

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the procedures and methodology used in the study. It covers such topics as population/samples and target group, research instruments, research procedures, data collection and methods of data analysis.

Population, Samples and Target group

The population of this study is the first year undergraduate students of Rajamangala University of Technology Lanna enrolled in the English 1 course in the first semester of the 2006 academic year.

The samples for trying out the research instruments are 24 undergraduate students majoring in Accounting enrolled in the English 1 course in the second semester of the 2005 academic year at Rajamangala University of Technology Lanna.

The target group is a group of 30 undergraduate students majoring in Management enrolled in the English 1 course in the first semester of the 2006 academic year at Rajamangala University of Technology Lanna.

Research instruments

1. The instruments used before implementing the lesson plans consist of the following:

1.1. The needs survey of teachers' opinions on teaching-learning conditions, perception of lesson plans focusing on learner-centered instruction, problems, suggestions and needs for the development of lesson plan for the seminar of the teachers who are the key persons of English 1 learning network. The data obtained are used for the preparation of writing lesson plans and proto-syllabus of English 1. The questionnaire comprises a checklist requesting on opinions and open-ended for suggestions.

1.2. The needs survey of learners' opinions on English 1 learning. It surveys learners' needs about problems and conditions for the preparation of the teaching-learning process which is relevant to learners' needs. It concerns the roles of the teacher, learning contents, learning aids, and learning activities. Results obtained from the questionnaire are used for the preparation of a proto-syllabus as the framework of lesson plan construction focusing on learner-centered instruction. The survey consists of a checklist with 5 rating scales and open-ended for suggestions.

The two needs surveys are used to seek basic information. The research instruments constructed by the researcher based on theories, concepts and current conditions on English lesson plans focusing on learning-centered instruction. The researcher selects contents and structures of the questionnaires from the related documents, textbooks and research. After that, the questionnaires are submitted to the chairperson of the advisory committee and the 3 experts who have experience on teaching-learning, measurement and evaluation in order to check the content validity and appropriateness. The questionnaires are improved as suggested before asking the target group to complete it.

1.3. English language skill tests

1.3.1. A listening-speaking test was conducted in 2 different forms. The first one is an interview which each of them was asked to talk about daily life activities, lectures, and giving opinions through presentations. This test was comprised of 10 warm-up questions aimed at making the acquaintance of the learners with 10 main questions. The interview was assessed and ranked by the teacher and 2 observers. This was adapted from the English speaking assessment form of Israeli Exam and Wilkins (1990). The other one is making a group conversation. The learners were assessed on listening and speaking in groups; each group was comprised of 4-5 persons and they were assigned to study determined situations. They made a decision on the situation. Then they made a plan and did preparations before doing an oral presentation and giving opinions within their groups. The learners of each group had 15 minutes preparation time and everyone was encouraged to give their opinions. For the evaluation of group speaking, the 2 observers participated with the teacher using the same assessment form as the individual speaking assessment. The

assessment on listening and speaking abilities was conducted during classroom activities.

1.3.2. A reading and writing test was used to test the learners' reading and writing abilities. It was divided into 2 parts. The first part was a reading comprehension test. The researcher selected reading passages which were in the learners' interest and was up-to-date. There were 3 completed reading passages and 2 incomplete passages that learners had to complete. There were also multiple choice comprehension questions for each passage. This was aimed to check reading comprehension in different levels—interpretation, implication and assessment. Correct answers were given 1 point and incorrect answers were equivalent to 0. The second part was English writing test. The learners were asked to write a summary of the first passage of the reading comprehension test. The criterion on the assessment of writing ability was rubric adapted from that of Jacob et.al. The two test papers were constructed by the researcher based on the theories, principles, and concepts on measurement and evaluation on listening, speaking, reading and writing skills and it was also based on related documents, textbooks, and research. Then, the researcher determined its contents, structures, and the model of the test paper. After that, the test paper was submitted to the chairperson of advisory committee and the 3 experts on curriculum, language teaching, measurement and evaluation to check the validity of the contents, structures, choices, and appropriateness before using it with the target group. Then, the researcher improved it in accordance with what the advisor and the experts suggested.

For the reading test, the researcher did an analysis on the quality of the test and separated it from the writing test because the reading test scores were 1 for correct answers and 0 for incorrect answers. The reliability coefficient was computed by using the KR-20 formula with the processed analysis program of IAP (Item Analysis Program) to the 30 questions of the test having difficulty value of 0.20-0.76 with an average of 0.46 and with the reliability coefficient value of 0.83. For the writing test, the researcher considered the relevance of the 3 specialists on the checking of content validity and objectivity on giving scores on essay writing. After that, the researcher improved the wording and its criterion on giving scores suited to the learners' ability.

2. The instruments used while implementing the lesson plans

2.1 The learner-centered lesson plans were an instrument used in the classroom by using different kinds of techniques and methods in each step of the learning process. The lesson plans were designed based on the course description and the objectives of English 1, in order to write a proto-syllabus. The learning objectives were classified into terminal and enabling objectives. The learning contents were divided into 5 learning units and each one consisted of listening, speaking, reading and writing skills. Each learning unit comprised lesson plans which contained learning contents, learning activities and learning assessments which were relevant to the enabling objectives and the terminal objectives as determined in the proto syllabus. The proto syllabus contained 14 lesson plans with 3 periods each. It took 14 weeks to implement the lesson plans. Each lesson plan consists of 3 steps:

1) Presentation

At this step, learners are informed about the objectives of learning. Learners are provided opportunities to participate in the activities that help them develop their thinking skills and information finding such as questioning, answering, group discussion, brain storming, or language practice. All these activities help the learners review their previous knowledge or experiences and connect them with the new knowledge. Their previous knowledge could help them understand and do the given tasks. The teacher could help the learners prepare for language readiness such as vocabulary, grammar, language functions and content in order to make them understand the steps or working procedures.

2) Practice

Learners are given advices about language learning and techniques of self-learning. The learning activities focused on learner- centered and conformed with the learning objectives and content of each lesson provided in this step. The teacher usually prepared various learning activities for learners to use the English language for communication or interaction and participation in knowledge exchange. Learners are also given an opportunity to practice critical thinking skills in order to make decisions or choosing their own choices while performing the tasks. The procedures of presentation are provided so that the learners can use them in the production step.

