

CHAPTER V

KEY FINDINGS

This chapter presents the results of the analysis of the data retrieved from the interviews and documentary sources. The analysis of the interviews are presented under five categories suggested by Nunan (1992): needs analysis, content, methodology, learners performance, and assessment and evaluation. The data collected from the students' English grades during the year 2001-2003, a seminar summary, and recommendations of English classroom teachers towards the courses were also analyzed.

Interviews

This section describes the results of the analysis of the interviews. The researcher adapted interview questions from Nunan's (1992) key questions in a program evaluation.

Needs Analysis

The president of LCCT, as a program founder, designed the program to provide students in Lampang and its neighbors opportunities to study English and develop their language ability before entering the labor market. He conducted a need survey one year before developing the program by distributing questionnaire to LCCT third-year Vocational Certificate students.

One year later he decided to establish the LCCT English Program. The objectives were to provide students opportunities to learn English with native speakers and to give the students more study time by increasing the time spent learning English from three periods a week to ten periods a week. Therefore, the LCCT English Program had to adjust English courses to serve the purposes.

There were four main courses in the LCCT English program. These courses were adapted from the English syllabi designed by Ministry of Education in Bangkok, as stated in Chapter I. However, these four main courses might not be appropriate for the students in the program since the students were from different schools. Their English abilities and their background knowledge of English were different. White (1998) proposed the factors of curriculum development that instructors should identify the learners' needs, which would help instructors consider the appropriateness of the

course. Instructors could adapt the course if they found that the course descriptions or course objectives were overwhelming or too difficult for students. Therefore, the program manager had to conduct needs survey analysis and used the results in adjusting the course syllabi.

Three factors that concerned needs survey analysis were teachers, students, and alumni.

Teachers

All eight English teachers who taught the four English courses responded to the interviews. All of them taught all four courses offered. The first set of the interview focus questions asked to what extent the interviewees based their English curriculum design on the needs analysis survey.

Table 4 shows teachers' opinions towards needs analysis. The results revealed that all of them believed that the instructors and students gained some benefits from the needs analysis. Based on the interview questions, all teachers except Teacher-02 conducted a need survey. Teacher-02 reasoned that since the course topics were outlined by the school, it was not a school policy to require teachers to conduct the needs analysis survey before designing the course.

Table 4

Results from the teachers about need analysis

Themes	T-01, T-06, T-07, T-08	T-02	T-03, T-04, T-05
Needs survey conduct	- Yes, verbally	- No	- Yes, verbally and using questionnaire form
Reasons	- To tailor the course to the students' needs and To motivate the students To know what students already learned	- The school set course - No school policy to conduct a needs survey before designing the course.	- To know what the students want - To adjust the want with the stated course objectives and course contents - To know what students learned
The effective of needs analysis procedures	- Effective in some extent	- Yes	- Yes
Benefits of need analysis	- Sometimes - Depending on the nature of students' responses and the nature of the course	- Giving an idea of what the students want to learn.	- Students can study what they want to learn - Teacher can teach something which served students' need - Teacher can redesign if the contents are redundant.
Transferring data into content	- Occasionally - Depending entirely on the data itself	- Depending on how rigidly structured the course is	- Occasionally - Depending on the pre-design course and the information that the foreign teacher had

Other teachers (Teacher-01, Teacher-06, Teacher-07, Teacher-08, Teacher-03, Teacher-04, and Teacher-05) stated three purposes of conducting the survey: to tailor the course to students' needs, to know what students already learned, and to create courses that maintain the learning motivation of the students. Teacher-01, Teacher-06, Teacher-07, and Teacher-08 conducted a needs analysis survey by giving the course outline to the students in the first period and discussed with students regarding the topics that they were interested in and wanted to know. After teachers learned about the students' needs, they discussed with the Thai teachers who co-taught with them. Then, they added some topics that are considered necessary.

All Thai teachers (Teacher-03, Teacher-04, and Teacher-05) also performed a needs survey by asking the students about the contents stated in the course outline. Teacher-03 had the students make a list of what they wanted their Thai teachers to teach. While the other two also asked students to discuss what they wanted to learn and why. At the same time teachers had them filled in the questionnaire, which asked about the language areas that students wanted to learn.

