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A Study of Needs on English Reading Instructional Model to Enhance TOEIC Test Taking Ability

Budsaraporn AKKAWIBUL*, Bundit ANUYAHONG
English Department, College of General Education and Languages
Thai-Nichi Institute of Technology, Bangkok, Thailand
*corresponding author: budsaraporn@tni.ac.th

ABSTRACT

The purposes of this research were 1) to study needs of TNI students towards English reading instructional model at College of General Education and Languages in five aspects: Teaching Model, Teaching Method, Teaching Activity, Reading Strategy, and Instructional Media; 2) to compare students' needs on the five aspects according to students' gender, faculty and academic year; and 3) to gather supplemental suggestions. Research samples were 306 TNI students in the second semester of 2015 academic year, derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis. The research findings were as follows: 1. Needs of TNI students towards English reading instructional model as a whole was at high level ($\bar{x}=$ 3.90). When considered in each aspect, it was found that their needs were at the high level on Teaching Model ($\bar{x}=$ 3.97), Teaching Method ($\bar{x}=$ 3.87), Teaching Activity ($\bar{x}=$ 3.75), Reading Strategy ($\bar{x}=$ 4.06), and Instructional Media ($\bar{x}=$ 3.85) respectively. 2. The students with different genders showed statistically significant differences in overall at .05. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Teaching Model and Teaching Activity. 3. The students with different academic years showed statistically significant differences in overall at .05. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Teaching Activity and Instructional Media. 4. The students with different faculties showed statistically significant differences in overall at .05. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Teaching Method and Teaching Activity.5. TNI students had supplemental suggestions as following: 5.1 English teachers should use effective instructional media to create more interesting lessons. 5.2 English teachers should provide interesting learning activities to create enjoyable lessons. 5.3 English teachers should vary activities used in English teaching. 5.4 Thai language should be used in teaching English reading skills when explaining in-depth details.

Keywords: English Reading Instructional Model, TOEIC Test Taking Ability

Introduction

Learning and teaching English has been placed great emphasis in Thailand due to the prevent use of English as the international language. English is included in Thailand's national curriculum and enforced as a compulsory subject for Thai learners in primary and secondary level. Although Thai learners have spent twelve years studying English in school

and some has studied English further in the university, the result of their English proficiency is still unimpressive, especially their reading ability (Jumpapeng, 2010). Moreover, several studies have found that Thai learners have difficulties in reading English resources such as textbooks and articles. Even learners in the university level find English texts hard to understand (Hirunburana, 2004; Sribua, 2011). Reading problem, therefore, has continuously been an issue for many Thai learners which is needed to be addressed and solved soon.

To increase learners' English reading ability, it is essential to develop instruction model that is suitable for learners' need, interest and characteristic (Jerrold. Kemp, 1985). This is in line with national education policy in Thailand provided by the ministry of education which gives importance to instructional design that caters for learners' interest, aptitude and individual difference. Importantly, educators should also provide activities for learners to draw from authentic experiences so that they will be able to think critically, know how to face various situations and apply what they have learnt when solving problems (Ministry of Education, 1999). In addition, Khemmani (2005) stated that the effective instruction model should be well sequenced and organized, with underlying philosophy and principles. The alignment of learning objectives, contents and assessments also should be taken into account (Brown and others, 1987 cited in Malithong, 2000) because effective instructional design can help learners have positive attitudes toward English learning and help increase their English reading abilities (Bowornwattanaset, 2015).

Thai-Nichi Institute of Technology is an educational institution which not only aims to produce qualified graduates with specific technical skills and knowledges but also aims to produce graduates with good language proficiency in order to serve the industrial entrepreneurs' need. To make students have good command of foreign language, English and Japanese have been made a compulsory subject for students from all faculties. Moreover, TNI has offered many elective courses for people who are interested in learning more English and would like to improve their English language proficiency for specific purposes such as those takes Test of English for International Communication (TOEIC). English for Test Preparation (ENL-412) is an elective course provided for undergraduates who have already passed three English compulsory course. This course aims to help learners prepare for the TOEIC test and achieve TOEIC 600 points (TNI student Handbook, 2015). Therefore, the researcher would like to study the need of reading instruction model in order to help learners reach the target score.