3) Production

At this stage, learners apply what they learned to do the new tasks which are different from the tasks they did before. While each group is presenting his work, the other groups will assess their friends' presentation. In addition, the teacher will give feedback to each group and then the learners in each group will work together on comments and feedbacks received and exchanged their opinions to find the ways to correct the mistakes.

The researcher developed the lesson plans as the Learner-Centered Innovation of this study by using the information obtained from the needs analysis of the learners and teachers teaching English 1 about the learning English 1 and the problems found. From the needs analysis, the researcher set the activities of each lesson plan related to the 4 learning theories; Metacognition Theory (T1), Cooperative Learning Theory (T2), Constructivism Theory (T3) and Constructionism Theory (T4). The researcher also suggested the techniques and strategies for promoting learners' thinking and social skills as shown in the following table.

Table 1 Activities related to learning theory and the suggested techniques or strategies for developing the LCI.

Lesson plan No.	Activities	Learning Theory	Techniques or Strategies suggested
1	<ul style="list-style-type: none"> - questioning - guessing the meaning - performing the conversation - presenting a role play (group work) - reporting the source and how to learn 	<ul style="list-style-type: none"> - T2 and T3 - T3 and T 2 - T4, T3, T2 and T1 - T4, T3, T2 and T1 - T1, T3, T4 and T2 	<ul style="list-style-type: none"> * sending and receiving information * problem solving

Table 1 (continued)

Lesson plan No.	Activities	Learning Theory	Techniques or Strategies suggested
2	<ul style="list-style-type: none"> - questioning - comparing - concluding - presenting the conversation - writing task 	<ul style="list-style-type: none"> - T2 and T3 - T3 and T2 - T3 and T2 - T4, T3, T2 and T1 - T1, T4, T3 and T2 	*oral presentation
3	<ul style="list-style-type: none"> - brainstorming in groups - discussing in pairs - mind mapping - performing the conversation - presenting the role play - reporting the source and how to learn - peer evaluation - self evaluation 	<ul style="list-style-type: none"> - T2 and T3 - T2 and T3 - T3 and T4 - T4, T3, T2 and T1 - T4, T3, T2 and T1 - T1, T3, T4 and T2 - T1, T2, T3 and T4 - T1, T3 and T4 	*discussion * problem solving
4	<ul style="list-style-type: none"> - discussing - giving opinions - guessing - performing conversation - writing opinions - peer evaluation - self evaluation 	<ul style="list-style-type: none"> - T2 and T3 - T2 and T3 - T3 and T2 - T4, T3, T2 and T1 - T1, T4, T3 and T2 - T1, T2, T3 and T4 - T1, T3 and T4 	*discussion *expressing ideas *guessing meaning of vocabulary

Table 1 (continued)

Lesson plan No.	Activities	Learning Theory	Techniques or Strategies suggested
5	<ul style="list-style-type: none"> - discussing - questioning - concluding - mind mapping and webbing - making decision or choosing - rewriting - free writing 	<ul style="list-style-type: none"> - T2 and T3 - T2 and T3 - T3 and T2 - T4 and T3 - T1, T3, and T4 - T4, T3 and T2 - T4, T1 and T3 	<ul style="list-style-type: none"> * sending and receiving information * context-clue
6	<ul style="list-style-type: none"> - questioning - discussing - describing - choosing - writing task - monitoring - evaluating 	<ul style="list-style-type: none"> - T2 and T3 - T2 and T3 - T3 and T2 - T1, T3 and T4 - T1, T3, T4 and T2 - T1, T3, and T2 - T1, T2, T3 and T4 	<ul style="list-style-type: none"> * discussion * problem solving * metacognitive strategy
7	<ul style="list-style-type: none"> - discussing - choosing - planning - monitoring - evaluating - searching information - free writing - writing self-report 	<ul style="list-style-type: none"> - T2 and T 3 - T1, T3 and T4 - T1, T3 and T2 - T1, T3 and T2 - T1, T2, T3 and T4 - T3 and T1 - T4, T1 and T3 - T1, T3, T4and T2 	<ul style="list-style-type: none"> * discussion * self-reporting * metacognitive strategy

Table 1 (continued)

Lesson plan No.	Activities	Learning Theory	Techniques or Strategies suggested
8	<ul style="list-style-type: none"> - describing - discussing - writing tables or charts - writing a paragraph - improving the paragraph 	<ul style="list-style-type: none"> - T3 and T2 - T2 and T3 - T3 and T2 - T4, T1, and T3 - T1, T4 and T3 	<ul style="list-style-type: none"> * K-W-L-H * discussion
9	<ul style="list-style-type: none"> - questioning - choosing - rewriting - self-studying (using CAI) - writing task 	<ul style="list-style-type: none"> - T2 and T3 - T1, T3 and T4 - T4, T3 and T2 - T3 and T2 - T4, T1, T3 and T2 	<ul style="list-style-type: none"> * self-studying (using CAI and internet) * problem solving of writing * using rubrics
10	<ul style="list-style-type: none"> - Exchanging information - discussing - writing and a summary - reporting how they plan, monitor and evaluate - presenting to class 	<ul style="list-style-type: none"> - T2 and T3 - T2 and T3 - T3, T4 and T1 - T1, T3, T4 and T2 - T4, T3, T2 and T1 	<ul style="list-style-type: none"> * guessing vocabulary (context-clue) * metacognitive strategy

Table 1 (continued)

