



CURRICULUM ANALYSIS
A CASE STUDY OF ENGLISH I COURSE SYLLABUS
AT ASSUMPTION UNIVERSITY

by
Ms. Nitaya Uhley

A Thesis of the Twelve-Credit Course
ED 7000 Master's Thesis

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Education
in Curriculum and Instruction
Assumption University

December 2003

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ASSUMPTION UNIVERSITY

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THESIS EXAMINATION COMMITTEE'S APPROVAL

This is to certify that the Thesis entitled:

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A CASE STUDY OF ENGLISH I COURSE SYLLABUS
AT ASSUMPTION UNIVERSITY**

presented by

**Ms. Nitaya Uhley
ID. 411-9639**

has been accepted in partial fulfillment of the requirements for
a Master of Education degree in

Curriculum and Instruction

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TABLE OF CONTENTS

	Page
Cover Page	i
Copyright	ii
Committee's Approval Sheet	iii
Acknowledgement	iv
Table of Contents	vi
List of Tables	viii
List of Illustrations	ix
Abstract	x
Chapter 1: Introduction	1
Background of the Study	1
Statement of the Problem	10
Research Objectives	11
Research Questions	11
Significance of the Study	11
Theoretical Framework	13
Conceptual Framework	14
Scope and Limitations of the Study	15
Definition of Terms	16
Chapter II Review of the Related Literature	19
Chapter III Research Design and Methodology	55
Population	57
Sample	58
Instrumentation	58
Collection of Data	64
Data Analysis	66
Chapter IV Presentation, Analysis and Interpretation of Data	69
Chapter V Findings, Conclusion, Discussion and Recommendations	106
Findings	107
Conclusion	111
Discussion	117
Recommendations	125
Bibliography	130
Appendix	137

Appendix A: A Proposed Change Curriculum	138
Appendix B: Interviews Questions	151
Appendix C: Interview Samples	152
Curriculum Vitae	174
Executive Summary	175



LIST OF TABLES

	Page
1. Types of Vocabulary_____	47
2. Learning Burden_____	49
3. Number of Staff Interviewed_____	64
4. Data Analysis_____	66
5. Mark Allocation for Semester (2/1999, 1/2000, 2/2000)_____	76
6. Course Components_____	79
7. Reading Material Preferences_____	92
8. Summary of the Strengths and Weaknesses of the English I Curriculum_____	110



LIST OF ILLUSTRATIONS

Figure	Page
1. Theoretical Framework _____	13
2. Conceptual Framework _____	14
3. Tyler's Curriculum Development Model _____	26
4. A Process of Curriculum Development _____	29
5. A Demographic showing the percentage of frequency counts for materials selection from the interview results _____	90



ABSTRACT

Thesis Title : Curriculum Analysis: A Case Study of the English I Course Syllabus at Assumption University

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Program of Study : Curriculum and Instruction

Faculty : Faculty of Education

Year : 2003

The purpose of this study was threefold. (1) To study the curriculum and the syllabus design for English I course. (2) To find out the weaknesses and strengths of the English I Course Syllabus at Assumption University in the semesters of 2/1999, 1/2000 and 2/2000. (3) To propose a draft of curriculum changes for English I in Assumption University.

The study consists of the related theories from the texts for curriculum and syllabus design and development, also with the designs of English course syllabus. The instrument used in this study was a content analysis with a semi-structured interview and conversational interview. The interviews were conducted by the researcher with the English instructors who were teaching English I during the semesters of 2/1999,

1/2000 and 2/2000 along with the chairperson and deputy chairpersons. Students who studied during the above mentioned periods were also interviewed during the data collection process. The data were then analyzed; the frequencies count and percentage were used in the analysis. Moreover, the comparison of the interview results and main theories scanned from documentary studies are presented.

The data about curricula were collected from three sources; the curriculum planners, instructors and students. Moreover, the concise concepts of theories and principles of the curriculum from the related texts and other research studies were used to compare the results in order to get the strengths and weakness of the English I curriculum.

The following conclusions were based on the findings of this study.

Goals and objectives of the course were stated clearly. Course components and course requirements, which were provided with the course outline and teaching guide at the beginning of the semester were also stated.

Instructors had full support from the authorities with many facilities provided to enhance teaching and learning, along with the on-going in-service training from the University.

Materials for English I course were not appropriately selected according to the interview results. They depend largely on the authorities' academic background and their personal preferences.

According to the interview results, the evaluation and assessment were not perfect. There were no appropriate means suggested to assess attainment of each objective. The test materials were based on rote learning rather than assessing the learners' proficiency. The grading system was clearly stated and expected to be followed.

Other areas were also considered as important aspects for learning the language, such as, the qualifications and commitment of the instructors and students, and the facilities provided by the University. These areas are not the primary focus in this research.

The following recommendations were made:

In-service training for teaching methods should be conducted and encouraged regularly.

Needs analysis should be conducted to find out the students' needs and interests.

For further research, action research on teaching methods, and students' learning style should be conducted.

CHAPTER I

INTRODUCTION

Background of the Study

Since the very beginning of the Thai education history, education has been provided to serve the needs of social, economic and cultural changes. It has expanded then. Thai education system has been designed and redesigned many times in order to keep up with the changes of the world and its technology. Therefore, the aims of education change accordingly. As a result, educational reforms have taken place time and again. It is essential to develop education to be the best practical system in order to gain the most benefit from it. According to Jantrasurin (1998) there were many educational reforms in Thailand. The curriculum policies in the present day context have been proposed under considerations of the economic, social, and political and cultural contexts of the country. The prominent changes and reforms were declared in the 1997 constitution.

There have been tremendous efforts in improving educational management to meet the needs of the society. Educational goals and aims have hardly been accomplished or achieved at a satisfactory level. A number of educational research done during 1970-1996 show that:

School students and university graduates have low learning skills and international skills.

Achievement in science, mathematics and language studies are considerably low.

Teacher competencies are low.

There is too much content in the curriculum design. (Jantrasurin, 1998)

With all these research findings, the ways of teaching and the content that students have to learn are needed to be improved. As the new millennium is approaching, the ways of living and doing things have been changed and continue to change rapidly. Knowledge is being compounded in a multiplicity of ways. As for the professional educators, the decisions we must make about what is important for children to learn have become more and more complex. According to the definition of "Curriculum" from some popular educators or curricularlists in the following lists.

John Dewey (1916)...education consists primarily of transmission through communication. ... As societies become more complex in structure and resources, the need for formal or intentional teaching and learning increases.

Ralph Tyler (1949) ... learning takes place through the experiences the learner has..., ... "Learning experience" is not the same as the content with which a course dealsThe curriculum consists of... all of the learning of students planned and dissented by the school to attain its educational goals.

Tanner and Tanner (1975) ... the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners' continuous growth in personal and social competence.

Peter F.Oliva (1982). Curriculum is the plan or program for all experiences, which the learner encounters under the direction of the school. (Source from "Curriculum for a New Millennium." Wilma S. Longstreet and Harol G. Shane)

According to the definitions, over the years, the points of view of the educators or the curricularlists will have a great influence on the curriculum development. Link the irrespective of school curriculum or national curriculum. From all those definitions, curriculum is what is taught and learnt in school. It also includes the intended and unintended knowledge and skills that students get outside the school campus (Sowell, 1996.) Consequently, the authorities who select "what" to be taught should be very careful in their selections as well as the instructors who deliver "what" should be careful of "how" to deliver it. These two things are essential in the curriculum development. They are "subject matter" and "instructional strategies" which are the unavoidable factors in decision making for curriculum improvement.

How languages are learnt

According to Lightbrown (1995) language learning is simply a matter of imitation and habit formation. Children imitate the sounds and patterns, which they hear around them and receive positive reinforcement. Children continue to imitate and practice these sounds and patterns until they form habits of court language if they are encouraged. Therefore, the quality and quantity of the language, which the child hears, as well as the consistency of the reinforcement offered by others in their environment, should have a great effect on the child's success in language learning. Children's imitation is selective and based on what they are currently learning, unlike a parrot that imitates the familiar and continues to repeat the same things again and again. But children's imitations are based on something they have already known.

The behaviorists view the imitation and practice as primary processes in language development. (Lightbrown and Spada, 1995) Their language explanations for language acquisition offer a reasonable way of understanding how children learn the regular and routine aspects of language. However, that imitation and practice alone cannot account for the complexity of the language that all children eventually attain.

According to the behaviorists all learning takes place through the same underlying process, habit formation. Language development is described as the acquisition of a set of habits, it is assumed that the habits associated with the first language these habits interfere with those needed for second language speech, and new habits must be formed (Lightbrown, 1995).

Children acquire knowledge through their actions and thinking. Thus a learning environment should be created for those encouraged children to initiate and complete their own activities. According to Driscoll (1994) one basic instructional principle is that the learning environment should support the activity of the child. Researchers have attempted to find out what influences the learning personality can affect the way in which people prefer to learn languages (Nunan, 1991) they also support the idea that it is necessary for learners to take an active role in his or her own learning. Turner (1994) suggests that language learning require learners to occur external data in order to have on interaction between innate mental structures and environmental input.

Foreign Language Study

In studying a foreign language, the question of why some people are successful while others who are equally intelligent are not, has interested foreign language educators and also the general public for a long time. According to Brown, in foreign language learning, educators currently recognize the importance of cognitive, affective and personality characteristics in understanding the language learning process. It was also stated that foreign language learning without considering the emotional reactions of the learner to language learning was and remains a serious oversight. Foreign language educators have long recognized that learning a second language is not an abstract exercise for memorizing vocabulary and applying grammatical rules. The essence of foreign language learning is the communication of personally meaningful and conversationally appropriate messages through unfamiliar syntactic, semantic and phonological systems. Gardner and Lambert (1972) Schumann (1978) and Gardner (1985) and others point out the crucial role of socio cultural are factors in the development of motivation for language learning. Language learning depends on the emotional readiness of learners and their cognitive abilities. (Horwitz, 1970)

English Curriculum in Thailand

According to the Ministry of Education (1997), studying English will start from primary level, with 200hours/per year as well as in the secondary level. English study in the primary or secondary level does not have a clear syllabus. The objectives and syllabus specifications of 1990s for teaching/learning of English at primary and secondary school levels are defined in very general terms. Books and teaching

materials selected by school authorities will depend on the teacher's qualifications.

Public schools are different from private schools in their selections.

According to the National Education Bill 1999.

Curricula at all levels of education shall be diversified and commensurate with each level, with the aim of improving the quality of life suitable for each individual's age and potentiality. ...

Therefore schools are responsible for their own curriculum development. Teachers will be responsible for their instruction strategies. In this case many school syllabuses will focus on the examination. Students' performance in English will be more likely to rote learning. They will try to remember words, rules and grammar usage to be able to pass the examination. They do not have much opportunity to use English outside the classroom, especially when they are in primary and secondary school levels and when they enter university they continue with the practice of rote learning. Most of the students do not willing to change their habits.

When students enter the university, their individual abilities in studying English will be much different. In this level, the syllabus design will be more complicated. Broomfield believed that language learning began as habit formation; the patterns of the language need to be "over - learned" by students. These patterns would be produced correctly as a result of unconscious habit.

As Chandee stated:

The teaching and learning of English as a general foundation course at tertiary level is very important. It is an expectation of learners, parents and others that students will be able to use English fluently and accurately. It is clear that this level of proficiency cannot be achieved without attention being paid to both fluency and accuracy: it is simply not possible to use English effectively for further studies and professional purposes unless a high level of accuracy has been achieved. (Chandee, 1997: 11)

She also states that there is very little detailed, reliable research evidence about how English is actually taught and learned in schools and universities. And there is very little evidence that standards are improving significantly.

Syllabus design

There are many research on how people learn a second/ foreign languages. Many syllabuses have been designed according to the beliefs of educators and curricularlists. Breen (1987) believed that the structural syllabus is a method familiar to many teachers. It also presents learners with a subject - matter that is systematic and rule-governed. Ellis (1995) noted that grammar teaching does not guarantee success. It may improve learners' accuracy in the use of target language grammatical forms. A complete program will include a variety of tasks that focus both on form and on message conveyance. (Chandee. 1997:66.)

Educators have been concerned about studying foreign languages, especially in English. Syllabus designs and curriculum development have been studied seriously. A great deal of attention has been paid to the elements that are included in the syllabuses. Many researchers have tried to find out the importance of each syllabus design since many of them have been used for different teaching objectives. Course designers who carefully consider the various approaches to syllabus design, may arrive at the conclusion that a number of different approaches should be combined in an eclectic manner in order to bring about positive results. Khin Win Kyi (2000) also stated that course designers in all developing countries whose first language is not English are remodeling their syllabuses so that the students will be able to develop their four skills in the target language. The indication that language programs are failing to meet the learners 's objective is often signaled by the existence of flourishing language schools and courses outside the official educational system. However, regardless of the design, the components of the syllabus must be balanced. As stated by Chandee (1992:10)

It is essential that English language educators are aware of the need to both adopt and adapt the syllabuses, teaching methodologies and forms of testing and assessment appropriate to the Thai context. If English language educators, are given more responsibilities for designing their own syllabuses, choosing teaching methods that are appropriate to the particular groups of students they teach, and write their own tests for their students faced on the agreed general syllabus, they would certainly feel a sense of professional satisfaction. Moreover, if Thai English language educators were encouraged to carry out

action research and publish the results of their findings in ELT journals, they would certainly feel a sense of professional achievement.

Philosophy of Education

One of the philosophies of education is to develop individuals to their fullest potentials through speech and language skills. Nevertheless the curriculum for the English language study shows a clear emphasis on the subject matter of English (Jantrasurin 1998). Students who study a foreign language will have the ability to think logically, to analyze, to read with inference, and to understand the language. In addition they are expected to strengthen their language proficiency to become aware of cultural diversity (Sowell, 1996). Eventually when they study a foreign language, they need to understand the complexity and cultural pluralism of those societies because language reflects culture (Nation, 1990). Since the students learn the language, they will learn vocabulary, grammar, dialogue, reading and listening. Therefore when the curriculum is designed, most learning outcomes expect cognitive domains. However, the affective domain will follow (Brown, 1995). If students are engaged in learning experience, reading, conversation and writing skills along with a list of basic and supplementary materials, are likely to develop attitudes, interests and appreciation (Sowell, 1996, 145) that form the affective domain.

Statement of the Problem

Realizing that English is very important as a medium of communication in the world, the researcher was inspired to find out how to help students to use the English language to communicate at their best. Since the technologies and economies around the world are constantly changing, students' needs and interests are changing and expanding as well. Moreover, having heard some complaint about the material used in the course and some problems occurred during each semester, as an instructor teaching English I course, the researcher encountered many more difficulties when she started teaching the course and was involved in the material selection process for the course. After having taught English I for six years, having been talking, discussing with her peers, having observed in classes, the researcher found out many more problems; some were controllable and some were not. The main objectives of the English I curriculum, as a language basic core course, have not been changed much for the last eight years. The language skills (listening, speaking, reading and writing) are the basic skills in developing students' level of proficiency. Every semester the details in mark allocation are changed. These changes will depend on the authorities, expectations and their preferences. Moreover, the rules and regulations of the faculty the University, and the Ministry of University Affairs play a very important role in setting and designing the curriculum. While studying the Instruction and Curriculum, the researcher started to foresee some factors, which affected those problems. That's why the researcher chose to investigate this topic and set the following research objectives and research questions.

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Research Objectives

To analyze the strengths and weaknesses of English curriculum for English I course at Assumption University.

To propose some changes for the current curriculum of English I course at Assumption University

Research Questions

What are the strengths of the current English 1 curriculum?

What are the weaknesses of the current English I curriculum?

What changes could be appropriate for English I course at Assumption University?

Significance of the Study

As stated before, studying a foreign language involves many factors to facilitate learning. In Thailand, even though studying English as a foreign language begins in primary level, the students' ability in using the language when they reach the university level has not been satisfactory at all. How can they be helped at this level? How can we design the curriculum to help them improve their ability in using the language? If curriculum is designed in a particular way will it help the students learn better? This study will focus on curriculum development, material selection and teaching methodology, which are essential to help students achieve success in language learning.

As Nunan (1988) stated, “curriculum” is concerned with the planning implementation evaluation management and administration of education programs. The curriculum may be a unit, a course or a sequence of courses (Oliver, 1997)

In order to help students succeed in learning the language, the curriculum design is one of the essential factors influencing the success of learning.

This study is significant for the teaching and learning process as it involves curriculum design and development. It is especially significant for the following reasons:

The findings of this study will be useful for curriculum developers and instructors teaching the course.

This study will be beneficial for the students as it looks into the experiences and the attitudes of the students when they study the language. They will have the opportunities to learn and experience a lot more than just learning a language when the materials and the learning activities used in the course are appropriately chosen.

Theoretical Framework

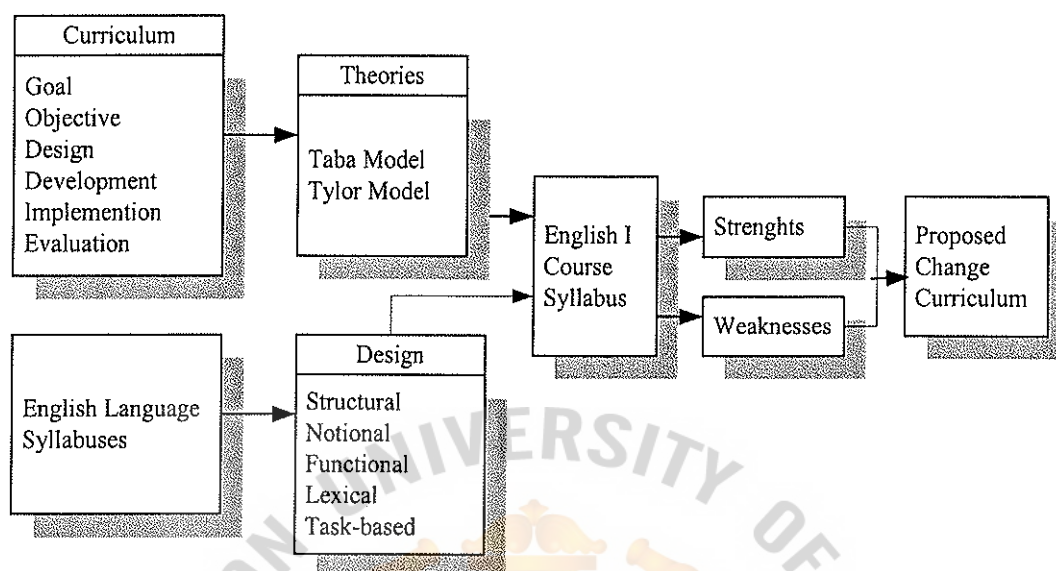


Figure 1: A framework in developing in the proposed changed curriculum.

This study aims to analyze the curriculum. As stated by Nunan (1998) “Curriculum” is concerned with the planning, implementation, evaluation, management and administration of education programs. “Syllabus” focuses more narrowly on the selection and grading of content. Most curricula were constructed with goals, content, learning experiences, methods, materials and evaluation, even though there were many approaches to choose in developing curriculum. After studying many theories, the researcher found that the curriculum of English I in 2/1999, 1/2000, 2/2000 was likely to be affected greatly by Taba and Tyler models. Besides, the teaching and

learning experiences were also integrated in the English language syllabuses with the designs mentioned in the framework.

Conceptual Framework

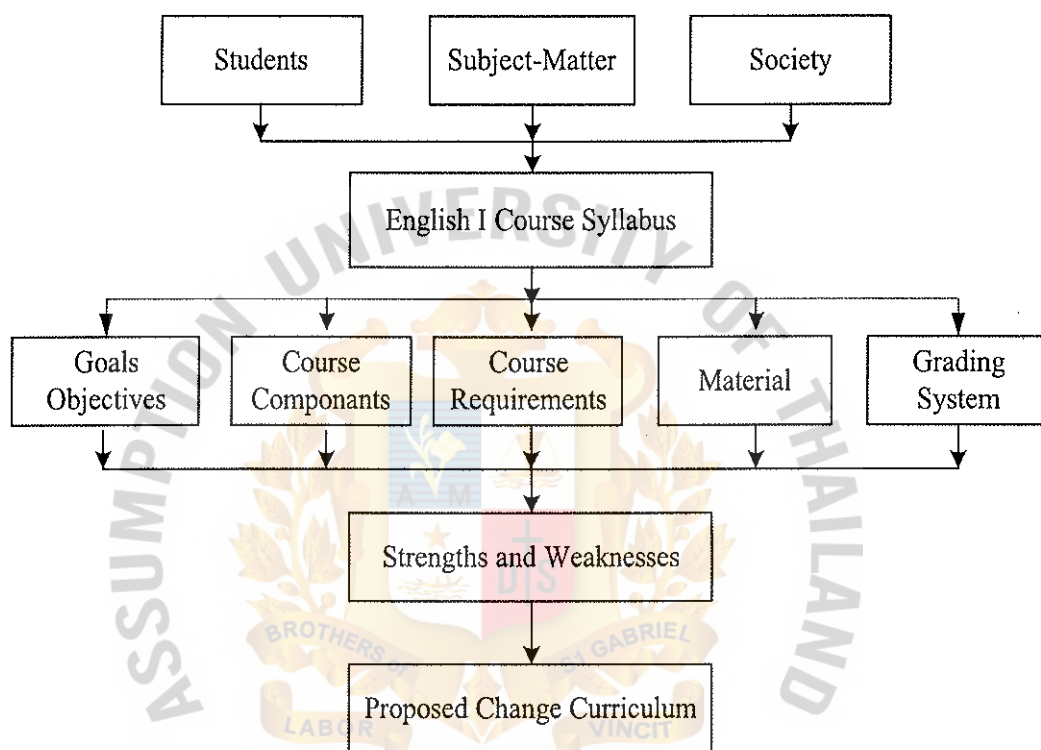


Figure 2: Conceptual Frameworks

Based on the background of the study and the theories presented in the research, the theoretical framework and the conceptual framework are presented in figures 1 and 2.

Limitations of the Study

The research focuses on the curriculum of English I offered by the English Department, Assumption University. Since the researcher is an instructor at Assumption University, involved in English 1. It is convenient and appropriate to collect the necessary data for the study. Hopefully it would benefit the department to improve the curriculum for the benefit of students' language achievement.

In developing a proposed change in the curriculum, the researcher will focus on the goals, aims and objectives of the existing English I course curriculum, which is the course syllabus, from the English department at Assumption University using the content analysis. The data would be analyzed and compared with the curriculum design and development based on the theories and concepts from texts and research findings.

Finally, the strengths and weaknesses of the current curriculum of English I course would be pulled out to propose changes. Since the curriculum is “what to teach” and “how to teach it, there will be a wide scope for conducting research; therefore, the researcher will focus more on “what to teach.” As this research is a case study of English I course and the study focused on the selection of materials and the evaluation of the contents using the content analysis and semi-structured interview with people involved in the program.

