



English FOR ALL
by Albert Laurence

2011
ANNUAL REPORT

**Learning Support Center
Student Affairs
Assumption University of Thailand**

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English for All by Albert Laurence (2011)

English Communication Skill Development Program

English for All by Albert Laurence (E4ALL), *an activities-based English learning*, is designed to promote positive attitude towards English learning and to develop Basic English communication skills for academic success at university level. This course will provide opportunity for students to learn how to explore and expand ideas in writing, as well as how to summarize idea in reading comprehension. Students of this course will be prompted to be familiar with English communication environment through activities developed from the concept of Albert Laurence's 7 steps to English Proficiency.

Duration of the course	21 hours (3 hours/class, 7 weeks)
Laboratory	CL0505, 5 th floor, St. Gabriel Library, Suvarnabhumi Campus
Evaluation	<ul style="list-style-type: none">- Examination- Confidence in English Communication- Self Perception Towards Level Of Confidence- Evaluation of Course Satisfaction
KPI 2	Service Support to Teaching & Learning (Coverage of not less than 180 students)
Objective:	<ol style="list-style-type: none">1. English for all students practice reading, listening, speaking and writing through games and activities adapted from 7 steps to English Proficiency by Rev. Bro. Bancha Saenghiran.2. After course completion, students will be able to develop confidence in English communication, become more aware of how they learn best and explore potential to communicate, expand, summarize and present ideas effectively.

Qualifications for the applicant

- Assumption University student who registered in current Academic Year.
- Willing to complete the program and having determination to follow course guidelines and to practice English continuously.

- Love to challenge oneself, try something new and can work with others as a team.

Organizing Members

- | | |
|---------------------------------|-------------------|
| 1. Rev. Bro. Bancha Saenghiran | (Senior Advisor) |
| 2. A.Bancha Skuldee | (Advisor) |
| 3. Dr.Chirapa Srikalasin | (Advisor) |
| 4. A.Piya Sailomraksa | (Program Manager) |
| 5. A.Walaiphan Thongkhambanjong | (Coordinator) |

Lecturers

1. A.Piya Sailomraksa
2. A.Peenithi Siritheeratharadol
3. A.Siriporn Kiatpapan
4. A.Watinee Janarge
5. A.Suwannee Sao-Ong

Evaluation

Students who completed all of the following criteria will be receiving a Certificate of Participation:

- 70% of Attendance
- Complete Weekly Assignments
- Final Examination Score of no less than 70%