Lesson plan No.	Activities	Learning Theory	Techniques or Strategies suggested
11	<ul style="list-style-type: none"> - questioning - discussing - describing - choosing - reporting to class - writing a summary - writing a paragraph 	<ul style="list-style-type: none"> - T2 and T3 - T2 and T3 - T3 and T2 - T1, T3, and T4 - T1, T3, T4 and T2 - T3, T4 and T1 - T4, T1 and T3 	<ul style="list-style-type: none"> * skimming and scanning * critical reading
12	<ul style="list-style-type: none"> - brainstorming - discussing - planning, constructing meaning and identifying - creating a paragraph - presenting to class 	<ul style="list-style-type: none"> - T2 and T3 - T2 and T3 - T1, T3, T4 and T2 - T4, T3 and T1 - T4, T3, T2 and T1 	<ul style="list-style-type: none"> * brainstorming * discussion * metacognitive strategy
13	<ul style="list-style-type: none"> - questioning - guessing - critical reading - discussing - choosing - writing a paragraph - writing a self report 	<ul style="list-style-type: none"> - T2 and T3 - T3 and T2 - T1 and T3 - T2 and T3 - T1, T3 and T4 - T4, T1 and T3 - T1, T3, T4 and T2 	<ul style="list-style-type: none"> * problem solving * K-W-L-H * metacognitive strategy

Table 1 (continued)

Lesson plan No.	Activities	Learning Theory	Techniques or Strategies suggested
14	<ul style="list-style-type: none"> - expressing - using group discussion - taking notes - monitoring and evaluating - writing outline and paragraph to express opinions 	<ul style="list-style-type: none"> - T2, T3, T4 and T1 - T2 and T3 - T4, T3 and T21 - T1, T3, and T2 - T1, T3, T4 and T2 	<ul style="list-style-type: none"> * group discussion * K-W-L * G.S.K strategy * metacognitive strategy

Activities and techniques or strategies are selected to be used in the lesson plans that are designed in following proto-syllabus.

Proto-Syllabus
English 1 (01-320-101)

<p>Course Objectives: Use language to communicate effectively and appropriately in different contexts or situations and also use language for further study and career development.</p>	
<p style="text-align: center;">Unit 1:</p> <p>Terminal Objective: Students should be able to ask and give personal information.</p> <p>Enabling Objectives: The students should be able to:</p> <ol style="list-style-type: none"> 1. greet, introduce themselves and respond to someone both formal and informal ways. 2. use expressions for greeting and leave-taking. 3. use helping verbs to ask and answer. 4. tell the meanings of the given vocabulary. 	<p style="text-align: center;">Lesson Plan 1: 3 periods</p> <p>Topic: Introducing oneself and the other</p> <p>1. Language Functions: greeting, introducing yourself, introducing someone, asking about someone, exchanging personal information, and leave taking</p> <p>2. Skills focused: listening, speaking, reading, and writing</p> <p>Task: Each group of students performs a conversation through the role play and report how they search the sources for their presentations in front of the class.</p>
<p style="text-align: center;">Unit 1:</p> <p>Terminal Objective: Students should be able to exchange information.</p>	<p style="text-align: center;">Lesson Plan 2: 3 periods</p> <p>Topic: Requests and Permissions</p> <p>1. Language Functions: making request, accepting and refusing request, asking for permissions, granting and refusing permission</p>

<p>Enabling Objectives:</p> <p>The students should be able to:</p> <ol style="list-style-type: none"> 1. tell the meanings of the given expressions 2. use the expressions for making request and asking permission. 3. request and ask permission. 4. accept and refuse the request and permission. 	<p>2. Skills focused: listening, speaking, reading, and writing</p> <p>Task:</p> <ol style="list-style-type: none"> 1. make up the situation either permission or requisitions with their pairs then, the students present their conversation in front of the class. 2. write letters to their friends and add the following details in their letters: introducing themselves, telling their friends about school, friends, and requesting them to do at least 3 things. (Writing test 1)
<p>Unit 1:</p> <p>Terminal Objective:</p> <p>Students should be able to exchange information.</p> <p>Enabling Objectives:</p> <p>The students should be able to:</p> <ol style="list-style-type: none"> 1. tell the meanings of the given expressions. 2. apologize and accept apologies in both formal and informal ways. 3. thank and accept thanks in both formal and informal ways. 	<p>Lesson Plan 3: 3 periods</p> <p>Topic: Apologies and Thanks</p> <p>1. Language Functions: apologizing, accepting and apology, thanking, accepting thanks</p> <p>2. Skills focused: listening, speaking, reading, and writing</p> <p>Task: make up a conversation about apologizing and thanking to someone with their pairs and present the role play in front of the class.</p>