Research purposes
1) To study needs of TNI students towards English reading instructional model at College of General Education and Languages in five aspects: Teaching Model, Teaching Method, Teaching Activity, Reading Strategy, and Instructional Media.
2) To compare students' opinions on the five aspects according to students' gender, faculty and academic year.
3) To gather supplemental suggestions.

Methodology

Population and Samples
This research was to study needs of TNI students towards English reading instructional model at College of General Education and Languages in five aspects: Teaching Model, Teaching Method, Teaching Activity, Reading Strategy, and Instructional Media which consisted of population and samples as follows:

Population of this research was 1,500 TNI students in three faculties of Engineering, Information Technology and Business Administration in the second semester of 2015

academic year. Samples of the research were 306 TNI students derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

Instrumentation

The instrument used in this study is a questionnaire. The questionnaire was constructed by the researcher, based on needs of TNI students towards English reading instructional model at College of General Education and Languages.

The first part (Part 1) of this questionnaire asks for the demographic information on their genders, academic year and faculty. The participants were asked to report their information by ticking in only one box.

The second part (Part 2) concerns a study of needs of TNI students towards English reading instructional model at College of General Education and Languages. This part comprises 55 items of a study of needs of TNI students towards English reading instructional model in 5 major areas: 12 items of Teaching Model, 10 items of Teaching Method, 13 items of Teaching Activity, 10 items of Reading Strategy, and 10 items of Instructional Media. The participants were asked to check by ticking in only one box under the five levels of importance on each item in Part 2 to indicate their needs of TNI students towards English reading instructional model in each area listed in the questionnaire.

The five levels of needs used in the questionnaire are "Strongly Agree", "Agree", "Neither agree nor disagree", "Disagree" and "Strongly disagree". Responses from the student questionnaires were subsequently coded. The data of the students' coded responses were statistically calculated and analyzed. The computation of Cronbach's Alpha as a measure of reliability was employed to indicate how reliable the research questionnaire results are. Reliability is defined as the proportion of the students' responses to each item in the questionnaire and the reliability coefficient or calculated alpha is a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics is also used to determine the individual summary statistics for each of the 55 items in the questionnaire.

The third part (Part 3) asks for more opinions and suggestions of TNI undergraduate students about a study of needs of TNI students towards English reading instructional model at College of General Education and Languages which is based on open-ended questions.

Data collection

Needs of TNI students towards English reading instructional model at College of General Education and Languages were accessed through the questionnaire in the second semester of 2015 academic year.

The administration of the research questionnaire was conducted in English and Japanese classes. Part 1 concerns the demographic variables about their genders, faculties and academic years. The 55 items of Part 2 cover needs of TNI students towards English reading instructional model. Therefore, the participants were requested to consider each item carefully and indicate how important each item was for their study. A total of 306 TNI students from the three faculties completed the questionnaire. The students' responses from the questionnaire were subsequently coded using computer program as follows: "1 = male and 2=female" for genders; 1 = first year, 2 = second year, 3 = third year, 4 = forth year" for academic years; "1 = Engineering, 2 = Information Technology and 3=Business Administration for faculties and "1=strongly disagree, 2 =disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree" for each of the five levels of importance on 55 items in Part 2.

The analyses of the research data were conducted by means of descriptive statistics. The descriptive statistical analyses of the frequencies and percentages of the students' responses were employed to report their demographic variables and to indicate the rank order of the items in each area of needs of TNI students towards English reading instructional model listed in the questionnaire. The frequency distributions were analyzed to determine the proportions of the students' responses to the five levels of importance on the 55 items in 5 major areas: 12 items of Teaching Model, 10 items of Teaching Method, 13 items of Teaching Activity, 10 items of Reading Strategy, and 10 items of Instructional Media. Process analysis was conducted with the second research question in determining the associations of the participants' needs of TNI students towards English reading instructional model to each of these demographic variables: genders, faculties and academic years.

Data Analysis from Questionnaire

Data analysis from questionnaire both single item and whole questionnaire which presented a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

$1.00 \leq \bar{x} < 1.50$ refers to students strongly disagree on needs of TNI students towards English reading instructional model.