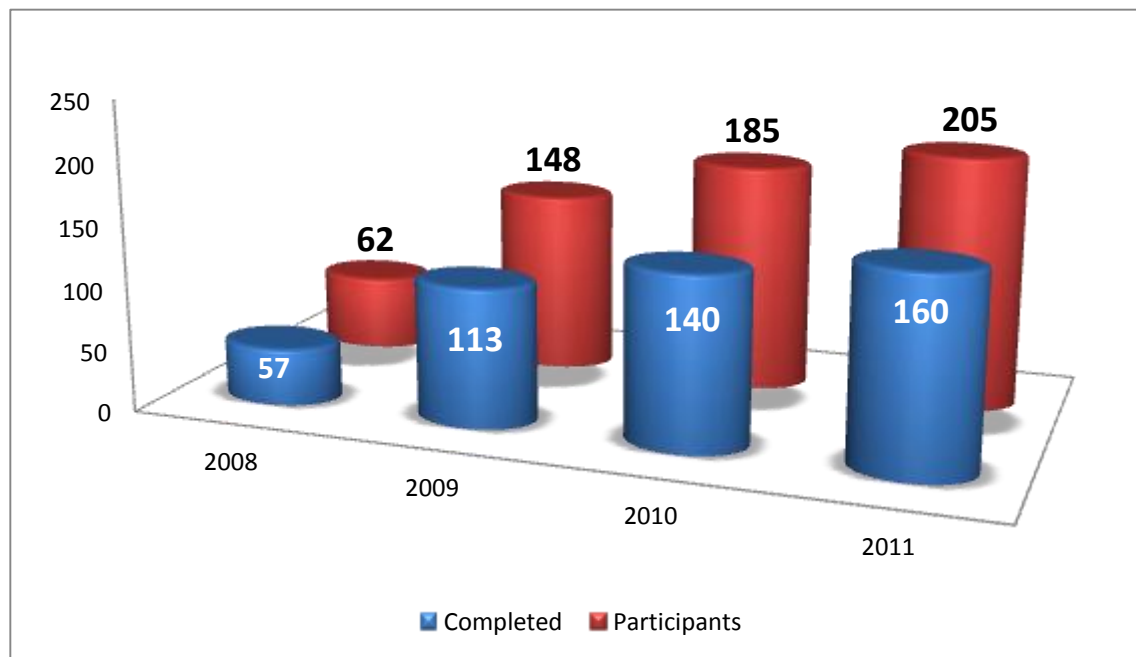
Mark Allocation for Final Presentation

Grammar and Structure	30 marks
Speech Delivery and Personality	30 marks
Confidence and Creativity	20 marks
Power Point and Presentation Media	20 marks

PERFORMANCE ANALYSIS

2009 – 2011

The following diagram shows the number of participants from the year of 2008, when English for ALL firstly started the program, until present year of 2011.



	Total Participants	Total Completion
2008	62	57
2009	148	113
2010	185	140
2011	205	160
Total	<u>600</u>	<u>470</u>

From the diagram we concluded that there was a continuous increasing of both numbers of participants and numbers of students who completed the course with requirements (Requirements: 70% of Attendance and 70% of program Examination).

Numbers of participants are **330%**, comparing to beginning of the program in 2008. The total member since 2008 is now **600** students, and **470** students completed the course with certificate. The average percentage of completion is **78%** to the total participation.

STATISTICS OF PARTICIPANTS 2011 (SEASON 7 AND SEASON 8)

SEASON 7 (1/2011)

SECTION	TEACHER	Day-Time	No. of	SUCCESSFULLY	Percentage
			Participants	FINISHED THE COURSE	
1	A.SIRIPORN	Mon 09.00 - 12.00	19	11	58%
2	A.PIYA	Mon 13.30 - 16.30	23	19	83%
4	A.PIYA	Tue 13.30 - 16.30	10	10	100%
6	A.SUWANNEE	Wed 13.30 - 16.30	4	4	100%
7-1	A.PIYA	Thu 09.00 - 12.00	18	15	83%
7-2	A.WATINEE	Thu 09.00 - 12.00	10	5	50%
8-1	A.SIRIPORN	Thu 13.30 - 16.30	8	5	63%
8-2	A.WATINEE	Thu 13.30 - 16.30	12	10	83%
9-1	A.PEENITHI	Fri 09.00 - 12.00	14	13	93%
9-2	A.SIRIPORN	Fri 09.00 - 12.00	25	13	52%
10	A.PIYA	Fri 13.30 - 16.30	18	14	78%
12	A.WATINEE	Thu 13.30 - 16.30	9	8	89%
		Total	170	127	75%

SEASON 8 (2/2011)

SECTION	TEACHER	Day-Time	No. of	SUCCESSFULLY	Percentage
			Participants	FINISHED THE COURSE	
1	A.PIYA	Mon 13.45 - 16.45	17	17	100%
2	A.PIYA	TUE 09.00 - 12.00	5	5	100%
3	A.WATINEE	THU 13.45 - 16.45	4	4	100%
4	A.PIYA	FRI 13.45 - 16.45	9	7	77%
		Total	34	33	97%

GRAND TOTAL	205	160	78%
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Total no. of sections = 16

Total E4ALL 2011 Teaching Hours:

A.Piya	7 sections x 3 hours x 7 weeks	=	147 hours
A.Peenithi	1 sections x 3 hours x 7 weeks	=	21 hours
A.Siriporn	3 sections x 3 hours x 7 weeks	=	63 hours
A.Watinee	4 sections x 3 hours x 7 weeks	=	84 hours
A.Suwannee	1 sections x 3 hours x 7 weeks	=	21 hours
	Total	=	<u>336 hours</u>

