies. Hunt (see Crouse, Everall, and Henderson, 1983) illustrated a possible matching of learning and teaching styles in order to increase the effectiveness in the teaching process. According to Hunt, to identify the different learning styles of individual learners can provide the curriculum designer with information of how those varying learning styles should be accommodated.

In a discussion on affective variables in second language acquisition, Brown (1973) emphasized three groups of factors; namely, egocentric factors, social factors, and cognitive style. Individual cognitive style is what controls the choice of strategies used in solving language learning problems. He typified cognitive styles into four groups as follows:

1. Reflective vs. impulsive thinking
2. Broad vs. narrow categorizing
3. Skeletonizing vs. embroidering
4. Belief congruence vs. contradiction

Cognitive styles play an important part in language learning. Performance in certain language skills, as discussed in Brown's work, can be affected by different cognitive styles and preferences of the learners.

In their work on cognitive styles and language achievement, Hansen and Stansfield (1982) point out that cognitive styles (field dependence vs. field independence) influence choice of learning strategies used and also affect the student's learning styles and vocational interests. Details of this study will be later discussed in the last section on page 33.

A more specific discussion on learning strategies has been done by Oxford and Nyikos (1989), and Ehrman and Oxford (1989). In their literature review, both pairs of researchers found that good language learners are associated with appropriate use of learning strategies. In other words, if the learners are conscious of their effective use of learning strategies, the results will be more satisfying.

Bialystok (1985)'s discussion on the compatibility of teaching and learning strategies reveals some points of interest. In her discussion, two learning strategies believed to be contributing to success in language learning

have been identified. These are: 1) the ability to analyze the knowledge into structures (or knowledge analysis), and 2) the ability to apply that knowledge to specific problems under time and context constraints (or cognitive control). In order to be able to employ other appropriate strategies, the learner should have already mastered both strategies mentioned above. For language learning to be beneficial, she pointed out that teaching and learning strategies should be compatible, if not precisely matched.

It can be seen that all the studies discussed so far confirm the importance of learning styles, cognitive styles, and learning strategies in second language learning. Since this present study aims at identifying the learning styles preferences of Thai students towards four different methods in language teaching, a brief description of each method will be presented in the next section.

#### Methods in Language Teaching

Since foreign language teaching has come into existence as part of the educational system, there have been many teaching methods developed one after another. Whereas new methods are widely used nowadays, some of the earliest are still practiced in many parts of the world. The following brief description concerns four different teaching methods used in present-day language teaching.

## A. Grammar Translation

Regarded as the earliest method in language teaching, Grammar Translation, as the name implies, approaches the target language through "detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language" (Richards and Rodgers, 1986:3). Since the goal of this method is to read the literature in the target language, the focus is on reading and writing skills, and the emphasis is placed on accuracy rather than fluency. Other principal features of this method include:

1. The sentence is the unit of teaching and practice.
2. The first language is used as the medium of instruction.
3. Vocabulary study is based on the reading text and is in the form of a bilingual word list.

Under the assumption that grammar rules are the most essential part of language learning, the Grammar Translation method may frustrate the students in the sense that they are required to memorize many language rules and to use them correctly. This, as Krashen (1982) points out, can result in the student's affective filter level being raised. Despite its many weaknesses, Grammar Translation possesses one good point in that it places less demands on the teachers than some other methods (Richards and Rodgers, 1986).

## B. Audio-Lingualism

This language teaching method originated in America during the Second World War. Formerly known as the Army Specialized Training Program or the "Army Method", this approach was created to teach foreign languages to U.S. military personnel. Its earliest techniques consisted mainly of intensive language drills and study of basic grammatical structures. Later, the approach became known under such different names as the Oral Approach, the Aural-Oral Approach, and the Structural Approach. According to Richards and Rodgers (1986), the name "Audiolingualism" came into existence in 1964. This approach is based on structural linguistic theory and behavioral psychology with the emphasis on habit-formation. Its principal characteristics, according to Krashen (1982:129-130), are the following:

1. A dialogue containing the structures and vocabulary to be taught precedes each lesson.
2. The dialogue will be repeated and memorized.
3. Pattern drills are given on the structures in the dialogue.
4. An optional explanation may be given by the teacher.

Since dialogues and pattern drills are the main activities in an audio-lingual class, the focus is placed on listening skill first, followed by speaking, reading, and writing. No direct explanation of grammar rules is given;

the students have to inductively work out the rules themselves.

### C. Communicative Language Teaching

This approach to language teaching has received much attention from those involved in the language teaching profession all over the world after previous methods had been rejected in terms of their underlying theory. Language is now perceived as a means through which communication is carried out. With this perception came the need to focus on meaning rather than linguistic form. In other words, language teaching has shifted its goal from developing linguistic competence to developing communicative competence. Major characteristics of Communicative Language Teaching, as summarized from Finocchiaro and Brumfit (quoted in Richards and Rodgers, 1986:67-68), are as follows:

1. Meaning precedes structure and form.
2. Language is taught in a contextualized format.
3. Effective communication is emphasized more than mastery of language.
4. The goal of language teaching is to develop communicative competence.
5. The classroom is learner-centered. The teacher does not control the learners and their language use.
6. Interaction between learners is encouraged.

7. More stress is placed on fluency and appropriate language than on accuracy in language use.

With this communicative approach emerged new ideas and directions in language teaching, teacher training, materials development, and curriculum design. There is an unlimited range of materials and activities in Communicative Language Teaching. Besides, classroom procedures may vary from lesson to lesson, from group of learners to group of learners, or from teacher to teacher.

Since the present course materials in English for Nurses at Mahidol University have been written in order to present different functions of language that the students can use, the following section will discuss another approach to language teaching, the functional-notional approach.

#### D. Functional-Notional Approach

The functional-notional approach to language teaching emerged from the work commissioned by the Council of Europe in the 1970's. According to Finocchiaro and Brumfit (1983), this approach places its emphasis on "the communicative purpose(s) of a speech act"(p.13). Both authors state that "any act of speech is functionally organized (that is, it is an attempt to do something) for a particular situation in relation to a particular topic"(p.13). Thus, a function of language and a speech act can be seen as being related to one another in the sense that a function refers to a communicative purpose of the

speaker, and a speech act is what the speaker actually says and/or performs in order to accomplish that purpose.

Various scholars have defined the term 'speech act' in different ways. Hymes (quoted in Coulthard, 1977:7-8) describes 'speech act' as representing "a level distinct from the sentence and not identifiable with any single portion of other levels of grammar, nor with segments of any particular size defined in terms of other levels of grammar." Finocchiaro and Brumfit (1983) refer to 'speech act' simply as communication carried out in various situations. Searle (in Larsen-Freeman, 1980:3) identifies 'speech act' as including the following five categories:

1. Representatives: declaration of a belief.
2. Directives: expressions used by a speaker to try to get someone to do or not to do something.
3. Commissives: promises or pledges.
4. Expressives: expressions used to express the speaker's feelings about something.
5. Declarations: acts expressed in statements and supposed to bring about a new state when they are uttered.

As mentioned earlier that functions of language and the speech act are related in that the former refers to communicative purposes, whereas the latter refers to actual communication, it is obvious that under one communicative

purpose or function, the speech act can vary depending on such factors as the persons involved in the communication, the time and place in which the communication act takes place, and the topic under discussion. With these factors being considered, language teaching has taken a new turn. No longer is the grammar or situational-based language the only focus in language teaching. The learner and his needs for communication have become the primary focus. It is at this point that the functional-notional approach is regarded as being able to serve both the teachers and the learners. According to Finocchiaro and Brumfit (1983), this approach is tremendously useful in that "it emphasizes the fact that the students and their communicative purposes are at the core of the teaching program"(p.17). The advantage of functional-notional approach is also explained by Wilkins (1976) in terms of syllabus design. The notional syllabus, according to Wilkins, "takes the communicative facts of language into account from the beginning without losing sight of grammatical and situational factors"(p.19).

As the name implies, functional-notional approach has analyzed the language into "units and sub-units based on an analysis of particular groups of adult learners, in terms of the communicative situations in which they are characteristically involved" (Finocchiaro and Brumfit, 1983: 10). In other words, language is analyzed into functions depending on the needs of individual learner and on the situations in which different functions are to be used. While a function of the language refers to what the speaker

wants to express in a particular situation, notion refers to the concept or meaning that the speaker has in mind when producing a sentence or utterance to accomplish his communicative purpose. Finocchiaro and Brumfit (1985:15) state that:

While the basic functions to be expressed depend solely on the purposes of the speaker, the specific notions depend on three major factors: a. the functions b. the elements in the situation, and c. the topic which is being discussed.

The authors have summarized major language functions identified by Wilkins (1973,1976) and van Ek (1980) as follows:

- A. Wilkins' categories of functions
  - 1. Modality
  - 2. Moral discipline and evaluation
  - 3. Suasion
  - 4. Argument
  - 5. Rational inquiry and expositions
  - 6. Personal emotions
  - 7. Emotional relations
  - 8. Interpersonal relations
- B. van Ek's categories of functions
  - 1. Imparting and seeking factual information
  - 2. Expressing and finding out intellectual attitudes
  - 3. Expressing and finding out emotional attitudes

4. Expressing and finding out moral attitudes
5. Getting things done
6. Socializing

Finocchiaro and Brumfit (1983) also suggest that communicative functions can be grouped into five broad categories as follows:

1. Personal
2. Interpersonal
3. Directive
4. Referential
5. Imaginative

The functional-notional approach to language teaching makes use of both psychological and educational principles. Its major characteristics include the following:

1. It is concerned with language in a real-life situation or for everyday use.
2. Learners and their needs are emphasized.
3. It is very flexible in the sense that teachers can use a variety of methods or strategies that they have found helpful from other approaches and combine them into the functional-notional approach.
4. It provides motivation to learners at any level.
5. The contents to be taught are presented in a unit and module system in which language functions are categorized and dialogs or

communicative expressions are developed.

### Experimental Research in Learning Styles, Cognitive Styles, and Learning Strategies

This last section presents a summary of the research which has been done on learning styles, cognitive styles, and learning strategies in second language learning.

Reid (1987) has done a study on learning styles preferences of ESL students. The purpose of this study was to identify the preferred learning styles of non-English speaking university students, and to relate the preferences to such variables as language background, major field of study, level of education, TOEFL score, age, sex, length of time in the U.S., and length of time studying English in the U.S. Subjects who participated in this study were 1,388 university students (154 native speakers of English at Colorado State University and 1,234 non-native speakers from 39 participating intensive English language programs across the United States). The instrument used in this study was a self-reporting questionnaire consisting of 30 statements on six learning styles preferences: visual, auditory, kinesthetic, tactile, group learning, and individual learning. The findings of this study reveal that, in general, kinesthetic and tactile learning styles were strongly preferred, whereas group learning received a

negative preference. When the relationships between learning styles preferences and other variables were considered it was found that:

1. Graduate students preferred visual and tactile learning more than undergraduates, whereas the latter were more auditory.
2. Males preferred visual and tactile learning significantly more than females.
3. There were not many significant differences among major fields of study in the preferred styles. In general, kinesthetic learning was found to be a major learning style, while group learning was considered a negative learning style.
4. Results from statistical analysis did not show significant differences in learning styles for age and TOEFL score. But there were two points of interest which the author suggested as requiring future research:
  - 4.1 Higher preference means for visual, auditory, kinesthetic, and tactile learning were found to be related to older students.
  - 4.2 Students with higher TOEFL scores indicated learning styles preferences similar to those of native speakers.
5. Regarding the other two variables, length of time in the U.S., and length of time studying

English in the U.S., there were two interesting trends:

5.1 The longer the students had lived in the U.S., the more auditory in their learning style they became.

5.2 The longer the students had studied English in the U.S., the lower preference they expressed for visual, kinesthetic, tactile, and group learning.