<p>Unit 1:</p> <p>Terminal Objective:</p> <p>Students should be able to express their opinions on the given situations.</p> <p>Enabling Objectives:</p> <p>The students should be able to:</p> <ol style="list-style-type: none"> 1. tell about the possible expressions related to the pictures and conversations given. 2. talk about advantages and disadvantages of listening to the songs. 3. give reasons to choose or make decision. 4. give their opinions on the conversation or song they listen to and give opinions on the lesson. 	<p>Lesson Plan 4: 3 periods</p> <p>Topic: Giving Opinions through Listening</p> <p>1. Language Functions: giving opinions</p> <p>2. Skills focused: listening and speaking</p> <p>Task:</p> <ol style="list-style-type: none"> 1. prepare a conversation or a favorite song and lyrics and write the guided questions to lead to discussions. 2. each group presents the conversation or their favorite song, the rest of the class discuss or exchange their opinions on what they listen to using the guided questions. 3. self-assessment and peer assessment. 4. answer the questions from the given questionnaire about the usefulness of the lesson.
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<p>Unit 2:</p> <p>Terminal Objective:</p> <p>Students should be able to give their personal information and describe physical appearance.</p> <p>Enabling Objectives:</p> <p>The students should be able to:</p> <ol style="list-style-type: none"> 1. tell the meaning of words and some important information such as age, job, or interests after reading the given description. 2. talk about the descriptions of the people given. 3. use linking words to connect phrases and causes . 4. use adjectives appropriately for many kinds of people appearance. 	<p>Lesson Plan 5: 3 periods</p> <p>Topic: Talking about yourself and others</p> <p>1. Language Functions: introducing oneself and others</p> <p>2. Skills focused: listening, speaking, reading and writing</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Each student prepares the information about himself or herself including name, age, hometown, address, family, hobby, interests, future career and then are asked to share with classmates in order to add some more information for introducing themselves orally. 2. give students a situation for free writing describing their American friend, Mary clearly, their best friend, to fetch him/her at the airport. 3. Students are required to present their writing met period.
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<p>Unit 2:</p> <p>Terminal Objective: Students should be able to describe objects and functions.</p> <p>Enabling Objectives: The students should be able to:</p> <ol style="list-style-type: none"> 1. identify objects by listening to the given description. 2. tell the names of given objects using description. 3. use the appropriate words or expressions to complete the description. 4. use the model and pattern given to describe objects by adding more details of those objects. 5. make up sentences to answer the questions about the things given. 	<p>Lesson Plan 6: 3 periods</p> <p>Topic: Describing Objects and their Functions</p> <p>1. Language Functions:</p> <ul style="list-style-type: none"> - Describing appearances - Describing conditions and function - Functions with infinitives and gerunds <p>2. Skills focused: listening, speaking, reading and writing</p> <p>Task:</p> <ol style="list-style-type: none"> 1. read the description about a Hundai car and notice the ways of describing a car, and then choose one model of any car they like and write a paragraph to describe that car. 2. write a detailed description of the lost object in 15 minutes by using the situation given and then let each group decide to choose one belonging to the description. 3. exchange their written work and give feedback among groups in 10 minutes. 4. read their friends' work and give the feedback to them. 5. revise their work according to the feedback from another group and hand in the final work to the teacher at the end of the class.
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<p>Unit 3:</p> <p>Terminal Objective:</p> <p>Students should be able to give instructions of working something.</p> <p>Enabling Objectives:</p> <p>The students should be able to:</p> <ol style="list-style-type: none"> 1. identify the words that show the sequence of doing things. 2. give instructions of doing things. 3. use the imperative form and conditional sentences with instructions. 4. use the correct structures of instructions. 5. use metacognitive strategies to create writing instructions. 6. report about how to do things step by step. 	<p>Lesson Plan 7: 3 periods</p> <p>Topic: Giving Instruction</p> <p>1. Language Functions:</p> <ul style="list-style-type: none"> - giving instruction using imperative form and phrasal verb - sequence markers - how to write instructions <p>2. Skills focused: listening, speaking, reading and writing</p> <p>Task: write a set of instruction of how doing things that he/she would like to give an instruction to the foreigner by doing free writing and write a self-report to tell the teacher how they plan, write, monitor and evaluate their paragraph and then submit to the teacher next class.</p>
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<p>Unit 4:</p> <p>Terminal Objective: Students should be able to describe events.</p> <p>Enabling Objectives: The students should be able to:</p> <ol style="list-style-type: none"> 1. tell the meaning of words in the text given. 2. identify the tense used in reading texts. 3. use K-W-L-H technique to complete the information. 4. use present simple and present continuous tense in exchanging information. 	<p>Lesson Plan 8: 3 periods</p> <p>Topic: Describing Present Events: A Busy Day</p> <p>1. Language Functions: Describing Present Events, K-W-L-H technique</p> <p>2. Skills focused: listening, speaking, reading and writing</p> <p>Task: write a paragraph about their activities on weekends using present simple and continuous tense.</p>
<p>Unit 4:</p> <p>Terminal Objective: Students should be able to describe given events.</p> <p>Enabling Objectives: The students should be able to:</p> <ol style="list-style-type: none"> 1. identify the meaning of words given in the text. 2. use adverbs of frequency. 3. use present simple and continuous tense in exchanging information. 4. use CAI. to write their own sentences. 	<p>Lesson Plan 9: 3 periods</p> <p>Topic: Describing Present Events: Claire's schedule</p> <p>1. Language Functions: Describing Present Events, K-W-L-H technique</p> <p>2. Skills focused: listening, speaking, reading and writing.</p> <p>Task: write their own stories using information by self-studying from the CAI. or internet.</p>

<p>Unit 4:</p> <p>Terminal Objective: Students should be able to describe different events.</p> <p>Enabling Objectives: The students should be able to:</p> <ol style="list-style-type: none"> 1. tell the meaning of new vocabulary by using context clues. 2. talk about the questions in past form. 3. exchange information about the text. 4. use metacognitive strategies to write a summary. 	<p>Lesson Plan 10: 3 periods</p> <p>Topic: Describing Past Events: An Interesting Day</p> <p>1. Language Functions: Asking for and giving information in past form</p> <p>2. Skills focused: listening, speaking, reading and writing.</p> <p>Task: write a summary about “An Interesting Day” in the past form and then report how they plan, write, monitor and evaluate their work to the teacher next class.</p>
<p>Unit 4:</p> <p>Terminal Objective: Students should be able to describe events.</p> <p>Enabling Objectives: The students should be able to:</p> <ol style="list-style-type: none"> 1. identify the meaning of words in the text given. 2. use past form to talk about the questions and answers. 3. use past form to exchange information. 4. conclude the story by using the past form. 	<p>Lesson Plan 11: 3 periods</p> <p>Topic: Describing Past Events: The Hitchhiker</p> <p>1. Language Functions: Asking for and giving information in past form / skimming and scanning technique</p> <p>2. Skills focused: listening, speaking, reading and writing.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. write a summary of the text given. 2. write a short paragraph of 5-10 sentences answering the question about “What would you do if you were.....?”

<p>Unit 4:</p> <p>Terminal Objective: Students should be able to describe events.</p> <p>Enabling Objectives: The students should be able to:</p> <ol style="list-style-type: none"> 1. brainstorm about the given topic and list the predictions. 2. tell about how to use the future forms for describing the future. 	<p>Lesson Plan 12: 3 periods</p> <p>Topic: Describing Future Events: The global Village</p> <p>1. Language Functions: Expressing idea and predicting</p> <p>2. Skill focused: listening, speaking, reading and writing.</p> <p>Task: write a paragraph to describe some future events that will happen to them in ten years after listening to the teacher's script and then describe to the class orally.</p>
<p>Unit 4:</p> <p>Terminal Objective: Students should be able to describe events.</p> <p>Enabling Objectives: The students should be able to:</p> <ol style="list-style-type: none"> 1. identify the form of verbs used in the past, present and future tense. 2. use adverbs of time in the past, present and future tense. 3. guess the meaning of unfamiliar words by using context clues. 4. monitor and evaluate their own reading a paragraph. 	<p>Lesson Plan 13: 3 periods</p> <p>Topic: Describing Events in Different situations</p> <p>1. Language Functions: Talking about past, present and future events, types of context clues, adverb of time and K-W-L-H</p> <p>2. Skills focused: listening, speaking, reading and writing.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. write a paragraph by choosing the topic they like using the appropriate tenses. 2. write a self report to tell how they plan, write, monitor, and evaluate their paragraphs.