LESSONS ALLOCATION

Week 1: Introduction to 7 Steps to English Proficiency and Building up Confidence (3 hours)

Week 2: Basic Grammar Review (3 hours)

Week 3: Reading Aloud, Phonetics and Pronunciation (3 hours)

Week 4: Listening Comprehension Practice from Music and Movies (3 hours)

Week 5: English Buffet Workshop (*Choose from the Menu) (3 hours)

Week 6: English Buffet Workshop (*Choose from the Menu) (3 hours)

Week 7: Examination (3 hours)

Workshop Menu

Students choose 2 from 5 topics to join the workshop during week 5 and week 6

A. PRESENTATION TECHNIQUE	by A. Piya	3 hours
B. CREATIVE WRITING	by A. Piya	3 hours
C. PUBLIC SPEAKING	by A. Siriporn	3 hours
D. NOTE-TAKING AND EXAM PREPARATION	by A. Watinee	3 hours
E. LEARNING PERSONALITY AND STYLES	by A. Peenithi	3 hours

EVALUATION

A. Student's Satisfaction towards Course Curriculum and Facilitator/Teacher

B1. The following table shows Student's Satisfaction towards **English for All Course Curriculum** with highest level of satisfaction or the average of 82.50%

Course Curriculum	Mean	Level of Satisfaction
1. The content are suitable to the course objectives	3.24	High
2. Up to date and applicable to my daily life	3.39	Very High
3. Theory and practices are related	3.32	Very High
4. Contents are arranged in suitable sequences	3.26	Very High
5. Contents are suitable to time allocation	3.6	High
6. There are supporting activities and skills including listening, speaking, reading, and writing.	3.46	Very High

B2. The following table shows Student's Satisfaction towards **English for All Facilitator/Teacher** with highest level of satisfaction or the average of 88.25%

Facilitator/Teacher	Mean	Level of Satisfaction
1. Teaching preparation related to objectives	3.47	Very High
2. Suitable teaching method	3.53	Very High
3. Knowledgeable of the subject	3.61	Very High
4. Competent in teaching skills	3.60	Very High
5. Covering the syllabus	3.50	Very High
6. Utilize new teaching techniques	3.46	Very High

B. Student's Confidence in English Language Usage

Hypotheses: There is a significant difference in Student's Confidence in English Language Usage before and after participation to English for ALL program.

The following table shows the mean of Student's Confidence in English Language Usage before and after participation to English for ALL program.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	49.0000	80	5.68943	.63610
	Post-Test	54.5750	80	6.43718	.71970

The following table shows the significant difference at 0.001 which means there is a significant development of student's confidence in English Language Usage after participation to English for ALL program.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-4.6750	5.86941	0.65622	-5.9812	-3.3688	-7.124	79	.001

C. Perception Towards Self Confidence in English Communication Skills and Adjustment for Freshmen

Self- Perception towards Level of Confidence is a self-test under the development of Learning Support Center, Student Affairs. The purpose of the assessment is to study the relationship between each factors (considered as a quality of adjustment for First Year Student) before and after intervention and approaches through English for All course.

20 factors in this test, in relation to the adjustment and basic skills for University First-Year-Student, reflect self acceptance and confidence are as follows:

- English Conversation
- Public Speaking
- English Pronunciation
- Writing with correct English Grammar
- Essay Writing
- Listening
- Reading a Passage
- Classroom Presentation
- To study university course in English
- Working as a Group
- Leadership
- Responsibility and Commitment
- Self-Study
- To utilize free time
- To use Public Media for learning English
- Open for positive/constructive criticism
- Open for negative criticism
- Positive thinking towards oneself
- Positive thinking towards others and environment
- Readiness to live in International Community