6. Students from different language backgrounds differed in their expressed learning styles.

Another study by Wiriyachitra and Wongbiasaj (1987) reveals some interesting findings about Thai students' preferences in English language learning. The study was conducted in order to identify the learning preferences of Thai university students and the students' perception of the teachers' provisions. The learners' preferences were studied in terms of modes of grouping which consisted of whole class, group work, pair work, and individual work. Preferences for types of teacher's guidance were also investigated. A total of 123 first-year medical students at Mahidol University participated in this study. They were classified into two groups: high English proficiency group which consisted of 65 students, and low English proficiency group involving 58 students. A five-point rating scale questionnaire and structured interviews were administered to the subjects. The following results regarding the students'

preferences for modes of grouping were obtained:

1. A significant difference was found between the high and low groups in the preferences for group work at the stage of language use (mean = 2.89:2.53, t-value = 3.05).
2. Whole class learning was strongly preferred by both groups of students at all three stages of learning (language practice, language use, and error correction), whereas individual work received the least preference at all stages except in the error corrections.

In terms of preferences for types of guidance provided by the teacher, the findings revealed that the low group preferred to work under close teacher supervision during language practice and language use, whereas the high group preferred less teacher guidance during language practice. When it came to matching the students' preferences to the teacher provision in class, it was found that there were 24 significant differences between what the students preferred and what they perceived as being provided by the teacher. These mismatches were classified into two categories, the first of which indicated more provision than the students would prefer, and the second, less provision than the students' preferences. Out of the 24 mismatches, 10 were found to need serious attention. The researchers also found out, from discussions with the group of teachers in charge of these students, that "a possible cause for the mismatches was the teachers' lack of awareness

and misjudgement of the students' preferences"(p.20). The findings of this study, thus, confirm the importance of learners' preferences in second language learning. However, the researchers cautioned that some students might not want to express as strong preferences as they actually felt. The data obtained must be carefully interpreted.

In 1978, Bialystok and Frohlich conducted an investigation into some variables which affect classroom achievement in second language learning. In their study, two groups of variable : cognitive and affective, were considered in terms of their effects on different types of language achievement tests. A group of 157 high school students studying French as a second language formed the subject group of this study. The instruments used to examine and assess independent and dependent variables were as follows:

A. Independent Variables

Aptitude - This was measured by the Modern Language Aptitude Test (MLAT).

Attitude and Motivation - Gardner and Smythe's National Test Battery, Form A(1975), was used to assess these two factors.

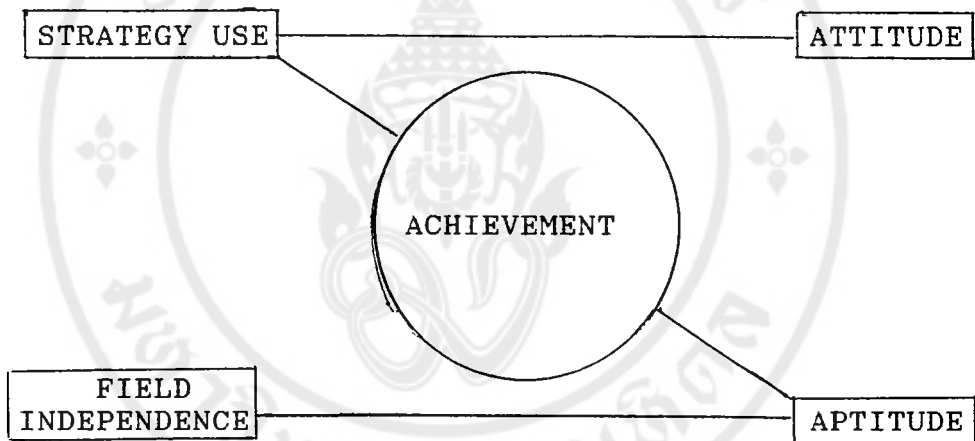
Field Independence - This factor was measured by the Hidden Figures Test-V(1962).

Strategy Use - This was examined from a questionnaire developed by the researchers.

## B. Dependent Variables

1. The Aural Grammar Test
2. The International Educational Achievement (I.E.A.)'s French Writing Test, Listening Test, and Reading Test.

The results of this study were summarized in the following diagram (Bialystok and Frohlich, 1978:335):



According to Bialystok and Frohlich, achievement in second language learning was correlated with all four factors. However, only Aptitude and Strategy Use were found to be significant in predicting language performance.

A study by Hansen and Stansfield (1981) has been done on the impact of field dependent-independent (FD/I) cognitive styles on foreign language achievement. The researchers placed their focus on a formal language class in which a representative sample of 293 students were

involved. The language course was beginning-level Spanish at the University of Colorado-Boulder. In the procedure, student FD/I was addressed as the independent variable, which would be assessed by the students' performance on the Group Embedded Figures Test (GEFT). Proficiency in Spanish was counted as the dependent variable, which was separated into three aspects: linguistic, communicative, and integrative competence. Linguistic competence was measured by performance on written discrete-point examinations of Spanish grammatical knowledge. Communicative competence was assessed by Oral Grade Average and Oral Skill Evaluation. Finally, Final Course Grades and a multiple-choice Cloze Test were used to evaluate the integrative competence. In addition, sex and scholastic ability were included as moderating factors for their possible effects on achievement. Results obtained from this study indicate that:

1. When the relationship between student FD/I and performance on the six tests was examined, it was found that all correlations were positive and significant at the .05 level. This indicates a positive relationship between field independence and level of achievement on all tests. However, the strength of these correlations varied among the six measures of proficiency.
2. Negative correlation between student FD/I and

sex was low and not significant at the .05 level, while the correlations between sex and language proficiency were all positive and significant.

3. Student scholastic ability was found to be associated with student FD/I and achievement in Spanish.

In their discussion, the researchers point out that field independence was related to a higher level of achievement in second language. Nevertheless, the strength of this relationship varied among three aspects of language proficiency. The association between student FD/I and cloze test measure of integrative competence was found to be the strongest, while that between student FD/I and linguistic competence came second. Relationship between student FD/I and performance on measures of communicative competence and the integrative measure Final Course Grade was found to be the weakest.

This same study was expanded by Stansfield and Hansen (1983) to include a closer look at the relationship between field dependence-independence and performance on second language cloze test. In this study, the researchers brought into focus the question of cognitive bias in cloze test. They state that(p.33):

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If the L2 cloze procedure is conceived as a task that asks the test-taker to infer or predict the appropriate word in order to fill the gap through a hypothesis-testing strategy, it could be related to the cognitive restructuring abilities fostered by a field-independent cognitive style.

They further remark that field-dependent persons can be put at a disadvantage when this kind of test is given to them. Thus, a cognitive bias would interfere with the learner's performance in cloze test. Using the same group of subjects, instruments, and procedure, both researchers obtained the following results:

1. The correlations between GEFT score and scores from all six tests of Spanish proficiency were all positive but modest.
2. The correlation between GEFT score and Cloze Test score was the highest among all six measures.

From the findings, it was concluded that performance in a second language cloze test cannot be accounted for solely by such factors as language proficiency and aptitude. The learner's cognitive style also has an influential effect on his performance.

Following a literature review on cognitive style, Hansen and Stansfield (1982) conducted a study on student-teacher cognitive styles and their impact on foreign language achievement. The purpose of this study was to find

out whether the difference in foreign language achievement between field-dependent and field-independent students is great enough to require different instructions, and how the interaction of student and teacher cognitive styles affect the students' language achievement. The subjects involved in this study were 236 students (113 males and 123 females) in an introductory Spanish course at the University of Colorado, and six instructors. The degree of field dependence-independence was assessed by the Group Embedded Figures Test (GEFT). Language achievement was separated into three aspects and evaluated by different measures as follows:

1. Linguistic competence - measured by scores on final exam.
2. Communicative competence - assessed by oral evaluation.
3. Integrative competence - observed from scores on a cloze test.

Results from the study reveal that the field-independent students performed significantly better than their counterparts on all three measures. However, teacher cognitive styles had no significant effect on the students' achievement. It was also found that there were no statistically significant interactions between student-teacher cognitive styles and the students' performance on all three tests. Thus, the student cognitive style was found to be of greater importance in second language achievement than the teacher cognitive style.

Another study which has been done on the relationship between field dependence-independence and language test performance is conducted by Hansen (1984). In this study, Hansen placed her focus on cloze test performance of 286 subjects from six cultures: Samoan, Tongan, Tahitian, Fijian, Indian-Fijian, and Hawaiian. The subjects were between the ages of 15 and 19. Students' degree of FD/I was measured by the Group Embedded Figures Test (GEFT). Their English proficiency was assessed by three different tests: the Michigan Test of English Language Proficiency (MTELP), a cloze test consisting of 50 completion items, and the Embedded Conversation Test (ECT). From the findings, it was found that:

1. The mean score on the GEFT for the Hawaiian subjects is significantly higher than those of other groups. This indicates that Hawaiian students are more field independent than subjects from other cultures.
2. When comparing the group means, the results from statistical analysis reveal that students from different cultures performed differently on the GEFT.
3. There is a significant difference in GEFT mean scores between males and females, with the male mean being higher than the female, in all groups except the Hawaiian group.
4. The correlation between FD/I and cloze test, when treated as a whole, is significantly higher

than those between FD/I and other tests. This finding is consistent with what Stansfield and Hansen (1983) had obtained.

5. There are differences in the relationships between cloze test performance and field independence among cultural and ability groups.

Field dependent-independent cognitive style and its effect on the teaching of grammar has been further investigated by Abraham (1985). She points out the difference between field dependent and field independent students, and relates it to their approach to learning grammatical rules. Two computer-assisted instruction (CAI) lessons were written for this study. One was a deductive lesson consisting of a step-by-step explanation on participial phrases, followed by 8 example sentences and 22 practice sentences. The other, called the example lesson, consisted of 60 examples of participial phrases. The students were supposed to work out the grammatical rules themselves. Before they were taught the lessons, the subjects were given a pretest on participial phrases. Then, after having been classified as field dependent or field independent by their GEFT scores, approximately equal numbers from each group were assigned to each lesson. This formed a total of 73 subjects in all. Towards the end, 30 students completed the deductive lesson, and 31 students, the example lesson. Finally, a post-test was administered to all remaining subjects (61 students altogether). Results

from the statistical analysis show that field independent students (those who scored higher on the GEFT) performed better than their counterparts in the deductive lesson, while the field dependent students did better in the example lesson. Even though the number of participating subjects in this study was rather small, the findings suggest some useful implications for classroom approach in the teaching of grammar when the students' differences in cognitive abilities are taken into account.