<p>Unit 5:</p> <p>Terminal Objective: Students should be able to express their opinions on the given texts.</p> <p>Enabling Objectives: The students should be able to:</p> <ol style="list-style-type: none"> 1. choose the possible adjective to express their opinions on TV programs or current issues. 2. use the connecting words to give the reasons. 3. use G.S.K. strategy to identify the topic and main idea and then to take note of the text given. 4. monitor their understanding and evaluate the given texts. 	<p>Lesson Plan 14: 3 periods</p> <p>Topic: Giving Opinion through Reading Texts</p> <p>1. Language Functions: Giving opinion</p> <p>2. Skills focused: listening, speaking, reading and writing.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. choose a topic and write outline and paragraph to express their opinions on the topic given. 2. exchange their written work and give feedback on each other written work. (Evaluation sheet) 3. answer the questions from the given questionnaire about the usefulness of the lesson.
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The adaptation of lesson plans

After the researcher had constructed the lesson plans, it was submitted to the chairperson of the advisory committee and the 3 experts for assessing the lesson plans of English 1 to consider the validity, the objectivity and the appropriateness. Then, the researcher improved the lesson plans in accordance with the suggestions given before using them with the samples. The researcher adapted and improved some parts of the learning units immediately during the classroom activities by taking note and changing methods of lesson plans to be appropriate with the learning conditions while using each lesson plan. Moreover, the researcher adapted the lesson plans after using them. The students' perceptions toward the lesson plans were also used in the

consideration on the adaptation of the lesson plans. The details on the adaptation of the lesson plans were as follows:

The adaptation while implementing the lesson plans

The research adapted the lesson plan as soon as problems were found during the classroom activities as follows:

Lesson plan 1:

Presentation: The researcher made acquaintance with the learners and motivated them to be more confident to speak asking questions about the pictures. The researcher also checked the learners' basic knowledge and understanding by asking questions, playing a VDO clip, playing a recorded tape of a native speaker of English, and doing exercises. It was found that all learners were interested in the learning activities provided but they were shy to speak with unfamiliar friends. Thus, the researcher added the conversations for the learners to practice after listening to the recorded tape. It was also found that the learners were shy to present their opinions on the learning objectives. Hence, the researcher suggested to the learners some learning methods which could serve the basic knowledge leading to the connection with learning in the self-practice stage and further group practice.

Practice: The learners were assigned to do single practice, peer practice, and group practice for 90 minutes to practice skills on thinking, speaking, and writing. The researcher found that there was enough time for testing the learners' understanding and ability on listening and speaking. Hence, the researcher adapted the first and the second listening-speaking activities to be included in the first listening-speaking test during the classroom activities and also added more reading practice activities. Reading techniques and practices on finding additional knowledge were also mixed at the end of the practice stage before the learners applied their knowledge and skills on language in the conversation preparation and role play presentation. All of these were done in order to present the learners' tasks and reports on information sources for the production stage.

Production: The learners were given 15 minutes for dialogue preparation and 2 minutes for group presentation but these were not enough. Thus, the researcher gave the learners 20 minutes for the conversation presentation and not more than 3 minutes

for group presentation and the researcher found that the learners could finish their task before the time was up. Therefore, the researcher let the learners have a look at the VDO tape recording of role plays presented by groups of the learners to the classroom for reviewing and then the learners were encouraged to discuss way to improve the language used in the role plays. It was found that the learners were more active on language learning.

Lesson Plan 2

Based on the information obtained from the needs survey, the learners would like the teacher to provide them conversation practices in various situations in every day use. The researcher added enabling objectives about expressions on making requests and asking permission as well as refusing and accepting requests which was applied to the presentation stage of the lesson plan as follows:

Presentation: Aside from motivating the learners by using pictures, vocabulary and basic expressions before presenting conversations in new situations by comparing and matching, the researcher also asked the learners to set the learning objectives before having them work together on concluding the expressions from the given worksheets.

Practice: The researcher promoted the learners to use higher thinking skills to make decisions by choosing to make up the conversation before speaking. The researcher also adapted reading skill practice and reading comprehension by adding some conversations and questions to be the first reading ability test in the classroom.

Production: The learners were assigned to do pair work within 15 minutes and the researcher found that there was enough time for the learners to discuss the given topic. Rubrics were used for task assessment. Then they were assigned to practise writing skill in the classroom. The researcher also adapted the writing task to be the first writing test for the learners to finish within 30 minutes.

Lesson plan 3

Presentation: The researcher added brainstorming activities on the determination of learning objectives before practicing the learners to construct their own knowledge through writing mind maps on the board. Then they were assigned to

check their understanding from the worksheets. The learners had a problem on their presentation through the mind mapping. At the initial stage, the researcher gave them suggestions on writing in various forms of mind maps, methods to learn by themselves, and assessment of what they learned from the learning materials. As a result, teaching- learning activities time was extended from 30 minutes to 40 minutes.

Practice: The learners practiced on speaking and reading skills through activities and media as determined in the plan. They also practised their thinking skills and strategies to learn. The representatives of the learners were assigned to write mind mapping to conclude the apology and thanking expressions on the board and then the others were encouraged to present their opinions and correct any mistakes with the assistance of the teacher when needed. Moreover, the researcher added 20 minutes for the learners to search information from the various sources to do the task in the production stage.