RANKS	CONFIDENCE IN RELATIONS TO ENGLISH COMMUNICATION SKILLS AND ADJUSTMENT FOR FRESHMEN	PRE
1	POSITIVE THINKING TOWARDS OTHERS AND ENVIRONMENT	6.8291
2	OPEN FOR POSITIVE/ CONSTRUCTIVE CRITICISM	6.6154
3	POSITIVE THINKING TOWARDS ONESELF	6.3162
4	RESPONSIBILITY AND COMMITMENT	6.2564
5	READINESS TO LIVE IN INTERNATIONAL COMMUNITY	6.2222
6	OPEN FOR NEGATIVE CRITICISM	6.0256
7	TO UTILIZE FREE TIME	5.5983
8	TO USE PUBLIC MEDIA FOR LEARNING ENGLISH	5.5214
9	SELF STUDY	5.4701
10	WORKING AS A GROUP	5.0598
11	LEADERSHIP	4.6325
12	PASSAGE READING	4.5726
13	LISTENING	4.4188
14	TO STUDY COURSES IN ENGLISH	4.3077
15	ENGLISH CONVERSATION	4.2991
16	ENGLISH PRONUNCIATION	3.9231
17	CLASSROOM PRESENTATION	3.8889
18	ESSAY WRITING	3.7265
19	WRITING WITH CORRECT ENGLISH GRAMMAR	3.5897
20	PUBLIC SPEAKING	3.5556

From the table, the study shows that Freshmen students who firstly applied to English for ALL program have the average highest confidence, on the scale 1 to 10 as 1 is lowest and 10 is highest, in Positive Thinking Towards Others and Environment, Open for Positive or Constructive Criticism, and Positive Thinking towards Oneself.

Freshmen who applied to English for ALL program have the average lowest confidence in Public Speaking, Writing, with correct English Grammar and Essay Writing.

RANKS	CONFIDENCE IN RELATIONS TO ENGLISH COMMUNICATION SKILLS AND ADJUSTMENT FOR FRESHMEN	POST
1	POSITIVE THINKING TOWARDS OTHERS AND ENVIRONMENT	7.6000
2	OPEN FOR POSITIVE/ CONSTRUCTIVE CRITICISM	7.4000
3	READINESS TO LIVE IN INTERNATIONAL COMMUNITY	7.2696
4	OPEN FOR NEGATIVE CRITICISM	7.1826
5	POSITIVE THINKING TOWARDS ONESELF	7.1478
6	RESPONSIBILITY AND COMMITMENT	7.1111
7	TO USE PUBLIC MEDIA FOR LEARNING ENGLISH	6.9913
8	SELF STUDY	6.9744
9	WORKING AS A GROUP	6.8889
10	TO UTILIZE FREE TIME	6.7826
11	PASSAGE READING	6.4615
12	LEADERSHIP	6.3675
13	TO STUDY COURSES IN ENGLISH	6.2991
14	CLASSROOM PRESENTATION	6.2479
15	LISTENING	6.1624
16	ENGLISH CONVERSATION	6.0598
17	PUBLIC SPEAKING	5.8632
18	ENGLISH PRONUNCIATION	5.7179
19	ESSAY WRITING	5.6667
20	WRITING WITH CORRECT ENGLISH GRAMMAR	5.4530

From the table, the study shows that Freshmen students who have completed English for ALL program have the average highest confidence, on the scale 1 to 10 as 1 is lowest and 10 is highest, in Positive Thinking Towards Others and Environment, Open for Positive or Constructive Criticism, and Readiness to Live in International Community.

Freshmen who have completed English for ALL program have the average lowest confidence in Writing with Correct English Grammar, Essay Writing, and English Pronunciation. However the average level of confidence for all three categories has risen as follows:

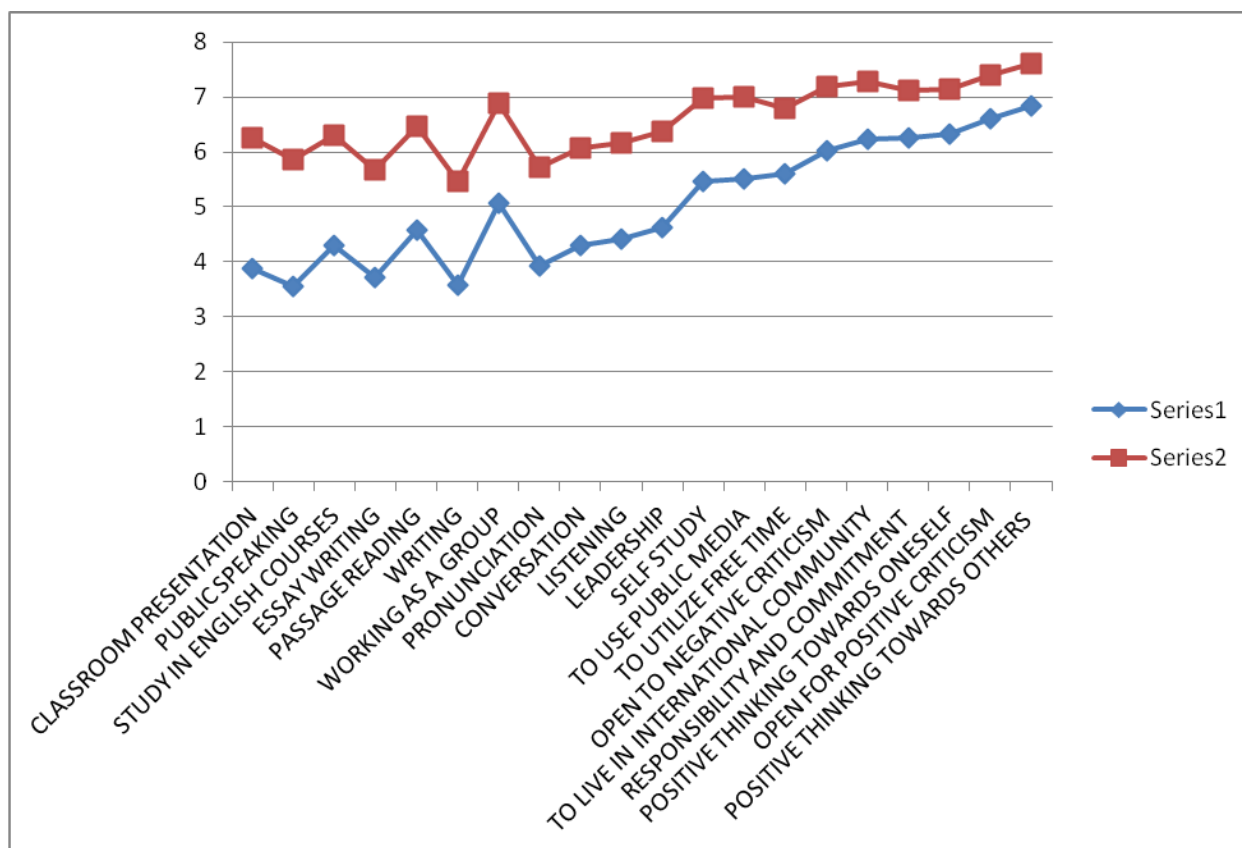
Writing with Correct English Grammar	changes from 3.5897 to 5.4530
Essay Writing	changes from 3.7265 to 5.6667
English Pronunciation	changes from 3.9231 to 5.7179