$1.51 \leq \bar{x} < 2.50$ refers to students disagree on needs of TNI students towards English reading instructional model.

$2.51 \leq \bar{x} < 3.50$ refers to students neither disagree nor agree on needs of TNI students towards English reading instructional model

$3.51 \leq \bar{x} < 4.50$ refers to students agree on needs of TNI students towards English reading instructional model.

$4.51 \leq \bar{x} < 5.00$ refers to students strongly agree on needs of TNI students towards English reading instructional model.

The statistics used for analyzing the data

The collected data was analyzed using a computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, f-test, and content analysis.

Results

Results of Data Analysis
Phase 1 The results of demographic variable of TNI undergraduate students

The analysis of the data from the students' questionnaire reported by TNI undergraduate students in the 2015 academic year is presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders, faculties and academic years as following table.

Table 1
Table of the results of demographic data of respondents

Demographic data of respondents	n=306	Percentage
1. Genders		
1.1 Male	173	56.54
1.2 Female	133	43.46

Demographic data of respondents	n=306	Percentage
Total	306	100
2. Faculties		
Engineering	92	30.07
Information Technology	112	36.60
Business Administration	102	33.33
Total	306	100
3. Academic Years		
1st Year	96	31.37
2nd Year	64	20.92
3rd Year	72	23.53
4th Year	74	24.18
Total	306	100

Table showed that percentages of TNI undergraduate respondents in genders ranged from 56.54% for male and 43.46% for female; in faculties ranged from 30.07% for Engineering, 36.60% for Information Technology, 33.33% for Business Administration; in academic years ranged from 31.37% for 1st year, 20.92% for 2nd year, 23.53% for 3rd year and 24.18% for 4th year.

Phase 2 Needs of TNI students towards English reading instructional model at College of General Education and Languages

Table 2
Table of mean and standard deviation of Needs of TNI students towards English reading instructional model at College of General Education and Languages in total

Components	$\bar{x}$	S.D.	Level
Teaching Model	3.97	0.52	High
Teaching Method	3.87	0.58	High
Teaching Activity	3.75	0.63	High
Reading Strategy	4.06	0.61	High
Instructional Media	3.85	0.66	High
Total	3.90	0.51	High

The table above indicated that TNI students had a high level of needs of TNI students towards English instructional model in overall ($\bar{x}$=3.90). When considered in each aspect, it was found that the students had high level of needs of TNI students towards English instructional model in Teaching Model ($\bar{x}$=3.97), Teaching Method ($\bar{x}$=3.87), Teaching Activity ($\bar{x}$=3.75), Reading Strategy ($\bar{x}$=4.06), and Instructional Media ($\bar{x}$=3.85)

Table 3
Table of mean and standard deviation of needs of TNI students towards English instructional model at College of General Education and Languages on Teaching Model

Components	N	$\bar{x}$	S.D.	Level
1. I want instructors to present lessons using graphics, animations, colors or sounds.	306	4.05	0.90	High
2. I want instructors to review prior knowledge before	306	4.19	0.80	High

Components	N	$\bar{x}$	S.D.	Level
introducing new knowledge to learners.				
3. I want instructors to create activities which give learners opportunities to think and take actions.	306	4.02	0.85	High
4. I want instructors to assess learners' performance after completing the lesson.	306	3.66	0.97	High
5. I want instructors to help learners remember the contents by teaching a technique to associate the things they want to remember with words or images they are familiar with.	306	4.21	0.78	High
6. I want instructors to help learners remember the contents by teaching technique to visualize the things they want to remember as a humorous image.	306	4.19	0.82	High
7. I want instructors to present lessons using graphic organizer	306	3.76	0.93	High
8. I want instructors to use a role-play to help learners achieve learning objectives.	306	3.73	0.97	High
9. I want instructors to give learners opportunities to do things through trial and error until they find their best conclusions.	306	3.93	0.92	High
10. I want instructors to clearly present important points in the lesson, along with explanations and examples. Then, summarize the key points of the lesson again.	306	4.22	0.75	High
11. I want instructors to demonstrate how to do activities and have learners follow. Instructors will stay alongside to give feedback and correct learners' mistake.	306	4.00	0.80	High
12. I want instructors to create learning activities that promote collaboration among learners.	306	3.70	0.98	High
Total	306	3.97	0.52	High

The table showed that Teaching Model in overall was at high level (=3.97). The item which ranked the highest mean score at high level were item 10 *I want instructors to clearly present important points in the lesson, along with explanations and examples. Then, summarize the key points of the lesson again.* (=4.22), followed by item 5 *I want instructors to help learners remember the contents by teaching technique to associate the things they want to remember with words or images they are familiar with.* (x=4.21). However, the lowest mean score at high level was item 4 *I want instructors to assess learners' performance after completing the lesson.* ($\bar{x}$=3.22).