Production: At the end of this stage after the presentation of the role plays, the researcher intended to display the VDO on role plays of some pairs of learners for discussion on the strength and weakness of the presentation among the learners. This was aimed to improve their language learning and to assess the learning outcome of learners in the actual situation of teaching-learning activities. Unfortunately, there was no screen or VDO player in the classroom. Although there were screens and a VDO player in the sound laboratory, they were being used by another teacher. Therefore, the researcher decided to use tape recording of learners' conversations instead. Even though it had only sound without pictures, the learners were still interested in it. They could also present their opinions about the conversation and the researcher gave them suggestions and helped them improve their pronunciation and the correct expressions.

Lesson plan 4

Presentation: The researcher added activities to develop the learners' thinking skills at the beginning of the classroom. They were asked to guess the topic of what they were going to learn from the worksheets and it was found that the learners were more enthusiastic and interested in learning.

Practice: The learners had a chance to practice listening and speaking skills through various learning aids. The researcher adapted the conversation-listening

activity by selecting the pictures and asked the learners to answer the questions after listening to the conversation. The learners were also grouped in pairs for discussion on the questions and then reported to their classmates as the second listening and speaking test. Based on practising the conversation, the researcher found that most learners liked to listen to songs and they often listened to English songs. Thus, the researcher applied an English song as the third listening test. They were very happy and joyful to take part in the activity of giving their opinions. All of them met the criterion of the test at a satisfactory level.

Production: The researcher adapted the task activity on No.8.1 from the classroom presentation to the assignment tasks for the learners to do after classroom hours and to present it the following week. The learners were given practice to be more confident for presentations by grouping them and letting them select their preferred conversations and songs. They also practised giving opinions in the presentation relevant to the actual situation. The researcher gave them suggestions about giving opinions and expressions. Moreover, learners were trained to do self-assessment and group assessment using the assessment forms and questionnaires. The learners were tested on their English language proficiency using formative test 1 at the end of class within 20 minutes.

Lesson plan 5

Presentation: The researcher asked the learners to conclude the methods on giving opinions after each group of them had presented their tasks as the review of background knowledge and connecting it to the new learning objectives.

Practice: The researcher found that learners had a problem with vocabulary and reading so they were taught techniques of vocabulary learning, and problem-solving on vocabulary in selected reading material and reading techniques. After that, learners were tested for 10 minutes on reading comprehension using the second reading test.

Production: The learners were told to exchange their work with their classmates and asked to give suggestions before presenting the first task. They also practised planning and problem-solving skills and then they were told to do free writing from the given situation as the second task.

Lesson plan 6

Presentation: The researcher added a discussion activity to develop the learners' thinking skills by discussing the importance of object description and the determination of learning objectives of this unit. Then, the learners were asked to select a real object for describing to the class.

Practice: The learners practised describing objects through various activities sufficiently in the classroom. Thus, the researcher adapted some exercise activities in Worksheet 3 as homework. Their tasks were focused on pair activity to exchange and compare their work including discussion for finding correct answers.

Production: The learners practised reading articles about descriptions of cars as a guideline for producing their tasks. They made a decision to choose the descriptive writing in accordance with the given tasks. Due to limited time, the researcher adapted this activity to be the second writing test which the learners decided to solve the problem by writing a description of a lost object. Then, they exchanged their work with their classmates for feedback. Writing opinions was done through a check list form in order to suggest for correction. The learners were tested on their English language proficiency using formative test 2 after finishing the second learning unit.

Lesson plan 7

Presentation: The learners practised more about giving the title of an article that they had read via a group discussion. The article had been selected by the researcher based on the interest of the learners. They were also asked to analyze it and find the reasons to support their ideas before leading to learning contents.

Practice: At this stage, the researcher extended the time from 60 minutes to 110 minutes since the teacher added some enrichment activities on learning through media, learning aids and learning sources outside the classroom. The learners were told to watch a VDO tape in the sound laboratory and self-practise for 20 minutes before doing pair-conversation. The researcher also adapted the reading activity to be the third reading test. Moreover, learners were trained to use metacognitive strategies for developing their writing task. The researcher suggested them to group themselves and then practised each step of the writing task beginning with planning, monitoring,

and self-assessing. This activity lasted a long time since the learners were not used to it. Most of them had never monitored or self-evaluated before so it took time for them to understand the concept. Thus, the researcher adapted the activities after writing practice to be the third listening-speaking test. That is, the learners were assigned to do an oral presentation and report on how they planned, monitored, and evaluated their writing task group by group in order to check the application of metacognitive strategies in their English language learning.

Production: The researcher added a self-report writing activity on the given tasks in order to conform to the practice stage. The learners could apply what they learned in their free writing tasks individually wherein they were told to seek for information from various sources. Some more activities were adapted in accordance with their tasks and this served as the third writing test in the classroom. After finishing the third learning unit, the learners were tested on their English language proficiency using formative test 3 at the end of the class.

Lesson plan 8

The researcher selected the learning contents in accordance with most learners' interests which were obtained from the needs survey for the learning process at the presentation and practice stages of the lesson plans 8-14.

Presentation: The researcher applied a passage on 'Dinosaurs' for the explanation of the K-W-L-H technique selected for developing the learners' thinking skills through the learning process. The learners were very interested in this technique even though it took time for the explanation and practice. The researcher also extended learning time from 30 minutes to 40 minutes.

Practice: The learners practiced reading articles with the application of the K-W-L-H technique and group discussion. Moreover, the researcher added a self-conclusion activity by asking the learners to make a comparative diagram on the usage of Present Simple Tense and Present Continuous Tense after reading the articles and group discussion.

Production: The learners were assigned more to discuss and make a plan on writing. They also practiced writing for 50 minutes by using the verb tenses they

learned. The researcher found that most learners needed more time to improve their writing tasks. Hence, the researcher let them develop their tasks as homework.

Lesson plan 9

The researcher added the learning objectives aimed at providing learners with an opportunity to practise sentence writing by using a strategy on computer-based autonomous learning which was in accordance with the learner's needs on learning through CAI

Presentation: The researcher adapted leading questions to practise the learners critical thinking skills more by asking them “Why do they prefer to do that activity as their routine?” instead of “What or When.....?”. After that, let the learners worked together to set the learning objectives for this lesson.

Practice: The learners practised more thinking skills by choosing at least 5 sentences written by their classmates for correcting mistakes before creating their own paragraphs without deleting any sentences written by their classmates.