Definition of Terms

Content analysis: Content analysis is a research technique involving specialized procedures for processing scientific data for making replicable and valid inferences from data to their context. For any content analysis, the analyst and knowledge determine the construction of the context within which inferences are realized (Krippendorff, 1989:21).

Curriculum: Curriculum is perceived as a plan or program for all the experiences that the learner encounters under the direction of the authorities. It consists of a number of plans in writing form and of a varying scope that delineates learning experiences. The curriculum may be a unit, a course, or a sequence of courses. (Oliva, 1997) For this study curriculum is a course syllabus that consists of course outline, course components, course requirements, and materials used at 2/1999, 1/2000, 2/2000.

Curriculum design: Curriculum design refers to the ways we conceptualize the curriculum and arrange its major components (subject matter or content, instructional methods and materials, learner experiences or activities)

Curriculum Development: Curriculum Development is the idea to show how curriculum evolves or planned, implemented and evaluated as well as the people processes and procedures are involved in constructing the curriculum.

Current curriculum: Current curriculum referred to the curriculum used in the academic year 1999-2000.

English1 curriculum: English curriculum referred to the course syllabus, course outline, teachers' guide and teaching and learning material from the English Department.

The Proposed Change in Curriculum: The Proposed Change in Curriculum is a course syllabus for English I that aims to propose changes by the researcher after analyzing the curriculum theories and the interviewees' points of view.

Semi-Structured interview: Semi-structured interview is an oral in-person administration of questions prepared in advance. The questions could be open-ended and they are semi-structured by the interviewer. Semi-structured questions are phrased to allow unique responses from the subjects. The interviewee can shape the content of the interview by focusing on topics of importance or interest. The interviewer usually encourages the person to talk in detail about an area of interest. (McMilland and Schumacher.1993)

Strengths: Strength refers to aspects in which a curriculum is strong; for this study it refers to the following criteria;

Goals and objectives are clear and easy to follow as stated in the course-outline

Content or Subject Matter is selected relevantly to the needs of the students, society and their subjects of study.

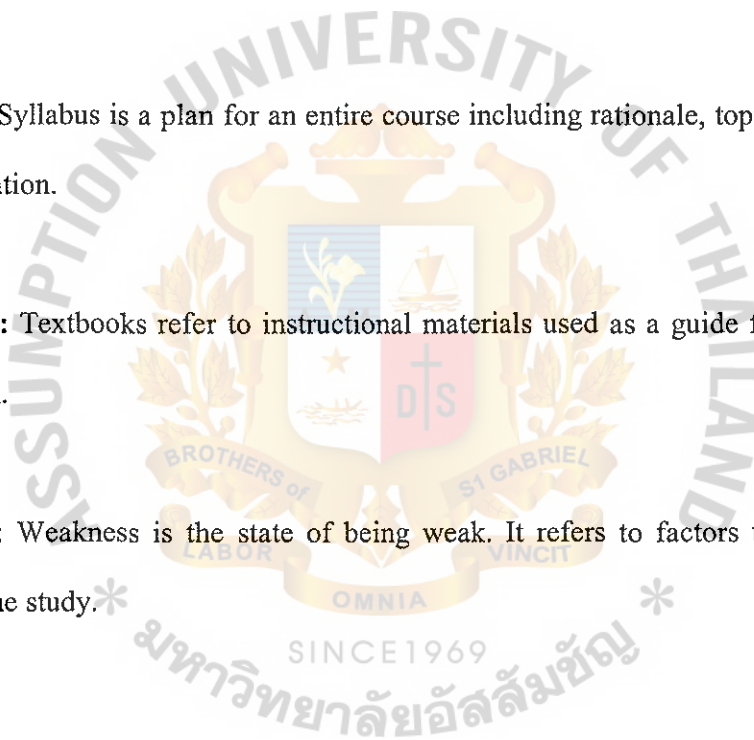
Other factors that could be found from the study

Subject Matter and Content: Subject matter and content is the way we organize and assimilate information, refers to the passages, texts and any materials used in the course.

Syllabus: Syllabus is a plan for an entire course including rationale, topics, resources and evaluation.

Textbooks: Textbooks refer to instructional materials used as a guide for classroom instruction.

Weakness: Weakness is the state of being weak. It refers to factors that could be found in the study.*



CHAPTER II

RELATED LITERATURE REVIEW

This chapter focuses on the major concepts of curriculum development and the important aspects in English language syllabus development as shown in conceptual framework. Many points have been reiterated in different studies outside this research and some points have been disputed as well.

The first aspect is examined in the sections below.

Curriculum goals and objectives

Curriculum design and development

Curriculum evaluation and implementation

The second aspect is examined in different types of syllabus design.

According to Nunan (1988); the traditional syllabus is viewed as a subsidiary component of curriculum design. “Curriculum” is concerned with the planning, implementation, evaluation, management and administration of education programs. The term “Syllabus” focuses more narrowly on the selection and grading of contents. As this research is a case study of English I, the researcher has focused on the materials and how to grade students achievement accordingly.

As mentioned by Oliva (1997) curriculum is perceived as a plan or program for all the experiences that the learner encounters under the direction of the authorities.

Curriculum consists of a number of plans in writing form and of varying scope that delineates learning experiences. The curriculum may be a unit, a course or a sequence of courses. In this study the term “ curriculum” implies English I course syllabus.

The Curriculum Components

Goals and objectives

Design and Development

Implementation and Evaluation

Curriculum Goals and Objectives

In education, aims, goals and objectives, somehow, are equated with each other. Education is purposeful and the outcomes are very essential. Aims, goals, objectives are expressed at several levels and the most general level is reflected in statements of aims and the most specific ones are in objectives. These statements represent some points toward which educators are working and they are influenced to a great extent by the philosophy they accept. The aims and objectives will be used as guidelines for the development, implementation, maintenance and evaluation of the educational programs.

Defining Goals and Objectives

A curriculum goal is a purpose or end stated in general terms without specific criteria of achievement.

According to Pratt (1996), aims and goals for curriculum designers are more general. They refer to the entire curriculum. But curriculum experts tend to think more about philosophy. And instructors work close to the objectives because they will refer to the curriculum as a course of study and they tend to think more of specific objectives.

When making curricular decisions, especially when generating objectives, educators ideally consider all domains of learning: the cognitive, the affective and the psychomotor. (Pratt. 1996) Bloom's taxonomic classifications of learning in education are perhaps the best known and have the greatest influence on the formation of objectives.

Curriculum Design

The concept of curriculum design focuses on the way in which curricula are created, especially, the actual arrangement of the parts in the curriculum plan.

A curriculum design is concerned with the nature and arrangement of four basic curricula parts. (Wiles.J. and Bondi J. 1993)

Objectives

Method and organization

Subject matter

Evaluation

The four parts interact with each other; decisions made about one part are dependent on decisions made about others.

Curriculum design involves various philosophical or theoretical issues as well as practical issues. A person's philosophical stance has an impact on his/her interpretation and selection of objectives content. How to organize the content and how to teach the content will guide his/her judgments of how to evaluate the success of the curriculum.

Curriculum design is a statement noting the relationships that exist among the four parts of a curriculum. Hence a curriculum must be viewed on several dimensions, scope, integration, sequence, continuity, articulation, and balance.

Curriculum parts can be organized in many ways, however, all curriculum designs are integration of the three basic types: -

Subject-centered designs

Learner-centered designs

Problem-centered designs

Subject-Centered Designs

Subject-Centered Designs are the most popular and widely used curriculum designs.

This design is based on the belief that what makes humans unique and distinctive is their intellect. The category of subject-centered designs has the most classifications of

any of the designs. In this design, the curriculum is organized according to how knowledge has been developed in the various subject areas. With the explosion of knowledge and the resulting specialization in the various fields of knowledge, subject divisions have not only become more numerous but also exceedingly complex. For instance, English, at least at the college level, has become more complex; attention is paid to writing, oral expression, reading, grammar or literature as a major subject division.

The organization of curricular content also assumes that these areas are systematized primarily on 1) chronological basis; 2) prerequisite learning; 3) whole concept to details organizing, and 4) deductive learning. The teacher assumes an active role. This design deferred the emphasis on verbal activities. Many educators today agree that learning is a verbal activity. The drawback of this design is that teachers tend to factor in student's passivity for learning. For this design of curriculum, the organization is concerned with the subject and the needs of the students met.

Learner-Centered Designs

Curriculum experts are concerned with creating curricula that are valuable to students. They assert that students are the center or focus of the program. This design, often attributed to John Dewey, was really conceived by Parker, who laid the foundation for this movement. Dewey and Parker viewed education as a social process that served a social function. Through education the individual has his/her capacities freed and to achieve social aims.

Problem-Centered Designs

Problem-centered design focuses on the problems of living-on the perceived realities of institutional and group life both for the individual and for society in general. They are organized to reinforce cultural traditions and also to address those community and societal needs that are currently not met. They address individuals' problems as well. Problem-centered designs are planned before the arrival of students. The organization of this design depends on the nature of the problem areas to be studied. Contents selected must be based on the needs, concerns and abilities of the students the following are some types of problem-centered designs:

Life-Situations Designs

Core Designs

Social Problems and Reconstruction's Designs

Various design options exist from which curriculum experts can select. Designing a curriculum is really dealing with a vision, which most educators have. The concepts related to the design help them realize their visions from probability to reality. However, many curriculum designers mixed these designs so much that it is almost impossible to determine the nature of curriculum design.

Regardless of any particular design, educators must be concerned with the scope and sequence of the curriculum elements or parts. They must also pay attention to articulation, continuity and balance. Curriculum design is more than just making sure that the parts of a curriculum are neatly organized in a document. It is a complex

phenomenon that required careful attention in enabling the students to learn all of the mentioned parts, attitudes, and skills considered worthwhile and essential.

Curriculum Development

It is not agreeable for everyone to say what curriculum is or what is involved in curriculum development. Successful education requires careful planning. Very few people can construct a curriculum without giving some thought to goals, content, learning experiences, methods and materials and evaluation (Willes and Bondi, 1993). There are many approaches to choose in developing a curriculum. Most models can be classified as technical-scientific or non-technical –nonscientific. Here are some of the technical-scientific approaches.

The Tyler Model;

Four Basic Principles

- Purposes of the school
- Educational experience related to the purposes
- Organization of the educational experiences
- Evaluation of the purposes

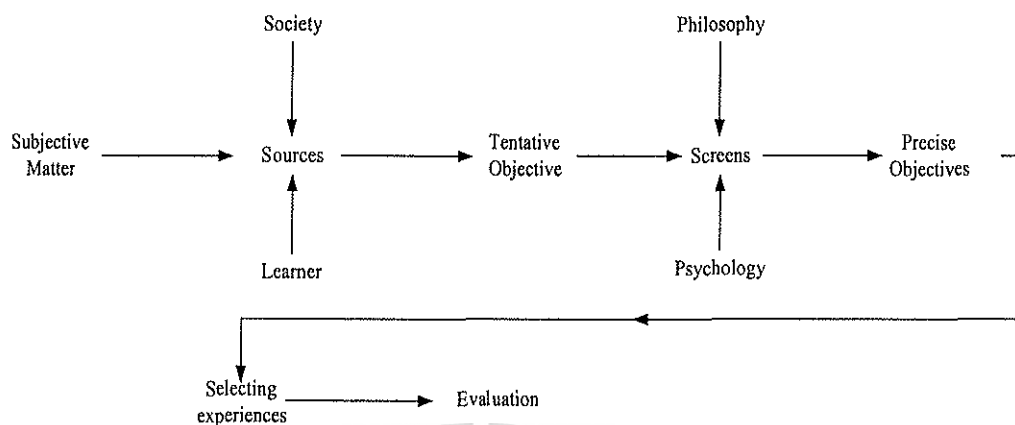


Figure 3: Tyler's Curriculum Development Model (Wile and Bondi 1993)

Curriculum Models and Curriculum Development

As Taba (1962) stated, "if one conceives of curriculum development as a task requiring orderly thinking, one needs to examine both the order in which decisions are made and the way in which they are made to make sure that all relevant considerations are brought to bear on these decisions." A model can give order to the process. One of the best-known models for curriculum development is Ralph W. Tyler.(Wile and Bondi 1993)He recommended that curriculum planners identify general objectives by gathering data from three sources; the learners (students), contemporary life outside the school (society) and the subject matter (text). After identifying numerous general objectives, the planners refine by filtering them through two screens: the education and social philosophy of the school, and the psychology of learning. After the curriculum planner applies the second screen, the general

objectives are then reduced, leaving those that are the most significant and feasible which, in behavioral terms, turns them into instructional, classroom objectives. Actually, Tyler's model goes beyond the above mentioned steps. He defined learning experiences as "The interaction between the learner and the external conditions in the environment to which he can react". (Wile and Bondi 1993 p.195) He also suggested the teachers give attention to learning experiences as to develop skills in thinking and be helpful in acquiring information, in developing social attitudes, and in developing interests.

The Taba Model:

Grass-Roots Rationale. Taba noted seven major steps in which teachers would have major inputs.

Diagnosis of Needs: The teacher (Curriculum designer) starts the process by identifying the needs of the students for whom the curriculum is to be planned.

Formulation of Objectives: Once the teacher identifies the needs that require attention, the objectives to be accomplished are specified.

Selection of Contents: The objectives selected or created suggest the subject matter or content of the curriculum unit. Taba pointed out that not only should objectives and content match, but the validity and significance of the content chosen needed to be determined.

Organization of Contents: The contents must be organized in a sequence, taking into consideration the maturity of the learners, their academic achievement, and their interests after the selection.

Selection of Learning Experiences: Contents must be presented to pupils or pupils must interact with the contents. At this point, Taba discussed the instructional methodologies that will involve the students with the content.

Organization of Learning Activities: Just as content must be sequenced and organized, so must the learning activities. Often the sequence of the learning activities is determined by the contents that are sequenced. But the teacher must keep in mind the level of students.

Evaluation and Means of Evaluation: The curriculum planner must determine the accomplishment of objectives. Evaluation procedures need to be considered by the students and teachers.

Curriculum development involves much more than the implementation of a new course of study or the updating of a guide to instruction. This involves the identification of a philosophy and deducing appropriate goals and objectives. Once this framework for program development is established, a need assessment is conducted to sharpen the focus in terms of the learners. The process of curriculum development is shown in figure 4.

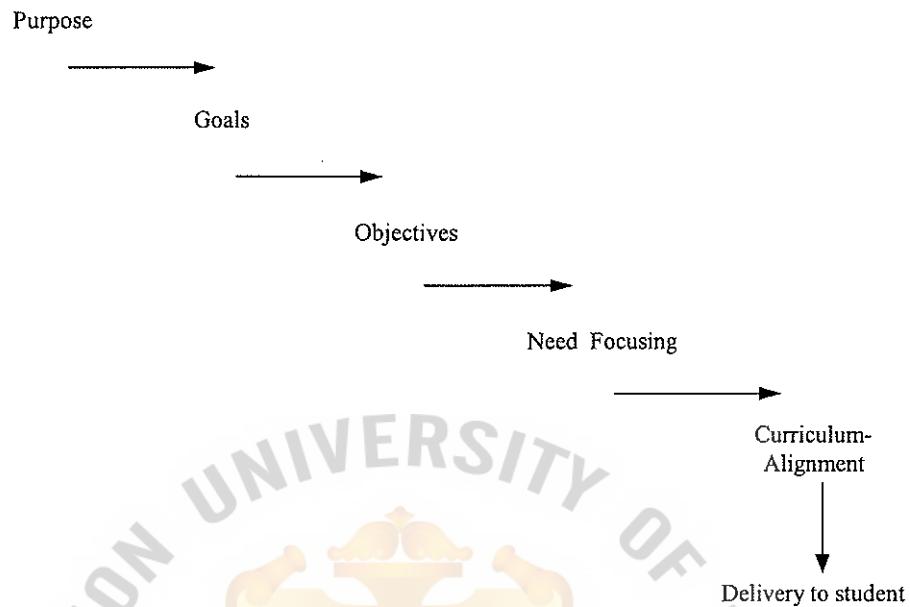


Figure 4:A process of curriculum development

Curriculum development is a process of development that creates educational experiences to meet the intention of planners.

Once the appropriate selection of the strategies in transforming the knowledge, skills are achieved, and to make sure that our strategies have been correctly chosen to do the job, the evaluation will be preformed. The “Evaluation Techniques” also help us get the accurate performance of the students, which will help in the evaluation of instructional strategies. It will also evaluate the curriculum.

In curriculum development as Ronald Doll (1986) notes curriculum decision making is a socio-political process that involves almost everyone:- ‘students’ are the

consumers of education and they deserve to supply input to educators regarding curriculum matters, 'teachers' should participate in curriculum development process, otherwise the development of pedagogical content knowledge (which involves reorganizing content for teaching based on one's values and beliefs) will be missing.

The development of curriculum is an ongoing situation analysis that can provide information to curriculum developers whenever it is needed. However, special needs assessments may be necessary; particularly when curricula are to be revised. The main reasons for undertaking these evaluations are to assess the status of curriculum situations, identify their problems, their strengths that could be used to remedy deficiencies or make improvements (Sowell, 1996).

According to 'Paris' (1990) only classroom teachers have sufficient competence to be curriculum developers since they understand the structure of schooling and have had that understanding refined by direct experience.

Usually curriculum development projects involve specialists of some kind but 'Carson' (1984) argues that control should be in the hands of classroom teachers. Teachers have an understanding of the range of knowledge, skills and values associated with the many topics to be taught, and a comprehensive and technical understanding of the developmental levels of students, the skills they need and the interests they hold. Specialists may engage in the projects as academics and professional consultants.

Curriculum Implementation

Implementation is an essential aspect of curriculum development. It doesn't matter how well they organized the curriculum if it does not get delivered to students. Implementation should not be viewed as a clear-cut new program. The process is developmental and occurs at different levels.

Fullan and Pomfret also point out that teachers must be clear with the purpose, the nature and the benefits of innovation. In order that implementation of a program or process occurs, all affected parties must have some changes in their behaviors.

As of that implementation is much more than handing out new materials or courses of study, it should be realized that if a new curriculum is to be successfully implemented, the purposes of the program are needed to be visualized. The roles people will play within the system and the types of individuals are the result from the interaction with the curriculum.

Curriculum Evaluation

The term "evaluation" covers a great variety of meanings. One can evaluate the curriculum in terms of its objectives, scope, the quality of personnel in charge of it, the abilities of students, the relative importance of various subjects, the degree to which the objectives are implemented, the equipment and materials, and a host of other aspects. The students' progress toward the educational objectives is to be

concerned with many other factors.. Teachers use evaluation to assess progress toward the specific objectives of a given course or a unit.

Since the curriculum is essentially a plan for helping students to learn, ultimately all evaluation goes back to the criterion of effectiveness of learning.

Evaluation is a complex stage. It is also a continuous process by which data are gathered and judgments made for the purpose of improving a system. There are always problems in evaluation. The lack of systematic evaluation may be attributed to a number of causes. A thorough evaluation of a curriculum can be very complicated. It involves time, energy and cost considerations. There are many types and models of evaluation. For example:

Curriculum Evaluation Guide

Needs Assessment

- Was needs assessment conducted?
- Are the methodology and results described?
- Are the results used appropriately in the design of the curriculum?

Aim

- Is the aim of curriculum stated?
- Does it express the overall intent of the curriculum?
- Does it match the objectives and the curriculum content?

- Is it clear and concise?
- Would it be meaningful to the learners?

Rationale

- Is the justification for the program given?
- Are all the important arguments for the program included?
- Does the rationale document evidence on which the curriculum is based?
- Are the arguments valid?
- Are the main objectives anticipated with?
- Does the rationale deal appropriately with the personal significance of the curriculum?

Objectives

- Are all the main intentions of the curriculum identified?
- Do the objectives reflect students' needs?
- Do the objectives go beyond the learners' cognitive level?
- Are social and personal objectives included?
- Are priorities, particularly the critical objectives identified?
- Are the objectives written in a clear and consistent style?
- Are the objectives relevant to the aim?
- Do the objectives collectively exhaust the meaning of the aim?
- If all the objectives were achieved, would the aim be realized?

Assessment

- Are appropriate means suggested to assess attainment of each objective?
- Are measures valid, reliable and efficient?
- Are measures low in anxiety for learners with low abilities?
- Are assessment measures intrinsic to the curriculum, rather than formal or artificial?
- Is there adequate diagnostic, formative assessment?
- Are standards of mastery clearly indicated wherever appropriate?
- Do mastery standards set high expectations?
- Can students make valid judgements about their own proficiency?
- Is the grading system clearly described?
- Is the grading system aligned with the objectives?
- Does the grading system ensure that critical objectives are mastered?

Context

- Are the social, community and institutional contexts described?
- Is it clear how this curriculum fits with other programs?
- Is linkage clear with following courses or units?

Entry characteristics

- Are the learners adequately described?
- Is the cultural background of students acknowledged and respected?
- Is the selection process clear?
- Are the prerequisites identified?

- Is provision made for students who lack the prerequisites?
- Is provision made for students who have already mastered the objectives?
- Is their guidance for design and use of reassessment?

Instruction

- Does the instruction match student needs?
- Does the instruction match the curriculum objectives?
- Is instructional content appropriate and interesting?
- Does the instruction ensure early significant success?
- Is the sequence and pacing of instruction appropriate?
- Are teaching strategies varied, interesting and challenging?
- Are there appropriate strategies for students with different learning styles?
- Do strategies involve active and cooperative learning?
- Is there provision for regular, interesting and monitored homework?

Individual differences

- Is there provision for identifying individual difference in aptitude and motivation?
- Are there plans for effective redemption?
- Is there appropriate use of tutoring and peer tutoring?
- Is there adequate provision for faster and more motivated learners?
- Is there provision for cultural differences?
- Is there provision for students with special needs?

Resources

- Are consumables and communication materials described?

- Are high-quality materials included in the curriculum or readily available to teachers?
- Is relevant instructional software listed?
- Is the required equipment described?
- Are there recommendations for classroom layout?
- Are uses of facilities outside the classroom suggested?
- Are instructor qualities and responsibilities defined?
- Are the roles of parents, guests, and administrators, indicated?
- Is total time consumption calculated?
- Is the budget complete?

Tryout

- Is there provision for pilot and field-testing?
- Are the results of pilot and field tests described?
- Program evaluation
- Are criteria suggested for evaluation of all aspects of the program?
- Are multiple measures and data sources suggested?
- Is there provision for feedback on the curriculum from users?
- Is there provision for ongoing revision of the curriculum?