Table 4
Table of mean and standard deviation of needs of TNI students towards English instructional model at College of General Education and Languages on Teaching Method

Components	N	$\bar{x}$	S.D.	Level
1. I want a reading instruction which integrates all four language skills of listening, speaking, reading and writing and has exercises that require learners to	306	3.95	0.97	High

Components	N	$\bar{x}$	S.D.	Level
think and write down the words.				
2. I want a reading instruction which focuses on sequencing learning according to learner thinking processes starting from listening, speaking, reading, finding main idea, understanding, remembering to applying what they have learned respectively.	306	4.07	0.79	High
3. I want a reading instruction which focuses on the process of thinking, analyzing and evaluating information from the reading passage.	306	3.97	0.77	High
4. I want a reading instruction which focuses on skimming and finding main idea of the reading passage.	306	3.92	0.83	High
5. I want a reading instruction in which learners take turn assuming the role of the teacher in leading discussion about what has been read.	306	3.61	0.99	High
6. I want a reading instruction which allows learners to use language to perform tasks.	306	3.82	0.83	High
7. I want a reading instruction which focuses on both language and content.	306	4.08	0.81	High
8. I want a reading instruction which makes use of Semantic Mapping.	306	3.76	0.86	High
9. I want a reading instruction which puts learners of different levels of English proficiency to work together in a small group.	306	3.65	1.04	High
10. I want a reading instruction which focuses on using prior knowledge to interpret text meaning.	306	3.90	0.78	High
Total	306	3.87	0.58	High

The table showed that Teaching Method in overall was at high level ($\bar{x}$=4.07). The item which ranked the highest mean score at high level were item 7 *I want a reading instruction which focuses on both language and content* ($\bar{x}$=4.08), followed by item 2 *I want a reading instruction which focuses on sequencing learning according to learner thinking processes starting from listening, speaking, reading, finding main idea, understanding, remembering to applying what they have learned respectively* ($\bar{x}$=4.07). However, the lowest mean score at high level was item 5 *I want a reading instruction in which learners take turn assuming the role of the teacher in leading discussion about what has been read.* ($\bar{x}$=3.61).

Table 5
Table of mean and standard deviation of needs of TNI students towards English instructional model at College of General Education and Languages on Teaching Activity

Components	N	$\bar{x}$	S.D.	Level
1. I want instructors to ask learners a question about the reading passage they are going to read in order to arouse learners' interest on the reading passage.	306	3.63	0.93	High
2. I want instructors to give learners a list of key words from the reading passage; then have them	306	3.81	0.89	High

look for the word meaning from dictionaries.

3. I want instructors to check if learners understand the reading passage by asking them to complete open-ended sentences about what they have read from the reading passage.	306	3.77	0.89	High
4. I want instructors to develop learning activity that allows learners to present information they have learned from the reading passage in a table, chart or mind-mapping.	306	3.62	1.07	High
5. I want instructors to assess learners' overall reading comprehension of the reading passage and correct their language mistakes in the reading exercise.	306	3.84	0.90	High
6. I want instructors to develop learning activity that allows learners to sequence events of a story based on the reading passage.	306	3.83	0.82	High
7. I want instructors to develop learning activity that allows learners to develop a role-play from the reading passage.	306	3.48	1.14	Moderate
8. I want instructors to develop learning activity that allows learners to read the reading passage to identify main idea.	306	3.78	0.84	High
9. I want instructors to develop learning activity that allows learners to analyze the reading passage. Learners will be asked to make predictions about what might happen next in the reading passage or give the story a new title.	306	3.82	0.95	High
10. I want instructors to develop learning activity that gives learners a passage to read and have them skim the content to find the main points of the reading passage.	306	3.91	0.84	High
11. I want instructors to develop learning activity that allows learners to practice formulating questions from the reading passage.	306	3.71	0.93	High
12. I want instructors to develop learning activity that allows learners to briefly write down the main points of the reading passage in a note form.	306	3.76	0.96	High
13. I want instructors to develop learning activity that allows learners to think critically about what they have read and give their opinions on issues raised in the reading passage.	306	3.79	0.93	High
Total	306	3.75	0.63	High