As noted earlier, the interrelation between learning styles, cognitive styles and learning strategies does affect second language learning, and the following discussion involves a number of research findings on the aspect of learning strategies. O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo(1985) investigated the learning strategies used by beginning and intermediate ESL students. The study was intended to identify strategies used by the students to improve their second language learning, and types of language tasks associated with use of strategies. 70 high-school age students in ESL classes and 22 teachers formed the subjects in this study. The students were classified as being in either the Beginning level or the Intermediate level. Instruments used in this study were the Student Interview Guide, Teacher Interview Guide, and Observation Guide. Both interview guides were designed to ask about strategies that the students used and those that the teachers observed their students using. Observation

Guide was to be used by the investigators in observing the classes. From the data analysis, the investigators found that:

1. The students reported a wider range of strategies used than those the investigators had identified in their literature review.
2. Learning strategies used fall into three main categories: metacognitive, cognitive, and social mediation strategies.
3. Data from the student interviews were more productive than those acquired from other instruments used in the study.
4. Metacognitive strategies were used more often by the intermediate level students than by the beginning level students. But on the overall basis, both groups reported more use of cognitive strategies than metacognitive strategies.
5. When the interaction of learning strategies with language tasks was examined, most strategies were reported by the students for such language tasks as vocabulary learning, pronunciation, and oral drills. Moreover, combined strategy use was found in all learning tasks.

From the findings, it can be seen that students whose proficiency in second language had reached a higher level, could considerably reflect on or be aware of their own language learning. This could have an influential

effect on the choice of strategies used in certain language tasks or situations. Wenden (1986) also points out that the learner's thinking process in language learning could affect the way he prefers to learn, the kinds of strategies he uses, or the criteria he has for evaluation.

A study by Ehrman and Oxford (1989) provides another insight into the effects of some variables on learning strategies employed by adult language learners. This study examined the relationships between learning strategies and such variables as sex differences, career choice, cognitive style, and aspects of personality. Two instruments: the Myers-Briggs Type Indicator (MBTI) and the Strategy Inventory for Language Learning (SILL), were employed. The MBTI was used to measure psychological type (a combination of cognitive style and aspects of personality), while the SILL was used to identify the preferred learning strategies. A total of 78 subjects participated in this study. This included 30 FSI students (Foreign Service Officers, military officers, and spouses) studying Japanese, Thai, and Turkish; 26 FSI instructors (native speakers of Japanese, Thai, Turkish, Indonesian, Italian, and Hungarian); and 22 professional language trainers. Results obtained from the statistical analysis reveal that:

1. Women reported more use of learning strategies than men.
2. When differences by career group were considered, professional language trainers

reported greater use of learning strategies than other groups.

3. Psychological Types also affected choice of learning strategies employed by the adult language learners.

Variables which affect use of language learning strategies have been further investigated by Oxford and Nyikos (1989). According to Oxford and Nyikos(1989:293), choice of language learning strategies can be affected by such factors as the target language, level of proficiency, degree of metacognitive awareness, sex, personality, learning style, affective variables, and others. In their study, approximately 1,200 foreign language undergraduate students were asked to complete the Strategy Inventory for Language Learning (SILL), and a background questionnaire covering sex, years of foreign language study, course status, self-perceptions of proficiency and motivation, and other related topics. The study was designed to identify the kinds of strategies used in foreign language learning, and to find out what variables affect the use of such strategies. Following the data analysis, the findings indicate that most strategies were reported being frequently used in situations similar to formal, structure-oriented classroom instruction. On the other hand, strategies which involved communicative practice and metacognitive thinking were less frequently employed. The findings further reveal that motivation was the most influential factor on choice of

learning strategies used; sex differences were found to be the second most powerful influence; and finally, interactions among variables also had significant effects on the use of strategies reported by the students.

From the discussion of related research and studies presented so far, it can be seen that learning styles, cognitive styles, and learning strategies, and the interrelation among these three can affect second language learning in many ways. This significance encourages the present researcher to conduct this study in order to identify the preferred learning styles of Thai university students and to provide data for further research.

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## CHAPTER III

### METHODOLOGY

This study investigated the learning styles preferences in English language learning and preferences for course materials of first-year students in the Faculty of Nursing, Mahidol University. This chapter discusses the subjects of this study, the instrument, procedure used in data collection, and treatment of the data obtained from the study.

#### Subjects

The subjects of this study were 159 first-year students in the Faculty of Nursing, Mahidol University, in the academic year of 1989. This subject group represented 67.9 % of the total population of 234 students. However, the appropriate time for data collection was early in the academic year. Thus, the subjects were distributed the questionnaires in the first semester of their second year when they had already completed the first-year English course.

#### Instruments

The instrument used in this study was a self-administered questionnaire constructed by the present researcher with respect to the research questions. The

questionnaire consisted of three sections as follows:

1. The first section which consisted of 6 items asked about background information of the students. The items were in the form of a checklist and statement completion.
2. The second section explored the strategies that the students used or preferred to use in learning English. There were 24 items all of which were derived from key features of four different teaching methods discussed in Chapter Two. These 24 items were equally divided into four groups according to the teaching methods. The students were asked to rate their preferences according to the following criteria:

- 5 = strongly agree
- 4 = agree
- 3 = undecided
- 2 = disagree
- 1 = strongly disagree

3. The third section which consisted of 37 items surveyed the students' opinions regarding the contents and activities in the existing English course materials that they had studied, and what they would prefer to have as possible alternatives. A five-point rating scale

criteria was also adopted for items in this section.

### Procedure of the Study

1. Following a review of a number of related research and studies, the researcher constructed a draft questionnaire to be used in the study and had it proof-read by experts.

2. The draft questionnaire was piloted to 40 first-year Nursing students of the academic year 1990. This was followed by an interview between the researcher and the students who were asked to supply comments and suggestions as to what should be adjusted or changed in the draft questionnaire.

3. The draft questionnaire was revised for use in the final study.

4. After having asked for permission from the class instructor to distribute the questionnaires, the researcher explained to the subjects the purpose of the questionnaire as well as how to complete it.

5. The revised questionnaire was, then, administered to the first-year Nursing students who were the subjects of this study.

6. Approximately four months after the first administration of the questionnaire, 34 students from the subject group participated in the second administration of the questionnaire. The purpose of this follow-up procedure was to find the reliability of the questionnaire. Results from this second administration were compared with those obtained from the same informants in the first administration. The correlations coefficient which determines the reliability of the questionnaire was, then, calculated. The results were as follows:

1. Part II (Opinions on strategies used in learning English)

$$r = 0.895$$

2. Part III (Opinions on course materials)

$$r = 0.671$$

3. Total (Part II and Part III)

$$r = 0.836$$

Part I of the questionnaire was excluded from the calculation of the reliability coefficient because it asked the respondents to supply information on personal background which was identical in both administrations of the questionnaire.

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## Treatment of the Data

1. The data obtained from the study were calculated and analyzed by means of the following statistical devices:

### 1.1 Arithmetic Mean and Standard Deviation (SD)

The arithmetic mean and standard deviation were calculated to provide the average preference in learning styles of the students.

### 1.2 Percentage and Frequency Distribution

The percentage and frequency distribution were calculated for the subjects' background information.

### 1.3 T-test comparison of means

A t-test was used to determine whether significant differences exist among the preference means of students having studied English for a different length of time. It was also employed to calculate the significant difference of the preference means of the learning styles.

### 1.4 Analysis of Variance (ANOVA)

A one-way analysis of variance was employed to determine the existence of significant differences among the means of learning styles preferred by the subjects having different grade point average in the first-year English course.

2. The calculation process was done by computer using the Statistical Package for the Social Science (SPSS).

3. The results of the study were presented in Chapter Four according to the research questions formulated in Chapter One.



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## CHAPTER IV

### FINDINGS

This chapter reports the results and findings of the study in accordance with the research questions formulated in Chapter One. The answer to each research question is based on the results from the statistical analysis of the data obtained from the questionnaire.

#### Research Question One

What are the backgrounds of first-year Nursing students at Mahidol University?

The first part of the questionnaire asks the subjects in this study to identify their backgrounds which include sex, age, when they began to study English, length of time studying English, and first-year grade point average in English. The data obtained was calculated and analyzed by means of frequency distribution and percentage. The results are shown in TABLE 1.

TABLE 1  
BACKGROUND OF FIRST-YEAR NURSING STUDENTS

BACKGROUND	NUMBER	%
<b>Sex</b>		
male	12	7.5
female	147	92.5
TOTAL	159	100.0
<b>Age</b>		
under 19	22	13.9
19-21	135	84.9
over 21	2	1.2
TOTAL	159	100.0
<b>Begin to study English</b>		
Kindergarten	62	39.0
First grade	11	7.0
Second grade	4	2.5
Third grade	5	3.1
Fourth grade	8	5.0
Fifth grade	69	43.4
TOTAL	159	100.0
<b>Length of time studying English</b>		
0-5 years	0	0.0
6-10 years	81	50.9
11 years or over	78	49.1
TOTAL	159	100.0

TABLE 1 (contd.)

## BACKGROUND OF FIRST-YEAR NURSING STUDENTS

BACKGROUND	NUMBER	%
First-year GPA in English		
1.0-1.4	2	1.3
1.5-2.4	32	20.1
2.5-3.4	71	44.6
3.5-4.0	54	34.0
TOTAL	159	100.0

#### Finding One

From TABLE 1, it can be seen that 92.5 % of the subjects in this study are female, whereas male respondents are only 7.5 %. Regarding the subjects' age, the majority (84.9 %) is between the ages of 19 to 21, while those under 19 and over 21 account for 13.9 % and 1.2 % respectively. When it comes to when they began to study English, 43.4 % of the respondents reported that they began to study English in fifth grade. Another 39 % began studying English in kindergarten. The remaining 7 %, 2.5 %, 3.1 %, and 5 % represent those who began studying English in first, second, third, and fourth grade respectively. As for the length of time studying English, 50.9 % have studied English for 6-10 years, whereas those who have studied

English for 11 years or over are represented by 49.1 %. However, none of the students indicated less than six years of English language learning. Thus, the first category, 0-5 years, was excluded from further calculation process. The last finding in this section concerns grade point average in first-year English. The majority (44.6 %) indicated that their GPA was between 2.5 and 3.4, while 34 % reported having GPA in first-year English between 3.5 and 4.0. Those whose GPA was lower than 1.5 and between 1.5 and 2.4 account for 1.3 % and 20.1 % respectively.

#### Research Question Two

What is the learning style mostly preferred by first-year Nursing students studying English as a foreign language at the university level?

To answer this research question, the information collected from Part II of the questionnaire was analyzed. In this part, the subjects were asked to rate their most preferred learning style on the basis of a five-point rating scale. The items in this part are classified into four groups, Grammar Translation, Audiolingual, Communicative, and Functional-Notional methods. Each consists of six items. The subjects were asked to rate each single item according to the following scale:

- 5 = strongly agree
- 4 = agree
- 3 = undecided
- 2 = disagree
- 1 = strongly disagree

The data obtained were analyzed by means of arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) in order to provide the average preference in learning styles. The arithmetic means were interpreted as follows:

- 4.5 - 5.0 = strongly agree
- 3.5 - 4.4 = agree
- 2.5 - 3.4 = undecided
- 1.5 - 2.4 = disagree
- 1.0 - 1.4 = strongly disagree

TABLES 2.1 - 2.2 show the results of the study in this section.

