CHAPTER V
SUMMARY, CONCLUSIONS AND SUGGESTIONS

The previous chapters were focused on the introduction to the problem of the teaching English in Buddhist Universities in Thailand, the experiment, plan and procedure of the study, conducting the course, and the results of field study. The present chapter is a summary presentation of the research study undertaken in the Buddhist universities. As background information for the findings, a brief description of objectives, hypothesis, design of the study, data collection, sample, tools, and statistical techniques is presented below:

5.1 Objectives

The present study entitled "Teaching Syntax to Thai Undergraduates in Buddhist Universities in Thailand: An Experiment in Structural Approach" was undertaken with the following objectives:

1. To diagnose the error pattern in the use of tense, voice and narration in English through a Diagnostic Test.
2. To prepare a remedial course in teaching syntax for the students of both Buddhist Universities.
3. To introduce the Structural Approach with certain modifications in the teaching of English to the students in Buddhist universities.
4. To study the performance of the students taking this remedial course with the objective of verifying if the contrastive / parallel presentation of structures in the same language i.e., 1.2—a modified way of using the Structural Approach—can help the students to improve their use of the basic English structures, and enable them to produce correct grammatical constructions.
5. To explain the rational and methodology of the remedial course to a teacher in one of these Buddhist Universities and involve him in the conduct of the course.
6. To involve an observer—a teacher in English—who would observe the researcher and the other teacher referred to in 5 above while they taught the students in both the universities and give his comments regarding the classroom procedures i.e., methodology of teaching and the teaching materials in the format entitled 'Observation Instrument'—a modification of CIEFL Hyderabad document.
7. To analyze and evaluate the improvement of students in the use of English tense, voice and narration patterns at intervals through 12 interim tests and the final Achievement Test.

8. To further ascertain of the learning of basic structural patterns through the method also promoted a better and faster learning of voice and narration patterns in English.

5.2 Hypothesis

On the basis of the objectives of the study, the hypothesis below was formulated to guide the undertaking of investigation:

It is hypothesized that the Thai students in Buddhist universities will do better in learning English if the teacher makes a concerted use of the structural model with modifications in conjunction with certain provisions of the communicative approach. The students will do better if the tense, voice, and narration patterns are presented to them not one by one but in pairs or in groups of three, four and six. The contrastive / parallel presentation of tense-forms—by adding a simultaneous visual dimension to this presentation of English syntax may prove more effective. Moreover when the tense, voice, and narration forms are presented first in pairs and then in groups of three, four and six—by coming back to the patterns again and again—one of the requirements of learning i.e., spaced controlled reinforcement will also be met. This is likely to promote faster learning and longer retention.

5.3 Design of the study

The study was designed to prepare remedial course for teaching syntax to Thai undergraduates in Buddhist universities in Thailand. The diagnostic test was constructed to assess the previous knowledge of the students to decide the content and focus of the remedial course. A Pretest-Posttest approach was employed for the present study by involving two groups, i.e., the students of Mahamakut Buddhist University and Mahachulalongkornrajavidyalaya Buddhist University, but both groups were given the same treatment. The researcher and his colleague gave the treatment to the students of both universities, the researcher taught in Mahamakut Buddhist University, and his colleague taught in Mahachulalongkornrajavidyalaya
Buddhist University. At the end of the treatment period of 49 hours, both the groups were tested on the achievement test as the posttest. Before the students were given the achievement test, they were given twelve interim tests, after the presentation of tense, voice, and narration forms in pairs, in groups of three, four, and six was over, the interim test was given to the students of both Buddhist universities.

5.4 Sample

The present study was conducted on a sample of 100 students of first year class of two Buddhist universities in Thailand. 50 students were drawn from each Buddhist University. All the students of Mahamakut Buddhist University were selected because the numbers of the first year students of Mahamakut was only 50. The sample in Mahachulalongkornrajavidyalaya Buddhist University was selected through sampling. The status of the students of two universities is the Buddhist novice and monk. The students of both groups were taught for a period of 49 hours, and testing sessions were 25 hours. The total course was 74 sessions. They studied through the same method of teaching; the presentation of tense, voice, and narration in pairs, in groups of three, four, and six. At the end of the course, only 80 students from both Buddhist Universities who were very enthusiastic and regular in the teaching / practice session, appeared in all the tests and attended the full course were analyzed for the field study, and 85 for the questionnaire.

5.5 Data Collection

The diagnostic test was given to the students of both Buddhist universities to determine their initial overall proficiency in English in the areas of tense, voice, and narration patterns. The response sheets were corrected. The researcher and his colleague discussed the result of each student; they used the data obtained as the baseline for further investigation. The students were given the interim tests prepared for the study after they finished learning the presentation of tense, voice, and narration patterns in pairs, in groups of three, four, and six. While each teacher was teaching, a third teacher was asked to observe the classroom procedure. At the end of the course, the achievement test—the same test administered at the beginning of the semester—was given to the students. The purpose was to assess the overall ability of
the students in handling tense, voice, and narration patterns in English after they had been exposed to the course. The questionnaire was given to the students of both universities to confirm the effectiveness of the course.