Implementation

- Were significant groups involved throughout the development of the curriculum?
- Are the names and affiliations of the curriculum planners shown?
- Are they credible?

- Do they include people other than educators?
- Is there a realistic adoption and implementation plan?
- Is there sufficient provision for in service training?

Production qualities

- Is the curriculum professional in appearance?
- Is it printed and illustrated?
- Is the binding and cover attractive?
- Is it well written and easy to follow and read?
- Is it free of jargon, vagueness, and pretentiousness?

(Source: from David Pratt, 1996. "Curriculum Planning")

English Language Teaching in Universities: Curriculum Development: Curriculum Design

The English Language is a compulsory subject in all the institutions at the tertiary level in Thailand. It is quite a surprise to find that it is an elective subject for primary and secondary levels in Thailand. That is why the students' proficiency levels in English vary enormously at the tertiary level. Students wish to learn the English language for different purposes. Therefore, the teaching and learning of English ought to be related to students' specific areas of interest and it should proceed according to students' motivation. However, the English language course is based on listening, speaking, reading and writing, and it is compulsory for students across all disciplines.

English Language Syllabus: Types of Syllabus Design

There are many approaches to Syllabus design. Researchers in the area of syllabus design cannot agree upon the principles involved.

‘Prabhu’ (1992) suggests that a syllabus is mortally organized as an incremental sequence of teaching units. The sequence as a whole being meant to achieve a large objective, with each unit in it to achieve a small subjective and classroom teaching is often seen as a steady movement from the first unit to the last unit. And any given lesson is viewed as a small part of the journey.

Syllabus design is a complex task. ‘Nunan’ (1988) believes that teachers’ responsibilities may include identifying learners’ communicative needs, selection and grading syllabus content, grouping learners into different classes or learning arrangements and selection or creating materials as well as learning activities and monitoring and assessing learner progress and course evaluation. He also suggests that judgements must be made in selecting syllabus components from all the option, which are available.

‘Nunan’ (1988) suggests that most syllabus type is still one in which syllabus input is selected and graded according to grammatical notions of simplicity and complexity (p. 28).

Whites (1988) suggested two types of syllabus designs; type A syllabuses focus on what is to be learned. The language to be taught is pre-selected and pre-digested and

divided up into small pieces, and learning objectives are determined in advance of any consideration of who the learners may be or how languages are learnt.

Type B syllabuses focus on the language to be learnt, involving not only artificial pre selection or arrangement of items but allowing the objectives to be determined by a process of negotiation between teacher and learners after they meet during the course.

English Language Syllabus Design

Structural Syllabuses

Up to the early 1970s, most syllabus designers started out by drawing up lists of grammatical, phonological and lexical items, which were then graded according to difficulty and usefulness (Chandee, 1997). That was the primary role of the structural syllabus. A key feature of the structural syllabus is its synthetic nature. The main aspect of the structural syllabus is that it allows for the construction of an indefinitely large number of new sentences. A good knowledge of rules is an important asset for communicative competence. It also presents learners with a subject matter, which is systematic and rule-governed. It was believed that the structural syllabus created an environment in which it was easier for the learner to uncover how the new language worked. (Breen, 1987). However, the structural syllabus was also believed to be uninteresting and unmotivating learning situations.

Therefore Ellis suggests that grammar teaching should be designed to focus on learners' attention on a targeted structure in the input and enable them to identify and

comprehend the meaning of the structure and he also points out that it does not guarantee success, nor should all grammar teaching necessary be comprehension-based.

According to Krahne (1987), students want to learn grammatical structures because it is familiar and makes them feel secure and when they study the language structure, they think they are learning the language. He also pointed out that a structural syllabus might encourage teachers to use it because it is familiar and easy to describe for them. Krahne also stated that instruction in language structure offers a basic instruction for teachers or others to provide learners with feedback on the accuracy of their production. He also argues that structural knowledge may be teachable and it is learnable. In this case it is relevant to many Thai students and teachers. Students know the rules very well but they cannot use the rules that they know correctly in the language. Students should be able to use the rules as a means towards achieving language performance through speaking, listening, reading and writing. That is to say, the final aim of the structural syllabus is also communicative competence. Ellis noted that a complete program would include a variety of tasks that focus on form and communication.

The Notional-Functional Syllabus

According to Krahne, the Notional-Functionalism is often associated with communicative language teaching. It grew out of a functionally oriented linguistic tradition, which existed in Britain.

The notional syllabus comes into focus in the early seventies. It is organized around theme relation to broad areas of meaning such as space, time, obligation, etc. The functional syllabus focuses on the social functions of language as the central unit of organization. It is concerned with element such as invitations, suggestions, apologies, refusals, etc. The notional and functional syllabuses were developed to be used together.

Functions can be defined as the communicative purposes for which a language is used while the notions are the conceptual meanings of objects, entities, states of affairs, relationships expressed through language. Some of the arguments proposed in favor of this type of syllabus organization are:

- It sets realistic learning tasks
- It provides scope for the teaching of everyday language.
- It leads us to emphasize receptive (listening/reading) activities before rushing learners into pre-mature performance.
- It recognizes that the speaker must have a real purpose for speaking, and something to talk about.
- Communication will be intrinsically motivating because it expresses basic communicative functions.
- It enables teachers to exploit sound psycholinguistic, sociolinguistic, linguistic and educational principles.
- It can develop naturally from existing teaching methodology.

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It enables teachers to exploit sound psycholinguistic, sociolinguistic, linguistic and educational principles.

It can develop naturally from existing teaching methodology.

It enables a spiral curriculum that reinforces grammatical, topical and cultural material.

It allows for the development of flexible, modular courses.

It provides for the widespread promotion of foreign language courses. (Finocchiaro and Brumfit, 1983)

The design of such a syllabus is based on notional-functional criteria; the selection, sequencing and grading of items is compiled. Designers need to include items, which are likely to help learners achieve communicative competence in the language.

Students' needs analysis and linguistic analysis are required so as to develop the courses with a specific focus. It is necessary to consider a whole range of other factors such as genre or discourse structure and difficulties. It is necessary for syllabus designers to consider when selecting and grading syllabus content. A notional-functional syllabus is likely to promote communicative competence provided grammatical and situational factors are taken into account.

Task-based Syllabus.

A task-based syllabus is a syllabus organized around tasks, rather than in terms of grammar or vocabulary. The task in language teaching is an activity or action, which is carried out as a result of processing or understanding language. It may suggest a variety of different kinds of task, which the learners are expected to carry out in the language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. (Richards, Platt and Weber, 1985) Nunan (1989) considers communicative tasks as a piece of classroom work which involves learners in comprehending, manipulation, product, or interacting in the target language while their attention is principally focused on meaning rather than form. Moreover, tasks may have a range of goals.

Communicative: oriented to establishing and maintaining inter personal relations.

Socio-cultural: oriented to promoting understanding of the everyday life patterns of the target language speech community.

Learning-how-to-learn

Promotion of awareness of language and culture

One of the problems associated with task-based syllabuses is the difficulty of devising fair and appropriate assessment tasks. Moreover many factors have to be taken into consideration such as students' background knowledge, their interest, and their level of maturity in the tasks to be accomplished (Chandee, 1997).

The Lexical Syllabus

Having considered some of these types of syllabuses, vocabulary also plays an important role in all language teaching.

One criterion for lexical selection is that of frequency. Mc Carthy (1992:66) suggests that it is best to start learners off with the most frequently used words so that these can form a basic set of tool for communication. Therefore, vocabulary must be learnt in context in order to be effective.

Coverage is another criterion; it refers to the number of things, which can be expressed by any given item. The criterion of coverage is more important and useful than frequency, according to Widdowson, the purpose of learning is to acquire a minimal productive competence across a limited range of predictable situation.

According to Nation(1990), there are very strong reasons for systematic and principled approaches to vocabulary by both teachers and learners. Firstly, there is plenty of research on vocabulary; what to do about it, or about what to focus on. In this case, this research can be used to direct how to choose the appropriate vocabulary for students and provide practice for learners in useful skills that will give good returns for their efforts. Secondly, vocabulary in foreign or second language learning can be dealt in a number of ways. It is important that when a teacher chooses or rejects a way to deal with vocabulary, it should be based on an understanding of the principles behind it.

The research on readability by Chall, 1958 and Klare, 1974-1975 is another reason, that both learners and teachers see vocabulary as being a very important element in language learning. To be effective in using the vocabulary, teachers should recognize that learners feel that many of their difficulties in both receptive and productive skills result from an inadequate vocabulary. For language teaching, it is unavoidable to give attention to vocabulary as an important element.

It is useful to make a distinction between direct and indirect vocabulary learning. There are three groups containing the words that learners need; high frequency, low frequency vocabulary. It is an important decision for teachers to decide which group of words the learners need. The goals set for learning English are likely to affect the way vocabulary is selected. Vocabulary plays an important role in all language teaching and one criterion for vocabulary selection is that of frequency. Frequency counts are made by taking samples of the material, which the learners are likely to read or hear. Counting the items that occur most often, and arranging them in descending order according to their overall frequency (ELS, Bongarets, Extra, van Os Dieted, 1984; McCarthy, 1992). McCarthy suggests that it is best to start learners off with the most frequently used words; so that these can form a basic set of tools for communication, therefore, a vocabulary must be learnt in context to be effective.

How do we choose what vocabulary to teach?

According to Nation (1990), word-frequency counts can help teachers and course designers in many ways. Making a list of the words in a particular text or group of

texts and counting how often and where they occur does a vocabulary-count. Some of the more recent counts have used computers to list the words and count their frequency “the teacher’s Word Book of 30,000 Words” by Thorn dike and Large (1960), or for more recent counts are those done using computers, namely, Kucera and Francis (1967) and Carroll et al. (1971)

Frequency counts provide useful information about the frequency and range of words. They can help a teacher or course designer develop the feeling of which words are useful and should be given attention. They can provide a principled basis for developing word lists for teaching, for designing courses and reading texts and for preparing vocabulary tests.



Table 1 Types of vocabulary, their features, and the implications for teaching and learning

Type of Vocabulary	Number of words	Frequency	Coverage of text	Origins	Implications for teaching and learning
High-frequency word count	2,000	Occur frequently in all kinds of texts	About 87% of the running words in a text	About half are from Latin, French, or Greek	Time consume on these words. Ensure they are learned.
Academic vocabulary	800	Occur frequently in most kinds of academic texts	About 8% of the running words in academic texts		If learners are in upper secondary school or in tertiary education, spend a lot of time on these words Make sure they are learned
Technical vocabulary	About 1,000 to 2,000 for each subject	Occur, sometimes frequently, in specialized text	About 3% of the running words in a specialized text	About two-thirds are from Latin, French, or Greek	Learning the subject involves learning the vocabulary. Subject teachers and deal with the English teacher can help with learning strategies
Low-frequency words	About 123,000	Do not occur very frequently	About 2% or more of the words in any text		Teach strategies for dealing with these words. The words themselves do not deserve teaching time

(Source: Nation, I.S.P. Teaching and Learning Vocabulary, Mass. Micelle and Meinla, 1990,19)

When preparing word lists for learners of English, the following criteria in addition to frequency and range need to be used. (Richard, 1970)

- Frequency
- Range
- Language needs
- Availability and familiarity
- Coverage
- Regularity
- Ease of learning burden

The list described above is the result of an enormous amount of work, but the aim is to make the learning of English more manageable by providing a tried and principled basis for vocabulary selection.

Why some students can achieve more in learning vocabulary

According to Nation there are three things that make it hard for students to learn a word; firstly, the learners' previous experience of English and their mother tongue, secondly, the way in which the word is learnt and taught, thirdly, the intrinsic of the word. (Nation, 1990)

Table 2 Learning Burden

From	
Spoken	Does the word contain only familiar sounds or clusters of sound? Is the stress predictable?
Written	Does the script resemble the mother-tongue script? Is the written form predictable from the spoken form? Does the written form follow regular spelling patterns?
Position	
Grammar	Does the word occur in the same patterns as the corresponding mother tongue word? Does the word occur in a common pattern or common set of patterns?
Collocation	Does the word commonly occur with predictable words or types of words?
Function	
Frequency	Does the mother-tongue word have the same frequency?
Appropriateness	Does the degree of politeness, formality, etc., of the word match the corresponding mother-tongue word, or the other English words learned so far?
Meaning	
Concept	Does the English concept correspond to a mother-tongue concept? Are the various meanings of the word obviously related to a central concept? Is the meaning predictable from the form of the word?
Associations	Does the mother-tongue word give rise to associated words?

Teachers and course designers should be aware of the reasons mentioned above. English teachers who teach English as a foreign language play a very important role in the students' achievement in studying the language. Teachers can use their knowledge of learning burden to help choose the words to emphasize and draw analogies in order to decide what features of a word need attention.

Criteria for selecting content

Taba noted that content based on the cognitive aspects of learners is not sufficient but also on their affective dimensions. (Taba, 1962) The following are criteria for content selection.

The validity and the significance of the content; the content to be learnt is significant only to the degree to which it contributes to the ideas of the overall aims of the curriculum, and to the development of the particular learning abilities, skill, and process and attitude formation. Validity refers to the soundness of content, which is logically and firmly grounded in its sources like subject matter, needs and interests of learners and social problems. Significance refers to the extent to which the contents enable students to perform the intended learning outcomes or engage in learning experiences in meaningful ways (Sowell. 1996).

The appropriateness of the content to student needs and interests; students' interests should be the source of curriculum. Teachers have the responsibility of identifying

and cultivating. Those interests of students are advantageous for the community and therefore, they can participate in the society.

Learner development takes place simultaneously in all dimensions; social, personal, moral cognitive intellectual and physical. Therefore, curriculum content should foster learners' development in the dimensions implied by the purpose of education. The needs and interests of learners would be applied also in the decisions about the appropriateness of content. Planners should select content representing all the learning domains pertinent to the purpose of the study

The learnability of the content; Learnability relates to the optimal placement and appropriate organization and sequencing of content. Learnability refers to the appropriateness between learner abilities and curriculum content. The developers don't consciously select content that is too difficult for students but Sowell argued that this doesn't guarantee that content is always learnable. He said the element in learnability concerns developers' perceptions of the abilities of learners for whom the content is selected.

Consistency with socio-cultural realities; Content selected for curricula should align with societal and cultural realities. Reading materials must not be so separated from the real world that the learners are unable to grasp their meaning. They must be sensitive to the needs of those learners. Therefore, what students encounter in terms of

curriculum content will have much influence on the formation of their value (Smith, 1983)

A Problem in Curriculum Development: Content Selection

Educator seems to be confused about the criteria by which to decide what the content of curriculum should be or the ways in which learning should be organized and managed;

Students' needs? Society's needs? Or subject matter?

What can be learned in a given period of time?

What is possible to offer and a re-evaluation of the scope of objectives for which the school can be responsible?

What are the priorities in the curriculum content?

With these questions in mind, the course designers should give extra concerns and examine their course syllabus carefully.

Curriculum consists of two different things: the content, and the learning experiences.

If curriculum is a plan for learning and if objectives determine what learning is important, then it follows that adequate curriculum planning involves selection and organizing both the content and learning experiences.

Effective learning, as both content and process, is fruitful and significant. Content represents several levels of choice and it is involved in many processes in selecting it. Using ideas for organizing content will be helpful to cope with the problem of

"coverage", the setting of limits to the amount of detail that must be studied. When selecting content, the curriculum planners must take into account all the cognitive, social and psychological dimensions of the individual student.

Different individuals need different types of learning activities for their self-development. Students need to acquire methods of learning, which will help them continue their education. It is well to remember further that interests attach not only to the ways of learning but to find out more about what they are learning. (Pratt, 1996)

With the examples of syllabus designs cited in this paper, they illustrated different realizations of an organizational approach based on discreet units. According to Khin Win Kyi (1999), the communicative approach with a continuous process of communication and negotiation in the target language has been popular. In this approach, the communicative needs of the learners are the basis on which various linguistic, thematic or functional elements are selected. Course designers should consider that a number of different syllabus design models are needed and combined in an eclectic manner in order to bring positive results. The syllabus design should be integrated to fulfill the goals and objectives, the dimension of language content, process or means, and product or outcomes.

After studying all those theories from many famous educators, some curriculum models, curriculum developments and the English language syllabus designs, the

researcher could conclude the essential elements of the English language curriculum in the following words:

To design a curriculum, one should understand the nature of the curriculum and its components. Goals and Objectives, Designs and Developments, Implementation and Evaluations, which are the components of a curriculum, were used as a guideline in setting the framework for the thesis. After reviewing of all the designs and models of curriculum developments, the setting of the English I course is found to be largely effected by the Tyler model and Taba model of curriculum development.(See the detail of the theoretical and conceptual framework) Furthermore, English I is a language course. The English syllabus designs were studied. In addition, the English language syllabus designs are integrated in the teaching and learning process; like, the structural design, the notional-functional design, the task-based design and the lexical design which are presented in this chapter in order to support the investigations of the teaching and learning process.



CHAPTER III

METHODOLOGY AND DATA COLLECTION

A qualitative study was conducted to investigate the strengths and the weaknesses of the language curriculum at the university level and it was conducted as a case study at Assumption University. This study was based on syllabus design and how to develop the course syllabus. The use of qualitative methods allowed the participants to give personal responses, which reflected their frame of reference and ideas providing a richer description than data from a quantitative study.

The theories and concepts of curriculum development from documentary scanning were examined. The data from interviewing people involved in the program were also analyzed.

The strategy involved interviewing instructors, and the chairperson of English department in Assumption University. The students of English I were also interviewed during the period. The questions were focused on what they like to study, how they study, what they like and dislike about the course. The questions were meant to understand how students perform in their language course. The researcher recorded some observations from the various instructional models.

Research Methodology

This study aims to study and analyze the English I curriculum at Assumption University, and propose changes. The study was divided into the following stages.

Research Design

Stage 1. Studied and analyzed the theories and concepts of curriculum development.

Surveyed the viewpoints from experts and people involved in the program, with semi-structured interview.

Interviewed curriculum planners, instructors, students, who were involved in the program, to obtain ideas of what a good curriculum should be.

Stage 2. Data Analyses

Using "Curriculum Evaluation Guide" to analyze the current curriculum of the English I course at Assumption University.

Analyze the results from interviewing the experts and people involved in the program as mentioned in the stage I, using content analysis. Once the data were analyzed, the frequency counts would be used for the answers from the interviewees. Then the frequency would transfer into the percentage.

Stage 3. Model Construction

Design or construct a proposed change in curriculum

Population and Samples

Population:

Since this study is a case study of English I course of the English department at Assumption University, the population of this study consists of a chairperson, deputy chairpersons, instructors teaching English I- English IV of the English department under the faculty of Arts at Assumption University. Moreover, students studying English I to English IV in the English department under the faculty of Arts, along with their parents. All administrators of Assumption University are also considered as the population as well as educators and experts in their field of study.

Sample:

A sample of this study were 100 individuals which consist of administrators, instructors, and students from Assumption University, instructors teaching English I to English IV from English department at Assumption University, students studied English I in the semesters of 2/1999, 1/2000 and 2/2000 at Assumption University.

The samples were drawn from the population using the purposive random sampling. The first group of the samples was 60 students studying English I in the semester of 2/1999, and 15 instructors teaching English I- English IV in the semester of 2/1999. The English I course curriculum of the English department at Assumption University was used as a case study for the proposed change in the future English I curriculum. The instructors teaching the course at the time of the semesters of 2/1999, 1/2000 and 2/2000, were interviewed. This first group of samples was conducted as a pilot project

to test the interview questions. Then, the different groups of samples were chosen in the following manners:

- Students studying English I from the English department, in the semesters of 2/1999, 2/2000 and 2/2000 at Assumption University.
- Instructors teaching English I-English IV from the English department under the faculty of Arts at Assumption University in the semesters of 2/1999, 1/2000 and 2/2000.
- The chairperson, deputy chairpersons, and the administrators from the English department.

Instrumentation

Content analysis and semi-structured interviews were the major methods used in this study.

A content analysis was used on the characteristics of curriculum development and syllabus design, and a semi-structured interview was conducted to get ideas from people who were involved in the program in order to pull out the strengths and weaknesses of the curriculum. As a research technique, content analysis involves specialized procedures for processing scientific data. It provides knowledge, new insights, a representation of “facts”, and a practical guide to action. It is a tool.

Most of the questions in the interviews were open-ended to encourage free responses from the subjects rather than limiting by alternatives. The respondents were given

opportunities to answer in his or her own terms and to respond from or create his or her own frame of reference. Questions were unchanged to each interviewee. However, there were also different probing questions from different people depending on their answers, and their willingness to talk about their field of expertise.

The interviews were conducted with a small number of people. It lasted approximately forty-five minutes to an hour. Although the number of the interviewees was limited (30 curriculum planners and instructors, plus 90 students), they provided a rich source of information, as these individuals were the most active people both before and during the interview for curriculum development. It was the researcher's intention to select only a few; some of whom were the organizers, who could give details about what and how they have done for selecting the materials and the objectives of the course. And many of them, including the researcher, were the ones who also delivered the curriculum. Therefore, they are likely to have ideas from their past experiences.

The researcher, with the permission of the interviewees, recorded all the interviews. The information from the interviewees was used primarily for the purpose of change in curriculum development. Their opinions about the course syllabus (choosing the materials and setting the goals) were similar and they were compared with the documentary sources in order to get better ideas.

Guba and Lincoln (1981) suggest that an interview is likely to be biased since the data collection device is a human being. Therefore, the results are unpredictable. They may be non-aggregate or non-equivalent. But overall, interviews are an essential source evidence for case studies. This research was a case study. According to Robert K. Yin (1994), most case studies are about human affairs; these human affairs should be reported and interpreted through the eyes of specific interviewees and well-informed respondents can provide important insights into a situation that help to identify other relevant sources of evidence. And he also stated that they are subject to the common problems of bias, poor recall and inaccurate articulation. But again, a reasonable approach is to corroborate interview data with information from other sources. That's why other types of instrumentation were conducted to gather more data. He also stated that an interview is one of the most important sources of case study information. Most commonly, case study interviews are of an open-ended nature in which you can ask key respondents for the facts of a matter as well as for the respondents' opinions about events.

The other type of interview is a focused interview, in which a respondent is interviewed for a short period of time, for example, forty-five minutes to an hour. It may still be open-ended and assume a conversational manner, but the interviewer is more likely to be following a certain set of questions deprived from the case study protocol.

An interview has both strengths and weaknesses. We can focus directly on case study topics and the respondents can provide insightful inferences. On the other hand, it can be biased due to poorly constructed questions or biased responses and it can also be inaccurate due to the poor recalls.

Reliability and Validity

Validity

Qualitative research is characterized by a strong correlation between the data and what people actually say and do. Since the researcher has interviewed the respondents without value-laden rating scales, the accuracy and comprehensiveness of the data are a primary concern. (Taylor and Borden, 1984).