The students suggested some grammatical points and some writing and reading concerning on business aspects. After that the Thai teachers brought all outcomes to their colleagues and

discussed with them which suggested topics should be added to the courses.

However, these native English and non-native English speakers expressed different views about the effectiveness of need analysis procedure. Teacher-01 said that the needs survey procedures were effective to some extent, but Teacher-02 believed that these procedures would not be effective unless the teacher themselves employed the needs survey analysis. To support the findings, the followings were the transcription of the two interviews about the effectiveness of analysis procedures. Teacher-01 mentioned that

Well, the needs analysis procedures are effective to some extent, though they could be improved upon. The students may not be willing or able to adequately respond to the questions posted by the teacher at the start of the course. (Teacher -01)

Teacher-01 believed that need analysis would not be unless the students gave enough information to the teacher's queries.

Teacher-02 did not perform the need analysis even though he realized the advantages of the need analysis. He reasoned that the school already had the pre-designed course, there was no need to conduct the need analysis.

I...I think so. I suppose needs analysis procedures can be effective, but as the course topics are dictated by the school. I do not use them. (Teacher-02)

All Thai teachers (Teacher-03, Teacher-04, and Teacher-05), as co-teachers of each English course, were supposed to take action in

adjusting the results of needs analysis survey to the four English courses. They believed that the need analysis procedures were effective since it revealed what their students wanted. They could discuss with non Thai teachers about their findings then adjusted or added the students' needs to the pre-designed courses.

According to the provision of useful information for course planning, the findings from the teachers' interviews revealed that needs analysis sometimes provided useful information that students needed, but sometimes it did not. This depended on the students' responses as well as the level of the course.

Students

Needs analysis procedure is a cornerstone of English courses. If teachers and learners know the reasons why the learners need to study English, this will influence the course contents. Therefore, learners' needs should be included in the needs survey. It will help the program designer design a program that serves learners' needs.

Table 5 reveals the findings from the students' interviews under the topic "needs analysis". Four students said that some teachers conducted needs surveys before designing the course. Their teachers asked them about what they had learned and what they wanted

to learn. One of them stated that a teacher conducted a survey during the course and then developed the content by using the data gained. Four of the students thought that the need analysis procedures were effective.

Table 5

Results from the students about need analysis

Question & Themes	Student					
	01	02	03	04	05	06
Needs analysis	Sometimes conducted	Rarely conducted	Sometimes conducted	None	Consonant with the pre-specified course	Yes. Mostly concerned past learning
Needs' effectiveness	Seldom in some courses	Not effective	Effective	Not Effective	Effective	Effective

Alumni

There were four alumni responded to the interview. The findings from the alumni's interviews showed that the teachers conducted the needs analysis survey differently. Some teachers conducted needs analysis surveys at the beginning of the course but some did after the first week of the course. Teachers performed the

needs analysis during class time by distributing the course outline and discussing the details of the outline. After that the teachers adjusted the course and distributed a new course outline to the students.

“ My teacher gave me a course outline sheet and discussed with the whole class about the content, assignments, tests, and... number of absence that was allowed. We discussed it. After that, may be one week, we had a new course outline.”
(Alumnus-01)

Sometimes the teachers conducted the needs analysis quite late. Alumnus-02 told that some of the teachers conducted the needs analysis about three weeks after the course began.

“ I remember that my teacher asked about what we wanted to study when we were in the third week of the semester. I thought that it was better than nothing. Because finally my teacher and all of us adjusted the course content.”
(Alumnus-02:)

All alumni agreed that the need analysis procedures were effective.

In conclusion, the findings showed that only one of the eight teachers did not conduct the needs analysis procedures. The reason was he understood that the teacher should use the existing course outlines provided by LCCT. Seven teachers conducted the needs analysis procedures loosely and implemented the results into course contents. Four of the students and all alumni thought that the needs analysis procedures were effective.