5.6 Tools used

The following tools were used in the present study:

1. Diagnostic test of tense, voice and narration (prepared by the researcher)
2. Interim test of tense, voice and narration (prepared by the researcher)
3. Teaching materials (prepared by the researcher)
4. Observation instrument (Central Institute of English and Foreign Language, Hyderabad modified by the researcher)
5. Questionnaire for students after finishing a course (Central Institute of English and Foreign Language, Hyderabad modified by the researcher)

5.7 Statistical Techniques used

The following statistical techniques were employed for the analysis of data in the present study:

1. Calculation of Mean
2. Calculation of Standard Deviation (SD)
3. t-test

5.8 Conclusion of the study

On the basis of the results of the study, drawn from the data specially collected for this purpose. The result of the performance of the students can now be described as follows:

After analysis of gain scores of the diagnostic test and the achievement test of the students of Mahamakut Buddhist University and Machulalongkornrajavidyalaya Buddhist University, the view of the observer who observed the actual class room in both Buddhist universities, and the opinion of the students which they had expressed through the questionnaire, the researcher and his colleague were led to the conclusion that the students of both Buddhist universities who were very enthusiastic and regular in the learning / practice session, who regularly did an assignment which
the teacher gave after the class and who appeared in all the tests and attended the full course had made a tremendous improvement from the diagnostic test to the achievement test in language areas of tense, voice, and narration.

Table 5.8 A. The findings of the difference of mean scores between the students of Mahamakut Buddhist University on the diagnostic test and the achievement test in case of tense, voice, and narration patterns were as follows:

<table>
<thead>
<tr>
<th>Test Content</th>
<th>Diagnostic Test</th>
<th>Achievement Test</th>
<th>Gain Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense</td>
<td>37.85</td>
<td>75.10</td>
<td>37.25</td>
</tr>
<tr>
<td>Voice</td>
<td>26.80</td>
<td>75.95</td>
<td>49.15</td>
</tr>
<tr>
<td>Narration</td>
<td>26.40</td>
<td>78.55</td>
<td>52.15</td>
</tr>
</tbody>
</table>

Table 5.8 B. The findings of the difference of mean scores between the students of Mahachulalongkornrajavidyalaya University on the diagnostic test and the achievement test in case of tense, voice, and narration patterns were as follows:

<table>
<thead>
<tr>
<th>Test Content</th>
<th>Diagnostic Test</th>
<th>Achievement Test</th>
<th>Gain Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense</td>
<td>44.13</td>
<td>78.50</td>
<td>34.38</td>
</tr>
<tr>
<td>Voice</td>
<td>33.70</td>
<td>78.30</td>
<td>44.60</td>
</tr>
<tr>
<td>Narration</td>
<td>33.50</td>
<td>81.60</td>
<td>48.10</td>
</tr>
</tbody>
</table>

The students in both the Buddhist universities who were taught the tense forms by using the contrastive presentation in pairs, in groups of three, four, and six also made improvement when they were taught the voice, and narration forms. So, it can be said that if the students had learnt the tense forms before they studied the voice and narration forms, the students could make use of the structures they had
learnt without difficulties when they were studying the voice and narration forms. As a result, it can be concluded that the tense forms of the students in both Buddhist universities positively affected proficiency in their study of the voice and narration forms. It facilitated the task of the teachers who taught in the class because the students did not come back him for problems in tense forms again and again when they were being taught the voice and the narration forms.

This type of presentation can help the learner to visually grasp the difference in the grammatical forms of the two, three, four, and six patterns. According to the point of views of the observer and the performance of the students of both Buddhist universities on the various tests as also the opinions of the students who had a discussion with the researcher and his fellow teacher and filled up the questionnaire after the course, this teaching method is effective in teaching the English Syntax to Thai undergraduates in Buddhist universities. The improvement shown by the students of both Buddhist universities leads the researcher to conclude with all modesty that, to a great extent, the experiment succeeded in achieving the objectives of the course and the hypothesis is experimentally verified.

3.9 Implications and Application of the Present Study

The findings of the present investigation have very important implications for improving the teaching of syntax to Thai undergraduates in Buddhist universities in Thailand. This present study is very much significant for the teachers because in this study the experiment has been conducted with the first year students of both Buddhist universities to evaluate the effectiveness of the Structural Approach with certain modification. The teacher should teach their class with the contrastive presentation because it can help the students to improve their grasp of the basic English structure as well as enable them to produce correct grammatical constructions. It will be useful for the students who will most likely be future monks and messengers of Buddhism.

With the result of the experiment, it can be suggested with confidence that the presently prevalent single unit of the teaching of English syntax to the first year students in Buddhist universities in Thailand should be replaced by contrastive
presentation in pairs, in groups of three, four, and six in areas of tense, voice, and narration to achieve better results.

5.10 Suggestions for Further Study

The researcher, while conducting this experiment in Buddhist universities in Thailand—was well aware of the limitation of the investigation. So, the experiment was conducted in a highly controlled situation. With regard to further researchers who may be do research in this area, some suggestions may be given as the following items:

1. This study was undertaken only in two campuses of Buddhist universities in Thailand, i.e., Isan Campus of Mahamakut Buddhist University in Khon kaen province, and Nong Khai Campus of Machulalongkornrajavidyalaya Buddhist University Nong Khai province. Further study can be undertaken in more than two campuses.

2. This study is restricted to the first year students of both Buddhist universities. Further study can be undertaken by taking the students at lower / upper secondary school for the Buddhist novice and monk.

3. This study is restricted only to the modification of the Structural Approach. Further studies can be undertaken through other approaches / methods; Audio-Lingual Method, Silent Way Method, Community Language Learning Method, Suggestopedia Method, Total Physical Response Method, and Communicative Approach.

4. Comparative evaluation of different approaches / methods like comparison between the Audio-Lingual Method and Silent Way Method, between Community Language Learning Method and Suggestopedia Method, between Total Physical Response Method and Communicative Approach can be undertaken by taking up studies in other areas of language in general and syntax in particular.

5. This study is restricted only to the Buddhist novice and monk. Further study may be conducted on sample of different population, i.e., non-Buddhist novice and monk, in this area at lower / upper secondary school or at college / university.