TABLE 2.1

PREFERRED LEARNING STRATEGIES IN ENGLISH

OPINIONS	$\bar{x}$	SD
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Grammar Translation

1. I like to study English grammar and vocabulary because it enables me to use the language properly.	3.86	1.01
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TABLE 2.1 (contd.)  
PREFERRED LEARNING STRATEGIES IN ENGLISH

OPINIONS	$\bar{x}$	SD
2. When I read books or articles in English, I usually translate the text sentence by sentence for a better understanding.	3.48	1.07
3. I learn new vocabulary by looking the meanings up in the dictionary and writing them in a list for memorization.	3.93	.98
4. I prefer the teacher to explain English grammar rules followed by many examples to illustrate the points.	4.14	.87
5. When reading English books, I can fully understand them if I can translate the words, sentences, or the whole passages.	3.87	1.14
6. I prefer the teacher to explain English grammar rules in Thai.	3.30	1.18
Audiolingual		
7. I like to study English listening and speaking more than reading and writing.	3.57	1.18

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TABLE 2.1 (contd.)  
PREFERRED LEARNING STRATEGIES IN ENGLISH

OPINIONS	$\bar{x}$	SD
8. I like to listen to English conversation from radio or tape recorder, repeat it, and memorize it, because it helps me to understand English better.	3.94	.98
9. To practice repeating the sentences according to grammar rules until I can remember them is one strategy I use in studying English.	3.75	1.01
10. I prefer the teaching-learning style which emphasizes the use of English for certain situations and has dialogs for further practice and memorization.	3.62	1.01
11. To practice listening and speaking in the language lab is what I prefer to studying in the normal classroom.	4.20	.91
12. I think the language lab is essential for English language learning.	4.30	.79
Communicative		
13. I prefer the teaching-learning style which provides an opportunity for group works in the classroom.	3.56	.93

TABLE 2.1 (contd.)  
PREFERRED LEARNING STRATEGIES IN ENGLISH

OPINIONS	$\bar{x}$	SD
14. I like the activities that promote the use of English in the classroom such as games, role plays, etc.	3.75	1.03
15. I can use English language fluently if I do not have to worry about its grammatical correctness.	3.92	1.10
16. I prefer the teaching-learning style which emphasizes student-student interaction rather than teacher-student interaction.	3.50	1.08
17. To have an opportunity to do the exercises and to participate in class activities is more essential to my English language learning than only listening to lectures from teacher.	3.99	.88
18. I prefer the teaching-learning style which focuses on comprehensible communication rather than grammatically correct communication.	4.07	.89
Functional-Notional		
19. I think that English teaching which focuses on what I can make use of in the	3.30	1.21

TABLE 2.1 (contd.)

## PREFERRED LEARNING STRATEGIES IN ENGLISH

OPINIONS	$\bar{x}$	SD
future career is more essential to me than the teaching of general English.		
20. I think that English teaching which divides the language into various functions will enable me to understand English better.	4.06	.79
21. I prefer the teaching-learning style which does not place its emphasis on grammatical accuracy, but rather on functional, situational, and individual appropriateness.	4.19	.82
22. I think that English language teaching which focuses on what I can use in real-life situations will help me to use the language better or easier.	4.04	.95
23. I like the teaching-learning style which emphasizes the appropriate use of language for certain situations and individuals better than the memorization of situational-based dialogs.	4.30	.84
24. The teaching-learning of English which focuses on the appropriate use of language for certain situations or indi-	4.19	.80

TABLE 2.1 (contd.)  
PREFERRED LEARNING STRATEGIES IN ENGLISH

OPINIONS	$\bar{x}$	SD
viduals can motivate me better than the teaching-learning style which emphasizes grammar and vocabulary.		

TABLE 2.2  
PREFERRED LEARNING STYLES IN ENGLISH

METHODS	$\bar{x}$	SD
Grammar Translation	3.76	.56
Audiolingual	3.90	.57
Communicative	3.80	.52
Functional-Notional	4.01	.53

Finding Two

From TABLE 2.1, it can be seen that the students' preferences cover a wide variety of strategies in all four methods and approaches. All except Item 2, 6, 19 were rated as the strategies preferably employed by the students in their learning of English. In Grammar Translation method, the most preferred strategy is Item 4 (mean = 4.14), which asks the students to rate their

preference for the teacher to explain English grammar rules followed by many illustrative examples. On the other hand, Item 2 (mean = 3.48) which deals with the sentence by sentence translation of the English text into Thai, and Item 6 (mean = 3.30) which asks about the preference to have English grammar rules explained in Thai are the two less frequently employed strategies. As for Audiolingual method, Item 11 (mean = 4.20) and Item 12 (mean = 4.30) are rated as the most frequently or preferably used strategies. In Item 11, the students had to rate their preference for practicing English listening and speaking in the language lab. Item 12 asks whether the students think that language lab is essential for English language learning. In the third method, Communicative Language Teaching, only Item 18 (mean = 4.07) stands out as the most preferred strategy. This item asks the students to rate their preference for comprehensible communication to grammatically correct communication. However, in Functional-Notional method, the results are noticeably different from those discussed earlier. Only Item 19 (mean = 3.30) in which the students had to rate their preference for the teaching of English which focuses on the use of the language in future career was reported as the least preferred, whereas the last five items, Item 20, 21, 22, 23, and 24 (mean = 4.06, 4.19, 4.04, 4.30, and 4.19, respectively) were claimed to be the most preferred strategies. These five items in the questionnaire deal with the major characteristics of the Functional-Notional approach to language teaching.

TABLE 2.2 shows the results as a whole. It can be seen that though the preference mean for the Functional-Notional approach (mean = 4.01) is the highest, the differences between this mean and those of Audiolingual, Communicative, and Grammar Translation are not exceptionally great. However, a t-test was employed in order to check whether the differences were statistically significant. The preference means of the Functional-Notional approach and Grammar Translation method were selected for this calculation process, since the means difference exceeds that of the other pair  $[(4.01-3.76) > (3.90-3.80)]$ . Results from the t-test showed that the difference between the two preference means is not statistically significant at the .05 level ( $t = -.79$ ,  $p = .402$ ). It can be concluded that among the four teaching methods and approaches, none is strongly preferred to the others.

### Research Question Three

Is there any significant difference among students from different backgrounds in their learning styles preferences ?

Item 5 and 6 of Part I and information from Part II of the questionnaire were statistically analyzed to provide the answer to this research question. Item 5 asks the students to identify the length of time they have been studying English. The answer choices are divided into three

categories: 0-5 years, 6-10 years, and 11 years or over. However, only the second and third categories were selected. Thus, the first category, 0-5 years, was excluded from the calculation. Part II of the questionnaire provides information as to what the students prefer in their English language learning. In order to test whether the means of preferences in learning styles between two groups of students, those who have 6-10 years of English language learning and those who have been studying the language for 11 years or over, are significantly different at the .05 level, a t-test was used. The results are shown in TABLE 3.1.

Item 6 of Part I provides information on another aspect of the students' backgrounds, the first-year GPA in English. The students were asked to choose their answer from four given choices. To test whether significant differences in learning styles exist at the .05 level among groups of students having different GPA, a one-way analysis of variance was employed. TABLE 3.2 presents the results in this section.



### Finding Three

From TABLE 3.1, both groups of students: those having studied English for 6 to 10 years and those who have studied for 11 years or over, show quite a strong preference for learning English by the Functional-Notional method (mean = 3.98 and 4.03, respectively). The least preferred method for the first group (6-10 years) is Communicative method (mean = 3.68), whereas the second group (11 years or over) viewed Grammar Translation as the least preferred method (mean = 3.77). For Audiolingual and Communicative methods, it was found that students who have had more years of English studying (11 years or over) have much higher preference means (4.00 and 3.91) than their counterparts (mean = 3.79 and 3.68). Results from the t-test indicate that the differences between the two groups in their preference means for Audiolingual and Communicative methods are statistically significant at the 0.05 level ( $t = -2.32$ ,  $p = 0.022$ , and  $t = -2.96$ ,  $p = 0.004$ , respectively).

Results obtained from the one-way analysis of variance when the preference means of the students having different GPA were compared are tabulated in TABLE 3.2. The results reveal no significant difference at the 0.05 level among four groups of students in their preference means for three methods: Grammar Translation ( $F = 0.219$ ,  $p = 0.882$ ), Communicative ( $F = 1.384$ ,  $p = 0.249$ ), and Functional-Notional ( $F = 0.973$ ,  $p = 0.407$ ). However, the difference of means among four groups of students for Audiolingual method

was found to be statistically significant ( $F = 4.639$ ,  $p = 0.004$ ). A Scheffe' post hoc comparison was done as a follow-up procedure to find out the difference in which pair of groups yields such a result. From this pairwise comparison, it was found that group 1 (mean = 2.83) and group 4 (mean = 4.06) are significantly different at the 0.05 level.

#### Research Question Four

Do the present English course materials match the students' preferences, and if not, what do the students think should be improved or changed ?

The answer to this research question is derived from the analysis of the data obtained from Part III of the questionnaire. In this part, the students were asked to rate their opinions on English course materials that they studied in their first year according to the following five-point scale:

- 5 = strongly agree
- 4 = agree
- 3 = undecided
- 2 = disagree
- 1 = strongly disagree

The data were interpreted as follows:

- 4.5 - 5.0 = strongly agree
- 3.5 - 4.4 = agree
- 2.5 - 3.4 = undecided
- 1.5 - 2.4 = disagree
- 1.0 - 1.4 = strongly disagree

The statistical devices employed in this part were the arithmetic mean ( $\bar{x}$ ) and standard deviation (SD). TABLE 4.1 presents the results concerning the matching of the students' preferences and the present English course materials, whereas the results concerning opinions on material improvements or changes are shown in TABLE 4.2.

TABLE 4.1

THE MATCHING OF PRESENT ENGLISH COURSE MATERIALS AND THE STUDENTS' PREFERENCES

OPINIONS	$\bar{x}$	SD
Content		
Content proportions are appropriate.	2.65	1.03
Contents are sufficient for individual needs.	2.76	1.03
Contents are interesting.	3.57	0.99
Language		
The difficulty of language is on the average level.	3.58	0.89

TABLE 4.1 (contd.)

THE MATCHING OF PRESENT ENGLISH COURSE MATERIALS AND  
THE STUDENTS' PREFERENCES

OPINIONS	$\bar{x}$	SD
Exercises and activities		
The proportion of individual exercises and group exercises is appropriate.	2.52	0.97
The proportion of activities and lectures is appropriate.	2.66	0.97
The difficulty of classroom activities is on the average level.	3.48	1.02
Skills		
The proportion of skills emphasized in the materials is appropriate.	2.26	0.94
Teaching aids		
Use of teaching aids in classroom is appropriate and adequate.	2.90	1.16

TABLE 4.2

## MATERIAL IMPROVEMENTS OR CHANGES

OPINIONS	$\bar{x}$	SD
Content		
More contents on general science	3.57	1.05
More contents on nursing science	3.61	1.04
More contents on non-science	3.67	0.98

TABLE 4.2 (contd.)