The findings revealed that the teachers in the program did not understand the process of needs survey analysis. There are a number of way in gathering information of needs besides interviews for example questionnaires, observation, informal consultation with the sponsors or learners and self-reports (Hutchinson & Waters, 1993; Richards, 1994).

Content

Since the English courses in the LCCT English Program were adapted from the designed English syllabi of Ministry of Education in Bangkok, the course contents had to harmonize with the pre-specified course description and objectives. This session illustrates the results of the queries about the content from teachers, students, and alumni.

Teachers

Five native speaker and non-native speaker teachers, and three Thai-English teachers responded to the interview questions. The interviews revealed that the teachers believed that, theoretically, goals and objectives were derived from needs analysis (see Table 6); however, Teacher-01 mentioned that practically it rarely happened.

He believed that the LCCT English courses had set ready-made contents.

Occasionally goals and objectives rarely derived from the needs analysis, but more often the goals and objectives have been tentatively determined before the needs analysis can take place...So, the goals and objectives can be altered after the needs analysis results, though these goals and objectives would rarely be entirely changed.... Well the goals and objectives are usually, derived from the expectation of the school administration, as observed in the set curriculum of the students (Teacher-01).

Table 6

Results from teachers about content

Theme	Teacher responses
Derivation of goals and objectives	<ul style="list-style-type: none"> - Rarely from the needs - In theory from the needs - Match some of learners' needs - Set goals and objectives are provided - Set from the existing courses
Appropriateness of goals and objectives	<ul style="list-style-type: none"> - Depend on the learners - Some are appropriate
Appropriate graded content	<ul style="list-style-type: none"> - Yes

Moreover two teachers agreed that some of the goals and objectives were appropriate. The pre-design course had some goals and objectives that already served the students' needs. Teacher needed only to adjust some information gained from need analysis procedures into the set goals and objectives.

In much the same way, all teachers believed that the course contents were appropriate to the learners. This implies that language points: structures, functions, and vocabulary areas were not too difficult for the students.

Students

Student's opinions towards the contents are important. They informed if the contents of the courses match what they expect. Six students answered the interview questions. All of them agreed that the contents, which emphasized general English and business English, were useful for them. They content were appropriate and not overwhelming.

Four of the six students said that they believed they could use what they were studying in the future. In terms of level of difficulty, three of them said that the contents were not too difficult.

Alumni

Regarding the content, the alumni's suggestions were very important since they mentioned the possibility of applying their knowledge in their future career or their further studies. Alumnus-01 said that the contents were related to her work since she was

working for a foreign sub-company in Lampang, yet the others did not. The other three alumni were studying in the universities in Chiang Mai and Lampang. They said that they could use their English knowledge learned from LCCT in their studies. They could recall some structures, language expressions and some vocabulary that they had studied. This helped build up their confidence in studying the first English course offered in the university.

However, the researcher found from the syllabi that the objectives of some courses were not clear or specific. This made it difficult for teachers to prepare the contents of the course and assess students' achievement. Since assessment is related to the determination of students proficiency (Nunan, 1990), the program manager and language teachers should consider stages of the English curriculum planning carefully, especially the determination of goals and objectives of the course. Therefore, both teachers and students should be informed about goals of the courses, long term purposes of the course, and how to achieve such purposes (Graves, 1996).

According to Nunan (1994) establishing objectives is specified before contents and activities. Objectives should be relevant to how the teacher conceptualizes the contents of the course (Nunan, 1988). Objectives can be useful for students by giving a clear idea of what they can expect from the program; they are also useful for

teachers by providing them a sharper focus. Therefore course objectives should give a clear indication of contents.

In setting objectives of each course, the program manager and teachers should write them more specifically so as to guide the teachers to tailor the contents and to write the tests. In addition, students know what they achieve at the end of the courses.

Methodology

At the implementation stage of a program evaluation, methodology is one of the focus points in curriculum area. The program evaluator should look into materials, methods and activities (Nunan, 1992). The materials that the program evaluator looked into were textbooks, cassettes, workbooks, or other resources that classroom teachers used. Methods and activities included teaching method, games, activities, and other techniques used in the class to help teachers make the lesson easy to understand. Therefore, the LCCT program evaluator should evaluate the materials, teaching methods, and activities used in the program.