There are two kinds of validity; external and internal validity. Internal validity assures that researchers actually measure what they are seeking to evaluate. There is the possibility that respondents might be or omit relevant information. Independent corroboration from multiple informants can help control data distortion. (Le Compte and Coots, (1982). According to Damson (1978), familiar relationship between respondent and interviewer or observer may bring about more honest, and complete responses.

For this study, the questions were examined by four experts in the field of research for its clarity, accuracy and validity. The reconstruction of the interview questions was done after the pre-test of the first group of interviewees. The revision of wordings and

organization of the content in some questions were based on the results of the pre-test and from the suggestions of the experts mentioned earlier.

Reliability

Guba and Lincoln (1981) stated that the problem of establishing validity and reliability in naturalistic inquiry is complicated by a series of issues that are related to social science as a whole. They argue for four methods to establish readability; host verification or member checks, independent to observer analysis and the recognition of a phenomenon as “real” by those who experience it.

Reliability in qualitative research refers to the consistency of the researcher's interactive style, data recording, data analysis, and interpretation of participant meanings from the data. The qualitative process is likely to be personal; since investigation, observation, interviews, or studies are identical to one another. Reliability issues are handled within the actual study to obtain consistency of research strategies. (Schumacher S. and McMillan J. 1993)

For this study, the strategies used to minimize threats to reliability were;

- (1) The researcher's role; the researcher has been teaching English I at Assumption University for seven years and all the interviewees were administrators, instructors, and students involved in English I curriculum at Assumption University when the research was conducted.

- (2) Informant selection; the samples were from the curriculum planners, instructors, administrators and students, all of whom were involved in the English course. The researcher used the criteria, rational and decisions process with the purposeful sampling.
- (3) Data selection strategies; the multimethods were employed, like observation, interview, and documents.
- (4) Data analysis strategies; the content analysis was used as the process of data analysis. The results of the interview with the material selections were categorized and the frequency was counted. The information from the first group of interviewees was re-checked by using other members in a different group for accurate data. Moreover, the researcher's observation studies were conducted frequently to confirm the results of the findings. Some participants had been interviewed for more than once with the same questions in order to modify or review the data obtained from the first interview. Later the researcher analyzed the data of the interviews to provide a comprehensive integration of the findings.

However, Miles and Huberman (1984) make a list of suggestion to increase reliability and validity of qualitative research studies, familiarize the phenomenon being studied, have strong conceptual interests, use a multidisciplinary approach with excellent investigative skills.

To determine the reliability of the questions for the interview, a pre-test was conducted with 60 students studying English I in semester 2/1999, and 15 faculty

members from the English department at Assumption University were interviewed with the first group of the open-ended questions conducted by the researcher. Later, the data from the pre-test were examined by the experts in this field of research. The questions were then reconstructed. The revised questions were based on the results of the pre-test and from the suggestions of the experts.

Collection of Data

The interview technique was developed to identify the fact and the ideas of curriculum planners, administrators, instructors and students. The questions comprised a category on which the researcher focused on. The comparison of the data-gathered by interviews and the questions provided pertinent detail and enriched the study. The interviews with chairperson and faculty members were held prior to the conclusion of the second semester of the year 2000. Data analysis was done after the interviews and questionnaires were completed.

Table 3: Numbers of Staff Interviewed

Sex	Qualification Degree					Total
	PhD	MA. (Studying PhD)	MA.	BA. (Studying MA.)	BA.	
Male	1	1	6	4	4	16
Female	1	1	7	3	2	14
Total	2	2	13	7	6	30

More discussions with some instructors had been conducted besides mentioned in the table, but only for 10-15 minutes at a time, in order to find out more about their opinions with the varieties of the curriculum in general and their specific points of view for English I course syllabus and students' background of proficiency in English.



Table 4 Data Analysis

Analyze and gather the similar ideas in the same category

No.	Description	Strengths	Weaknesses
1.	<p>Serve the needs and interests of the learners</p> <p>Develop the love of learning in students..</p> <p>Be relevant to their interest, age, life style and enjoyment.</p> <p>Be useful, interesting and meaningful</p> <p>Encourage the learners to want to learn</p> <p>Be helpful for their academic study</p>	<p>Use student feedback as a guideline to get to know student's background, needs and interests at the end of each semester.</p> <p>Provide them with what they wish to acquire for their level.</p>	<p>Needs analysis have not been conducted and the needs of students have been assumed by the authorities in any levels before</p>
2.	<p>Relevant to the learners proficiency levels of English language:</p> <p>Difficulty</p> <p>Length</p> <p>Usefulness</p>	<p>Difficulty, and usefulness of the passages and the structures and vocabulary in the content of the passages are the concern of the instructors. The content should be flexible, which depended on the instructors to create more materials for their students. Therefore, students with different levels of English proficiency are allowed to take TOFEL on IELTS to be exempted from classes</p>	<p>No sequence from prior courses or units.</p> <p>The units conducted with the instructors' concern about their students in each class. (Only topics of what is going to be taught were provided)</p> <p>Students' levels of proficiency in English were very different in each class</p>

No.	Description	Strengths	Weaknesses
3.	<p>Practical and appropriate for the learners (With the list of selections mentioned below)</p> <p>Vocabulary selection</p> <p>Grammar structures selection</p> <p>Content selection</p> <p>To be appropriate for the world we live in, the work place or study</p>	<p>Appropriate for students with strong foundation.</p>	<p>Vocabulary and grammar structures provided a wide scope, no continuity from one to another, and no sequence with those mentioned items.</p> <p>Too many things to study within a short period of time.</p>
4.	<p>Up to date with the topics below;</p> <p>Vocabulary</p> <p>Content</p> <p>Students' life style</p>	<p>To learn about the culture and the way people lived in the past.</p>	<p>Some stories were in the period of 1800 that words and the situations or background of the stories were hard for students to understand.</p>
5.	<p>Promote autonomous thinking and independent judgment</p> <p>Provide effective ways of thinking</p> <p>Have desirable attitudes towards learning the language</p> <p>Have appropriate habits and skills in learning the language</p>	<p>Provide good examples from the selected passages.</p>	<p>Students were forced to learn what is given and instructors were forced to teach</p> <p>No room for teachers' creativity or promoting of creative reading.</p> <p>Content was too simple or far beyond the students level of comprehension.</p>

No.	Description	Strengths	Weaknesses
6.	Challenging and Exciting with Variety of themes in the passages Variety of material to be studied. Not too difficult	The material was very difficult for English 1 students. Some students liked the passages.	Many of the passages presented the same ideas. The story was too simple. The objectives of the course do not go beyond the cognitive level. The topics were too hard for Thai students.
7.	Serve the needs of their society	Study the lives of westerners and many other countries as well as their cultures to be able to live and understand a global world.	The materials were global. Local materials were not presented.
8.	Be variety in material selections	Variety of passages; topic story content ideas	Only given passages to study and one outside reading text.
9.	From authentic sources.	Chosen from famous authors and popular magazines or authentic materials.	

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

The purposes of the curriculum design are to guide curriculum planning and development for student assessment and to determine the worth of learning and teaching approaches. Curriculum design gives teachers and others an image of the curriculum to be developed. (Henderson J. and Hawthorne R., 2000. P 80) According to Breen (1984, 49), any syllabus should include four main areas: language, teaching methodology, learner contributions and a plan for teaching and learning.

Syllabus design is one of the important aspects of teaching and learning of the English language. Consequently, it is critical that English language syllabus designers or educators are aware of the theoretical basis underlining the syllabus that they are designing, and how to deliver those syllabuses that help the learners to attain the required proficiency levels.

The purpose of this chapter is to present a theoretical analysis of the English language curriculum and English 1 course curriculum of semesters 2/1999, 1/2000 and 2/2000 of Assumption University.

English Courses and Programs at Assumption University

The English Department is responsible for providing English courses for students in every faculty in the university. It is responsible for English 1,2,3 and 4 courses, which are core courses. Besides these core courses, the Intensive English program and Basic English courses are offered by the English Department. The Intensive English Program is a special course, which is designed to serve not only as a preparatory course for all new entrants but also for admitting students in the appropriate English courses based on their proficiency.

The new students at Assumption University are tested for their proficiency levels in English. They undergo a 60-hour intensive English course before their first semester in the University. After the final test, the students are allowed to study in Basic English or English 1 courses depending on their grades in the final test.

The Faculty has plans to provide in-service training for professional development of all faculty members, especially, in the area of course design, teaching strategies and using teaching-aids. According to the plan, the faculty aims to adopt an interactive teaching and learning approach, which is likely to encourage self-study among the students and change the role of lecturers to facilitators. Students are likely to become more involved in what is going on in the process of learning and teaching. More critical thinking and analytical skills will be encouraged and fostered. They hope to help students to gain all the skills and class experiences required for their academic program. In addition, students would learn to take an active role in the process of

learning and teaching, and enjoy the class activities and these would add efficiency as well as creativity to the classroom dynamics.

Curriculum Development at Assumption University: Syllabus Design

The content of the English I course syllabus at Assumption University is separated into the following components:

Listening Skills: Students are likely to strengthen their listening skills from dictation and through classroom talk and other announcements in the classroom.

Speaking Skills: Students may gain from given opportunities to speak in class such as asking for information, discussing in small groups and having oral presentations in the classroom.

Reading skills: Students are likely to gain from reading passages and extensive reading texts; moreover, students are expected to read from other sources to get information for their presentations. Appropriate structures and vocabulary are selected for students to study.

Writing Skills: Students are expected different kinds of writing in class and also expected to express their ideas while answering comprehension questions from the reading-passages and texts.

English I course aims at providing a sound foundation in reading, writing, speaking and understanding spoken English. The students can expect rigorous reading assignments, which are discussed in class. There will be three one-half hour language lab lessons per week to help students to improve their pronunciation, intonation and listening comprehension and help them to write clearly and logically.

This study focuses on how English 1 course is designed and developed in order to propose changes for curriculum improvement

The analysis is based on comments from interviewees, selections from data, along with the explanation and comments based on the observation and experiences of the researcher at Assumption University.

Curriculum Components:

Goals and Objectives

A curriculum goal stated in general terms without specific criteria of achievement. Goals, for a curriculum designer, are more general. They refer to the entire curriculum and they tend to think more about education philosophy. Instructors are likely to think more of the objectives, which are very specific, because they refer to curriculum as a course syllabus. According to the course outline of the first semester 2000; "The English 1 course is intended to provide students with opportunities for developing their academic English skills in a creative and communicative learning environment with emphasis on reading and writing. This course aims to assist

students to achieve comprehension and fluency in reading and to express their ideas through academic writing in the form of well-unified paragraphs, descriptive paragraphs, and expository paragraphs.”

Goals and objectives of the course were set by the committee. Every semester the chairperson and the deputy chairpersons will make a plan to engage in curriculum design. And they make the decisions on the content, its organization and appropriate learning opportunities for the selection of contents. Later the philosophical and psychological views are also taken into consideration; how the course be organized, whether it will be designed to emphasize the academic disciplines on learners or the needs of society before the instructors implement the curriculum. They select the materials and methods to use in order to help students learn the content. And the final stage is to evaluate the curriculum. The evaluation focuses on the curriculum plan, the quality of instruction and learning behaviors of the students in order that the curriculum developers can determine whether to keep the program, or to modify it or reject it.

The developers used the purpose of education as a guide to select the themes and experiences. The way they developed the curriculum is based on “the Taba model” and Tyler model mentioned in chapter 2 of this study.

The committee set up the goals and the objectives of the course. The materials selected and gave to instructors teaching the course.

According to the interviews, the goals of the course were based on the committee's opinion of relevance to students' needs and interests. At the end of every semester, students provide their feedback based on a set of questions. The students' feedback from the previous years also plays a vital role for setting up the goals of the course. The committee reviews and examines those feedbacks and considers the goal for each course.

Goals were stated in the course outline, which would be given to instructors along with some of the materials at the beginning of each semester. Many instructors paid more attention to the course components and course requirements rather than the goals of the course because every year the course requirements are changed.

According to the goals, the course provided students a lot of opportunities to develop their English skills. The English department has exposed the students to practice in listening, speaking, reading and writing.

Course Components: (from the course outline of 1/2000)

Dictations

Reading Passages

Writings

Oral Presentation

Journal

Oral Test

Outside Reading Text

Course Requirements: (from course outline 1/2000)

Students are required to attend all classes, to complete all coursework and assignments, to participate fully in all class activities and to complete two oral tests.

Students with less than 80% total attendance and/or incomplete course work or assignments will receive "F" grade for the English course.

Mark allocation;

Class participation	:	20	marks
Mid-term	:	90	marks
Final	:	140	marks
Total	:	250	marks

Dictations will be given at the beginning of every class. Instructors will prepare a passage of 30-40 words based on a vocabulary item from the 3 Diamonds Frequency List.

Students are required to write a journal and submit it every week with two journal entries a week. Topics can be assigned by the teacher or selected by students.

An oral test of thirty minutes will be conducted twice a semester. One will be conducted before mid-term examination and another after the mid-term examination. Students are expected to attend the oral tests in pairs.

Table 5. Mark Allocation for semester (2/1999, 1/2000 and 2/2000)

Semester	Marks During the Semester				Mid-term Exam		Final Exam		Total	
	Quizzes		Class Participation							
	Marks	Percentage	Marks	Percentage	Marks	Percentage	Marks	Percentage	Marks	Percentage
2/1999	-	-	20	8%	90	36%	140	56%	250	100%
1/2000	50	20%	-	-	75	30%	125	50%	250	100%
2/2000	50	20%	-	-	80	32%	120	48%	250	100%

One of the goals of the course is to provide students with opportunities for developing their academic English skills and promotes a communicative learning environment focused on reading and writing. In all English I classes, students would have to communicate in the English language. Students had opportunities to develop their English skills in listening, speaking reading and writing. In listening skills, students are to listen to lectures, and the presentations of their classmates apart from answering questions in class. Moreover, students discuss either in small groups or as a whole class, answer the instructor's questions and present their oral presentations before the class. For reading skills, they read the passages and the texts (textbooks and outside reading books); reading aloud, and reading for comprehension. Students are taught how to write sentences and different kinds of paragraphs as part of writing skills.

Learning goals for tertiary students should be broadly defined and included in the syllabus.

Nunan states that an important step in the development of a language program is identifying learning goals, which provide the rationale for the course or program. He also stated that tertiary students must develop confidence in using the target language; develop skills in monitoring performance, and develop the ability to establish and maintain relationships through experience and plans as well as developing an awareness and understanding of study requirement (Nunan 1990, 25)

According to the course components and the course requirements, students are given opportunities to achieve the goals of the course.

Course Components and Course Requirements

The English I course is a sixty-hour-course separated into one and one half-hour unit for forty units.

Dictations are given first 10-15 minutes of every class, excepted during quizzes. Therefore, during 500 minutes out of 3040 minutes or 15.63 % of the course are devoted to dictation.

Reading passages, structures and vocabulary take about 18 classes or about 1260 minutes or 39.38 % of the course.

Writing classes focus on paragraph writings and the 12-classes/840 minutes/ 26.25% of the course is spent on writing and including pre-writing and post-writing activities.

A total number of 4 classes or 280 minutes or 8.75 % of the course is spent on oral presentation.

Extensive Reading texts take 2 classes or 140 minutes or 4.38 % of the course. Students are expected to read the text prior to their classes.

Students can complete their journal writings during their spare time and submit two journal entries every week. The oral tests are conducted twice a semester during student's free time. Students make their appointments with their instructors when they both are free.

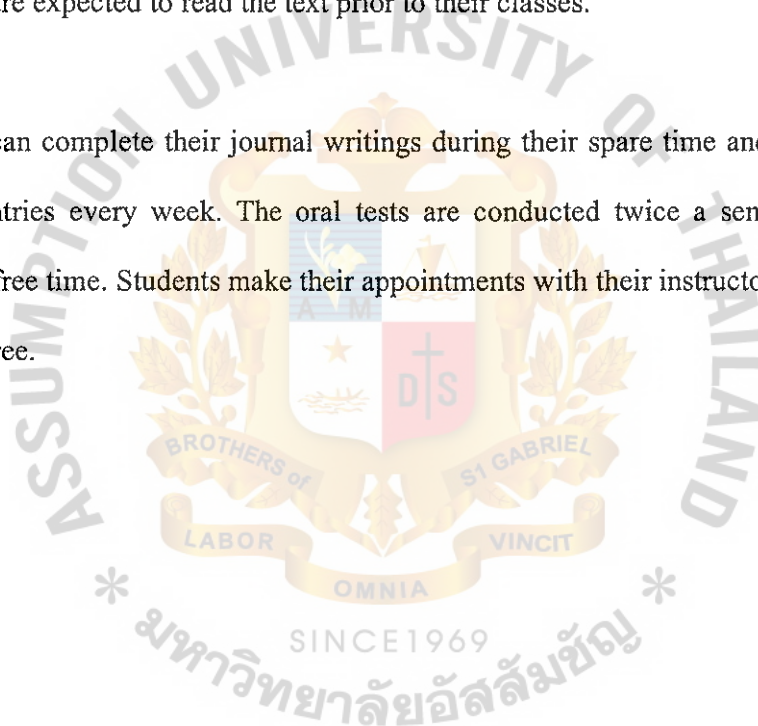


Table 6: Course Component

Component items	Number of Classes	Number of Minutes	Total number of minutes	Percentage	Developed Skills
Dictation	38	10-15	500	15.63	Listening writing
Reading Passages					Reading comprehension,
(Vocabulary, Grammar structure)	18	70	1260	39.38	speaking, pronunciation, writing
Writing	12	70	840	26.25	- Writing - Listening
Oral Presentation	4	70	280	8.75	- Speaking - Listening - Listening
Outside Reading Text	2	70	140	4.38	- Reading - Speaking - Writing

From the table we can see that reading passages required more time than any of those components. In order to understand the passages, students need to learn vocabulary, structures, with some socio-cultural background that influence language learning. (Na-Chiangmai, 1998). Therefore, selecting the passages is very important. According to the time spent in the classroom were very limited, the students should be encouraged to take an active role of their own learning.

The instructors come from many countries with a diverse background in education. Therefore, the individual differences will be varied and it might affect the teaching and learning of the course. To insure the achievement in the goals, the English

department should provide meetings and workshops for instructors regularly. Besides, they should focus on the teaching methods and subject matters with the goals for the course. As Meier (1987) stated “a faculty that is serious about curriculum meets regularly”.

According to the interview results, 26 from 30 or (86.67%) of the instructors supported the idea of regular meeting, seminars and workshops before the semester in order to brainstorm ideas for teaching. Furthermore, the course outline should be laid out clearly for the instructors and the exchange of ideas on teaching and learning processes among peer instructors was recommended. If it can be done regularly, it will be quite helpful. Moreover, many of the instructors gave out the ideas of having multicultural instructors is very helpful to students, especially in their careers in the future as they may work with people of different nationalities. Thus, this should serve as an opportunity for them to practice dealing with people of different cultures and practices.

The course outline (1/2000) aims to provide students an opportunity to develop their academic English skills, and they had a lot of the opportunities to do so. For example, each semester, dictations were given in every class, four oral presentations, reading passages and extensive reading texts, two oral tests with an instructor, writing in class are conducted. These requirements provide opportunities to master the language skill

including paragraph writing. However, there are many factors that affect the efficiency in achieving the goals. The three important aspects are:

Students' Background Knowledge

Their educational background; level of English proficiency

Their learning styles

Their needs and interests

Teachers' background knowledge

Their educational background

Their teaching methodologies

Their career commitments

Texts

There are also other aspects that affect achievement like facilities in the university or students' socio-cultural environment.

Students' background knowledge.

Students attending Assumption University are becoming increasingly diverse. Instructors encounter students with a wide-range of learning abilities. These conditions create challenges for both instructors and students. Instructors need to be prepared for this diversity when they enter the classroom.

First of all, the students' background knowledge and their learning styles were the crucial factors. Many students failed to reach a higher level of proficiency in English language because of difficulties with specific language points (Chandee 1997). And many other failures were claimed that the language learning were inappropriate for their needs or interests.

Secondly, students studying English I are freshmen who pass the intensive program with a certain level of proficiency, and some are students who had studied Basic English course and passed the course with 60% of the course marks. Consequently, many sections in English I would have many students with different levels of proficiency. In some sections, the levels of the students' proficiency were extremely diverse, causing difficulty in teaching and learning. Even though the registras office at the University has tried to solve this problem, it still occurs as a result of the increasing numbers of students, both Thai and international students, every semester. In addition, the students need to register courses that fit into their timetable and examination schedule of the university. It is unavoidable to have students with different levels background of their proficiency in English in many sections. Students in Assumption University are international; they come from many different schools and many different countries. Therefore, their cultures, their languages and their learning styles are varied.

English department provides students who do not wish to study English 1.2,3 and 4 courses, with the TOEFL/IELES options. In this case students who have a high

proficiency level in the English language are exempted from the courses. In addition, it was found that teaching and learning in the classroom would become easier if the students' level of proficiency was not different.

Thirdly, students' motivation should be taken into consideration. As Wang, Haertel and Walberg, (1993) believe that to increase students' motivation will result in improved attitudes about learning, fewer classroom management problems and greater satisfaction with school for both instructors and students. It is also a powerful factor influencing the total learning environment.

The results from students' interview showed that many students failed in English I course due to a number of reasons; some said they did not understand what the instructors explained in class, some said because of not enough attendance. Some of those students had to repeat four to five times and they still found it hard to pass the course. They felt ashamed to study with the new comers who, sometimes, were very good in English. They were discouraged and bored with the subject.

This evidence showed that the students' personal problem; with their needs and interests along with their personal background knowledge were the crucial factors to indicate their achievement in learning the language.

Classroom Management

For effective classroom management, it is essential to spend the first day of class teaching basic rules and procedures. Students should be occupied with organized and enjoyable activities and learn to function co-operatively in the groups. Instructors must take individual differences into account maintain student motivation and reinforce positive behavior in order to create a positive environment and prevent problems. The need for communication between instructor and students is essential when problems arise.

Teachers' Background Knowledge

To achieve in teaching and learning, teacher's background knowledge is another area to be considered thoroughly. Teachers have several expertises that can be valuable in curriculum processes. (Sowell, 1996, P 31) According to Schulman, (1987) teachers' knowledge based will include (1) content knowledge, (2) general pedagogical knowledge (3) curriculum knowledge. (4) pedagogical content knowledge (5) knowledge of learners and their characteristics. (6) knowledge of educational contexts and (7) knowledge of educational philosophies. Therefore the knowledge of content and how to teach it to others are important. When teachers work with students, they learn what kinds of illustrations, analogies, and demonstrations clarify content so it is understandable to students. (Sowell, 1996).