The table showed that Teaching Activity in overall was at high level (=3.75). When considered in each aspect, it was found that they were at the highest levels as follows: item 10 *I want instructors to develop learning activity that gives learners a passage to read and have them skim the content to find the main points of the reading passage* ($\bar{X}$=3.91); item 5 *I want instructors to assess learners' overall reading comprehension of the reading passage and correct their language mistakes in the reading exercise* ($\bar{X}$=3.84). However, the lowest

mean score at high level was item 7 *I want instructors to develop learning activity that allows learners to develop a role-play from the reading passage* ($\bar{x}$=3.48).

Table 6
Table of mean and standard deviation of needs of TNI students towards English instructional model at College of General Education and Languages on Reading Strategy

Components	N	$\bar{x}$	S.D.	Level
1. I want instructors to teach how to use contextual clues to figure out meaning in the text.	306	3.93	0.85	High
2. I want instructors to teach how to decide what to read closely or what to ignore.	306	4.11	0.88	High
3. I want instructors to teach how to set a purpose for reading.	306	4.05	0.84	High
4. I want instructors to teach how to guess the meaning of unknown words or phrases.	306	4.35	0.78	High
5. I want instructors to teach how to solve reading comprehension problem.	306	4.31	0.78	High
6. I want instructors to teach how to visualize information to help remember texts.	306	4.12	0.91	High
7. I want instructors to teach how to take notes while reading.	306	3.87	1.01	High
8. I want instructors to teach how to use reference materials (e.g. a dictionary) to help understand the text.	306	3.86	0.98	High
9. I want instructors to teach how to read the text aloud.	306	4.02	1.00	High
10. I want instructors to teach how to remember information in the text.	306	3.99	0.87	High
Total	306	4.06	0.61	High

The table showed that Reading Strategy in overall was at high level (=4.06). When considered in each aspect, it was found that they were at high levels as follows: item 4 *I want instructors to teach how to guess the meaning of unknown words or phrases* ($\bar{x}$=4.35); item 5 *I want instructors to teach how to solve reading* comprehension problem ($\bar{x}$=4.31). However, the lowest mean score at high level was item 8 *I want instructors to teach how to use reference materials (e.g. a dictionary) to help understand the text* ($\bar{x}$=3.86).

Table 7
Table of mean and standard deviation of needs of TNI students towards English instructional model at College of General Education and Languages on Instructional Media

Components	N	$\bar{x}$	S.D.	Level
1. I want instructional media that I can see, hear or	306	4.05	0.89	High

touch.				
2. I want instructional media that is similar to the reality such as models or situational simulations	306	3.98	0.91	High
3. I want a role-play or dramatic presentation to be instructional media.	306	3.52	1.13	High
4. I want instructional media that visualizes explanation of how certain things are done.	306	3.74	0.95	High
5. I want an exhibition to be instructional media.	306	3.43	1.07	High
6. I want instructional media that I can see or hear what happen in the same time such as movie or television.	306	4.19	0.86	High
7. I want instructional media such as recordings, radio and still pictures.	306	3.88	0.90	High
8. I want instructional media that is abstract such as chart, advertising pictures, maps or symbols.	306	3.76	0.94	High
9. I want study trips such as the study of archeological sites or factories to be instructional media.	306	4.05	0.95	High
10. I want instructional media that is highly abstract such as visual and verbal symbols.	306	3.87	1.00	High
Total	306	3.85	0.96	High

The table showed that Reading Strategy in overall was at high level (=3.85). When considered in each aspect, it was found that they were at high levels as follows: item 6 *I want instructional media that I can see or hear what happen in the same time such as movie or television.* (=4.19); item 1 I want instructional media that I can see, hear or touch. (=4.05). However, the lowest mean score at high level was item 5 *I want an exhibition to be instructional media* ($\bar{x}$=3.43).