According to the interview questions, Teacher-01, Teacher-03, Teacher-04, Teacher-05, Teacher-07 and Teacher-08 told that methodologies used were usually consonant with the specified objectives, but Teacher-02 and Teacher-06 complained that they

were not always consonant. They told that some textbooks used in the program exceeded the students' level and other materials like cassettes, workbooks, or other resources were often lacked.

Besides, all teachers also talked about poor office facilities, for instance, difficulties in accessing photocopy machines.

Of those six students, five agreed that materials, methods and activities were consonant with the pre-specified courses (see Table 7). Student-01 cited that course materials fit her level, not too easy or too difficult, and she loved to participate in the class activities because she could improve her English and it was fun. On the contrary, Student-05 and Student-06 complained that more students should participate in the class activities so that the class atmosphere would not be boring.

Table 7

The results from the students about methodology

Question and Themes	Interviewees					
	S-01	S-02	S-03	S-04	S-05	S-06
Methodology; Materials, methods, and activities	Consonant with the pre-specified course.	Consonant with the pre-specified course	Consonant with the pre-specified course	Not merely consonant with the pre-specified course	Consonant with the pre-specified course	Consonant with the pre-specified course
	-Appropriate texts,	-Appropriate texts,	-Appropriate materials	-Appropriate activities	- Appropriate materials,	-Appropriate texts, -many daily-used expression,
	-Fun activities	- Supported with English for business activities			- Need more students' participation in class activities	- More students' participation in class activities

Alumnus-01, Alumnus-02, and Alumnus-04 said that the materials like textbook, workbook, and some grammar exercises were related to the objectives. Alumnus-02 told that some exercises in the text, especially the discussion parts, were omitted. All of them agreed that methods of teaching and activities were good and harmonious. Alumnus-01 raised the idea of showing students some video so that students could practice their listening skill and see different cultures.

In terms of other suggestion about materials, methods, and activities, it revealed that there were some relations between materials, methods, and activities and the objectives. However, the alumni made comments on the lack of some teaching materials and utilizing video in class.

Learner Performance

The focused themes under learners were class attendance, class atmosphere, and students' enjoyment. With regard to class attendance, the results of the analysis revealed that the average and lower-level students and absent students who did not care missed class relatively often. The teachers felt that there was not any explicit solution for absenteeism. Moreover, Teacher-02 stated that the solution should best left to their parents.

Concerning class atmosphere, the teachers felt that class atmosphere was generally positive based on the students' smiling and their class participation. What the teachers were most concerned than whether students enjoyed the class or not was the teachers did not know if the students learned anything from the class.

Since Teacher-02 expressed that it was too complicated for him to make business-related themes enjoyable and to make students achieved required language skills at the end of the lesson. He solved the problems by trying to relax and to create positive atmosphere during the class time. However, the teacher himself was really worried about how much the students could acquire the language.

Regarding class atmosphere, the results reflected that the teachers were satisfied with the students' reaction but were worried about the achievement. Since the learners were at the age of 18-20 and it might be difficult for teachers to make them work or participate in class. The teachers should try other teaching techniques. Teachers can assign grammar or vocabulary exercises or some tasks to the students so as to check if they achieve the objectives and acquire some language functions.

The focused questions under the theme of learners used in students' interview were slightly different from those used for

teachers' interview. There were learning strategies, class atmosphere, timing, and class attendance.

The finding reflected that the students utilized some types of learning strategies, which were note-taking, self-study, practice language skills, pay attention in class and study hard. As a result, they found that they could communicate with some foreigners and their grades were improved. The students believed that their learning strategies were effective. They reported that the students know their learning strategies and they could choose their learning styles that suited them.

Among four language skills, speaking was the most frequently practiced. Two students practiced their language skills by watching English films and accessing the Internet.

"I like practice speaking with my foreign teachers. More than that I prefer to go to the Independent Study Center (ISC) to access the Internet.... it helps me practice reading, using search engine for my study." (Student-02)

Students -03 took the advantages of English programs on television to practice her language skills. She believed that watching English programs was the best way for improving her pronunciation.