Production: The learners had an opportunity for self-learning sentence writing through CAI from learning sources outside the classroom at the self-assessment center for 40 minutes. After that, they were asked to create their writing tasks which they could apply what they learned to write their own stories while adding further information.

Lesson Plan 10

Presentation: The researcher adapted the new learning content on describing events. The researcher chose “Valentine’s Day” which was of the most interest to learners. The activities included answering questions leading to vocabulary learning and practice on reading and writing skills.

Practice: The learners were suggested to use metacognitive strategy that they learned for writing a summary from the text. The researcher also assisted and gave suggestions while the learners were writing a conclusion after they had learned to guess the meaning of vocabularies by using context clues.

Production: The researcher added a group discussion activity for the process of writing a summary. The metacognitive strategy was also used in monitoring and

evaluating. The learners of each group were assigned to report how they plan, write, monitor and evaluate their work for oral presentation as the fourth listening and speaking test. This learning evaluation was not separated from the learning and teaching activities which was an authentic assessment.

Lesson Plan 11

Presentation: The researcher adapted the content of experience for leading to the learning process by choosing “A Scary Experience”. This was aimed to motivate the learners to set the learning objectives together.

Practice: The researcher used skimming and scanning techniques for practising the learners’ reading skills by explaining and making suggestions to them on these techniques. After that the learners discussed and chose the technique for reporting their tasks in the production stage.

Production: The learners practised more critical thinking skills through the task focusing on making a decision about a problem. “What would you do if you were Andrea?” The teacher assigned this task as homework in order that the learners could practise more critical thinking skills together with reading and writing skills leading to meaningful learning.

Lesson Plan 12

Presentation: The learners were encouraged to make conclusions from the sentences describing events in the past. The researcher also assisted the learners to correct the conclusion before connecting it to the practice stage.

Practice: The learners practised more group discussion and conversation in pairs. They also did more practise asking and answering questions in the passage that they had read. Moreover, the researcher used metacognitive strategy on practising learners to plan on meaningful reading and getting main ideas on the reading.

Production: The learners were asked to describe events that would happen in the next 10 years. The researcher adapted tasks of writing descriptions to be a listening-speaking task since the learners had quite a little opportunity to listen and speak in this unit. That is, the learners listened to what the teacher read and they were told to do their tasks within 10 minutes. After that, the learners described their tasks

orally which was considered as the fifth listening and speaking test instead of writing a description.

Lesson Plan 13

The researcher added enabling objectives to lead the learners to apply the K-W-L-H technique for their presentation and giving opinions through critical reading. This supported the learning process focusing on learner-centered instruction.

Presentation: The learners used thinking skills in guessing meaning of words from the context as the basis for reading comprehension. The researcher also adapted reading practice to be the fourth reading test. After that learners were given more suggestions on metacognitive strategies for reading development.

Practice: Each group of the learners practised more about self-conclusion by presenting K-W-L-H chart to the class. Then they exchanged opinions and the teacher gave advice as needed.

Production: The researcher adapted the tasks to be more free writing. The learners could choose the topic they like by using the appropriate tenses to write their paragraph as the fourth writing test. The learners also wrote a self-report to tell how they planned, wrote, monitored and evaluated their paragraph. The learners were also allowed to improve their writing tasks based on their classmates' feedback within the test time of 40 minutes. After that, the learners were tested on their English language proficiency using formative test 4 after finishing the fourth learning unit.

Lesson Plan 14

Presentation: The researcher adapted the pictures to motivate the learners to present their opinions about TV programs more clearly. The new pictures could lead the learners' ideas to learn in presentation stage better.

Practice: The researcher also added the GSK technique in practising the learners' reading and writing skills. Gist strategy was used first in the identification of main ideas of the reading passage. Then, the teacher introduced learners were introduced to use the KWL technique for writing a conclusion from what they had read. The researcher adapted the reading activity in Worksheet 2 as the fifth reading test in order to check the learners' reading ability.

Production: The researcher adapted the group discussion activity about choosing topics to write and outline and paragraph to express their opinions on the topic to be the fifth writing test. Later on, the learners applied the strategies they had learned to monitor and assess their writing tasks through a self-assessment sheet. Moreover, the learners did self-assessment by doing the formative test 5 for testing their English proficiency after finishing the fifth learning unit.

The adaptation of teaching and learning activities after implementing each lesson plan

After implementing each lesson plan, the researcher recorded the problems encountered during teaching-learning activities as well as the results obtained from the efficiency assessment of each lesson plan, the learners' responses on learning, skills, and attitudes. Moreover, the results of the learners' skill assessment and English language proficiency obtained from each learning unit were considered in the adaptation of the lesson plans for further improvement as follows:

1. English expressions and learning contents were adapted to be relevant to the level of knowledge and potential of the learners. The steps of learning activities were also adapted to be continuous and related with one another. These adaptations covered the learning objectives based on the efficiency assessment of the lesson plans as suggested by the experts. The approved effective learning lesson plan should have an average value of 2.50-5.00.

2. The allocation of time used in each stage of some lesson plans was adapted based on the implementation of the lesson plans. Although some lesson plans could be implemented without any change of time allocation, other lesson plans needed more time for during activities in each stage. Some learning activities might be flexible on time allocation because the learners were not accustomed to doing those activities whereas they might be used to doing some other activities. Therefore, the researcher had to observe and identify the time used in each stage of the lesson plans in order to set the time for further lesson plan activities.

3. The learning contents, techniques, methods, and activities in some lesson plans were also adapted. Based on the researcher's observation of the students' listening and speaking skills, the learners were afraid to present themselves or even

talk to unfamiliar classmates. Therefore, the researcher added some activities during the presentation stage as well as practised the learners to have more interaction. This provided the learners with opportunities to speak English more in the situations provided in each activity. The researcher also managed pair activity and group activity for learners as well as changing of conversation parts in order to encourage learners to become more familiar with their classmates. The production stage focused on tasks wherein the learners were able to produce through the thinking process, self-learning, and cooperative learning. This was done through oral presentations, role plays, and reports. According to the learning records of the learners in the initial learning units, it was found that they needed the teacher to participate in learning activities with them so that they could become more familiar with their teacher. When compared to the other learning units, it was found that most learners needed individual oral presentation after the initial learning units. The learners were more confident and they needed more time for task-preparation outside the classroom so that they could present it the following week. Thus, the researcher adapted activities in the production stage of some lesson plans and also assigned more individual tasks for the learners.