## MATERIAL IMPROVEMENTS OR CHANGES

OPINIONS	$\bar{x}$	SD
Content (contd.)		
Equal proportion of contents on general science, nursing science, and non-science	3.69	1.01
More contents which will be practically useful for the future career as a nurse	3.89	0.90
Exercises and activities		
More individual exercises and activities	3.37	0.97
Less individual exercises and activities	2.61	0.86
More group exercises	3.40	1.02
Less group exercises	2.60	0.88
More classroom activities	3.48	1.02
Less classroom activities	2.55	0.82
More lectures	3.04	0.97
Less lectures	2.80	0.86
Skills		
More listening	4.01	0.86
Less listening	2.15	0.88
More speaking	4.01	0.98
Less speaking	2.15	0.82
More reading	3.70	0.91
Less reading	2.30	0.75
More writing	3.40	0.82
Less writing	2.47	0.78

TABLE 4.2 (contd.)

## MATERIALS IMPROVEMENTS OR CHANGES

OPINIONS	$\bar{x}$	SD
Teaching aids		
More use of language lab, tape recorder, radio, and videotape	4.10	0.90

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 Finding Four
 

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When the present English course materials and the students' preferences are taken into account, it can be seen from TABLE 4.1 that only two items in content and language aspects apparently match the students' preferences. These are Interesting content (mean = 3.57) and Average level of language difficulty (mean = 3.58). Average level of activity difficulty can also be said to meet the students' preferences (mean = 3.48, which is somewhat closer to 3.50). The results further reveal that there is one mismatch concerning the aspect of language skills, that is, the proportion of skills emphasized in the materials did not meet the students' preferences (mean = 2.26). As for the other aspects, the results indicate the students' indifference or uncertainty in their opinions. TABLE 4.2 which presents the results on material improvements or changes can provide a further insight to this.

As can be seen from TABLE 4.2, when the items in each aspect are specified, the results are more obvious. Regarding content, what the students would like to see most are more contents which will be practically useful for the future career as a nurse (mean = 3.89) and an equal proportion of contents on general science, nursing science, and non-science (mean = 3.69). Among the three fields, the students prefer to have more contents on non-science than the others (mean = 3.67). As for exercises and activities, more group work is slightly preferred to more individual work (mean = 3.40:3.37). The students also prefer more classroom activities to more lectures (mean = 3.48:3.04). However, the students are indifferent if the number of individual or group exercises, classroom activities, and lectures is reduced (means fall between 2.55-2.80). Concerning language skills, the results reveal that more emphasis should be placed on listening, speaking, and reading skills (mean = 4.01, 4.01, and 3.70, respectively). As for the writing skill, the students indicate an indifference as to whether or not it should be more emphasized (mean = 3.40). Another finding here is that the students do not agree with less emphasis being placed on all four skills (mean = 2.15-2.47). Finally, more use of such teaching aids as language lab, radio, tape recorder, and video is preferred by the students (mean = 4.10).

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## Conclusions of the Findings

1. The majority of first-year Nursing students at Mahidol University are female aged between 19 and 21 years. About 43 % of the students began to study English in fifth grade. Approximately half of the students have been studying English for 6 to 10 years, and another half for 11 years or over. Most of them reported having a GPA in first-year English between 2.5 and 3.4.

2. The first-year Nursing students used a combination of strategies in learning English. When the strategies were grouped together according to the characteristics of four different teaching methods, it was found that though the Functional-Notional approach was the most preferred method, its preference mean as well as the means of the other three methods fall into the 'agree' level. Moreover the differences in the preference means were found to be not statistically significant.

3. Both backgrounds: length of time studying English and first-year GPA in English, were found to significantly affect the preferences in the students' learning styles. Students who have studied English for 11 years or over prefer Audiolingual and Communicative methods much more than those having studied English for 6 to 10 years. First-year GPA in English also affects the students' preference in Audiolingual method.

4. Regarding the present English course materials, the students would like to see more contents practically useful for the future career as a nurse, more group work and classroom activities. They also want more emphasis on listening, speaking, and reading skills. A more frequent use of various teaching aids is also preferred.



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## CHAPTER V

### SUMMARY, DISCUSSION AND RECOMMENDATIONS

In Chapter Five, a summary of the study is presented along with an interpretation of the findings. Included in this chapter are recommendations for the improvement of English course materials and for further study.

#### Summary of the Study

English, being the official foreign language in Thailand, is widely taught and learned at many levels in various institutions in the country. At the university level, English not only is the subject all first-year students are required to take, but has been a major subject for many who wish to obtain a degree as well. Individual achievement in language use, therefore, depends on the purpose of learning and many other factors. Among various factors to be taken into consideration, the learner's preferred styles and strategies in language learning contribute to a certain degree to his achievement. When the learner learns the language in his preferred styles or uses the strategies which are appropriate to the learning tasks, the outcome of learning will undoubtedly be more satisfactory. This study was, therefore, carried out to investigate how university students prefer to learn English. Information on students' backgrounds was also

acquired as a basis for a comparison of learning styles. Additionally, opinions on English course materials were gathered for any possible material improvements in the future.

The instruments used in this study were questionnaires administered by the investigator to 159 first-year students in the Faculty of Nursing Science, Mahidol University, in the academic year of 1989. The subjects have already completed their first-year English course.

The second administration of the questionnaire was carried out in order to ensure the reliability of the instrument. In this second administration, 34 students who previously responded to the questionnaire in the first administration were asked to participate. When the responses of the same informants from both questionnaire administrations were statistically compared, it was found that the correlation coefficient reflects a high reliability ( $r = .836$ ).

The data obtained from the questionnaire were statistically analyzed by computer using the Statistical Package for Social Sciences (SPSS). The results were presented according to the research questions in Chapter Four.

## Discussion of the Findings

### 1. Backgrounds of Nursing students

From the findings, it is observed that the majority of the subjects, besides being female and between the ages of 19 and 21, performed reasonably well in first-year English. About half of the subjects have had an experience of six to ten years of formal English language learning, whereas those who have been studying English for eleven years or over constitute another half of the total subjects. With this length of time the students have been exposed to the teaching and learning of the language, it is assumed, then, that the students are able to identify the strategies that they have frequently employed in their learning, and which are related to their cognitive styles and the learning situations.

### 2. Preferred learning styles of Nursing students

The findings in this section reveal that the students use a wide range of strategies in learning English. Moreover, they did not report a strong like or dislike for any particular strategy. This indicates that all the strategies have, to some extent, been used in the language learning process. The students may have chosen to use some strategies for a certain type of language situations, and other strategies for other situations. Choice of language

strategies, as pointed out by Oxford and Nyikos (1989), can be affected by many factors. However, to find an explanation as to what strategies are used by students and in what language tasks or situations is beyond the scope of this present study.

As can be seen from the findings, though the strategies under the Functional-Notional approach are preferred by the students, the other three methods are not disregarded. The preference means of all four methods are very close to one another, and are interpreted as falling into the 'agree' level of opinion rating. The differences of preference means are not statistically significant enough to ensure the need for a change in the teaching method. Since the English for Nurses course has been designed with the learners' needs as a primary concern, the Nursing students may have found that the methods and materials in the course directly serve their purposes in language learning. Therefore, the strategies grouped under the Functional-Notional approach are rated as more frequently employed than the others. However, other strategies may have been used by the students in order to increase or strengthen their understanding of the language lessons. The findings that students have employed language learning strategies in a wide range, thus, confirm what had been previously found in a study by O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985), which also found that beginning and intermediate ESL students used combined strategies in various language learning tasks. In their

study, the beginning ESL students reported the use of most strategies in such learning activities as vocabulary learning, oral drills, pronunciation, and analyzing listening comprehension. As for the intermediate level, most strategies were reported as having been used in pronunciation, vocabulary learning and social communication.

### 3. Significant difference of learning styles preferred by students of different backgrounds

The student backgrounds studied in this section are the length of time studying English, and first-year grade point average (GPA) in English. The findings reveal that differences in both backgrounds significantly affect the preferred learning styles. With regard to the length of time studying English, students who have been studying English for 11 years or over indicate a significantly stronger preference for Audiolingual and Communicative methods than those who have about 6 to 10 years of English language learning. As for the first-year GPA in English, it was found that students whose GPA was between 3.5 and 4.0 significantly prefer the Audiolingual method more than those whose GPA was between 1.0 and 1.4. It can be assumed that students who have had more experience in English language learning may feel more at ease or confident in listening to the target language, and in communicating with other students when doing the language tasks. The findings

in this section, therefore, agree with what had been similarly found by Reid (1987) in her study of the learning styles preference of ESL students in the U.S. She found that ESL students who had spent more time in the United States preferred auditory mode of learning to the others. In other words, the students tend to rely on their listening ability as they grow accustomed to the language and the environments in which that language was spoken.

#### 4. English course materials improvements or changes

In this section, the findings show that a few improvements need to be made in terms of content, classroom activities, language skills, and use of teaching aids. With regard to content of the present course materials, it can be seen that the existing course materials do not adequately provide the students with contents on all three aspects, general science, nursing science, and non-science. Since it has been indicated that more contents on every aspect are needed, only one year of classroom instruction has proved to be insufficient in the students' opinion. Additionally, more contents which are practically useful for a Nursing career should be added into the course materials. This suggests that the students would like to see more contents dealing with the practices or the "know-how" in Nursing than those dealing with general knowledge in Nursing science. In terms of exercises and activities, the data suggest that

more activities, either individual or group work, could also be given in class, whereas more lectures are not particularly welcomed by the students.

As for language skills, the course materials should provide the students with a greater opportunity to exercise their listening and speaking ability, since these two skills are indicated as needing to be more emphasized than the others. From the investigation of the present course materials by the teachers and the researcher, there are various factors that may have caused the students to feel that both listening and speaking skills are not sufficiently emphasized. The contents in the course materials which consist of many reading passages require a more extensive use of reading and writing skills than listening and speaking skills. Due to the size of the class (approximately 40 students per class), not all students could get a chance to exercise their listening and speaking skills in class. Moreover, the topics in the textbooks may be somewhat difficult, being of the discussion, oral report, and debate types, which do not much enhance speaking among the students. Thus, one suggestion here is that more time should be allotted for listening exercises and that simpler activities should be added in order for the students to exercise their speaking ability. However, another language skill which also needs to be more emphasized is the reading skill. Since there already is much reading in the course materials, more emphasis on this skill, then, should not be interpreted as more reading passages, but rather as

more exercises which will promote the use of various reading strategies so that the students can understand the English texts better.

Regarding the use of such teaching aids as language lab, radio, tape recorder, and videotape, the findings reveal that a more frequent use of these aids can be implemented from time to time so as to make the teaching-learning process more interesting.