"I like to watch TV. I mean I like to watch the films or any program shows that is on the TV in the ISC room. I like to practice my listening skill and I am not shy to repeat what was said in the film. It's the best way to practice my pronunciation, I think." (Student-03)

The students enjoyed the classes for many reasons. First, teachers gave them time to perform discussion activities, idea-exchanged, and general conversation. Second, the center set up some extracurricular activities such as Christmas, skill contest, and some educational field trips. Third, teachers were not too strict. Thus, they felt happy with the courses and the teachers. Lastly, the course itself was not boring. Teachers almost always came in the class with different teaching procedures.

The students were satisfied with the time allocated for the courses. Two of them suggested to have the English class in the morning. Their reasons were studying in the morning suited them. They were fresh and ready to acquire the language. Moreover, it would not be too tense to study in the morning.

Four students attended the class regularly. Two of them were sometimes absent because of sickness. They caught up with their lessons by asking their friends or their teachers if they needed more explanation.

In terms of learning performance, the results showed that some students studied hard and prefer to spend their time in the ISC. Some of them spent their spare time during the school by studying the resources provided in the ISC. This was because they had good attitudes towards English and they were also motivated to use their free time

Assessment and Evaluation

Regarding the topic “assessment and evaluation”, teachers employed various tools to assess the students’ performances. Table 8 shows the findings from the teachers’ interview. Teachers assessed the students via their works or assignments, examination results, and their speaking ability. The teachers believed that the assessment procedures were appropriate to the pre-specified objectives.

In terms of teachers’ self-assessment and students’ self-assessment, Teacher-02 and Teacher-03 agreed that students were allowed to assess their language abilities and progress through correcting their work, in-class assignments, and tests (see Table 8). In contrast, Teacher-01 stated that students rarely performed self-assessment. The teachers performed their self-assessments based on students’ progress and test results. They also analyzed from the contents that students found difficult to cope with. The teachers solved this problem by simplifying difficult contents and utilizing some teaching techniques which students were familiar with.

In course assessment for Year 2004, the researcher found that there were formative assessment during the course and one final exam at the end of the course. Teachers had students do the

Table 8

Results from teachers about Assessment and Evaluation

Theme	Teacher -01, 06, 07	Teacher -02, 08	Teacher -03, 04, 05
Assessment procedures	- Evaluating the students, Work and exam scores	- Homework, tests, in-class assignments and daily short conversation	- Homework, tests, in-class assignments
Appropriateness of the procedures	- Yes	- Yes.	- Yes.
Students self-assessment	- Rarely.	- Yes	- Yes
Teacher self-assessment	- From the students' progress	- Based on the students' performance on test and in-class assignments	- Based on the students' test results
Application of the results of self assessment	- Adopt the difficult contents	- Adopt teaching procedures which students are familiar with	- Adopt teaching procedures which students are familiar with

formative tests every two units. Every teacher-made test was composed of listening, speaking, reading and writing.

To test students' in each discrete skill, teachers wrote three different test types. The first one was designed to test the students' speaking ability. Teachers had a rubric used for grading the speaking test (see Table 9). The second test was written tests. Teachers aimed to test student knowledge and abilities in vocabulary, grammar, reading, and writing. At the end of the semester, teachers also gave a final examination to students. The weighting were as followed; 25% for class performance, attendance, participation and discipline, 60% for small tests and quizzes, and 15% for final examination.

In terms of writing a test, the researcher found that test preparation were not well prepared. Test specifications provide assurance that a classroom test will measure a representative sample of instructionally relevant tasks (Gronlund, & Linn, 1990). Therefore, teachers should specify what is to be tested and for what purposes.

Regarding assessment and evaluation, the study found that the teachers had evaluated themselves by using the reflections of the students' performance and test results. Teachers could apply some weak points into the teaching and learning.