RANKS	CONFIDENCE IN RELATIONS TO ENGLISH COMMUNICATION SKILLS AND ADJUSTMENT FOR FRESHMEN	PRE	POST	DIFF.
1	CLASSROOM PRESENTATION	3.8889	6.2479	+2.3590
2	PUBLIC SPEAKING	3.5556	5.8632	+2.3077
3	TO STUDY COURSES IN ENGLISH	4.3077	6.2991	+1.9915
4	ESSAY WRITING	3.7265	5.6667	+1.9402
5	PASSAGE READING	4.5726	6.4615	+1.8889
6	WRITING WITH CORRECT ENGLISH GRAMMAR	3.5897	5.4530	+1.8632
7	WORKING AS A GROUP	5.0598	6.8889	+1.8291
8	ENGLISH PRONUNCIATION	3.9231	5.7179	+1.7949
9	ENGLISH CONVERSATION	4.2991	6.0598	+1.7607
10	LISTENING	4.4188	6.1624	+1.7436
11	LEADERSHIP	4.6325	6.3675	+1.7350
12	SELF STUDY	5.4701	6.9744	+1.5043
13	TO USE PUBLIC MEDIA FOR LEARNING ENGLISH	5.5214	6.9913	+1.4699
14	TO UTILIZE FREE TIME	5.5983	6.7826	+1.1843
15	OPEN FOR NEGATIVE CRITICISM	6.0256	7.1826	+1.1570
16	READINESS TO LIVE IN INTERNATIONAL COMMUNITY	6.2222	7.2696	+1.0473
17	RESPONSIBILITY AND COMMITMENT	6.2564	7.1111	+0.8547
18	POSITIVE THINKING TOWARDS ONESELF	6.3162	7.1478	+0.8316
19	OPEN FOR POSITIVE/ CONSTRUCTIVE CRITICISM	6.6154	7.4000	+0.7846
20	POSITIVE THINKING TOWARDS OTHERS AND ENVIRONMENT	6.8291	7.6000	+0.7709

The above table shows the result of different scores between Pre-test and Post-test of Student's Confidence in relations to English communication skills with 20 factors. With the sample size of the 116 students, the difference shows positive development of confidence in each factor after the intervention and teaching delivery through English for ALL Program.

The first 5 highest improved factors include Confidence in Classroom Presentation, Public Speaking, to study English Course, Essay Writing, and Passage Reading, respectively.

The least development are Positive Thinking Towards other and environment, Open for Positive/Constructive Criticism and Positive Thinking towards oneself. Yet, they show the development on the average of 0.7957.



The table above shows the development in the form of progressive-line graphic of **series 1** (Before joining the program) and **series 2** (After joining the program)

Obstacles of the project in 2011

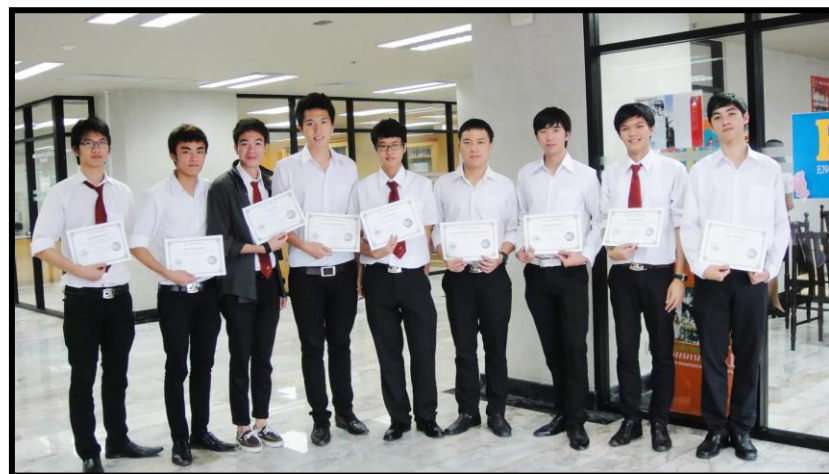
1. There were over 600 applicants, but only 206 applicants were available to join the program in class due to rigid regular study schedule.
2. There was a new regulation for scholarship students to work at least 120 hours a year, thus some of these students had to drop the English for ALL course to work for the university.
3. Due to the flood in the Bangkok and rural areas during October to November 2011, University had postponed its opening of new semester, as a consequence English for ALL program had to adjust the time and schedule to flex the new schedule of students in 2/2011. So regular English for ALL becomes “MINI English for ALL” which contains 4 weeks of workshop for writing and presentation and 3 weeks for personal coaching.