#### Recommendations for the Improvement of the English for Nurse Course

The present study, which investigated the preferred learning styles of Nursing students in English language learning and the opinions concerning English course materials, offers some data to use as guidelines for the improvement of the course. The recommendations to be considered by the people concerned are presented as follows:

##### Recommendations for teachers

1. Teachers should be aware that their role in language teaching is not just to teach the language. They should find out the backgrounds of the students and the differences in the ways the students prefer to learn English. This information will facilitate the teacher in developing the teaching techniques and materials that can accommodate the students' differences in backgrounds and

preferences.

2. Teachers should also make the students conscious of their own learning styles and learning strategies, and encourage them to use a variety of strategies in language learning tasks, since the use of strategies appropriate to language tasks has been proved to promote achievement in language learning. This can be done by directly or indirectly introducing some learning strategies in the class, explaining what they are and how they can be helpful in learning a foreign language, and giving examples where those strategies can be used.

3. Teachers can also promote students' achievement in language learning by adapting their own teaching styles or trying out new teaching styles to match the students' preferences. Another alternative is to provide the students with different language tasks and situations where they can try new learning styles or strategies.

#### Recommendations for curriculum designers

For those who are involved in curriculum design, such learner factors as learning strategies and learning styles should also be taken into consideration. Additionally, special attention should be given to such other factors as student motivation, opportunity to use or practice the language, communicative needs of the student in using the language, and the different levels of student

ability. After these learner factors have been carefully considered in curriculum design, alternatives in the teaching-learning situations should be provided in order to accommodate those individual differences and, thus, increase the effectiveness of the teaching-learning process.

#### Recommendations for material writers

1. With the concepts of learning styles in mind, material writers can help to promote the students' success in language learning by providing them with a variety of materials to accommodate their different styles of learning so that they can benefit more by using their own familiar styles or trying out new learning styles or strategies as required.

2. Material writers may also cooperate with the teachers in keeping up with the students' progress in learning when their learning styles have been taken into account. This can provide the material writers with useful hints and information for any possible improvements of the future course materials.

#### Recommendations for Further Study

1. Since this present study examined the relationship of learning styles and only a few student backgrounds, an investigation of other backgrounds and their effects on the choice of learning strategies and learning styles should be undertaken.

2. An adaptation of the questionnaire used in this study is advisable if a similar study is to be conducted.

3. The data obtained from this study apply to only one group of subjects. Future studies should be done with other group(s) of subjects, and at other language proficiency levels.

4. This study does not provide an explanation as to how the choice of learning strategies and learning styles are affected by various learner's factors. An analysis in this area should, therefore, be undertaken in order to provide a further insight to the learning process of the students.

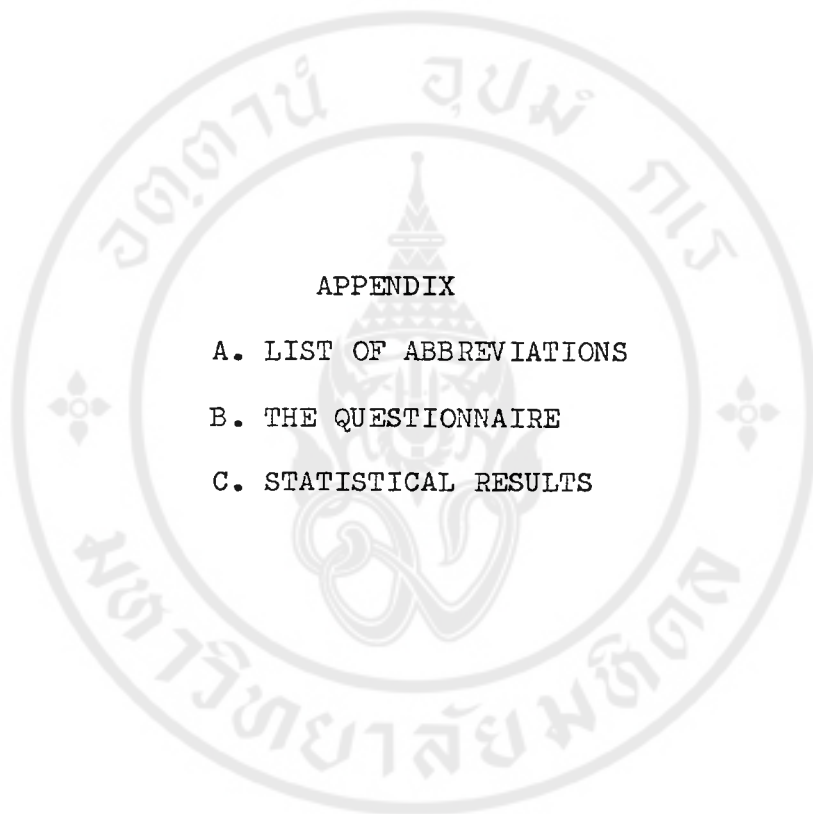
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APPENDIX

- A. LIST OF ABBREVIATIONS
- B. THE QUESTIONNAIRE
- C. STATISTICAL RESULTS

## LIST OF ABBREVIATIONS

CAI	Computer-Assisted Instruction
ECT	The Embedded Conversation Test
FD/I	Field Dependence/Independence
GEFT	The Group Embedded Figures Test
MBTI	Myers-Briggs Type Indicator
MLAT	The Modern Language Aptitude Test
MTELP	Michigan Test of English Language Proficiency
SILL	Strategy Inventory for Language Learning
TOEFL	Test of English as a Foreign Language

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QUESTIONNAIRE

Opinions on Preferred Learning Styles and Present  
English Course Materials English

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Part I : Backgrounds of the Students

Instruction : Please fill in the blanks and put a ✓ in the  
space provided for your response.

1. Student number \_\_\_\_\_
2. Sex \_\_\_\_\_ Male \_\_\_\_\_ Female
3. Age \_\_\_\_\_ years
4. You began to study English in grade \_\_\_\_\_
5. You have been studying English for  
\_\_\_\_\_ 0-5 years  
\_\_\_\_\_ 6-10 years  
\_\_\_\_\_ 11 years or over
6. Your average grade in English course in the first year  
was  
\_\_\_\_\_ 1.0 - 1.4  
\_\_\_\_\_ 1.5 - 2.4  
\_\_\_\_\_ 2.5 - 3.4  
\_\_\_\_\_ 3.5 - 4.0

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Part II : Preferred Learning Styles

Instruction : Please put a ✓ in the space provided for your response. Given :

5 = strongly agree      2 = disagree

4 = agree                      1 = strongly disagree

3 = undecided

----- OPINIONS -----	5	4	3	2	1
1. I like to study English grammar and vocabulary because it enables me to use the language properly.					
2. When I read books or articles in English, I usually translate the text sentence by sentence according to grammar rules for a better understanding.					
3. I learn new vocabulary by looking the meanings up in the dictionary and writing them in a list for memorization.					
4. I prefer the teacher to explain English grammar rules followed by many illustrative examples.					
5. When reading English books or articles, I can fully understand them if I can translate the words, sentences, or the whole passages.					
6. I prefer the teacher to explain English grammar rules in Thai.					

----- OPINIONS -----	5	4	3	2	1
7. I like to study English listening and speaking more than reading and writing.					
8. I like to listen to English conversation from radio or tape recorder, repeat it, and memorize it, because it helps me understand English better.					
9. To practice repeating the sentences according to grammar rules until I can remember them is one strategy I use in studying English.					
10. I prefer the teaching-learning style which emphasizes the use of English for certain situations and has dialogs for further practice and memorization.					
11. To practice listening and speaking in the English language lab is what I prefer to studying in the classroom.					
12. I think the language lab is essential for English language learning.					
13. I prefer the teaching-learning style which provides an opportunity for group work in the classroom.					
14. I like activities that promote the use of English in the classroom such as games, role plays, etc.					

-----  
 OPINIONS  
 -----

15. I can use English language fluently if I do not have to worry about its grammatical correctness.

16. I prefer the teaching-learning style which emphasizes student-student interaction rather than student-teacher interaction.

17. Doing exercises or participating in class activities is more essential to my English language learning than only listening to lectures.

18. I prefer the teaching-learning style which focuses on comprehensible communication rather than grammatically correct communication.

19. I think that English teaching which focuses on what I can make use of in my future career is more essential than the teaching of general English.

20. I think that English language teaching which divides the language into various functions will enable me to understand English better.

5	4	3	2	1

OPINIONS	5	4	3	2	1
21. I prefer the teaching-learning style which does not place its emphasis on grammatical accuracy of the language, but on functional, situational, and individual appropriateness.					
22. I think the teaching of English language which focuses on what I can use in real-life situations will help me use the language better.					
23. I like the teaching-learning style which emphasizes the appropriate use of the language for certain situations and individuals better than the memorization of situational-based dialogs.					
24. The teaching of English which focuses on the appropriate use of language for certain situations or individuals can motivate me better than that which emphasizes grammar and vocabulary.					

**Part III : Opinions on English Course Materials**

Instruction : Please put a ✓ in the space provide for your response. Given :

5 = strongly agree                      2 = disagree

4 = agree                                      1 = strongly disagree

3 = undecided

OPINIONS	5	4	3	2	1
Content					
1. The proportion of contents in the course materials is appropriate.					
2. There should be more contents on general science.					
3. There should be more contents on nursing science.					
4. There should more contents on non-science.					
5. There should be an equal proportion of contents on general science, nursing science, and non-science.					
6. The contents of the course materials are adequate for my needs.					
7. There should more contents which will be practically useful for the nursing career.					
8. The contents of the course materials are interesting.					
Language					
9. The difficulty of the language used in the course materials is on the average level.					

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OPINIONS	5	4	3	2	1
10. The language used in the reading passages is too difficult.					
11. There should be simpler reading passages in the course materials.					
12. The language used in the reading passages is too easy.					
13. There should be more difficult reading passages in the course materials.					
Exercises and Activities					
14. The proportion of exercises and activities for individual work and for group work is appropriate.					
15. There should be more individual exercises and activities.					
16. There should be less individual exercises and activities.					
17. There should be more group exercises.					
18. There should be less group exercises.					
19. The proportion of class activities and lectures is appropriate.					
20. There should be more class activities.					
21. There should be less class activities.					
22. There should be more lectures.					
23. There should be less lectures.					

----- OPINIONS -----	5	4	3	2	1
24. The difficulty of class activities is on the average level.					
25. The class activities are too difficult.					
26. The class activities are too easy.					
Language Skills -----					
27. The proportion of skills emphasized in the course materials is appropriate.					
28. There should be more emphasis on the listening skill.					
29. There should be less emphasis on the listening skill.					
30. There should be more emphasis on the speaking skill.					
31. There should be less emphasis on the speaking skill.					
32. There should be more emphasis on the reading skill.					
33. There should be less emphasis on the reading skill.					
34. There should be more emphasis on the writing skill.					
35. There should be less emphasis on the writing skill.					