Phase 3 The results of the comparison of needs of TNI students towards English instructional model according to genders, faculties and, academic years.

Table 8
Table of mean and standard deviation of needs of TNI students towards English instructional model according to genders

Components	Male (M) n=169		Female (F) n=122		t	p
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
Teaching Model	3.972	0.471	3.971	0.577	0.026	0.017*
Teaching Method	3.903	0.552	3.835	0.623	0.998	0.279
Teaching Activity	3.818	0.571	3.661	0.699	2.170	0.011*
Reading Strategy	4.035	0.586	4.097	0.641	-0.867	0.192
Instructional Media	3.898	0.641	3.779	0.676	1.565	0.380
Total	3.925	0.472	3.868	0.556	0.969	0.024*

The table showed that students with different genders had statistically significant differences in total at 0.05 level when considered in each aspect, it was found out that there

were statistically significant differences in Teaching Model and Teaching Activity at 0.05 level. However, the rest aspects had no differences.

Table 9

Table of comparison of needs of TNI students towards English instructional model according to faculties

Components	SS	df	MS	F	p	Sheffe'
Teaching Model						
Between groups	0.662	2	0.331	1.230	0.294	
Within groups	81.533	303	0.269			
Total	82.194	305				
Teaching Method						
Between groups	4.144	2	2.072	6.284	0.002*	ENG-IT
Within groups	99.897	303	0.330			IT-BA
Total	104.040	305				
Teaching Activity						
Between groups	5.400	2	2.700	6.983	0.001*	ENG-IT
Within groups	117.168	303	0.387			IT-BA
Total	122.568	305				
Reading Strategy						
Between groups	0.660	2	0.330	0.886	0.414	
Within groups	112.900	303	0.373			
Total	113.560	305				
Instructional Media						
Between groups	1.951	2	0.975	2.270	0.105	
Within groups	130.190	303	0.430			
Total	132.141	305				
Total						
Between groups	1.844	2	0.922	3.603	0.028*	
Within groups	77.519	303	0.256			
Total	79.363	305				

* Statistical significance at 0.05 level

The table showed that students with different faculties had statistically significant differences in total at 0.05 level when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in Teaching Method and Teaching Activity.

Table 10

Table of comparison of needs of TNI students towards English instructional model according to academic years

Components	SS	df	MS	F	p	Sheffe'
Teaching Model						
Between groups	1.829	3	0.610	2.291	0.078	
Within groups	80.365	302	0.266			
Total	82.194	305				
Teaching Method						
Between groups	2.502	3	0.834	2.480	0.061	
Within groups	101.539	302	0.336			
Total	104.040	305				
Teaching Activity						2nd-4th
Between groups	5.145	3	1.715	4.411	0.005*	3rd-4th
Within groups	117.423	302	0.389			

Components		SS	df	MS	F	p	Sheffe'
	Total	122.568	305				
Reading Strategy							
	Between groups	0.697	3	0.232	0.622	0.601	
	Within groups	112.863	302	0.374			
	Total	113.560	305				
Instructional Media							
	Between groups	3.684	3	1.228	2.887	0.036*	
	Within groups	128.457	302	0.425			
	Total	132.141	305				
Total							
	Between groups	2.057	3	0.686	2.678	0.047*	
	Within groups	77.306	302	0.256			
	Total	79.363	305				

* Statistical significance at 0.05 level

The table showed that students with different academic years had statistically significant differences in total at 0.05 level when considered in each aspects, it was found out that there were statistically significant differences at 0.05 level in Teaching Activity and Instructional Media.

