

# Sample Writing

## ***5.2.1 Profile of Respondents***

To gather insights into the response of students and lecturers to the university's adoption of e-learning in EFL education, the questionnaires were conducted with a reasonably broad range of students and lecturers in EFL courses.

### **5.2.1.1 Students' Profile**

For the quantitative study, student questionnaires (see Appendix A) were distributed to undergraduate students to 1,235 students across disciplines (KKU  $N = 595$ , KMUTT  $N = 640$ ). Students were broadly representative of all faculties. A total of 1,070 valid questionnaires (KKU  $N = 547$ , KMUTT  $N = 523$ ) was obtained, indicating an acceptable response rate (86.6%). The fact that students largely or fully completed the questionnaires demonstrates the huge commitment to the questions of ICT and e-learning. Table 5.1 below illustrates the response rate of the student questionnaires in the two case study universities.

***Table 5.1. Response Rate of the Student Questionnaires***

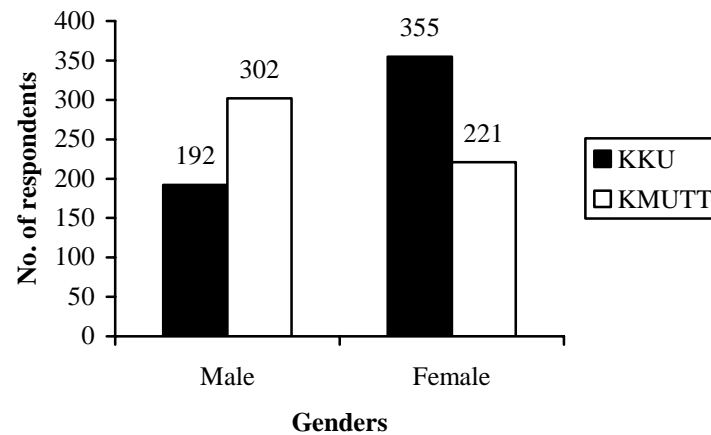
Universities	Numbers distributed	Numbers returned	Response rate (%)
KKU	595	547	91.9
KMUTT	640	523	81.7
<b>Total</b>	<b>1,235</b>	<b>1,070</b>	<b>86.6</b>

### ***Gender***

In respect to gender, the proportion of male and female in the sample is 46.2% to 53.8% (see Figure 5.1). Just over half of the student respondents are female, indicating that there is a good balance of gender in the sample. This proportion is broadly in line with national figures for universities which are 45.2% male and 54.8% female. At most Thai universities female students are increasingly the majority except in science and engineering (Higher Education Information and Statistic Centre, 2007). Thus, KMUTT which is much more oriented towards science and technology

than KKU is more male-rich. Males are therefore slightly over-represented in the KMUTT sample.

**Figure 5.1. Gender distribution of students.**



### ***Faculties***

There is a good coverage of students studying EFL from all faculties in the survey which can represent a diversity of student types. The distribution of the respondents over the different participating faculties in KKU and KMUTT is presented in Appendix C. In KKU, EFL courses are divided into three broad domains: English for Humanities and Social Sciences, English for Health Sciences, and English for Science and Technology (see details in section 4.3.1). The percentage of student respondents in each domain is 35.1%, 41.7%, and 23.2% respectively. It is noted that EFL courses in KMUTT is directly oriented towards Science and Technology.

### **5.3.1 Students' Response**

As ICT has become more readily available for support of campus-based teaching and learning, it is useful to analyse students' and lecturers' attitudes towards the increased use of ICT in e-learning. Several research studies on assessing quality in e-learning are concerned about the assessment of students' attitudes towards e-learning instruction and their overall satisfaction of the e-learning processes (Nachmias, 2002). In language learning, students' attitudes have an impact on the level of second-language proficiency achieved by individual students and are themselves influenced by this success (Ellis, 1997). There are a number of previous studies examining students' attitudes and perceptions in e-learning (e.g., Pan, Sivo, & Brophy, 2003; Riffell & Sibley, 2003; Stein, 2004; Twigg, 2003; Wu & Hiltz, 2004).

This section provides the findings of students' experience with regard to the use of ICT in EFL learning. It also presents students' positive attitudes and students' reported issues with respect to the use of ICT in teaching and learning EFL. The findings and discussion are presented below.

#### **5.3.1.1 Students' Attitudes towards Using ICT in EFL Education**

This section first reports the findings from the student questionnaire, and then the findings from the interviews are provided as a rich and insightful support for the student questionnaire. Section 3 of the student questionnaire aims to measure students' attitudes and experience of using ICT in e-learning in EFL courses. Students were requested to evaluate the level of their agreement with each item in a five-point Likert scale, ranging from 1 (*strongly disagree*), 2 (*disagree*), 3 (*unsure*), 4 (*agree*), and 5 (*strongly agree*). These items are listed, together with mean and standard deviation (see Appendix L). Then, an analysis is presented based on responses to sets of Likert items which have three themes identified with the aid of principal component analysis. Generally, the findings in both KKU and KMUTT are similar, so this section reports the overall findings unless having the significant differences.

Statement 1 "ICT is particularly important in the running of this course" received a positive endorsement with the mean response 4.47 ( $SD = 0.80$ ). None of students disagreed with this statement. 667 students (62.3%) gave the maximum rating

(strongly agree). This can be interpreted that students perceived there were strong ICT-oriented aspects of the course they were studying. Some interpretation of positive attitudes was made by looking at responses to statement 3 “I enjoy learning English with ICT” and statement 32 “I think ICT makes English learning more interesting”. The mean responses here were 4.79 ( $SD = 0.52$ ) and 4.45 ( $SD = 0.82$ ) respectively. Students also showed positive attitudes towards ICT in terms of interaction and collaboration in EFL courses, regarding to statement 25 “I can interact with the lecturer and other students more easily using ICT” ( $M = 4.45$ ,  $SD = 0.83$ ), and statement 34 “I think ICT helps me develop better teamwork and collaborative skills” ( $M = 4.39$ ,  $SD = 0.79$ ). Finally, statement 35, “Overall, I am satisfied with using ICT on this course” was used to examine students’ general satisfaction with their EFL courses. The mean response was 4.45 ( $SD = 0.79$ ). In summary, the findings show that students generally demonstrated favourable attitudes towards using ICT in EFL learning.