Table 9
Rubric for speaking test

Point	0	1	2	3	4	5	6
Accuracy	Incoherent	almost incoherent	very inaccurate but still partially coherent	sometimes accuracy	Often accurate	Almost always accurate	Very accurate
Fluency	No production	little production and frequent hesitations with production with heavily dependent on prompting almost incoherent	frequent hesitation with frequent prompting	sometimes hesitate with occasional prompting	Sometimes hesitate with no prompting	Occasional hesitation	No hesitation
Pronunciation	Incoherent	almost incoherent	often incoherent	Partly clear	Often clear	Almost always clear	Always very clear
Communication	0	1	2	3	4	5	6
	Unsuccessful	unsuccessful	often	Often	Often	Almost	Completely
		unsuccessful	unsuccessful	successful	successful	always	successful
		ful				successful	

Documentary Sources

Three types of documents were collected from the LCCT English center in this study. There were English course syllabi, a summary of the seminar 2003, and reports from the teachers. The evaluator aimed 1) to investigate the students' opinions towards the English program under the aspects of contents and pre-specified objectives, 2) to improve the English program from the language teachers' and administrators' points of view, and 3) to improve teaching and learning process.

English Course Syllabi

The Intensive English program provided four English core courses. These courses were 1) English 1 (Course code: 01-320-101) , 2) English 2 (Course code: 01-320-102) , 3) Business English Conversation 1 (Course code: 05-081-103), and 4) Business English Conversation 2 (Course code: 05-081-104). The first-year students studied the first two courses in Year One then they continue the latter two in Year Two. The students who finished this program were expected to improve their English at their own paces and to build up their confidence so that they can communicate with foreigners in their future career.

English 1

English 1 was the first course for first-year students. As a fundamental course, it aimed to develop students' listening, speaking, reading, and writing skills. Students were expected to be able to communicate in their daily lives and in their vocational areas.

For reading skill, the students were expected to be able to use the dictionary and know how to apply reading strategies when reading. They should practice their writing skill by using vocabulary, expressions, and grammar structures from the texts they read. Students also practiced their listening skills through exercises including some language use, for example daily conversation, socializing, and some business expressions. Then students had to perform their speaking skill by creating dialogues and role play.

In addition, students needed to practice their speaking skills with their foreign teachers so that they had an opportunity to practice their daily life conversations, for example greetings, talking about their family, describing things and people, telling the time, and giving direction.

Since the students had different background of English, the Intensive English Program aimed to provide a basic English course.

Classroom teachers should also teach some grammatical points. Students also studied about basic word order, yes-no questions, wh-questions which were crucial.

This showed that English I course content was a basic English course that provided basic language functions, grammatical points, vocabulary and expressions. The course helped students with different English background adjust themselves and be ready to continue the second course, English 2.

English 2

English 2 was the second fundamental course for first year students. The course contents focused on general English. There were, however, some business notions added at the end of the course. This was because teachers needed to make sure that students knew basic English and were able to create basic sentences accurately. Then the students could use some business words in sentences and apply business expressions into the sentences or dialogues correctly.

At the completion of the course, students were expected to improve their reading and listening skills. They should be able to summarize what they had read and listened. Students should

practice using the language in many situations, for instance job application and job interview.

In summary English 2, provided the students general English lessons and also opportunities to use business English in their lessons.

Business English Conversation 1

After finishing the first year of the higher vocational level, students were expected to acquire enough basic English. They had only one year left to prepare themselves for their future career. Therefore, in the second year of the Intensive English Program, the students needed to learn more about business terms and expressions. The Intensive English Program offered two business English conversation courses. The second year students studied Business English Conversation 1 in their first semester and then Business English Conversation 2 in the second semester.

Business English Conversation 1 emphasized on listening and speaking skills. Most of the language functions were about greeting and saying goodbye, requesting and offering assistance, apologizing and granting forgiveness, telephoning, giving direction, making arrangements, describing trends and reporting.

There were some grammatical points that should know and use correctly. They were wh-question forms, prepositions with time, adjectives and adverbs, cause/effect connectors, modals expressing and obligation. To encourage the students to speak fluently, classroom teachers also motivate students to do role play or demonstrations of some suggested situations.

