

### Purpose

This study investigated the relationships between the English Entrance Examinations (EEE, 1983) and the Foundation English Achievement Tests of Chulalongkorn University (FET). The five research questions were: 1) To what extent was the FET (Reading) related to the EEE? 2) What was the relationship between the FET (Listening) and the EEE? 3) Was there a relationship between the FET Reading Grades and the FET Listening Grades? 4) To what extent was the FET related to the High School GPA? 5) Was there a significant gain from the Foundation English I after one semester's study?

### Procedures

The sample consisted of 1978 first-year Chulalongkorn University students from the Faculties of Political Science, Fine Arts, Medical Science, Science, Veterinary Science, Chemistry, Law, Education, and Commerce and Accountancy. The SPSS program was employed to calculate the descriptive statistics, Pearson Correlation coefficients, the F-values and t-values.

### Findings

The analysis indicated that the EEE (for Science students) accounted for the FET Reading Grades, explaining 33% to 58% whereas the EEE (for non-science students) explained 26% to 41%. The EEE accounted for less variance in the FET Listening Grades: 16% to 39% for science students, and 11% to 16% for non-science students. The FET Reading Grades were found to be significantly related to the FET Listening Grades, explaining 15% to 48%. The FET (Reading) was more closely related to the High School GPA than the FET (Listening). The highest correlation coefficient was .699. The comparison between the FET pre-tests and the FET post-tests revealed that all students, except for the Law students, made a significant gain after one semester training in the Foundation English I.

<b>Project Title</b>	Comparative Study of English Teaching and Learning at Graduate Levels by Direct Teaching, Self-Instruction and Personalizing Instruction	
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### Purposes

The research had the following purposes :-

1. To compare the effects of three teaching-learning approaches on the English performance of graduate students. The three approaches were Direct Teaching, Self-Instruction (in which the students worked by themselves, individuals asking questions as and when the need arose), and Personalizing Instruction (in which the students as a group could choose the learning approaches).

2. To relate certain characteristics of the students to their (the students) language learning ability. Those characteristics in the learners which were considered were :- personality, motivation, attitudes and existing level of proficiency in English.

### Procedures

The samples were graduate students from six faculties at Chulalongkorn University, namely Commerce and Accountancy, Engineering, Science, Education, Architecture and Pharmacy. These students had all volunteered to take part in the experimental English study programs. The research was divided into two phases, and there were 69 students in phase I and 27 subjects in Phase II. Phase I occupied 27 hours while Phase II took 25 hours. The teachers were all instructors at the Chulalongkorn University Language Institute (C.U.L.I). In Phase I there were nine teachers and in Phase II there were six. The subjects were divided into three groups. The level of English proficiency of each group was similar (some stronger, some average and some weaker students were placed in each group). English ability was determined by a standardized cloze test. Group I experienced Direct Teaching, Group II-Self-Instruction and Group III Personalizing Instruction. The teachers rotated in teaching the three groups to as to minimize the influences of individual teachers.

The independent variables in the study were :-

1. The three teaching-learning approaches (Direct Teaching, Self-Instruction and Personalizing Instruction).

2. Student attitudes towards English learning in general.

3. Student attitudes towards the different approaches to learning.

4. Student motivation.

5. Student personality.

The dependent variables were :-

1. An Achievement Test, based on the program of study.

2. Scores obtained from a Macro Test.

3. A total derived from the sum of the Achievement Test and the Macro

Test.

The data were analysed using the analysis of variance to determine whether or not the employment of different approaches to learning and the existence