Becoming an expert in teaching is a complex, multifaceted process that continues throughout an individual's professional life (Eggen, Knauchak, 1998). It requires

intelligence, sensitivity, experience and hard work. It also requires several kinds of knowledge: knowledge of subject matter, knowledge of learners and how they learn and an understanding of how teachers can help in this process. According to Eggen, Kauckok (1998) teachers should acquire...

Knowledge of subject matter

Pedagogical content knowledge

Knowledge of teaching and learning

Teaching strategies

These qualifications are likely to provide teachers to become an expert in teaching. Therefore, when recruiting instructors, teachers' qualifications should not be the only thing but other qualities should be considered as well.

The Professional Commitments

As Cook (1996) stated that there are subtle but real differences between many teachers in the various sectors in terms of their professional commitment with respect to the status of the subject matter taught, the purpose of education and the nature of teaching and learning, such a development in their professional career will influence them on their performance throughout their career (p.133). As stated before Carson (1984) argues that teachers have an understanding of the range of knowledge and skills and values associate with the many topics to be taught and a comprehensive and technical understanding of the developmental levels of students, the skills they need and the interests they hold. English department had given opportunities for instructors

to apply to use their own judgments to give students the knowledge and necessary skills according to their levels. On the other hand, some instructors who do not really involve with their teaching careers would complain that there were not enough materials for them to teach. From the interview result, some instructors mentioned that the materials should give more details and some exercises should be included. Each semester, English department conducts a workshop for new instructors teaching this course before the semester starts. Moreover, some experienced instructors are assigned to help and guide new instructors.

Providing with the material to be taught in each semester, the instructors would come up with some ideas of how to teach and how to get more details for each topic. When the semester started, they would be able to get to know their students much better. The English department also would have better methods to monitor the instructors to lead them think in the right direction, and could encourage them to improve their teaching methods and instructional strategies. As Kauchak P. and Eggen D. (1998) said an effective teacher combines the best of human relations, intuition, sound judgement, knowledge of the subject matter and knowledge of how people learn-all in one simultaneous act. Teaching always had been a challenging profession. There are many research studies of teaching and learning focused on teacher characteristics and they found many different personalities. But this line of research could not lead them anywhere, (Gage. 1960) if they did not really involve in their teaching. Teachers with no applied linguistics or foreign or second language teaching background may not

know where to start with needs analysis, how to proceed or how to interpret results.
(Chandee, 1997: 49)

Effective teachers know how to teach. They learn how to teach in order to make the right decisions. They know their subject well and have the appropriate teaching method.

Kauchak P. and Eggen D. (1998) suggested that research studying the thoughts and the actions of expert teachers is a productive way to learn about teaching. Learning to teach is a complex process involving many components. Teachers need to know their subject matter and pedagogical content knowledge, also knowledge of how to translate the content into forms that students can understand. Knowledge of teaching and learning, which addresses the relationship between teacher's actions and students' learning has to be combined with teaching strategies aimed at specific goals. Finally, teachers' decision making combines all of these components in effective teaching.

Materials

There are many points of view about materials to be chosen to study.

Materials provide a stimulus for learning with:

Interesting texts

Enjoyable activities that encourage the learners to think.

Opportunities for learners to use their existing knowledge and skills.

Content which both learner and teacher can cope with.

Materials help to organize the teaching-learning process. Good materials should:

Provide clear and coherent unit structures, which will guide teacher and learner through various activities that maximize the chances of learning.

Must be clear and systematic, but flexible enough to allow for creativity and variety.

Materials embody a view of the nature of language and learning.

Materials reflect the nature of the learning task:

Language learning is a complex process involving many different kinds and levels of knowledge. Materials should try to create a balanced outlook, which reflects the complexity of the task, yet makes it appear manageable.

Materials provide models of correct and appropriate language use. This is a necessary function of materials. Materials become simply a statement of language use rather than a vehicle for language learning.

Materials can have a very useful function for broadening the basics of teacher training by exposing teachers to new techniques.

From the interview results, the materials selection should be in the following categories.

1. Be relevant to the student needs and interests
2. Serve the needs and interest of the learners.

3. Make students love to learn.
4. Be relevant to their interest, age, life style, and enjoyment
5. Be useful, interesting and meaningful for the learners
6. Encourage the learners to want to learn
7. Be helpful for their academic study
8. Promote autonomous thinking and independent judgment.
9. Provide the effective ways of thinking
10. To enhance students' attitudes and habits to want to learn the language
11. Relevant to the student's level of proficiency
12. Be up-to-date
13. Be practical for their everyday life
14. Be challenging and exciting
15. To have a variety of themes in the passages
16. To have a variety of material for studying
17. The difficulty of the materials should not much higher than the learner's level
18. Serve the needs of their society
19. Be appropriate to the world we live in
20. Be suitable for the work place
21. From authentic sources

A Demographic graph shows the percentage of frequency counts of materials selection from the interview results

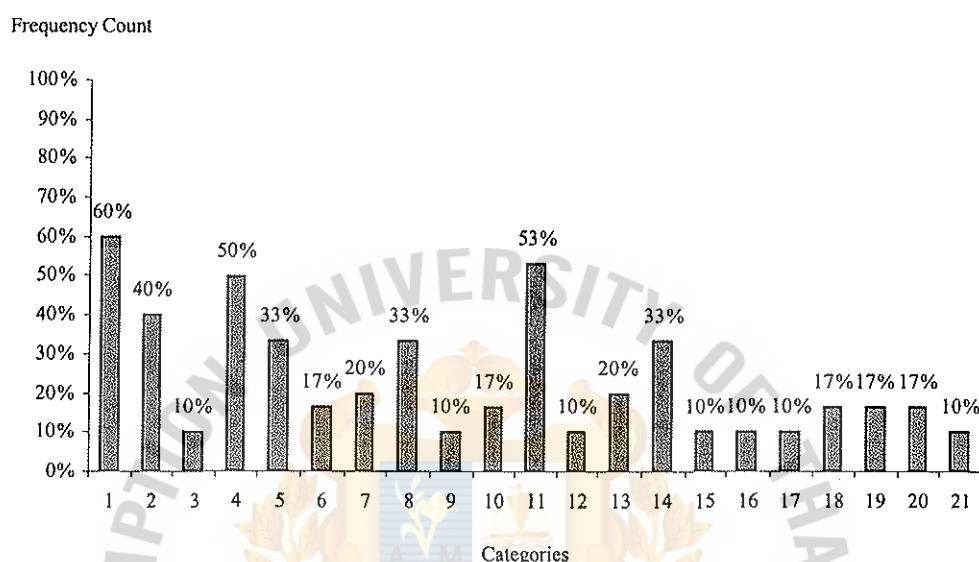


Figure 5. Demographic graph shows the frequency counts of each category mentioned in the interviews of the instructors.

For English I course, the materials will be changed every semester. In the first semester year 2000, students were provided with five passages and one reading book. The second semester of the same year there were eight passages and two reading books. The activities were based on the passages and the reading books selected by committee. Teaching methods were varied depending on the instructors' qualifications and their teaching styles. To be able to monitor the performance of all instructors, the course components and the course requirements, also the tentative class schedule were

stated clearly in the course outline. This would help students achieve the goals and the objectives of the course in the better way.

Reading Comprehension

Reading Comprehension consisted of reading passages and reading texts. The passages were given more attention because students needed to understand the stories, the vocabulary and structures. The students were expected to master some vocabulary and structures. The reading passages were selected by the committee and then they selected the vocabulary and structures from the passages. The selections were done by the committee with their preference and degrees of education. Then the instructors were willing to emphasize the word forms, structures, meanings of words and the sentences.

Each semester, the chairperson, deputy chairpersons, with a few instructors select passages. The passages are usually appropriate for the student's interests and also relevant to their needs and proficiency.

The passages are from magazines, newspapers, and some books. The content of the passages are varied depending on the preferences and degrees of autonomy of the committee. The passages normally address student's needs and interests and their proficiency level. The selection of the passages depends on the committee members' fields of study. Consequently, the passages are different in many ways.

The committee helps to fulfill the goals and the objectives of the course.

According to a survey on reading conducted in 2001 by the U.S. National Education Association (NEA) the results showed that a majority of U.S. teenagers prefer reading material on a variety of topics, 66% prefer to read novels and stories, 26 % were interested in non-fiction, such as biographies and histories. But 64% of students in high schools listed reading “stories about people my own age” as their favorite topic, 53% like to read about mysteries and detective stories. Results of the survey conducted at Assumption University with the first year students, are mentioned in Table 7.

Table 7. Reading Material Preference

No.	Items	Number of their fervor				Percentage of the total
		No. 1	No. 2	No. 3	Total	
1.	Fashion, Health and Beauty Magazine	21	15	3	39	46.02
2.	Fiction: love stories, Adventure, Detectives stories	11	2	4	17	20.06
3.	Sports magazine	7	6	4	17	20.06
4.	Newspaper	10	10	8	28	30.68
5.	Non.-Fiction Biography, History	2	2	1	5	5.90
6.	Comics Books: Cartoon	5	4	3	12	14.16

The results of the survey conducted at Assumption University with 118 students studied English I show that 46% are interested in reading magazines related to fashion health and beauty, and 30.68% are interested in reading fiction. Sports magazines and newspaper ranks third at 20.06%. Surprisingly comics rank only 14.16%.

This information may be useful for the materials selection for the English 1 course.

For the first semester of the year 2000, there were five passages that 60% of the instructors teaching English I said that they were not appropriately selected. The writing style was in 1800's and the vocabulary was in the low frequency use. The stories were not quite relevant to the students' life-styles or their interests and one of the passages was linguistically demanding for the students.

There were eight passages in the second semester and they were better selected but three of them were on the similar themes. There were more passages, but the instructors had to teach them within the same time frame as the first semester. Fifty percent of the instructors agreed that the time (60 hours) was not sufficient to give adequate tasks or provide individual attention to students who had difficulties with the course. The others said they had tried to do their best to cover the materials given. Some instructors thought that the students would not find it challenging or exciting to read only passages for an entire semester. In addition to that, they had to answer comprehension and interpretation questions which were boring, especially for students with a high level of proficiency.

Apart from the eight passages, there were reading books for each semester and the same committee selected these books as well. For the two semesters of the year 2000, the texts were appropriately chosen and most students enjoyed them. The vocabulary

and grammar structures in the books were simple enough for students to understand and helped them improve their proficiency levels.

The reading books were used as the outside reading texts before and students were required to read the books during their spare time. Some of them had never done that; they did not read the books at all. However, many students spent a lot of time reading the textbooks and were helpful to others. Many instructors let students read them on their own pace, during their spare time and then have an oral presentation in the class. Some instructors gave them questions to have a group discussion. Nothing was stated specifically for the class reading or what students needed to learn. Since the objectives of this part were not stated clearly, the evaluation of the reading books is not accurate. It was not clear whether the committee wanted the student to memorize the facts from the books or wanted them to improve their reading and writing skills. In both semesters of the year 2000, the questions in the examination were based on facts and the student's ideas of the texts.

Reading Texts

The reading texts are chosen from simplified books. Every semester the reading books are changed. As Nation (1990) mentioned, those learners of English as a foreign language usually begin their reading with simplified texts. Writers explicitly describe the vocabulary and the sentence structure. It means that the level of the vocabulary used goes into the right word level and has a large enough vocabulary for readers to read several simplified books. Simplification is an essential feature of all

language learning. Without simplification, there would be too many unknown words, and constructions, and learners would need to give all their attention to them, and would not enjoy reading the story. Therefore, their interest in reading would decrease.

As Elley (1981) stated that there is a growing amount of evidence to show that an increase of interesting reading material results in very significant increases in vocabulary growth. And he also stated that:

“It is necessary to look at the size of the task facing the learners. Teachers should realize the fact about vocabulary that; first, increasing a learner’s vocabulary does not necessarily mean that there will be improvement in reading skills. Other factors like background knowledge and previous reading experiences are very helpful. Secondly, learners may need to learn several hundred words in order to tackle unsimplified texts” (p.45).

Nation (1990) suggests two types of learning vocabulary. One of them is learning vocabulary through reading. Therefore, studying the reading texts would help students to increase their vocabulary too.

Vocabulary

As stated in the literature review, vocabulary should focus on a better understanding of the way the vocabulary is dealt with, the principle behind it and its theoretical and experimental justification. Word-frequency counts should be done for the course to help curriculum designers and instructors to make the right decisions in selecting the vocabulary to teach. Notwithstanding the lists will take an enormous amount of work,

the learners' achievement will be worthwhile. With the interview result, the criteria of choosing the vocabulary would depend on the opinion of the committee that the words were at the level of the students; the difficulty, the common usage, and the needs. These opinions would depend on the preferences and qualifications of the committee. Once the passages were analyzed, there was a wide range of differences in choosing the words to study. Many of the instructors teaching English I did not agree on some of vocabulary selection. Many words were in a low frequency use and uncommon.

The instructors teaching English are expected to be familiar with how to teach vocabulary, and what aspects make learning a word difficult. There are many researchers studying about teaching vocabulary in English as a second language. The learning burden of a word mentioned by I.S.P. Nation (1990) should be brought to attention when teaching occurs. Then teaching methodology is also an important aspect to look at. The instructors' qualifications will play an important role in this part. Their qualifications and their teaching styles will not only help them to deliver the curriculum effectively but also lessen the learners' burden.

Grammar

For the English I course, some grammar points were selected from the passages. Those points were taught more or less as a revision; something that the students had learned before. However, the teaching methodology used was more of lecture presentation rather than communicative teaching. As mentioned earlier, English I

course was also grammar based; therefore, some of the grammatical structures were taught. In addition, not many opportunities were given to students to use those grammar points communicatively. Many students were not able to use those structures in their writing correctly. English I students needed practice in constructing sentences, and putting them in paragraphs. The instructor had to find the exercises and the methods to teach by themselves. To achieve the goals or the objectives of grammar depended on the qualifications and the abilities of the instructors. Teaching grammar points should be in a communicative way including constructing sentences, writing paragraphs and expressing ideas in comprehension questions.

Speaking Skills

For speaking skills in English I course, students were given opportunities to speak in class; as asking for information, discussing in a small group in class, and having oral presentations in front of the class. For each semester, two oral tests were performed with the English instructors. Students had to perform adequately in both tests in order to pass the tests, which also meant passing the English course.

Normally, the oral tests are based on students' interests and preferences. The assessment was based on fluency and accuracy. However, if students could communicate fluently, it was accepted.

Instructors are likely to realize that language forms enable learners to express themselves in that language. Language teaching must be concerned with effective

communication. When a student gives an oral presentation in class, the language used is generally at a level which the student already controls, or it may be a little beyond that level. Therefore, to be competent or fluent in speaking, students are considered with the given topics whether they were experienced or not.

In preparing for the oral tests or oral presentation in class, students listen to instructors; radio, songs, or whatever that concerns their topic of discussion. They would read and then write down facts from books, magazines and, newspapers before their presentation.

Some students took the whole passage from a book, a magazine, a newspaper or the Internet and tried to present in the class after understanding the story. On the other hand, many students copied the stories and tried to read to the class without understanding the vocabulary and structures from the passages and their presentations were not successful.

Whether the students will develop their skills or not will depend on the instructors. It is best to include topics or situations in a variety of means that will allow students to tackle things from different aspects or angles. Students will be better prepared to talk or write about a topic after they have worked with texts, acquired some vocabulary, and identified some important issues surrounding the topic. (Khin Win Kyi 1999). It will be much better if the English department provides more speaking activities for

students in the class as many English I students are not able to communicate in English at all.

Listening skills

Listening skills were also taught indirectly in general. Dictations were given on a daily basis. The instructor teaching that course for each section chose the content of each dictation.

Students are expected to listen for information and understanding both in and outside the classroom; lectures, other announcements and other activities in the campus. However, students needed to practice on their own for improving their results. The department gave room for instructors to create their own contents to select the vocabulary for their students since they know their own students' needs and background. It is worth including speaking activities in the program.

Writing skills

For the writing skills, the English department wants the students to learn how to write different kinds of sentences and to develop them into a well-unified paragraph in a variety of forms: narration, description and exposition. Students were taught to compose different kinds of sentences. Students would write about six different kinds of paragraph writings on general topics, or the topics related to the passages they studied. Moreover, they were expected to answer the comprehension questions from the reading passages and the books.

The guidelines for writing were included in the teaching guidelines for all instructors, but how each instructor would perform in class is likely to vary.

Administrators

According to the interview results, including the period of two semesters in the year 2000 along with the researcher's seven years experience in teaching English at Assumption University, there were always changes in the English curriculum. First of all, the ideas, along with the philosophical theories of the administrative members, tend to lead the curriculum development into their styles. The chairperson, or deputy chairpersons and the committee are very important factors in developing the curriculum to the way they want. For example, if they graduated from literature, the passages were all about literature.

Every year, a committee is formed to select materials for English courses. For English I, passages and outside reading texts were chosen with the ideas of committee, depending on their fields of study like: literature, business or education. These ideas change every semester when the groups of the committees are changed. Consequently, frequent changes occur in the curriculum development in the Department.

As it is believed that education is purposeful. It is concerned with the outcomes that are usually expressed at several levels. Dewey combines philosophy and theory as part of the educational process; we contend that philosophy also serves to illuminate

the practice of education. The experts in various philosophical positions in curriculum hold influences in their decisions. The wisest curriculum leaders know the importance of affect. Therefore, they try to provide room for affective learning while planning. Whatever they do is likely to take into account self-concept, challenge, values and belongings. (Sowell, 1996). And Sowell also stated that the end product of curriculum planning is a project, a program, a model, or a printed curriculum guide. However, curriculum coordinators have turned their attention in using curriculum planning intentionally to assist teacher growth.

Therefore, the Department of English set up the programs to support their members to improve themselves, such as staff-development and in-service training. Instructors in the English Department are asked to teach thinking and problem solving skills but at the same time students come from increasingly diverse backgrounds. These are important considerations for anyone in education. Learning to teach involves not only the understanding of content and how to translate the subject matter into an understandable form, but also knowledge about the processes of teaching and learning themselves. (Kauchok D and Eggen P 1998, P 15) Knowledge of teaching and learning is the information gathered from research and experience of expert teachers that helps us to understand connections between teaching and learning.

If instructors use curriculum planning as a means of self-development, they must be involved in the planning from its inception. They must have sufficient time,

competent help, clerical assistance, materials and they must be encouraged by their supervisors with the tasks of planning and continue till they succeed.

When instructors work closely with a portion of a subject, experience, activities, and materials and concerning themselves with scope, sequence, evaluation, and other professional matters, they use varied talents that enrich the planning process to make the ultimate selection of subject matter appropriate.

Content selection

The selection of passages for the first semester of the year 2000, were not perfect. There were many weak points, such as the stories were out dated for students to understand those situations easily. Moreover, students from every faculty would study from the same materials. Students from arts or engineering do not have similar interests so they were not supposed to study from the same material. And that was why the department had changed to different kinds of material for science students later.

Reading passages alone were not enough to widen students' abilities in reading and thinking. Short poems, cartoons, newspaper cuttings should be included in the syllabus. Materials selected should be considered with the difficulty and the relevance to the level of proficiency of the students and the students' interests, enjoyment and enrichment should be concerned as well.

Some instructors recommended using a textbook as a material for English I course. There are many books written by well-known authors with the appropriate qualifications. They are experts who are capable of writing and creating the good material.

Some selection from the interview

The content of English I consisted of passages and reading texts. Vocabulary and grammar structures were chosen from the passages. Therefore, in selecting the passages, the authorities should be concerned with many different aspects in order to learn the stated objectives of the syllabus.

For the semesters 2/1999, 1/2000 and 2/2000, the information obtained from the study indicated that the content selection was not perfectly chosen. There were some weak points, which occurred because of different ideas in different fields of the committee. As one of the instructors mentioned, "In 2/2000 semester, English I and II courses have moved towards the communicative approach. Before that English language courses were product based. The passages were selected and determined in advance; what the learners may learn and be tested by the authority. But now we have to learn how to use the language by using the passages as an object to stimulate students with the discretion of the teacher.

The following questions focus on selecting materials, content and methodology for people who were involved in developing the course.

What are the aims of your course or the materials?

What kind of language description do you require?

What language points should be covered? Or do the materials cover?

What proportion of work on each macro-skill is desirable? (reading/writing?)

What micro-skills do you need? (vocabulary, structures)

What text-types should be included? (letter, dialogue, report)

What subject-matter area(s) is/are required? (level, topics)

How should the content be organized in the course?

How should the content be organized within the course units?

How should the content be sequenced in the course? (within a course unit)

Questions for selecting content.

What kind of language description do you require? Should it be structural, notional functional, discourse-based or some other kind?

What language points should be covered? What particular structures, functions, vocabulary areas etc.?

What proportion of work on each macro-skill (reading, writing is desired?)

What text-types should be included? (Should it be listening text, letters, dialogues experimental reports or etc.?)

How should the content be sequenced within a unit?

Questions for methodology

What theory (ies) of learning should the course be based on? Heart, Head and Hand

What aspects of the learners' attitude and expectations about learning English should the course take into account?

What kinds of exercises/task are needed?

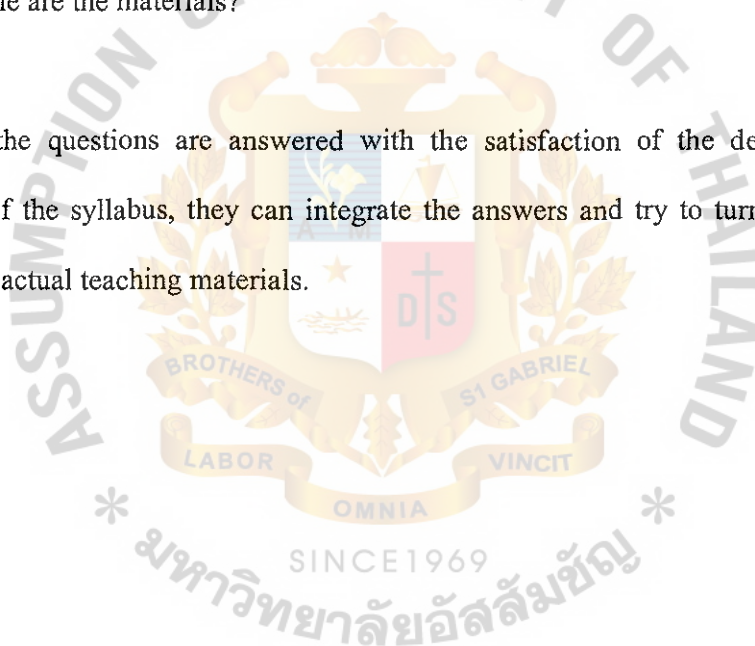
What teaching-learning techniques are to be used?