Business English Conversation 2

Business English Conversation 2 was a higher level of business English conversation course. The course contents focused on business themes. There were some complex structures that students should learn, for instance how to use present continuous for future when talking about future plan, how to use present simple and present continuous when telling about what happen when they are doing something, how to use conditional sentences, and how to use some modals of obligation and permission. Students also needed to practice some communication skills in class.

Some useful functional topics were added to this course. They were describing public and private transportation, describing, comparing, and ordering food and beverages.

To sum up, the Intensive English Program provided students basic English and some important business English notions. Teachers needed to teach and have the students practice their language skills by employing various methodologies based on the emphasized skills in each course. Students should achieve the target language proposed in each course objectives.

In terms of English course syllabi, the students were satisfied with the course contents of the four courses since each course provided the students the language they needed to use in their future career.

Seminar Summary

A summary of the seminar provided the data about the ways to improve the Intensive English Program suggested by language teachers' and administrators'. The discussion topics concerned developed curricular, activities, resources, and an internationalize learning environment.

Teachers suggested a developed curricular in the Intensive English program. They suggested contents that provided students with the use of English environment step by step. For example, the course introduced some information about the students themselves

then explored their community. Furthermore, they studied about their regions and the global environment.

The language teachers and administrators also suggested ways to solved students participation problems. The teachers were encouraged to use more peer work in the class. They expected that students should be motivated to know their responsibility when they work in pair.

There are some language activities suggested in the seminar. Students should do more games in class so that they could practice some business settings, for instance sale or management situation. Teacher could use interesting language games that could be downloaded from the Internet or other constructive websites.

To sum up, the seminar participants suggested a developed Intensive English Program curricular, ways to solve students' participation problems, and more practice. This means at the beginning of each semester, teachers, who had to adjust the course after performing needs survey analysis, should concern about making the course more global and assign students more work and practices. Teacher should employ collaborative learning into the classroom so as to make students understand' and learn their roles when they did group work or pair work. Students were expected to learn more about how to handle their responsibility through these methods as well.

Teachers' Reports

At the end of each semester, eight of the teachers teaching in the Intensive English program submitted reports on the courses offered in the Intensive English Program. Three of them (37.5%) stated that there were lacks of teaching materials, for example cassettes, CD players, high quality printers, some of magazines and books for independent reading. Two teachers (25%) suggested that teachers should use more facilities provided in the Independent Study Center. They recorded some English programs from UBC, for example news and some feature articles and used these in materials class.

Regarding teaching and learning methods, five teachers, stated that teachers should use more language games , demonstration and discussion in Business English notions. Two of them would like to train the students to be more responsible by having students doing their assignment in pair work and team work. All of them would like to encourage their students to study more by giving them extra homework, reading texts, and composition writing.

In terms of teacher's report, the researcher found that teachers should use the facilities provided in the ISC more effectively. Therefore, the administrators should provide a budget for

subscribing magazines and other reading texts, and teaching materials.

Summary of the Chapter

This chapter describes the results of the analysis of the data retrieved from the interviews and documentary sources. The researchers first describe the analysis of the interviews by presenting them under five categories suggested by Nunan (1992): needs analysis, content, methodology, learners performance, and assessment and evaluation. Then, the results of three types of documents analysis are presented.

The findings indicated that only one of the three teachers did not conduct the needs analysis procedures. The other two teachers conducted the needs analysis procedures loosely and implemented the results into course contents. However, students and all alumni thought that the need analysis procedures were effective. Teachers and students believed that the course contents were appropriate. Alumni said that the contents were related to their work and they could use their English knowledge learned from LCCT in their studies. Again, they all agreed that methodology were consonant with the specified objectives. Learners' performance was positive. Regarding assessment and evaluation, teachers had evaluated

themselves by using the reflections of the students' performance and test results. Students also evaluated themselves via their work, in-class assignments, and tests.

The findings from document analysis indicated that students were satisfied with the LCCT English courses. To improve the LCCT English Program Language, teachers suggested ways concerned developed curricular, activities, students' discipline, resources, and an internationalize learning environment. Teachers should use the facilities provided in the ISC more effectively.