of different attitudes towards these three approaches, would significantly affect the dependent variables. The analysis of co-variance was utilised to determine the impact of interactions among the independent variables upon the dependent variables. Multiple regreesion was used to predict the influence that all the variables had on one another, and Pearson Product Moment correlation was performed on the data to determine the type and level of the relationships among the variables.

Findings

The research, in its two phases, yielded the following findings :–

1. The differences between the achievements of the subjects in the three different programs were statistically significant. Group I, which had experienced Direct Teaching, scored significantly higher than Group III, in which Personalizing Instruction has been employed.

2. The co-variance of the independent variables and the inter-actions among the various variables, minimized the effects of the use of different teaching-learning approaches on the achievement of the subjects.

3. In Group I, the subgroup which had the high "attitude scores" towards the personalizing approach significantly outscored the subgroup with low "attitude scores."

4. Personality had no obvious influence on either the Achievement Test or the Macro Test-except for Lie Personality, which consistently had negative effects.

5. Correlations between attitudes towards Direct Teaching and Self–Instruction were significant and negative.

6. Attitudes towards Self–Instruction were significantly and negatively correlated with the sum total of the Achievement scores and the Macro Test scores.

Project Title	A Study of the Remedial Teaching/Learning Techniques for Solving English Language Problems of Participants in the Intensive English Course Offered by the Chulalongkorn University Language Institute
Head of the Project	Suphat Sukamolson
Fellow Researchers	Boonsiri Anantasate, Krongkaew Kannasoot, Bhamani Kajornboon
Year	1984
Grant	Thai Government Budget

Purposes

The main purposes of the study were : 1) to investigate whether the 4 teaching/learning techniques (Tutorial, Tutorial and Individualized, Problem-based and Integrated-skill) had significant effects on English learning achievements, 2) to

investigate the advantages and disadvantages of these techniques, 3) to investigate some significant covariant variables that had effects on the participants' achievements. and to 4) find a set of variables that could be used as criteria for the selection of course participants.

Procedure

The subjects of the study were 65 study from the English intensive course during the summer of 1984. Based on a predetermining cutting-score of standardized proficiency tests, they were divided into 2 categories : high ability and low ability. There were 33 participants in the former and 32 in the latter which were subdivided into 4 equal groups. The differences among the groups were statistically insignificant in their listening, reading, writing and grammatical skills as indicated by F-tests (p = .05). Each group was exposed to a teaching/learning technique by a set of rotating instructors. The instruments of the study consisted of a set of standardized proficiency tests, a motivation questionnaire, an attitude questionnaire, a language aptitude test, a study habit questionnaire and a general background questionnaire.

The individual groups were taught for 150 periods, thus the participants took post tests and their learning achievements were analysed by means of ANOVA, ANCOVA and discriminant analysis. Different types of descriptive statistics were also used.

Findings

1. The achievements of the 4 groups were not significantly different in any respects (p=.05).

2. The advantages and disadvantages of each of the 4 techniques were more or less the same.

3. The participants' pretest scores and their attitudes towards their instructors had significant effects on their achievements especially on their listening skills and grammar. The English proficiency of the upper secondary school teachers had significant effects on the participants, reading ability. Some other related variables such as study habits, language aptitudes, motivation, etc. had no effect on the participants' learning ability.

4. Singnificant variables that could be used as a set of appropriate selection criteria were reading, listening, grammar and writing skills. Motivation, age commuting time between home and class, height, weight and number of years of English language instruction were insignificant for discriminatory purposes. However, the afore mentioned variables when combined with the first set were a good combination of criteria that could be used to classify participants into groups with 96.92% accuracy.