What aids are available for use?

What guidance/support for teaching the course will be needed?

How flexible are the materials?

When all the questions are answered with the satisfaction of the developers or designers of the syllabus, they can integrate the answers and try to turn the course design into actual teaching materials.



CHAPTER V

FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Language learning is a complex process involving many factors: psychological, cognitive, social, and linguistic. The second/foreign language learners usually do not have sufficient time or the learning environment where they can use the language they learn in natural contexts. Therefore, in designing a syllabus for these groups of learners, it is important for them to realize that foreign language learners need “some knowledge of the culture of the people they are dealing with and they need to be aware of their own culture norms” (Kirkpatrick and Prescott, 1995)

In the preceding chapters, the researcher had discussed the curriculum of English I course; how it was designed and delivered to students in order to help them reach the higher of their proficiency in English language.

It is appropriate to summarize here the meaning and implication of this study and to put it into the framework described in the chapter I, the concept of the curriculum and its components that are to be designed and delivered to the students.

The study has drawn on some insightful analyses from books, journals, other theses and seminars. Once the results of the interview were analyzed, the comparison on the two sources was brought to attention. This study, however, is a case study of the course syllabus of English I subject for the semesters 2/1999, 1/2000 and 2/2000

Findings

The English I course was designed and developed with the integration of Tyler's Curriculum Development Model and The Taba Model of the Grass-Root Rationale. It was shown in the goals and objectives of the course how the curriculum was developed.

The English course syllabus was the integration of the structural syllabus, notional functional syllabus, lexical syllabus and the task-based syllabus. The course aims at providing a sound foundation in reading, writing, speaking and understanding spoken English. Therefore, the syllabus designers integrated many designs of syllabus and put them in the way they want so that all those skills mentioned earlier could be put in practice.

The English department is responsible for the English core courses for the entire University. Therefore, there are many rules and regulations to be followed and it is hard to monitor the teaching and learning process to be efficient. The Department has put a lot of effort to do their best in order that the teaching and learning of the language would be effective and efficient. However, there are many factors beyond control.

Strengths

As the English department is under the faculty of Arts in Assumption University, which is an international university, the University and the Faculty have a strong

vision to foresee the importance of the English language. Most of the instructors teaching English I – English IV agree that the teaching and learning process in the English department has been well set and followed strictly.

Teaching and Learning Process

The English department has provided the appropriate teaching guidelines for all instructors in the Department.

The preparation of course outline, handouts on relevant teaching materials are prepared by the instructors and coordinators concerned. The course outline includes the course objectives, course components, textbooks, requirements and evaluation methods. Students are given the course outline at the beginning of the semester. This will help instructors and students to plan together accordingly.

Instructors are encouraged to use interactive and teaching aids and existing teaching facilities appropriately. At the end of each semester they will receive feedback from students on their performance.

There are policies on class management that instructors and students are required to follow strictly.

Students are required to have a minimum of 80% attendance. Students who fail to fulfill 80% attendance are not allowed to take the final examination. Besides, they have to fulfill all requirements stated in the course outline to pass the subject.

Students are encouraged to participate actively in class and including all academic or extra curricular activities.

Students are given assignments regularly and they are encouraged to learn from instructors' feedback.

The teaching and learning process is being evaluated to meet ABAC Academic Standards and reflect the characteristics of the course.

Weaknesses

First of all, the students' background knowledge is extremely diverse and it causes difficulty in the teaching and learning process. Some students have a very high level of proficiency in the English language. On the other hand, many students studying English I course cannot communicate in English either in speaking or writing. They do not practice the English language either inside or outside the classroom. Though the Department provides the placement test; TOEFL, or IELTS for students who want to be exempted from the English courses, this problem continues to stay.

Secondly, the selection of materials to be studied was very wide and they depend on the committee's preference and field of education. Therefore, the material selection was not appropriate for all the semesters.

Thirdly, the communities they are living in are also the factors affected the learning outcome. Majority of students are Thai and speak Thai almost all the time. Therefore, the use of English in and outside the classroom is limited.

Table 8: Summary of the strengths and weaknesses of the English I curriculum

Strengths	Weaknesses
<p>1. Teaching and learning Process are provided with:</p> <ul style="list-style-type: none"> - The appropriate teaching process guideline. - Course outline, handouts on relevant teaching material with the course objectives, course components, textbooks course requirement and evaluation methods. - Plenty of teaching aids and existing teaching facilities. - Students' feedback and self-evaluation. <p>2. In – service training and professional development are fully supported:</p>	<p>1. Teaching and learning Process</p> <ul style="list-style-type: none"> - The diversity of students' background knowledge - The differences of their needs and interests - [The students' proficiency level in English language in all language skills - The communities (Thai community) the students are living in - The everyday language used. - The opportunities in using the English language <p>2. Material used for the course:</p> <ul style="list-style-type: none"> - Needed to be concerned with the

<ul style="list-style-type: none"> - Meetings, seminars, workshops have been conducted regularly. - Further studies have been strongly encouraged to all instructors. 	<p>students' needs, interests and</p> <ul style="list-style-type: none"> - Their proficiency level in the English language. <p>3. The evaluation and grading system:</p> <ul style="list-style-type: none"> - Passing grade should be lower than 70% (60% or 65% are likely to be more appropriate).
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Conclusion

The results of this study indicate that the English I course syllabus of semesters 2/1999, 1/2000 and 2/2000, was the integration of many models and many theories of curriculum development.

The researcher examined more on the syllabus design focussing on the area of the content selections. The conclusion of findings of the researcher are discussed below:

Course Syllabus:

The results of the interviews are discussed below:

The objectives of the course should reflect the students' needs and they should go beyond the cognitive level. Students must be involved in all classroom and extra curricular activities. The main objectives of the course (curriculum) should be identified and stated in the aims of the curriculum in order to gain knowledge. Then the question like "What is knowledge?" has been asked, and the study in a subject

area should result in acquisition of skills, attitudes and disciplined habits necessary for the discovery of new knowledge in the field.

When the objectives of the course were established, the course designer(s) should have realized the importance of the material selections. The material selected, as learning content, should fall into the categories mentioned earlier in chapter 4.

Any materials selected should always be considered of the difficulty and relevance. The difficulty will be concerned with the level of the language, the length of the material. The relevance will be concerned in the area of relevance to students' interests, enjoyment and enrichment.

Students in English I are expected to know how to make sentences and put them together to make a paragraph. And as stated in the objective...Students need to have the ability to write different kinds of paragraphs.

Instructors could encourage students to write paragraphs after studying the passages. The passages should provide the appropriate writing styles for students to learn. They must not be too difficult or too easy for them. People are willing to learn when they see that they can do it. The level of difficulty should be relevant to the student's proficiency level.

The importance of selecting a passage for students to study, as of the interview result, to serve students' needs and interests are the immediate concerns of the instructors.

Selecting the content is one of the central decisions in curriculum planning; therefore, a rational method of going about it is a matter of great concern. The other important thing is selecting the learning experiences so that the content can be delivered effectively and successfully. Therefore, the teaching methodology is another important aspect. One of the criteria in selecting the content is the appropriateness to the needs and interest of the students.

These course syllabuses provide scope for instructors to devise their own methods of teaching. Teacher qualifications, and their fields of study, their experiences, and skills in language teaching indicate the success of the curriculum. As Sabers states that the experienced teachers retain the ideas that worked, adding new ones to put back those that did not. The ability to recall past experience is a major difference between experienced and inexperienced teacher (Sabers, Cusling and Berliner 1991).

Teachers' Background Knowledge and Their Qualifications

The instructors in English I are from many different countries with different levels education and experiences. These factors could be both advantages and disadvantages to students. The interview results indicate that, the failure of many students was blamed on the difficulty in understanding the instructors' accents. They were not able

to understand their instructors in their classes. Some students complained about the instructors' teaching methodologies as well.

The Curriculum Content:

Every year the content of the passages and reading texts are changed to benefit the students apart from the inputs of the committee members and authorities for curricular improvement and other external factors.

The interview results of the content of the materials chosen for English I for the semesters 2/1999, 1/2000 and 2/2000, are mentioned below:

- They are not relevant to students' interests.
- They are not based on students' needs.
- They do not support students' creative thinking.
- They concentrate more on memorization of facts.
- They do not cover beyond the cognitive level.
- They do not cover a variety of materials.
- They do not have a variety of themes in the passages.
- They do not promote teacher creativity.
- Some selections of vocabulary and content are inappropriate.

As for the purpose of this study, the researcher focused on the selection of materials instead of the teaching methodology. Therefore, the results of this study were focused on content selection, as shown in the demographic chart.

Results of interviews

After having conducted the semi-structured interview, the data were separated into the following categories.

1. Be relevant to the student needs and interests
2. Serve the needs and interest of the learners.
3. Make students love to learn.
4. Be relevant to their interest, age, and life style.
5. Be useful, interesting and meaningful for the learners
6. Encourage the learners to learn
7. Be helpful for their academic study
8. Promote autonomous thinking and independent judgment.
9. Provide effective ways of thinking
10. To enhance students' attitudes and habits for learning the language
11. Relevant to the student's level of proficiency
12. Be up-to-date
13. Be practical for their daily lives.
14. Be challenging and exciting.
15. To have the variety of themes in the passages.
16. To have a variety of materials for reading.

- 17. The materials should be difficult but not too difficult for the learner’s level
- 18. Serve the needs of their society
- 19. Be appropriate to the learners’ world
- 20. Be suitable for the work place
- 21. From authentic sources.

A Demographic graph shows the percentage of frequency counts of materials selection from the interview results

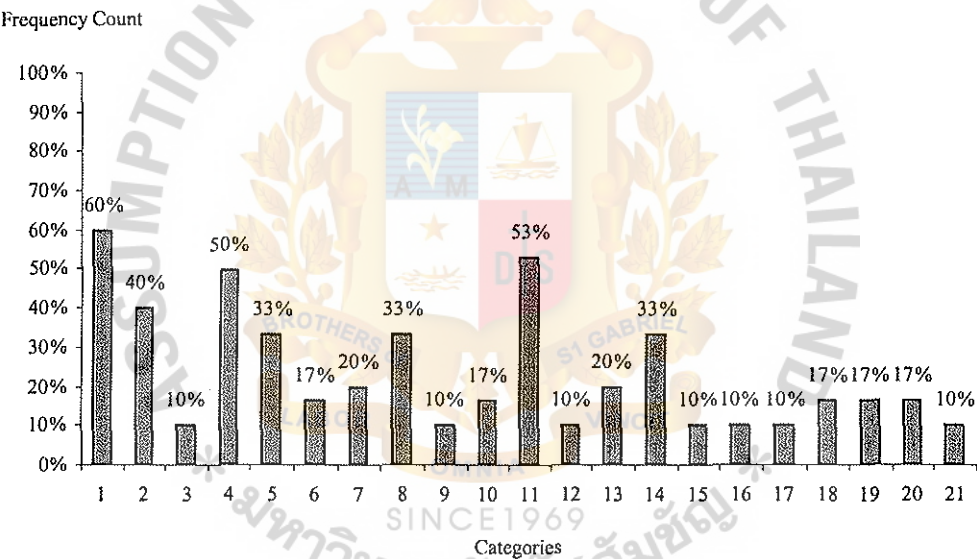


Figure 5. Demographic graph shows the frequency counts of each category mentioned in the interviews of the instructors.

From the graph, it shows that number 1 which is “ materials should be relevant to students’ needs and interests” had been mentioned most often (60%). Number 4 and

11 are also high which is 50% and 53% respectively. On the other hand, number 3, 9, 12, 15, 16, 17 and 21 are considered in a very low level of frequency, which is 10%. Based on the graph, the criteria of choosing the materials should be the most concerned with the relevance to students' needs and interests. The second one is to be relevant to the students' level of proficiency in the English language. These two main categories are matched with Taba's criteria of content selection.

From the figures 5, materials that serve the needs and the interests of the learners, comes first and materials that are relevant to the students' proficiency level comes second. But many categories overlap. Therefore, the information below is the conclusion of the material selection.

- To serve the needs and interests of the learners
- To be relevant to the students' proficiency level in English
- To serve the needs of their immediate society
- To come from the authentic sources

Discussion

Since this is a case study, the discussions of the research questions are presented in the following section. The results of this study indicate that there are many strong points in the English I course syllabus. However, the weak points were hidden. The following discussion will indicate both strong and weak points.

Research Question I

“What are the strengths of the current English I course curriculum?”

Strengths

Goals and Objectives

The goals and objectives of the course were stated clearly in the course outline. It also expressed the overall aims of the curriculum and matched the objectives and the content of the curriculum as stated by Taba in the curriculum model of Grass – root rational. It was clear and concise. It was also meaningful and significant to the learners. However, for the objectives of each unit to be taught, the instructor would set them up depending on the lesson plans. The main aims of the curriculum were identified in the goals of the course and objectives would be set later according to the goals of the course, and the committee had provided the range of the objectives for each unit or each topic. To what extent that each unit would achieve the objectives depended on the instructors teaching and the students’ learning abilities. According to Pratt (1996), educators consider all domains of learning when making curriculum decisions, especially, when generating the objectives. Moreover, Bloom’s taxonomic classifications of learning in education are perhaps the best known and have the great influence on the formation of goals and objectives.

Course components and course requirements.

The components and requirements for the course were stated in the course outline, which was given to the instructors before the beginning of the semester and to be

explained to students. Based on Taba's grass – root rational, after goal and objectives have been set, the curriculum planner should select the content and organize it. Then select the learning experiences to match with the content. After that the learning activities are organized.

For the English I course, there were plenty of activities stated in the course outline with the tentative schedule to follow for the entire course. They were well-selected activities, which enhanced students' abilities to learn and improve their skills in language learning. The course requirements have been slightly different for each semester, especially in the area of mark allocation depending on the opinions of the authorities. According to Wiles and Bondi, a curriculum design is concerned with the nature and arrangement of four basic parts; objectives, method and organization, subject matter, and evaluation, which interact with each other. It does not matter what design of the curriculum will be, the curriculum must be viewed on several dimensions: scope, sequence, continuity, articulation and balance integration.

Support from authorities and facilities

In-service training at Assumption University has been an ongoing process and encouraged by authorities for a long time. Meetings among peers, special or short seminars and annual seminars took place regularly to help the teaching and learning to be more effective. Moreover, there were a lot of facilities to support the teaching and learning process for the benefit of both instructors and students. According to Eggen, and Kauchok (1998) Teachers should acquire (1) Knowledge of subject matter (2)

Pedagogical content of knowledge (3) Knowledge of teaching and learning (4) Teaching strategies. These are essential characteristics of the instructors.

Research Question 2

“What are the weaknesses of the current English I curriculum?”

Within the three semesters some weaknesses were discovered after fully investigating scanning the documents and interviewing instructors. The findings of this study are discussed below:

Weaknesses

Materials

There were changes in the materials every semester. The changes were to be for the better but not always true.

Some of the reading materials were not relevant to students' interests. Some were too difficult for their level.

The material provided for teaching and learning, especially, for vocabulary and grammar parts were not in detail. Many instructors taught them differently; as a result, the achievement in the course evaluation is not likely to be accurate.

The differences in background knowledge and culture of students in each section made it difficult for teaching and learning. It was an unavoidable situation due to the

diversity of students. Based on the interview, many of the students studying English I cannot communicate with their instructors or friends in English. They were not used to speaking in English. They felt embarrassed to talk in English. Many of them said they never spoke to anyone in English before. According to Lightbrown (1995), language learning is simply a matter of imitation and habit formation. Therefore, it was hard for them to use it. Besides, when they heard some of their friends in class speak fluently, they felt more ashamed of themselves, and were afraid of being laughed at. These situations discouraged them a lot. Moreover, many students whose proficiency in English were quite low and had to study English I for many times, said that they were quite bored with the subject.

Children acquire knowledge through their actions and thinking. Thus a learning environment should be created for encouraging children to initiate and complete their own activities. According to Driscoll (1994) one basic instructional principle is that the learning environment should support the activity of the child. Researchers have attempted to find out what influences the learning personality can affect the way in which people prefer to learn languages (Nunan, 1991) they also support the idea that it is necessary for learners to take an active role in their learning. Turner (1994) suggests that language learning requires learners to gather external data in order to have an interaction between innate mental structures and environmental inputs.

In fact, the content of the English I curriculum had a plethora of activities to cover within a limited period. There was not sufficient time for individual learners needing more help in language learning. Instructors tried to cover as much as they could.

Evaluation and assessment

There were no appropriate means suggested to the assess attainment of each objective for the course. There was little evidence to the reliability of the test materials. Most of them were based on rote learning, rather than assessing the learners' existing language level. The grading system was described in the course outline but again, there was little relevance to the goal. Since the English department has to follow the rules and regulations from the higher authorities, the assessment and evaluation systems could not be set in the way they wanted. Since the curriculum is essentially a plan for helping students to learn, ultimately all evaluation goes back to the criterion of effective learning.

Needs analysis

The way people live and work has changed and the interests and needs of people have also changed. Those changes should be acknowledged and met, especially in education. The curriculum should always meet these changes. It is very important to know the needs of students. Need analysis should be conducted in order that the needs of students would be fulfilled. At Assumption University, needs analysis has never been completely conducted. However, every year each faculty uses students' feedback for different purposes. The Faculty of Arts provides some data for developmental

purposes for all courses under the supervision of the dean and her associates in the Faculty of Arts as part of faculty performance evaluation, promotion and nomination.

This form focuses on the following areas:

- Expertise in discipline
- Professional and communication skills
- Enthusiasm and capability to motivate students
- Orientation of students
- Organizational skills
- Quality of assessment and feedback
- Openness to reflection and change

The information from this feedback is not adequate to the course designers to develop the curriculum and to select the content to serve the students' needs and interests which concerns most instructors. However, the authorities have tried their best to provide information for developing the curriculum as stated by an interviewee:

“We could not use the results from student need analysis even if we had to conduct one. Students, themselves, don't even know what they really want or need, especially in the academic. Besides, there will be too many different things for our department to serve most of their needs. When new students come in, there is not enough time for the department to conduct the need assessment and analyze those needs. What the department can do is to examine the past-semester student-feedback and develop from there.”

Research Question 3

“ What could be the appropriate changes in the English I curriculum at Assumption University?”

After analyses the documentary scanning and the interview results, the draft for a proposed change in curriculum for English I course syllabus was designed.

(Appendix A)

Since the diversity of students' background of knowledge is a major part of the weaknesses, many of the activities are suggested in the curriculum.

Speaking activities: Since many students in English I could not communicate well in English, oral tests and oral presentations should be emphasized and marks should be given to improve learners' spoken skills. And the weakness can be changed into strength by allowing students to help each other.

Reading activities: Variety of books, passages, articles from newspapers, magazines, or textbooks (be relevant to their needs and interests) are recommended for reading in order to enhance their abilities in learning the language. Besides, these activities would help develop love learning. (As stated in one of the goals; to go beyond the cognitive level) The instructors encourage the students to practice the four basic language skills in the classroom and develop their confidence. The selected reading materials should match learners' reading abilities.

Needs analysis is needed to be done in order to find out the learners' needs and interests in exact terms.

Evaluation process: Students should not be tested only in the major examinations. Language learning should be tested with the four basic skills in the course work and assignments. The passing grade should be lower than 70%. The passing grade of 60 to 65%(interview findings) was proposed since most students are likely to pass in this range. This does not mean lowering the academic standards in evaluation and assessment.

Recommendations

This study has provided a good opportunity to look into the process of teaching and learning a language. Besides, the findings have given valuable insights about the different aspects of developing a language curriculum---for the curriculum planners, instructors, administrators and students. The influence of all the aspects mentioned in this study should be taken into consideration. This study will be beneficial for students to improve their language skills. The valuable insights gained in this study could be applied in developing other studies related to foreign or second language learning. Curriculum planners, instructors and administrators can adapt the findings in this study with all the theories and opinions to develop in their language learning curriculum and instructions. On the basis of the findings and conclusions of this study, the following recommendations were made:

More subject matter related material should be presented to give instructors. In-service training for their teaching methodology and teaching styles should be conducted regularly and encourage them to update themselves in technology and methodologies of teaching.

A detailed study should be made for the actual implementation on the students' needs and interests and it should be undertaken immediately. Consideration was also given to be conducted once in a year or two in order to get new information about students and hopefully, the study could provide information which can be used to assist in making decisions about curriculum design and decision making for subject-matter or content towards the benefit of students.

Efforts should be made for studying learning styles, which is an important aspect of language learning.

The recommendations of the instructors teaching English at Assumption University are discussed below:

There is a need for all instructors in the English department to meet and exchange ideas about their syllabus and courses: how to teach in order to plan sequence, scope, continuity and the most important is the nature of evaluation of English 1, 2, 3 and 4 courses.

The instructors should be rotated to teach in different courses in order to learn more about students' needs and interests. This should benefit both students and instructors. As the instructors would experience the needs and the interests of the students by themselves, they would understand the problems, which may occur at the time of teaching. Furthermore, the instructors would contribute the material or help to choose the appropriate material for students to study and share their ideas with peers. This rotation should be done every other year.

Peer meeting is also essential. Instructors teaching the same courses should meet regularly before the semester begins. It is not only because they could share the ideas of what to teach and when to teach but they could also share their ideas of how to teach as well. The other meeting times should be before the mid-term and final examination to discuss what should be in the test and how to grade those items. In this case, the department is likely to get more ideas for the examination questions and the contributions instead of having problems after the examinations. The meeting after each examination for grading students' papers would not benefit the instructors or students. Then the evaluation for the students' proficiency in language learning is likely to be accurate.

Once the instructors have taught the four English courses (English 1, 2, 3 and 4) they should be invited to contribute ideas for curriculum planning. The committee should be, at least, someone who is actually teaching the course at the time of teaching. This is because they should know the details, the needs and the interests of the students and

is because they should know the details, the needs and the interests of the students and the materials used in the course, also the level of the students' proficiency in English in order to make the right decisions about what and how to teach and evaluate them. Each instructor should be involved, in, at least, one of the activities conducted in the department; like working as a coordinator for English on Campus or an editor for English magazines. In this case, they would be able to present their ideas to monitor the instruction in order to help students. Each instructor looks at the various sides of the problems.

The following major theories of learning should be applied to use throughout the process.

Behaviorism

Cognitive development

Connectionism: Thorndike

Classical conditioning: Pavlov, James Watson

Operant conditioning: Skinner

Practical Implications

Educational administrators should undertake active and constant assessment of policies concerning the selection of materials for study. This will ensure that the policies are effective and consistent with the needs and interests of the students and should be matched their proficiency level. This will also help the instructors teaching the course in implementing those policies as well. Besides, the administrators should

encourage instructors to conduct experimental or action research on teaching and learning strategies, which will be helpful in the teaching and learning process.