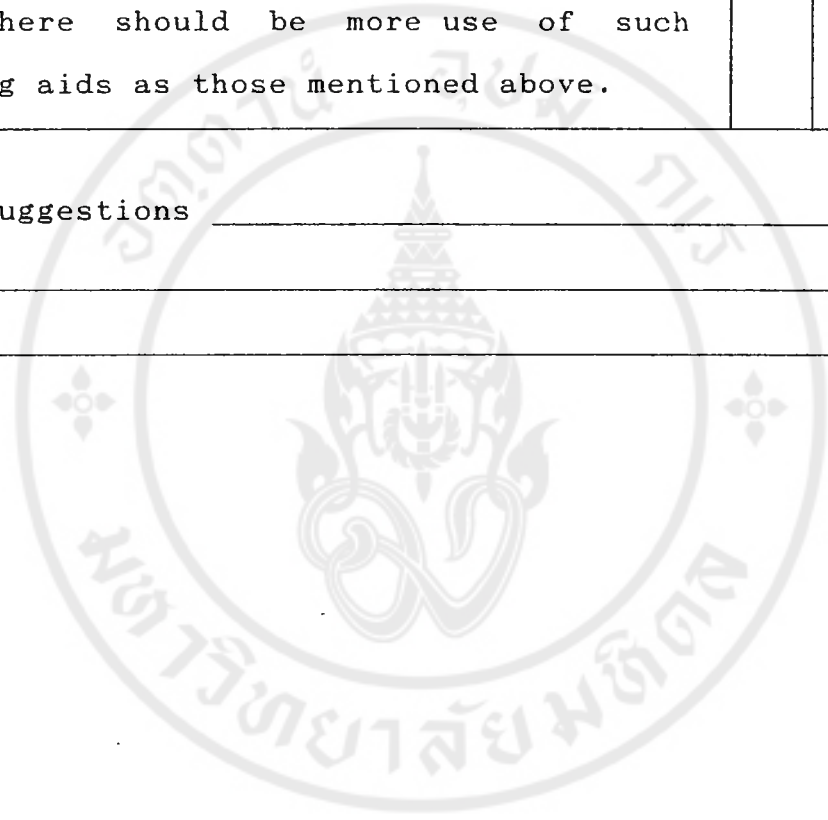
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OPINIONS	5	4	3	2	1
Teaching Aids					
36. There is an appropriate and adequate use of such teaching aids as language lab, radio, tape recorder, and videotape.					
37. There should be more use of such teaching aids as those mentioned above.					

Other Suggestions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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แบบสอบถาม

ความคิดเห็นเกี่ยวกับวิธีการเรียนภาษาอังกฤษ และแบบเรียนภาษาอังกฤษ  
ของนักศึกษาชั้นปีที่หนึ่ง คณะพยาบาลศาสตร์ มหาวิทยาลัยมหิดล ปีการศึกษา 2532

ตอนที่หนึ่ง ข้อมูลเบื้องต้นเกี่ยวกับตัวนักศึกษา

คำชี้แจง : โปรดเติมข้อความลงในช่องว่าง และเขียนเครื่องหมาย ✓ หน้าคำตอบที่กำหนด  
ให้ตามความเป็นจริง

1. เลขทะเบียน .....
2. เพศ ..... ชาย ..... หญิง
3. อายุ ..... ปี
4. นักศึกษาเริ่มเรียนภาษาอังกฤษเมื่ออยู่ชั้น .....
5. นักศึกษาเรียนภาษาอังกฤษมาแล้วเป็นเวลาทั้งสิ้น  
..... 0 - 5 ปี  
..... 6 - 10 ปี  
..... 11 ปีขึ้นไป
6. คะแนนเฉลี่ยวิชาภาษาอังกฤษของนักศึกษาในชั้นปีที่หนึ่ง คือ  
..... 1.0 - 1.4  
..... 1.5 - 2.4  
..... 2.5 - 3.4  
..... 3.5 - 4.0

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ตอนที่สอง ความคิดเห็นเกี่ยวกับวิธีการเรียนภาษาอังกฤษ

คำชี้แจง : โปรดเขียนเครื่องหมาย ✓ ในช่องที่ตรงกับความคิดเห็นของนักศึกษามากที่สุด โดยกำหนดให้

- 5 หมายถึง เห็นด้วยมากที่สุด
- 4 หมายถึง เห็นด้วย
- 3 หมายถึง ไม่มีความเห็น
- 2 หมายถึง ไม่เห็นด้วย
- 1. หมายถึง ไม่เห็นด้วยมากที่สุด

ข้อ	ความคิดเห็น	5	4	3	2	1
1	นักศึกษาชอบเรียนกฎเกณฑ์ไวยากรณ์และคำศัพท์ เพราะจะทำให้นักศึกษาใช้ภาษาอังกฤษได้ถูกต้อง					
2	ในการอ่านเนื้อเรื่องหรือบทความภาษาอังกฤษ นักศึกษามักจะแปลข้อความเป็นประโยคต่อประโยคตามหลักไวยากรณ์ เพื่อความเข้าใจเนื้อเรื่องดีขึ้น					
3	นักศึกษาเรียนรู้คำศัพท์ใหม่ ๆ โดยการหาความหมายเป็นภาษาไทยแล้วจดไว้เพื่อการท่องจำ					
4	นักศึกษาชอบให้อาจารย์อธิบายโครงสร้างทางไวยากรณ์ ตามด้วยประโยคตัวอย่าง					

ข้อ	ความคิดเห็น	5	4	3	2	1
5.	ในการอ่านเนื้อเรื่องหรือบทความที่เป็นภาษาอังกฤษ นักศึกษาจะเข้าใจเนื้อหาได้ดี ถ้าสามารถแปลศัพท์ ประโยค หรือข้อความต่าง ๆ ให้ครบได้ใจความได้					
6.	นักศึกษาชอบให้อาจารย์ใช้ภาษาไทยในการสอนและ อธิบายกฎไวยากรณ์ หรือตัวอย่างต่าง ๆ ของภาษาอังกฤษ					
7.	นักศึกษาชอบวิธีการเรียนภาษาอังกฤษที่เน้นการฟัง และพูดมากกว่าการอ่านและ เขียน					
8.	นักศึกษาชอบฟังภาษาอังกฤษจากเจ้าของภาษาทางสื่อ เช่น วิทยุ เทป รวมทั้งหัดพูดตามและท่องจำประโยค ต่าง ๆ เพราะช่วยให้นักศึกษาฟังภาษาอังกฤษได้ อย่างเข้าใจดียิ่งขึ้น					
9.	การฝึกพูดประโยคต่าง ๆ ตามโครงการสร้าง ไวยากรณ์ บ่อย ๆ ครั้งจนจำได้ เป็นวิธีหนึ่งที่นักศึกษา ใช้ในการเรียนพูดภาษาอังกฤษ					
10.	นักศึกษาชอบวิธีการเรียนภาษาอังกฤษที่เน้นการใช้ ภาษาเฉพาะ เหตุการณ์					
11.	การใช้ห้องปฏิบัติการภาษา (Language Lab) เพื่อ ฝึกฟังและพูดภาษาอังกฤษเป็นวิธีการเรียนที่นักศึกษา ชอบมากกว่าการเรียนในห้องเรียนธรรมดา					
12.	นักศึกษาเห็นว่าห้องปฏิบัติการภาษา (Language Lab) เป็นสิ่งจำเป็นสำหรับการเรียนภาษาอังกฤษ					

ข้อ	ความคิดเห็น	5	4	3	2	1
13.	นักศึกษาชอบวิธีการเรียนภาษาอังกฤษที่เปิดโอกาสให้นักศึกษาทำงานเป็นกลุ่มย่อยกับเพื่อนชั้นเรียนเสมอ					
14.	นักศึกษาจะให้มีการทำกิจกรรมที่ส่งเสริมการใช้ภาษาอังกฤษในชั้นเรียน เช่น การเล่นเกม เล่นละครสั้น ๆ ฯลฯ					
15.	นักศึกษาจะใช้ภาษาอังกฤษได้ดีถ้าไม่ต้องกังวลกับความถูกต้องของภาษา					
16.	นักศึกษาชอบวิธีการเรียนการสอนภาษาอังกฤษที่เน้นการสื่อสารกันเองระหว่างเพื่อนร่วมชั้นมากกว่าการสื่อสารกันระหว่างอาจารย์กับนักศึกษา					
17.	นักศึกษาเห็นว่าการมีโอกาสทำแบบฝึกหัดและกิจกรรมต่าง ๆ ในชั้นเรียนมีความสำคัญต่อการเรียนภาษาอังกฤษของนักศึกษามากกว่าการฟังคำบรรยายจากอาจารย์เพียงอย่างเดียว					
18.	นักศึกษาชอบวิธีการเรียนการสอนภาษาอังกฤษที่เน้นการสื่อสารให้เข้าใจกันเป็นหลักมากกว่าการสื่อสารที่เน้นความถูกต้องตามหลักไวยากรณ์					
19.	นักศึกษาเห็นว่าการสอนภาษาอังกฤษโดยเน้นเฉพาะสิ่งที่นักศึกษาจะต้องนำไปใช้ในการทำงาน มีประโยชน์ต่อนักศึกษามากกว่าการสอนภาษาอังกฤษทั่วไป					

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ชื่อ	5	4	3	2	1
20. นักศึกษาเห็นว่าการสอนภาษาอังกฤษโดยแบ่งการใช้ภาษาเพื่อบรรยายถึงวิธีการ (ทางการแพทย์หรือพยาบาล) หรือการใช้ภาษาเพื่อบรรยายถึงตำแหน่งหรือการทำงานของอวัยวะต่าง ๆ จะช่วยให้นักศึกษาเข้าใจภาษาอังกฤษได้ดียิ่งขึ้น					
21. นักศึกษาชอบถึงวิธีการเรียนการสอนภาษาอังกฤษที่ไม่เน้นกฎเกณฑ์ไวยากรณ์ตายตัว แต่จะขึ้นอยู่กับหน้าที่ของภาษาว่าจะใช้ภาษานั้นเพื่อจุดประสงค์ใดเพื่อเหตุการณ์อย่างไรและการตัวบุคคลใด					
22. นักศึกษาเห็นว่าการสอนภาษาอังกฤษที่เน้นเฉพาะเนื้อหาที่ภาษาอังกฤษจะเอาไปใช้ได้ สถานการณ์จริงหรือในการทำงาน จะช่วยให้นักศึกษาเรียนรู้ที่จะใช้ภาษาได้เร็วขึ้นหรือง่ายขึ้น					
23. นักศึกษาชอบวิธีการเรียนการสอนภาษาอังกฤษที่เน้นการเลือกใช้ภาษาให้เหมาะสมกับเหตุการณ์และตัวบุคคลมากกว่าการท่องจำบทสนทนาสำหรับเหตุการณ์เฉพาะอย่าง					
24. นักศึกษาเห็นว่าวิธีการเรียนการสอนภาษาอังกฤษที่เน้นการใช้ภาษาที่เหมาะสมกับเหตุการณ์เฉพาะอย่างหรือเฉพาะบุคคล สร้างแรงจูงใจในการเรียนภาษาอังกฤษให้กับนักศึกษามากกว่าการสอนที่เน้นเฉพาะเนื้อหาทางด้านไวยากรณ์และคำศัพท์					