Phase 4 The results of opinions and suggestions strategies of Thai-Nichi Institute of Technology students towards English instructional model at College of General Education and Languages
TNI students had supplemental suggestions as following:

1) English teachers should use effective instructional media to create more interesting lessons.
2) English teachers should provide interesting learning activities to create enjoyable lessons.
3) English teachers should vary activities used in English teaching.
4) Thai language should be used in teaching English reading skills when explaining in-depth details

Conclusions
According to the study and data analysis, the results of this study were concluded as follows:

Phase 1: The results of demographic variable of TNI undergraduate students
The percentages of TNI undergraduate respondents in genders ranged from 56.54% for male and 43.46% for female; in faculties ranged from 30.07% for Engineering, 36.6% for Information Technology, 33.33% for Business Administration; in academic years ranged from 31.37% for 1st year, 20.92% for 2nd year, 23.53% for 3rd year and 24.18% for 4th year

Phase 2: Needs of TNI students towards English instructional model at College of General Education and Languages
TNI students had a high level of desired needs of TNI students towards English instructional model in overall (=3.90). When considered in each aspect, it was found that the students had the highest levels of needs of English instructional model in Reading

Strategy (=4.06), Teaching Model ($\bar{x}$=3.97), Teaching Method (=3.87), Instructional Media ($\bar{x}$=3.85) and Teaching Activity ($\bar{x}$=3.75) respectively.

Phase 3: The results of the comparison of needs of TNI students towards English instructional model according to genders, faculties and academic years

1) Students with different genders had statistically significant differences in total at 0.05 level when considered in each aspect, it was found out that there were statistically significant differences in Teaching Model and Teaching Activity at 0.05 level. However, the rest aspects had no differences.

2) Students with different faculties had statistically significant differences in total at 0.05 level when considered in each aspects, it was found out that there were statistically significant differences at 0.05 level in Teaching Method and Teaching Activity.

3) Students with different academic years had statistically significant differences in total at 0.05 level when considered in each aspects, it was found out that there were statistically significant differences at 0.05 level in Teaching Activity and Instructional Media.

Phase 4: The results of opinions and suggestions strategies of Thai-Nichi Institute of Technology English instructional model at College of General Education and Languages as following:

1) English teachers should use effective instructional media to create more interesting lessons.

2) English teachers should provide interesting learning activities to create enjoyable lessons.

3) English teachers should vary activities used in English teaching.

4) Thai language should be used in teaching English reading skills when explaining in-depth details.

Discussions

1. Needs of TNI students towards English instructional model on Teaching Model were at high level and it was found that direction instruction is demanded by most TNI students. This might be because the majority of TNI students have an external locus of control. They believe that their destiny are due to the external variables such as fate, luck or other forces beyond their control. Therefore, they prefer to rely on greater guidance and help provided by the teacher. This is relevant to Janicki (1979)'s study who found that external learners find direction instruction benefit their performances the most comparing to other approaches.

2. Needs of TNI students towards English instructional model on Teaching Method were at high level and it was found that content-based instruction is a teaching method demanded by most TNI students when teaching reading skills. This might be because TNI students get more motivated when learning stimulating contents which are blended with language lessons. This is similar to Chamot and O'Malley (1994) who indicate that students find language learning interesting when there is connection between what they have learned and their life situation. Therefore, learning language through a subject is another way to make language learning meaningful for the students.

3. Needs of TNI students towards English instructional model on Teaching Activity were at high level and it was found that SQ4R method is a teaching activity demanded by most TNI learners. This might be because TNI learners do not know how to effectively

survey the reading passage in order to get main ideas. Yazar (2013), thus, support that instructors should teach learners basic reading skills such as skim and scan in order to help them be able to take charge of their own readings.

4. Needs of TNI students towards English instructional model on Reading Strategy were at high level and it was found that contextual guessing is a reading strategy demanded by most TNI students. This might be because TNI students are unskilled readers and do not have specific skills for compensating their lack of reading proficiency. Therefore, they would like to learn more guessing strategies to help them comprehend difficult texts. This is in line with Chan (2003)'s study who found that the use of reading strategies is correlated with learners' reading proficiency. Poor readers tend to use less complicated strategy compare to readers with high reading proficiency.

5. Needs of TNI students towards English instructional model on Instructional Media were at high level and it was found that motion pictures such as movie and television are an instructional media demanded by TNI students. This might be because motion pictures are able to attract their attention well and enable them to grasp realistic perspectives that are difficult or impossible to observe in real situation. This is in line with Wetzel (1994) who indicate that television helps people learn things by seeing and hearing and increase learners' opportunities to understand sophisticated processes or situations that are distant from real life.

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