Implications for Future Research

As we know, education is the transmission of culture and modification of culture. The essentials of the transmission are to change and modify for further progress. Therefore, further research on students' needs assessment was recommended in order to design the curriculum in the most appropriate manner the students' achievement.

Firstly, future investigations may be examined at this point. Special attention should be given on the quality and details of the assessment. Students' needs and interests should be considered in terms of long-term effects of their achievement in studying a foreign/ second language. In technical approaches to curriculum processes, needs assessment can help define a problem within a school, a course or a unit. Needs assessments are completed to identify strengths and weaknesses of the existing curriculum and provide directions for improvement.

Secondly, the researcher would also recommend conducting action research on teaching and learning process. Instructors' teaching methods and students' learning styles are recommended to help students succeed in their language learning.

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APPENDIX



Appendix A

A Proposed Change Curriculum for English I Course Syllabus

Introduction

The study of a foreign language is likely to add a new dimension to an individual's personality and a greater understanding of self and others. In the process of language learning, the students develop an awareness of cultural diversity since language reflects culture. Students are likely to understand that we live in a world of competition and interdependence.

Although life changes nowadays, the changes in science and technology are rapid. These changes affect cultures and languages. If a nation is to keep abreast of developments in science and technology, English proficiency is a must.

The English department, as well as others, believes that the study of foreign languages is essential for our society. It is essential that students understand the growing cultural pluralism of today's society. By learning a language a student is able to communicate with others and become a successful, and productive citizen. A whole language philosophy and approach to language learning, with its emphasis on real-life, meaningful kinds of language-experiences, is gaining greater acceptance in the world.

Philosophy, Goals and Objectives:

Students of today face an increasingly competitive and demanding ways of life, with ever-increasing literacy requirements for their career and this curriculum aims to address those needs.

Philosophy statement

English I course is designed to help learners to communicate and reasoning skills apart from listening, speaking, reading and writing. This course invites students to master the basic skills in the aforementioned areas and to apply the skills in their daily lives. The course promotes value-based choices and critical thinking. The different language experiences are intended to create a sense of self-esteem and achievement. Students will not only acquire a better understanding of the world, but they are also involved in a life-long learning process.

Goals and Objectives

Goal: To enhance learners' capacity and willingness to express themselves through their academic English skills in writing and speaking with a major focus on listening and reading.

It is believed that perfect communication involves a progressive acquisition of vocabulary grammatical structures and language use and students in this course will be encouraged to express fluently.

A. Language: linguistics and communication.

Listening and speaking

- for social interaction
- for information and understanding
- for critical analysis and evaluation.
- for pleasure
- for personal development

Reading and Literature

- for acquisition, interpretation and application of information
- for pleasure, personal response , critical analysis and evaluation
- for personal development

Writing

- To express feelings and perspectives
- To narrate a story or a real event
- To explain factual information
- To describe a person, place, or an impression

Emphasis

Phonics: Students will repeat vocabulary words and expressions contained in the lesson and will read aloud the literary passages that precede and follow the unit.

Vocabulary, Structures, Oral/Written Expression. Students are expected to read the selected vocabulary in the passages to make sentences in order to bring out the meaning of words in their writing.

Speaking skills will be emphasized more in the classroom. Students need to present an assigned topic in pairs at the beginning of every class with their classmates and discuss with the assignments at least once a week for an individual presentation, and once a month for a group presentation.

Reading and Writing: The writing of the first year students should relate to:

- Needs.
- Ideas
- Purposes
- Interests
- Feelings
- Maturation

As well as subject matter generated through the academic study of literature and other subject matter. The course should offer a balanced approach to personal writing and the content-based writing. Ideas and strategies should be generated through pre-writing activities, which stress inquiry, personal experiences and critical thinking. Students are assigned several kinds of paragraph writing. It is expected that 35-40% of class time will be devoted to writing activities, and for reading, students will read,

understand and interpret passages, poems, cartoons both within the classroom and outside the classroom.

Grammar

- To compose different kinds of sentences
- To combine sentences and vary sentence structures.
- To clarify the differences between phrases and clauses
- To use different kinds of clauses and phrases in composing sentences
- To provide definitions of terms
- To use appropriate tenses
- To write a well developed paragraphs using a variety of approaches

B. Cultural Goals.

Students will accept cultural differences and understand that all nations and cultures are likely to benefit from each other.

Students will consider languages and cultures as tools to enrich their intellect and complement their aspirations.

Objectives

Objectives will relate to goals. In each unit and/or each class, instructors will define the objectives with the lesson they are teaching.

Knowledge

Students will understand structures and vocabulary in the English language from the reading materials.

Students will understand the importance of understanding different cultures apart from their own and learn more about the language.

Skills

Students will develop their ability to compose different kinds of sentences, and write different kinds of paragraphs

Process

Students will read, listen, discuss and write a wide variety of paragraphs.

Students will develop their ability to express ideas based on the structures and vocabulary they have studied.

Experience

Students will interact with each other and with their instructors.

Attitude

Students will get opportunities to enjoy using the language in their classrooms.

Students will develop their confidence in using the four basic skills of the target language.

Prerequisites

Students are required to pass the intensive program or pass the Basic English Course.

Re-assessment

There is no need for any formal pretest; however, a questionnaire, at the beginning of the program could be provided to instructors as an indicator of the students' interests and attitudes.

Assessment

Methods of Evaluation

Oral tests

Construction of dialogues

Directed dialogues

Situational skits

Answer factual or interpretation questions

Description of pictures, situations or events

Written tests

Grammatical structures

Vocabulary

Answering factual or interpretative questions

Description of pictures, situations or events

Examinations: Mid-term and Final Consisting of reading and writing.

Writing Activities

Paragraph writing involving complex grammatical structures

Construction of dialogues, and skits

Description of people, things, situations and events

Homework/assignments

Assignments using one or more of the four language learning components (listening, speaking, reading and writing) are returned after correcting.

Class Participation

Following directions

Oral comprehension

Answering/asking questions

Spontaneous class participation, intervention or comments

Material and Resources

Committee-selected reading texts

Committee-selected passages

Instructor-suggested reading texts

Grammar books and some reference materials.

Computer-assisted writing, reading, listening and speaking

Grading System:

	Grade	Marks	Value
Repeat	W	(failed course requirement)	0
	WP	less than 165	No Grade given
Pass	C	165-180	2.00
	C+	181-193	2.25
	B-	194-199	2.75
	B	200-206	3.00
	B+	207-218	3.25
	A-	219-224	3.75
	A	225 and above	4.00

Mark Allocations:

Class participation	:	10	marks
Portfolio	:	10	marks
Quiz	:	40	marks
Mid-term	:	70	marks
Oral-Test	:	10	marks
Final	:	110	marks
Total	:	250	marks

Contents:

The reading passages for students are based on vocabulary, structures reading comprehension, short poems and short passages for writing. Reading texts from

simplified stories are discussed in the classroom, and some assigned reading texts for the outside reading e.g. from newspaper, magazine or from CNN/BBC news on TV and radio. The reading materials are selected according to the criteria mentioned earlier (in chapter 4).

Some behavioral objectives

Students will demonstrate improvement in combining sentences and varying sentence structures by using connectors (and, but, or etc.) and using transitional/tune words (after, since, though because, whether),

Students will develop a paragraph demonstrating a correct sequence using a plan for a personal narrative or autobiographical sketch.

Students will sequentially describe the steps in completing the process by using a simple task.

Students will write a description using specific language, which appeals to the senses and is organized in to specific order such as sequence or order of importance by using a place or person.

Suggested activities for writing

Brainstorming ideas related to the topic and categorize them under general headings later. This can be arranged through instructor led class discussions, small group discussions, or by individual efforts.

Branching-determining and listing the subtopics for the main topic already provided by the instructor or obtained from the class discussion.

Mapping or recording brainstorming ideas in a visual format with the details related to the main ideas.

Nutshelling (think sheet); focusing on purpose point of view, announce introduction and conclusion statement

Interviewing, focusing on classmates, to ask questions to given topics as a written project to generate responses to a given set of questions.

Notetaking; identifying key ideas from factual passages, guest speakers and filmstrips

Role-playing

Group discussion

Conferencing with peer and instructors

Keeping a journal or diary

Suggested activities for reading

Skimming for similar word category within a short period of time.

Asking questions related to the topic going of study

A whole class discussing the topic related to the reading passage.

Introducing vocabulary from the reading passage with pictures.

Creative reading strategies focusing on oral interpretation; objectives in teaching the subject matter must be formulated before the presentation of the subject matter, an advance organization is presented in the class to provide the students' ideas or background to encourage oral interpretation. Later prior knowledge, experience, sense of humor, imagination and students' interest and abilities should be integrated in order to come up with activities that would fit into the lesson. Next, select a pre-reading

article for students to read. After the pre-reading activities, students are likely to follow the story easier. Post-reading is likely to add dimension to the students' comprehension, vocabulary and other skills in reading the language and assignment should be given as well. Effective creative reading will develop the students' analytical power and instill them the behaviorist point of view and life.

Using reading comprehension technique by Richard R. Day: (Seminar at ABAC January 15, 2001)

Forms of Questions	Literal	Reorganization	Inference	Prediction Evaluation	Evaluation	Personal Response
Yes/No						
Alternative						
Who/What/ When/Where						
How/Why						
True/False						
Multiple Choice						

Guide for Evaluating and Developing Comprehension Questions For Teaching Reading

Suggested activities for vocabulary

Guessing the meaning of a word from the clue in the passage

Filling the correct words in the blanks in different contexts.

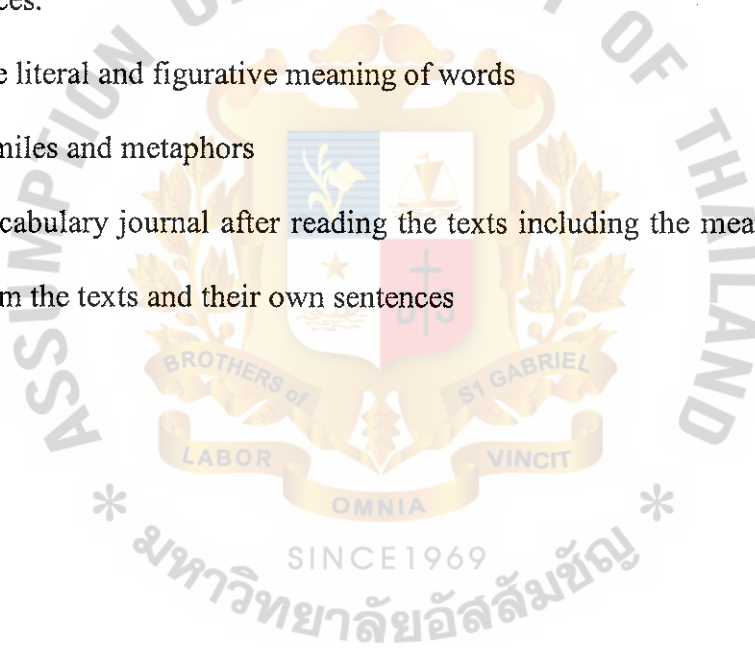
Writing sentences from the given vocabulary after learning the meaning and the uses of those words (these could be done in a small group like 2-3 people or individual and then sharing their ideas to the class.).

Using Synonyms and Antonyms by combining words that have the similar meanings in the sentences.

Exploring the literal and figurative meaning of words

Exploring similes and metaphors

Writing a vocabulary journal after reading the texts including the meaning, uses and examples from the texts and their own sentences



Appendix B

Examples of Interview Questions

1. Do you think that it is important to evaluate the curriculum? Why? or why not?
Please explain.
2. What do you think about the current English curriculum?
3. What do you think about the content or the subject matter of the current English 1 course?
4. How can we make sure that the students will be able to achieve as stated in the objectives because of the individual differences among instructors and their instruction techniques?
5. As the curriculum planner, how would you scale the importance of the subject matter in the following criteria; scope, continuity, sequence in the English I curriculum?
6. If you can change anything for the English I course, what would you like to change?

Appendix C

Some samples of Interview

1. M 37, MA 6Ys

Q: Is it important to evaluate the curriculum? Please explain.

A: Yes, it is very important to evaluate the curriculum reasonably often in that we're living in a constantly changing world; accordingly the teaching objectives set on in our curriculum have to be reviewed and evaluated to match the current social, educational and technological trends and most importantly, the needs of the learners e.g.

- a) Do we know whether our students really love to learn a foreign language, e.g. English? Or are they compelled to learn it?
- b) How much, to what extent, English skills do they wish to acquire?
- c) What are they going to do with the knowledge of English language after their graduation?
- d) Any instrumental or utilitarian values do they seek in the language?

Q: Do you mean we should conduct needs assessment for the students?

A: Yes. Needs analysis. Have we never done any "Needs" analysis on the incoming students every academic year at least in the form of a short questionnaire?

Q: So far we haven't conducted the needs analysis yet. Can I ask you another question about the materials that we choose for our students to study? What criteria do you use to choose the materials?

A: The materials we decide to choose should be considered always in terms of these two aspects:

1. Difficulty (level of language, length)
2. Relevance (the materials should appeal to students' interests, enjoyment and enrichment.)

2. F 38 MA, 8 Ys

Q: As a curriculum planner, how would you choose the materials for our students to study?

A: I always thought of the content of the passage, and the structures they are going to study.

Q: What are the criteria for choosing the contents of the passages?

A: a) A story is not too difficult for the level. The vocabulary and the style of writing should not be too complicated. And there will be variety of stories; classical and modern short stories.

b) The structures in the passage can be picked out for students to be mastered in using the language.

Q: I think you have talked about the difficulty level and variety of the content. Could you tell me more about the studying Basic I, and II before coming to English I .

A: No. I don't think so. Basic English I students have to study all the basics of using English for 180 hours and Basic English II will be 90 hours. There is no continuity from Basic II to English I. Students study some vocabulary, structures which the

planners have selected and the passages for English I will not continue because different kinds of passages will be chosen depending on the length of the story.

Q: What is the sequence of the passages that you chose?

A: I don't think there is a sequence in choosing the passages. As I told you, we need varieties of stories for students. Of course, they should be selected carefully to serve the needs of the students and the needs of the society.

Q: What are the other aspects of English learning that you chose?

A: In English I, we want students to write correct sentences and then put sentences into paragraphs and be able to produce good paragraphs. We want them to know about different kinds of sentence writing: simple, compound, complex. We believe that to be able to express their ideas, students should be able to write a good sentence, paragraph and reports in simple, clear English.

3. M 45 MA, 9 Ys

Q: What do you think about the current passages of the English I?

A: I think all the passages are not perfectly chosen. For example the first passage, Abraham Lincoln, even though it was about a famous President of America, it is not relevant to the Thai society. Why don't we choose a passage about a famous person in Asia or in Thailand, which will be more relevant to Thai students, or Asian students, which are the majority in ABAC. And the last passage, the story of Aladdin, which is not going to give or teach the students anything because Aladdin was an idle person. And the Night the Bed Fell was an old story, the language that was used in the story was also out of date, the vocabulary was also out of date. Students can not used

those words in their daily lives. If we need students to read funny stories to entertain themselves at the same time they can learn how to use the language effectively in their daily lives, we should pick out something that is more relevant and serve their needs, their interests and the enjoyment.

Q: Is English I course design based on the needs and interests of students?

A: As an instructor of English I, I think the passages should be selected more carefully. The content, which includes vocabulary and structures, should serve the needs of the students and also based on their level of study.

Q: Do you mean we should concern more about the difficulties of the passages in term of the subject matter, vocabulary, and also the students' interests?

A: Yes. If the passages are too easy or too difficult, the students won't pay much attention to them. And on the other hand we should get passages that will be useful for them not only for language learning. They should be able to learn something out of it; culture, customs, the ways of life, morals etc. When they like what they read, they will learn more. If they like what they learn, they will understand more or try to learn more about it.

4. M 52 MA, 12 Ys

Q: Do you think we should evaluate the content or the materials we use for English courses? And please state your ideas of *Why*? And *How*?

A: We should evaluate the content or the materials we choose for students to study if it is appropriate for them in terms of their interest (will be relevant to their age and level in the university). The arrangement of the contents and the presentation of that

content would be in linguistics, composition, grammar or communication, which we need to state in the objectives and then follow in that way. It is difficult to evaluate them without knowing the high light of the curriculum plan.

Q: For example English I aims to provide a solid foundation in reading, writing, speaking and understanding spoken English. And students can expect rigorous reading assignments. They can discuss the materials in class, which will help them improve their skills. In this case what do you think we should choose as the criteria to plan or design the course out line for English I?

A: Well, I think we've already got the course syllabus and course outline for all English courses from English I to English IV. What we should do now is try to analyze the objectives and the contents to see whether they fulfill the aims of the course or not. Then the activities that we include in the course outline will help to understand our criteria in planning the curriculum. The committee from our Department will choose the teaching materials. Passages are selected to encourage students to improve their skills in using the language. Teaching method is also important. We only provide some guidelines for teachers. It is also flexible, as we believe that teachers should know their students better. They should be responsible for their students' performance. Therefore, they can adjust and use the right method to help their students.

5. F 46 PhD 12 Ys

Q: What do you think about prerequisite for studying English language?

A: As we select students from the intensive course for Basic English I, II or English I, we hope that we can get students with the similar level of English proficiency. We continue to think this is the best way we can do. In case some students might have more knowledge in their background and wish not to attend the class; we have the TOFEL or IELTS policy for them to apply for the test and if they are qualified they will be exempted from attending classes, and get A or C grade, which are the only two grades given.

Q: Are the high level of proficiency of English Students helpful in the class?

A: In many cases they do not really help at all. And they will sometimes distract the class more than helping them. These students used to be our weakness. But since we established the TOFEL or IELTS policy, we can eliminate this problem to some degree. I think it is difficult to teach students in different level of proficiency in the same class. But if you have to, you should try to make the benefit out of it. Let the better one help the poor one. Group discussing, brainstorming ideas will help to get the best out of them. The weakness can turn into the strength.

6. M 54 MA 10 Ys

Q: What do you think about the current curricula of English I, II, as a syllabus planner?

A: The curriculum of English I, and II envisages the students need; be given sufficient material (in form of passages and exercises) to listen, to comprehend and to write and to speak on their own. Enough materials and opportunities are there for them to improve their written and spoken skills. And the only draw back is that you can take

the horse to the water, but it is up to the horse to drink the water. Only if the horse is thirsty for water, it will drink. Likewise, the students should have a thirst for knowledge to learn. The curriculum is a complex concept that needs to be looked at from different perspectives in terms of planning, implementation and in terms of syllabus design, methodology and assessment.

There are different elements with in the curriculum such as focusing on language data, content, procedures and methods. The curriculum planner should bear in mind the significance and the importance of the subject.

Q: Is this curriculum design based on the needs and interests of students?

A: Yes, I think so. The needs of the students are that they should be able to listen read, write and speak better. The passages are chosen to help students to achieve the goal. Passages are the vehicles to carry out the students to practice their needs to get what they want.

Q: What do you think about the contents of the current English I?

A: Do you mean the passages?

Q: Yes. What do you think about them?

A: I think they are appropriate. We have a variety of passages. The first one Agricultural Development: Allows students know more about farmers and the Royal Development project. This really surprised me because a lot of my students did not know much about farmers and farmer's lives. And the passage was not really to get their interests at all. I think it's because of the difficult or formal form vocabulary, and the way of writing. The second passage was 'Christmas'. This passage was relevant to

the time but due to out dated vocabulary and contents (time and situation), students paid less attention to this passage.

Q: Well, do you mean the difficulty and relevance to students level and up- to-date is the important things?

A: Yes, of course. The level of the students' proficiency and the relevance of the materials are essential

7. F 47 BA 12 Ys

Q: Do you think it is important to evaluate the curriculum? Please explain?

A: Yes. I think so.

To assess its effectiveness. If it fails, improvements should be possible.

Q: What do you think about the current syllabus of English course?

A: English III curriculum is appropriate and practical. The present one is focused on application of structural knowledge the students learnt in English I and II courses. Their creative thinking is developed and encouraged through writing different kinds of business letters.

Q: Is this design based on the needs and interests of students?

A: I'm not absolutely sure if its design really meets all of the students' needs and interests, but the designers of the curriculum hope it does.

Q: How do you think about the content and the activities in this subject?

A: Personally, I believe that the content of the present syllabus is practical and likely to meet the demands of the business world; the scope is neither too broad nor too narrow. Teachers work hard to improve students' performance.

Q: How can we ensure that the students will be able to achieve the objectives of the course?

A: The students' performance (pass or fail in the examination) motivation, attitude and class participation can be a good measure to find out whether the objectives of the course are fulfilled or not.

Q: Could you tell me more about the objectives of the course?

A: The objectives do not exactly reflect students' needs and they do not go beyond the cognitive level. The main objectives of the curriculum are not identified in the aims of the curriculum.

8. F 38 BA 5 Ys

Q: Is it important to evaluate the curriculum? Please explain.

A: Yes. Of course, the evaluation of the curriculum is important to ensure the effectiveness of learning. There should be regular evaluation to check if the content and outcomes of the curriculum is in tune with the socio-cultural realities of the context.

The curriculum must be a means to develop the knowledge and perspectives, which is appropriate to the present world.

An effective curriculum provides scope for acquisition of significant new knowledge while developing more effective ways of thinking, desirable attitudes and interest and appropriate habits and skills. There should also be a balance between breadth and depth

of coverage, so that students benefit from the learning experiences.

Regular evaluation may enable curriculum designers to choose the materials that cultivate the mental process, which strengthens the capacity to transfer the knowledge to new situations, the creative approach to problem solving and the method of discovery and inventiveness. In addition materials should promote autonomous thinking and independent judgement.

Q: What do you think about the curriculum of English I subject?

A: The current curriculum, of English I is considered or, it is fairly consistent with the objective that the course is intended to provide students with opportunities to develop academic reading and writing skills, and improve their communicative skills in English.

However, there is not much scope for instructors to promote creativity but where there is providing, learning environment is achieved quite well.

The concept of the present curriculum of English is to give students a chance to read a wide range of materials.

9. M 37 MA, 5 Ys

Q: Could you give some ideas about the current English I course design?

A: This curriculum design is too much based on the content, requiring too much memorization of facts. The first passage 'Abraham Lincoln' did not interest the students at all and worse, there is no room for creative reading at all. The next passage 'His first flight' was a beautiful description, however, it was beyond the capacity of

the students as they had a hard time guessing the meaning of the descriptive verbs. Instead of appreciation of the story they were busy looking up the meaning of the words.