ตอนที่สาม ความคิดเห็นเกี่ยวกับแบบเรียนภาษาอังกฤษสำหรับพยาบาล

คำชี้แจง : โปรดเขียนเครื่องหมาย ✓ ในช่องที่ตรงกับความคิดเห็นของนักศึกษามากที่สุด โดยกำหนดให้

- 5 หมายถึง เห็นด้วยมากที่สุด
- 4 หมายถึง เห็นด้วย
- 3 หมายถึง ไม่มีความเห็น
- 2 หมายถึง ไม่เห็นด้วย
1. หมายถึง ไม่เห็นด้วยมากที่สุด

ข้อ	ความคิดเห็น	5	4	3	2	1
	<u>ความคิดเห็นเกี่ยวกับเนื้อหาของแบบเรียนภาษาอังกฤษ</u>					
1.	นักศึกษาเห็นว่าสัดส่วนของ เนื้อหาในแบบเรียนภาษาอังกฤษเท่าที่ได้เรียนมานั้น มีความเหมาะสมดีแล้ว					
2.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรมีเนื้อหาที่เน้นด้านวิทยาศาสตร์ทั่วไปมากกว่าเดิม					
3.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรมีเนื้อหาที่เน้นด้านพยาบาลศาสตร์มากกว่าเดิม					
4.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรมีเนื้อหาที่เน้นเรื่องทั่ว ๆ ไป (ที่ไม่ใช่วิทยาศาสตร์หรือพยาบาลศาสตร์) มากกว่าเดิม					

ข้อ	ความคิดเห็น	5	4	3	2	1
5.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรเนื้อหา ด้านวิทยาศาสตร์ทั่วไป พยาบาลศาสตร์และ เรื่อง ทั่ว ๆ ไปในสัดส่วนที่เท่ากัน					
6.	นักศึกษาเห็นว่าเนื้อหาต่าง ๆ ในแบบเรียนภาษา อังกฤษนั้นมีจำนวนพอเพียงกับความต้องการของ นักศึกษา					
7.	นักศึกษาเห็นว่ามีการเพิ่มเนื้อหาที่จะ เป็นประ โยชน์ ต่อการทำงานเป็นพยาบาลมากขึ้นกว่าเดิม					
8.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษมีเนื้อหา ที่น่าสนใจ					
<u>ความคิดเห็นเกี่ยวกับภาษาอังกฤษที่ใช้อยู่ในแบบเรียน</u>						
9.	นักศึกษาเห็นว่าความยากง่ายของภาษาโดยทั่วไปใน แบบเรียนภาษาอังกฤษที่ได้ เรียนมานั้นอยู่ในระดับพอดี					
10.	นักศึกษาเห็นว่าเนื้อหาในส่วน Reading Passages ของแบบเรียนภาษาอังกฤษนั้นมีการใช้ภาษาที่ยาก เกินไป					
11.	นักศึกษาเห็นว่าควรมีการปรับปรุงแบบเรียนภาษา อังกฤษโดยการบรรจุเรื่องราวที่ง่ายกว่าเดิม เข้าไปด้วย					

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ข้อ	ความคิดเห็น	5	4	3	2	1
12.	นักศึกษาเห็นว่าเนื้อหาในส่วน Reading Passages ของแบบเรียนภาษาอังกฤษนั้นมีการใช้ภาษาที่ง่ายเกินไป					
13.	นักศึกษาเห็นว่าควรมีการปรับปรุงแบบเรียนภาษาอังกฤษโดยการบรรจุเรื่องราวที่ยากกว่าเดิมเข้าไปด้วย					
	<u>ความคิดเห็นเกี่ยวกับแบบฝึกหัดและกิจกรรมในแบบเรียน</u>					
14.	นักศึกษาเห็นว่าสัดส่วนของแบบฝึกหัดหรือกิจกรรมที่ทำเดียวกับที่ทำเป็นกลุ่มในแบบเรียนภาษาอังกฤษนั้นมีความเหมาะสมดีแล้ว					
15.	นักศึกษาเห็นว่าสัดส่วนของแบบฝึกหัดหรือกิจกรรมที่ทำเดี่ยวในแบบเรียนภาษาอังกฤษเพิ่มขึ้น					
16.	นักศึกษาเห็นว่าควรมีแบบฝึกหัดที่ทำเดี่ยวในแบบเรียนภาษาอังกฤษน้อยลง					
17.	นักศึกษาเห็นว่าควรมีแบบฝึกหัดที่ทำเป็นกลุ่มในแบบเรียนภาษาอังกฤษเพิ่มขึ้น					
18.	นักศึกษาเห็นว่าควรมีแบบฝึกหัดที่ทำเป็นกลุ่มในแบบเรียนภาษาอังกฤษน้อยลง					

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ข้อ	ความคิดเห็น	5	4	3	2	1
19.	นักศึกษาเห็นว่าสัดส่วนของแบบฝึกหัดหรือกิจกรรม ในชั้นเรียนกับการบรรยายของอาจารย์นั้นเหมาะสม ดีแล้ว					
20.	นักศึกษายกย่องให้มีแบบฝึกหัดหรือกิจกรรมในชั้นเรียน มากกว่าเดิม					
21.	นักศึกษายกย่องให้มีแบบฝึกหัดหรือกิจกรรมในชั้นเรียน น้อยลงกว่าเดิม					
22.	นักศึกษายกย่องให้มีการบรรยายจากอาจารย์ มากกว่าเดิม					
23.	นักศึกษายกย่องให้มีการบรรยายจากอาจารย์ น้อยลงกว่าเดิม					
24.	นักศึกษาเห็นว่าแบบฝึกหัดหรือกิจกรรมในแบบเรียน นั้นมีความยากง่ายในระดับพอดี					
25.	นักศึกษาเห็นว่าแบบฝึกหัดหรือกิจกรรมในแบบเรียน นั้นมีความยากง่ายในระดับพอดี					
26.	นักศึกษาเห็นว่าแบบฝึกหัดหรือกิจกรรมในแบบเรียน นั้นง่ายเกินไป					

ข้อ	ความคิดเห็น	5	4	3	2	1
	<u>ความคิดเห็นเกี่ยวกับทักษะต่าง ๆ ในแบบเรียน</u>					
27.	นักศึกษาเห็นว่าสัดส่วนของการใช้ทักษะต่าง ๆ (ฟัง พูด อ่าน เขียน) เท่าที่เป็นอยู่ในแบบเรียนภาษาอังกฤษนั้นเหมาะสมดีแล้ว					
28.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรเน้นทักษะการฟังมากกว่าเดิม					
29.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรเน้นทักษะการฟังน้อยกว่าเดิม					
30.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรเน้นทักษะการพูดมากกว่าเดิม					
31.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรเน้นทักษะการพูดน้อยกว่าเดิม					
32.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรเน้นทักษะการอ่านมากกว่าเดิม					
33.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรเน้นทักษะการอ่านน้อยกว่าเดิม					
34.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรเน้นทักษะการเขียนมากกว่าเดิม					
35.	นักศึกษาเห็นว่าแบบเรียนภาษาอังกฤษควรเน้นทักษะการเขียนน้อยกว่าเดิม					

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ข้อ	ความคิดเห็น	5	4	3	2	1
	<u>ความคิดเห็นเกี่ยวกับสื่อการสอนอื่น ๆ</u>					
36.	นักศึกษาเห็นว่ามีการใช้สื่อการสอน เช่น ห้องปฏิบัติการภาษา วิทยุ เทป วีดีโอ เทป ในสัดส่วนที่เหมาะสม และพอเพียงกับความต้องการของนักศึกษาอยู่แล้ว					
37.	นักศึกษอยากให้นักศึกษาให้มีการสื่อการสอนดังในข้อ 36 มากกว่าเดิม					

ข้อ เสนอแนะอื่น .....

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Results of a T-test for Preference Means  
by Length of Time Studying English

Group 1 : 6-10 years

Group 2 : 11 years or over

T-test for Method 1

Group	N	$\bar{x}$	SD	SE	F	P
1	81	3.7417	.552	.062	1.08	.735
2	78	3.7749	.573	.065		

Pooled Variance Estimate			Separate Variance Estimate		
t	df	p	t	df	p
-.37	157	.712	-.37	156.09	.712

T-test for Method 2

Group	N	$\bar{x}$	SD	SE	F	P
1	81	3.7942	.598	.066	1.27	.292
2	78	4.0021	.530	.060		

Pooled Variance Estimate			Separate Variance Estimate		
t	df	p	t	df	p
-2.32	157	.022	-2.32	155.96	.021

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T-test for Method 3

Group	N	$\bar{x}$	SD	SE	F	P
1	81	3.6813	.460	.051	1.41	.129
2	78	3.9199	.547	.062		

Pooled Variance Estimate			Separate Variance Estimate		
t	df	p	t	df	p
-2.96	157	.004	-2.95	150.50	.004

T-test for Method 4

Group	N	$\bar{x}$	SD	SE	F	P
1	81	3.9875	.526	.059	1.05	.815
2	78	4.0363	.540	.061		

Pooled Variance Estimate			Separate Variance Estimate		
t	df	p	t	df	p
-.58	157	.566	-.58	156.58	.566

Note : Method 1 = Grammar Translation

Method 2 = Audiolingual

Method 3 = Communicative Language Teaching

Method 4 = Functional-Notional

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Results of ANOVA for Preference Means  
by First-Year GPA in English

Method 1 : Grammar Translation

GPA	$\bar{x}$	SD	Source	df	Mean squares	F	P
1.0-1.4	3.6667	.9428	Between groups	3	.0701	.2195	.8828
1.5-2.4	3.6927	.5373					
2.5-3.4	3.7667	.5563	Within groups	155	.3194		
3.5-4.0	3.7893	.5830					

Method 2 : Audiolingual

GPA	$\bar{x}$	SD	Source	df	Mean squares	F	P
1.0-1.4	2.8333	.2357	Between groups	3	1.4263	4.6398	.0039
1.5-2.4	3.8125	.5968					
2.5-3.4	3.8357	.5906	Within groups	155	.3074		
3.5-4.0	4.0648	.4785					

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Method 3 : Communicative Language Teaching

GPA	$\bar{x}$	SD	Source	df	Mean squares	F	P
1.0-1.4	3.5833	.1179	Between groups	3	.3677	1.3849	.2496
1.5-2.4	3.6389	.6207					
2.5-3.4	3.8263	.4692	Within groups	155	.2655		
3.5-4.0	3.8580	.5144					

Method 4 : Functional-Notional

GPA	$\bar{x}$	SD	Source	df	Mean squares	F	P
1.0-1.4	3.5833	.3536	Between groups	3	.2757	.9731	.4071
1.5-2.4	3.9086	.5320					
2.5-3.4	4.0446	.5055	Within groups	155	.2833		
3.5-4.0	4.0432	.5684					

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Results of a T-test for Preference Means  
of Two Teaching Methods

Method 1 : Grammar Translation (6 items)

Method 2 : Functional-Notional (6 items)

Method	N	$\bar{x}$	SD	SE	F	P
1	6	3.76	.56	.23	1.02	.265
2	6	4.01	.53	.22		

Pooled Variance Estimate

Separate Variance Estimate

t	df	p	t	df	p
-.79	10	.402	-.79	9.98	.402

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