Plan for further development

1. To expand numbers of members, we have to open more sections and we need trainees to help us manage the class. So we will recruit volunteers (senior students) who are capable of English communication and interpersonal skills to help moderating the classes.
2. Compile teaching guide and manual, so new teachers or student trainees can follow the guide and manage their own classes.
3. Compile lessons and exercises categorized in Listening, Writing, Reading and Speaking exercises, so teacher can pick up the appropriate materials (sheets) to specific activities for skill development
4. Develop a practicing book based on 7 Steps to English Proficiency by Rev. Bro. Bancha Saenghiran, as student can bring the theory into practice daily.



Certificate were given to 160 students who have completed course requirements which are 70% of attendance and 70% of Final Examination



The boys group who did a very good job on presentation and half of them are Scholarship students.



This was a dynamic multicultural class with students from Thai, Korea, Japan, and a group of students who can speak French efficiently



Speed Dating: Students have 2 minutes getting to know each new friend in class



Grammar Review: Students learn to make a complete sentence out of new English vocabularies



All 4 of the Korean students and 3 of the Japanese students from Student Exchange Program were joining English for ALL



News on the Hot Plate: Students pretend to be Disney News Reporter
reading News from Hong Kong Disney land



English for ALL teachers (from left to right: A.Siriporn, A.Suwannee and A.Peenithi) were
having mini conference to design the Lessons and course activities

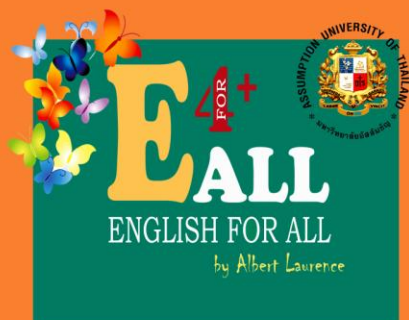


Welcome Week: A.Watinee, the Welcome Week manager and also an English for ALL teacher, introducing the concept of 7 steps to English Proficiency in the event



A.Suwannee, also currently ABAC Dummy Company project manager, becomes a new volunteer to run English for ALL class. As she has lots of experience as an advisor for Dummy Company for many years, so she is very persuasive and good for concept delivery

ENGLISH FOR ALL .. ENGLISH FOR EVERYONE



MEANING OF THE LOGO



= English

Statistics show that the popular reason why people applied to be ABAC student is that they would like to master English Speaking ability. So what are you waiting for? Start practising today!



= 4 Communication Skills

To Master English proficiency, you need skills in Listening, Speaking, Reading and Writing which you have learned from your English class. Now it's time to exercise what you have studied!



= Albert Laurence Learning Model

English for ALL encourages students to learn English naturally through *the 7 steps to English Proficiency* initiated by Rev.Bro.Bancha Saenghiran, with fun activities and exercise you can do it by yourself in the campus and at home!



= The Ability to Grow and Fly

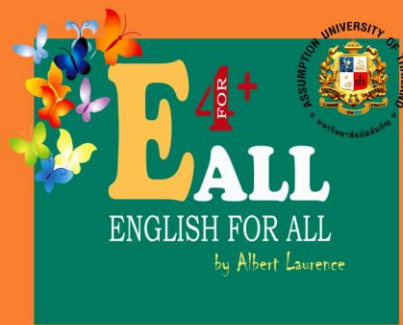
When a butterfly was a caterpillar, it did not know that it has ability to fly. Through the continuous development, it grows and transforms into a beautiful butterfly. The caterpillar reminds us of the possibility to develop and accomplish everything!



English for ALL is supported by Assumption University of Thailand. The program is FREE OF CHARGE.

To apply for the program or become a member of teaching volunteers, please contact Learning Support Center, CL 13th floor or CALL 02-7232137

PR Standby Poster: Meaning of the Logo



Become a member of our English Speaking Community



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PR Standby Poster: Become a Member of English Speaking Community



Example of "English Buffet" Menu
Designed and developed by A.Piya Sailomraksa
Learning Support Center, Student Affairs

English Buffet: A catalog of Communication Skill Development Activities that student can pick up to practice in class according to their interest and need for development