The third passage seemed quite interesting to students(from the observation) since they had a chance to learn the difference of friendship, which promoted empathy to a fair extent. The major draw back of this passage was to memorize many details. The test questions did not encourage the students' creative reading, but memorize details.

The fourth passage could draw the interest of students well. They eagerly asked questions to clarify the facts that confused them. They showed much interest to get the message of the writer, without being satisfied with the story on the surface. A good choice!.

The last passage 'Aladdin' was too simple with an outdated story line to arrest the interest of students. However the choice of target vocabulary seemed to be based on some research for students' weakness in the use of common vocabulary. It is the only useful part of this passage.

Q: Tell me something about the teaching method because of the individual differences among teachers.

A: It is a matter of accountability of each instructor since the curriculum gave a lot of room for the instructors' own supplementary curriculum, whether students will be able to achieve as stated in the objective greatly depends on how the individual instructors handle the material.

The exchange of ideas on teaching – learning process among instructors may be helpful to some extent.

10. F 35 BA 5 Ys

Q: Do you think that it is important to evaluate the curriculum? Why?

A: I think it is very important to evaluate the curriculum because of the various changes that exist in all fields of interest, not only in education, but the ways people live and socialize, how people work, and a lot of other things. These changes should be acknowledged and met in education. The school curriculum should always meet these changes that happen everyday otherwise, there will be a mismatch of what schools are providing the learners and what the learners encounter in their actual lives.

Q: What do you think about the current curriculum of English IV?

A: In English IV, Business English, students learn how to write reports. The various formats and styles are taught; correct usage is also taught to write acceptable sentences and paragraphs in English. I don't think the curriculum was based on students' interests and needs as there were no needs assessments conducted ever before at ABAC. The present curriculum seems to be based on the institution's and the teacher's perceptions of the students' needs. Although, the administration seems to have carefully (I hope) researched on the recent studies of a similar curriculum. Why has the curriculum not been based on the needs of students? It's because of lack of studies and research in the University. This is not only a university wide problem, but also a countrywide problem.

Q: What do you think about the content or the subject matter?

A: The course content in English IV focuses on writing reports. I think it has focused so much on such a specific skill that some skills are neglected. Such skills of speaking

and socialization, which are very important in getting and maintaining a job, should also be given importance. There is supposed to be a time for such activities but because the exam requires students to be expert writers, teachers focus on the students activities are a waste of time.

Q: How can we ensure that the students will be able to understand the course objectives due to the individual differences among instructors and their instruction techniques?

A: I don't find having multicultural teachers to be a hindrance for students' achievement. I find it rather helpful for students in their future career as they may work with people of different nationalities, thus, this should serve rather as an opportunity for them to practice dealing with people of different cultures and practices. Neither instructional methodology should hinder students' achievement. Teachers, I expect should know what appropriate style should be used for a specific class. The teacher knows his/her students.

Q: How would you scale the importance of the subject matter in the following criteria? Scope , continuity and sequence.

A: In English IV, I would rather say that the most important factor to consider when planning a curriculum is scope, followed by sequence and continuity.

11. M 42 PhD 9 Ys

Q: Is it important to evaluate the curriculum?

A: It is very important to evaluate the curriculum periodically. First of all, the curriculum must be formulated keeping in mind the needs and interests of students,

which, needless to say, sometimes change. Secondly, there is a constant variation in the aptitude and proficiency of students depending on the admission criteria. Finally, the curriculum should be reviewed if the objectives of the course are changed.

Q: As a curriculum planner, could you tell me something about curriculum development?

A: The current curricula of English III and IV courses are appropriate and practical and useful for the students even after graduation. The English III and IV curricula are based on the needs and interests of students. Both curricula are helpful, for academic and workplace purposes.

The curriculum is the foundation on which the entire course is based. It is like a road map, which helps to attain the objectives of the course.

Q: Tell me something about the contents of the English course?

A: The English III curriculum focuses on business letters, job applications and resumes, which are very important for the students. The English IV curriculum is based mainly on report writing which students find extremely useful when they have to prepare reports for different subjects or even after they graduate. The needs and interests of the students should be considered when the curricula is conducted

Q: As the individual differences among instructors and their instruction techniques are varied, how can we ensure that the students will achieve the objects of the course?

A: We can ensure that the students will achieve the objectives of the course by conducting regular course meetings and workshops. Performances of teachers should be monitored. In this way, individual differences among instructors and their

instruction techniques can be watched out. The course coordinator also has a major role in ensuring that clear-cut guidelines are laid-out for the instructors to follow.

Q: How do you think about conducting students' needs analysis before developing the curriculum?

A: I don't think so. We can't design the course according to the immediate needs of the students. They don't even know what they want, especially the new students. They come into the university confused with what they have and what they want to do. They don't even know what faculty they are going to study. They follow their friends more than their own needs and interests.

Q: You have talked a lot about the curriculum based on students' needs and interests but you have not conducted any needs analysis. Therefore how would you know your curriculum is based on the students' needs and interests?

A: At the end of each semester we have some kind of questionnaires or feedback from students and we use those as our guidelines in developing our curriculum.

12. M 33 MA 8 Ys

Q: Could you tell me something about the current curriculum in English I and II for the next semester?

A: English department has changed some of the objectives for the courses, such as to develop the students' academic English skills in a creative and communicative learning environment?

Many years ago up until last semester, the syllabuses in English language were product – based syllabuses. There is now a move away from product – based to

process – based syllabuses. We used to focus on content (what is to be learnt). The passages are selected and determined in advance. What the learners may learn and be tested for by authority. We focused more on what in the subject – matter than going deeper in analyzing, creating new ideas.

I think in the second semester 2000, the syllabuses in English I, II will focus on creative and communicative approach. You can see from our workshop; we shared ideas among instructors, which help us to improve our methods, of teaching. We have to learn how to use the language by using the passages as an object to stimulate students and it is up to the teacher to go on from there. How to persuade them to learn more skills in the language will be up to the teacher. Students are expected to learn by reading rather than being taught how to improve their reading skills and workshop is also important. We should have some kind of workshops to help our instructors to be able to perform better. As a result, it will help our students to learn better.

Q: Could you tell me something about the assessment in English course, especially English I?

A: There are no appropriate means suggested to assess attainment of each objective. There is little evidence to the reliability of test materials. Most of them are based on rote learning, rather than assessing the learner's existing level. The assessment measures are intrinsic to the curriculum. The grading system is clearly described but there is little relevance to the objectives.

Q: How do you feel about the instruction?

A: The instruction does not match students' needs but some of the instructional content is appropriate and interesting.

Q: What should we do to improve the teaching methodology?

A: Every semester before the semester begins, we should have workshops for teachers who are going to teach in English I, II and teachers who have been teaching these subjects; they should have ideas and techniques to generate more creative teaching methodology. And again encourage teachers teaching the same subject to exchange their opinions and come up with the suitable method to be used in the classroom.

13. F 56 MA 12 Ys

Q: What do you think of the current English I curriculum?

A: The current English I curriculum is not bad at all for those people who had foundation. Its weakness is that I feel we do not have sufficient time to give them a lot of exercises and give individual attention. I personally invite the weak students to meet me in office. They never came except for their oral test. The passages and the outside reading books are good and most appropriate for their needs for example, A New Attitude to Gratitude, My Fourteenth Summer etc. because they show how important it is to have understanding between father and son and how we should show one gratitude and appreciation to others which I feel that most of one younger generation lack of. The difference in the students' proficiency in English makes it difficult for teaching. Last semester I had some students who came from Basic English I and told me that they couldn't understand and follow the English I course work. I personally feel that we should do something to bridge the gap. I am trying to bridge the gap by making them learn the vocabulary and use them.

14. F 46 MA 8 Ys

Q: What do you think of the current English I curriculum?

A: The current English I curriculum emphasizes on reading and writing skills. I think it is appropriate, but maybe there should be a variety of reading materials, instead of only passages for the whole semester.

Q: Could you think of its weaknesses?

A: Its weaknesses: I would say that for reading materials, I think students wouldn't find it very challenging and exciting to read only passages for the whole semester, and answer comprehension and interpretation questions only. There should be some other forms of exercises like inference, story completion, cloze test, etc. About writing, I think we should allow the students to write at least 2 essays after the mid-term examination, apart from the paragraph, Journal writing is good for the students. The exam; I think we should award more marks for grammar, as it is not sufficient because the students learn a lot of grammar in class. The exam questions should have more variety.

Q: What are its strengths?

A: Its strengths: Two outside (additional) reading books and the passages are appropriate. Dictation is also appropriate.

15. F 30 MA 3 Ys

Q: Do you think it is important to evaluate the curriculum?

A: Definitely.

Evaluating the curriculum helps to serve students' needs better and to ensure the curriculum to be practical and useful.

In case some underlying policies are to be achieved, curriculum designers and faculty members can negotiate.

Q: Could you think of its weaknesses?

A: The current (because it is always changed) curriculum of English I focuses on reading and writing. These skills are to be developed through the eight reading passages and different types of writing. Collocation and expressions are the main topics. However, the goals mentioned in the course outline were just the written words. In fact, the provided materials and test instruments do not support the goals at all.

The curriculum designer decides what the students needs! They (students) are forced to learn what is given. Teachers are forced to teach the given materials, very often without knowing why? I feel so because the content's trend is from the designer. For example, the designer has an MA in literature; literary texts then are introduced in the contents.

Q: What do you think of its strengths?

A: Too literary, inconsistent and goal lacking. Though the majority of the passages are literary, one strays from the trend without any reason.

Q: If you could change parts of the curriculum what would you do (or change)? Why?

A: The stated objectives can be achieved, in two ways.

- a) Through teacher education, which will lead to informed teaching. If every teacher teaches informally, the objectives are not going to be achieved.
- b) Faculty meeting with the Chairperson reminds the faculty of the intended purpose. The meeting can be conducted and the results can be shared with the instructors every semester.

However, in the current setting it is impossible because only topics of contents are provided, so each instructor strives to find the best approach on their own. Teaching materials should be set so that teachers know which way to go.

16. M 32 BA 4 Ys

Q: Do you think it is important to evaluate the curriculum?

A: Yes, it is very important to evaluate the curriculum. We need to know how well we have designed the current curriculum. When the curriculum is delivered to the students, whether it is appropriate for them, or whether the students get to learn what they supported to learn. If the answers are “No”, then we will have to change the curriculum.

Q: Could you think of its weaknesses and its strengths?

A: I think the objectives of the course and the evaluation (or the examination both mid-term and final exam) were not relevant to each other for English I in 2/2000. The exam(s) were restricted to the facts, which required too much memorization. Besides the questions were tricky, many students were confused. The objectives of the course were to improve students' proficiency in English. The materials were appropriate. It was simple, easy and relevant for students but some questions in the examination

required a particular experience which some of the students lacked. Consequently, they could not answer. Then we could not find the suitable method to measure the level of students' proficiency in English. I think the curriculum or a course syllabus should be relevant to the students lifestyle or something that they deal with quite often. Besides, the level of difficulty should be considered as well. The time allocation for the course was not sufficient to cover everything in the curriculum.

Q: If you could change parts of the curriculum what would you do (or change)? Why?

A: Teachers – qualifications are very important. If teachers know how to deliver the curriculum, the achievement will reach a satisfactory level. The in-service training for teachers is required in order to help teachers to do their best and students will get the most from them. Seminars and workshops should be conducted regularly, especially in the English department, the material (passages) for students and teachers should be provided earlier. It is important to brainstorm ideas for the teaching methods of the contents so that the instructors can apply them in their classroom.

17. M36 BA

Q: What do you think of the current English I curriculum?

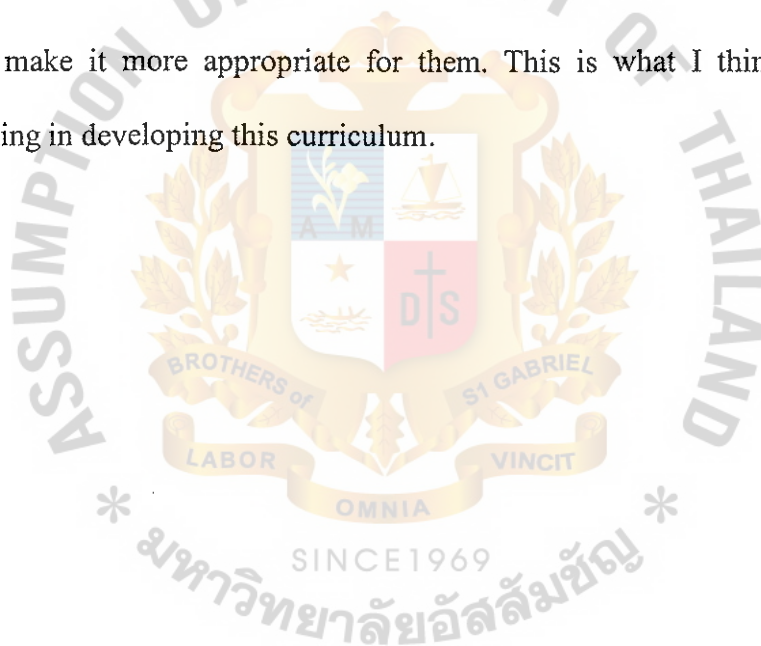
A: I think, it is too broad for Thai students. The vocabulary, story, or grammar points to be studied have a wide scope. There was no continuity from one to another. Moreover, there were no sequences of those mentioned items, there were none.

Q: Could you think of its weaknesses?

A: There were many things to learn and teach with insufficient time. The curriculum gave out a lot of information, which required a lot more time to master the whole thing but it encouraged students to be more imaginative to some degree. Students must know more grammar but the grammar points were not adequate. This was because many students needed to practice in grammar. With the limited time, students could not get enough and could not achieve what we wanted them to do.

Q: What do you think of the strengths?

A: I think we should concentrate on how the curriculum should be introduced to the students to make it more appropriate for them. This is what I think is the most important thing in developing this curriculum.



CURRICULUM VITAE

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Teaching English as a foreign language for over 30 years.

The Executive Summary of the Research
Curriculum Analysis: A Case Study of English I Course Syllabus at Assumption University
Part I: Thesis Problem

Thesis Problem			
Situation	Research Objectives	Research Questions	Significance of the Study
<p>Realizing the importance of English as a medium of communication in the world, the researcher was inspired to find out how to help students to use English language for communication best. While studying the curriculum development, the researcher decided to conduct a research about English curriculum. As an instructor teaching English I course, involved in the material choosing process for the course, the researcher has heard many of the instructors complaining about the materials used in the course, the students' background knowledge etc. Therefore, this topic of research was chooses to study.</p> <p>Considering the swift changes in technology and demands in work environment, the university must be aware of what to teach and how to teach, also how students should be trained according to the changes in the environment around them.</p>	<ol style="list-style-type: none"> 1. To study the curriculum and analyze the strengths and weaknesses of the current English I curriculum 2. To propose some changes for the current curriculum of the English I course at Assumption University 	<ol style="list-style-type: none"> 1. What were the strengths of the current English I course curriculum? 2. What the weaknesses of the current English I course curriculum? 3. What could be the appropriate changes in the English I course curriculum? 	<p>Studying a foreign language is not an easy task. There are many factors involved in learning the language. In Thailand, even though studying English as a foreign language has begun at primary level, the students ability in using the language when they reach the university level has not been satisfactory at all. How can they be helped at this level? How can we design the curriculum to help them improve their ability in using the language? If curriculum is designed in a particular way will it help the students learn better?</p> <p>This study will focus on the curriculum development. Since the curriculum involves material selection and teaching methodology .It is essential to help students achieve success in their language learning.</p>

Executive Summary (continue)

Part II: Research Design

Research Design						
Data	Conceptual Framework	Independent Variable	Dependent Variable	Data Needed	Data Collection	Statistical Techniques
Taba Model and Tylor Model of curriculum design and development: goals and objectives, design and development, implementation and evaluation English Language Syllabuses Lexical Structural Notional-Functional Task-basked Find out Strengths and Weaknesses Integrated the data Proposes the changed curriculum	Course Syllabus Goals and Objectives Materials Course Component Course Requirement Grading System	N/A	N/A	Related ideas from people involved in English I course	Interviewed staff and students involved in the English I course syllabuses (Semester 2/1999, 1/2000 and 2/2000) Instructors teaching English Deputy Chairpersons Chairperson Students Studying English I	Content Analysis Frequency Counts

Executive Summary (continue)

Part III: Results

Results		
Findings	Conclusions	Recommendations
<p>Findings</p> <p>The findings and conclusions of this study were organized into categories according to the results of the interview and documentary study comparison.</p> <p>Strengths</p> <p>Goals and Objectives</p> <p>The goal and objectives of the course were stated clearly. It also expressed the overall intent of the curriculum and matched the objectives and the content of the curriculum. It was clear and concise. It was also meaningful and significant to the learners. However, for the objectives for each unit to be taught, the instructor would set them up depending upon their lessons in their lesson plans. The main objectives of the curriculum were identified in the goals of the course. Objectives would be set related to the goal of the course, and the committee had provided the range of objectives for each unit or topic. To what extent that each unit would achieve the objectives depended upon the instructor's teaching and the students' learning abilities.</p>	<p>Every semester, there would be some changes in material selection, mark allocation and students' background knowledge.</p> <p>English Department has tried to do their best to improve the level of the students' proficiency in the English language.</p> <p>There were many aspects related to curriculum development.</p> <p>Content (what to teach or what should be learned) has to be selected with the great concern of the students' needs and interests.</p> <p>Teacher's Qualifications (Background Knowledge and teaching ability.) in order to achieve the goals of the curriculum, instructors teaching the course are likely to know how to deliver and the content that will enhance the</p>	<p>Conduct need analysis to find out the students' needs and interests so that materials should be more appropriate.</p> <p>Students learning styles should be studied. It is one of the most important aspects which make experience a language learning more rewarding</p> <p>In-service training should be given regularly in order to encourage instructors to up-date themselves in technology and methodology in teaching.</p>

Executive Summary (continue)

Results		
Findings	Conclusions	Recommendations
<p>Course Components and Course Requirements.</p> <p>The components and requirements for the course were stated clearly in the course outline, which was given to the instructors in the beginning of the semester. It needed to be given to students for their reference.</p> <p>There were plenty of activities stated in the course outline with the tentative schedule to follow for the entire course. They were well-selected activities that enhanced students' abilities to learn and improve their skills in learning the language. The course requirements have been slightly different for each semester, especially in the area of mark allocation. This depended on the opinions of the authorities to foresee the importance of the section to improve the achievement of the students.</p> <p>Support from Authorities and Facilities</p> <p>In-service training at Assumption University has been an ongoing process and encouraged by authorities for a long time. Meetings among peers, special or short seminars and an annual seminar take place regularly to improve the teaching and learning. Moreover, there are a lot of facilities to support the teaching and learning process.</p>	<p>the students' abilities to be able to convey their thoughts and ideas to others.</p> <p>Student's background knowledge and cultures. Students attending Assumption University are becoming increasingly diverse. Instructors encounter students with a wide range of learning abilities.</p> <p>These conditions create challenges for both instructors and students. Instructors need to prepare for this diversity when they enter the classrooms.</p>	

Executive Summary (continue)

Results		
Findings	Conclusions	Recommendations
<p>Weaknesses</p> <p>Within the three semesters some weaknesses were discovered after fully investigating both scanning the documents and interviewing the instructors. The following were among the findings of this study:</p> <p>Material</p> <p>There were changes in material selection every semester. The changes were to be for the better but not all of the selections were perfectly chosen.</p> <p>The content for reading: passages and reading texts. Some passages were not relevant to students' interests or not challenging to read. Some were too difficult for their level</p> <p>The material provided for teaching and learning, especially, for vocabulary and grammar parts were not in detail Many instructors provided or emphasized them differently, as the result, the achievement in the course evaluation would not be very accurate.</p> <p>The differences in background knowledge and culture of students in each section made it difficult in teaching and learning. It was an unavoidable situation because of the increasing diversity of students.</p>		

Executive Summary (continue)

Results		
Findings	Conclusions	Recommendations
<p>There was too much content and too many activities to cover in a limited time. Time was insufficient to give individuals attention and improve their skills in language learning.</p> <p>Evaluation and assessment</p> <p>There were no appropriate means to assess attainment of the objectives for the course. There was little evidence to the reliability of test materials. Most of them were based on rote learning, rather than assessing the learner's existing level. However, the grading system was clearly described in the course outline but again, there was little relevance to the goals.</p> <p>Needs Analysis</p> <p>Due to the various changes that exist in all fields of interest, the way people live and work, it is very important to know the needs of students. Those changes should be acknowledged and met, especially in education. The curriculum should always meet these changes. Needs analysis should be conducted in order that the needs of students are fulfilled. At Assumption University, the needs analysis has not been conducted. However, every year each faculty will have their own students' feedback to use for different purposes. The faculty of Arts has an activity, which provides some data for developmental purposes for all courses, and as a part of the faculty performance evaluation, promotion and nomination.</p>		

Executive Summary (continue)

Results		
Findings	Conclusions	Recommendations
<p>The students' feedback is focused on the area below.</p> <ul style="list-style-type: none"> expertise in discipline professional and communication skills enthusiasm and capability to motivate orientation of students organizational skills quality assessment and feedback openness to reflection and change <p>This feedback does not provide adequate information to the course designers to developer or improve the curriculum and select the contents according to students' needs and interests which most instructors are concerned about. However, the authorities have tried their best to provide information for developing the curriculum.</p> <p>Some appropriate changes in the English I course curriculum:</p> <p>Goals:</p> <p>To emphasize more in speaking skills. Many students, as the result from the interview, studying English I course cannot speak English well. They need to communicate more in English language both in and outside their classroom, and more time should provide for students to speak in class.</p>		

Executive Summary (continue)

Results		
Findings	Conclusions	Recommendations
<p>Oral presentation in class should be performed regularly; once a week.</p> <p>Ideas expression should also be emphasized every class/unit both in speaking and/or writing</p> <p>Participation in discussion in small group and/or with the whole class.</p> <p>Students are expected to participate all activities continuously so that their language learning could be improved.</p> <p>Students should learn how to use the language outside their classroom, and share their experience in the class. The university should provide enough facilities for the students to have access to those facilities and they should be encouraging, enjoyable and practical in language learning.</p> <p>Marks should be given, as incentive. Students to have access to reading materials. Students should be encouraged to read as much as they could and report those to their instructors. The reading could be assigned as extra work extra.</p> <p>Writing assignments could be emphasized as well; for the journal writing based on what they have read, a book report and many other activities for pre-writing.</p>		

Executive Summary (continue)

Results		
Findings	Conclusions	Recommendations
<p>Assessment should be given more details. Each unit/class objective should suggest the means for the assessment introduced to the instructors teaching the subject.</p> <p>The draft of the curriculum for English I course syllabus was in appendix A</p>		



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English Language and Format Approval

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