Moreover, the researcher added some learning contents suited to the level of English language proficiency of the learners. Some reading texts that the learners were interested in were selected in learning activities. Based on the researcher's observation, most learners were interested in connecting word usage for sequencing of events but they were not confident in the application of connecting words. Thus, the researcher added learning contents on sequence marker in the seventh lesson plan and connecting words in the fourteenth lesson plan. The researcher also adapted teaching approaches and techniques in the lesson plans to be relevant to the needs of the learners such as appropriate group activities, pairs activities or individual activities in each lesson plan. Moreover, the researcher added learning techniques on vocabulary, listening, speaking and writing as well as critical thinking in regards to the potential of the learners. The results of the activity adaptation in the production stage were also adapted in some lesson plans in that the learners had to do their tasks outside the classroom and then presented it the following week. The learners had an opportunity to learn by themselves and to search information from media and learning sources.

These helped them improve their readiness for language, have more understanding of learning contents and have confidence in doing their tasks. In addition, the teachers were able to control the time on operating the learning process as planned.

4. The methods of assessment were also adapted. Due to the lesson plan implementation, the researcher planned to assess the learners' English language skill ability and attitudes toward learning English by providing the learning assessment with the teaching-learning process simultaneously. In the initial tests, it was found that most learners were anxious and lacked confidence. The learners gave the reason that they lacked preparation for reading prior to the proficiency test and needed to be informed in advance. Thus, the researcher explained how to learn by determining the test as a part of the learning process. Learning and testing processes were normally assigned to the learners continuously. After that the learners were less anxious, more active and ready to test any period. They were also urged to participate in self-evaluation and peer evaluation. In addition, the researcher agreed with the RMUTL network to adapt the passed criterion of learning outcome. After being adapted, at least 80 percent of learners had to meet the passed criterion of 60 percent and in agreement all of the learners had to meet the passed criterion of 60 percent in each unit. If any learner failed to meet the set criterion, he or she had to do the remedial test until he/she could pass.

Note: After implementing each lesson plan, the researcher put a *sign in front of each step. The *sign is intended to be noticed by the researcher or the teachers who adopted the lesson plans whether it could be adapted or it was flexible for application to other target groups.

2.2 The curriculum evaluation form was an instrument used to assess the effectiveness of each lesson plan. It was relevant to the objectives of the learning processes, contents, experiences, and also the assessment of learning outcome, which were observed by two co-observers who taught English 1 and also were the key persons of the RMUTL network. The observers participated in assessing the effectiveness of each lesson plan by observing the learning process in the classroom and then recorded the additional observations for the assessment of each lesson plan. The researcher constructed the evaluation form with the 5 rating scales. The

questionnaire was examined for its appropriateness by the experts before being used with the target group.

The descriptive ratings were as follows:

Means per lesson plan	Levels of effectiveness
4.50 – 5.00	Highest
3.50 – 4.49	High
2.50 – 3.49	Moderate
1.50 – 2.49	Low
0.50 – 1.49	Lowest

2.3 The learning behavior evaluation form was an instrument used to assess learning behaviors and task performing behaviors of the learners in classroom while managing learning activities. It was the checklist that the researcher and the two observers used for measuring the learners' behaviors in terms of participation, cooperation, learning selection, making-decision, and self-assessment during the learning process. The observation data were collected 5 times to assess and develop the lesson plans of English 1. The research constructed the learning behavior evaluation form with 3 rating scales. An observation manual was provided with the criteria for giving scores and levels of effectiveness of learning behaviors. This form was examined for its appropriateness by the experts before being used with the target group.

2.4 The English skill evaluation form was an instrument used to assess the learners' presentation in the classroom. It consisted of the checklist with 3 rating scales from 0 to 3 including the manual for giving scores. This form was checked by the experts for its appropriateness before being used with the target group for observing the learners' listening and speaking skills. For evaluating the learners' writing skills in the classroom, the teacher let the learners participate in the writing assessment both individual work and group work by using Rubrics adapted from Jacob and et al.

In case of the assessment of reading skills, the researcher used reading comprehension tests in formative tests as an instrument for assessing the learners'

reading skill. The results of reading tests were collected 5 times to find out the effectiveness of the lessons plans for each unit.

2.5 The formative test for assessing learning outcome was an instrument used to test the learners' English proficiency on vocabulary, idioms, sentence structures, and reading skills while implementing the LCI. After finishing each unit, the learners were tested on their English proficiency using the formative test. The model of this test was multiple-choiced questions wherein a correct answer was equivalent to 1 and an incorrect answer was equivalent to 0. The test was constructed by the researcher in accordance with learning objectives of each unit. The criterion of weighing scores in each unit was different. It depended on amount of learning contents of each unit.

Unit	Weighting scores
1	25
2	20
3	10
4	35
5	10

*** The passed criterion of assessment of each unit and its learning outcome as a whole was 60 percent.**

The formative tests 1-5 were examined for appropriateness by the experts before being used with the samples to statistically check its reliability and validity. In addition, the analysis of selecting in proficiency test papers was conducted to determine difficulty value from 0.20 to 0.80 and discrimination value was more than 0.20. The KR20 formula was used to assure the reliability of each test. The statistic results were shown as follows:

Formative test	p	r	K.R.20
1	0.62	0.36	0.77
2	0.56	0.41	0.84
3	0.37	0.28	0.82
4	0.48	0.36	0.78
5	0.57	0.44	0.86

Therefore, the 5 test papers of the formative test were appropriate to be used with the target group.

2.6 The learning logs was an instrument provided for the learners to evaluate themselves in aspects of self-learning, knowledge or experience that they obtained from learning and their attitudes toward language learning. It was the checklist with the open-ended questions for each learner to report oneself to the teacher after learning each unit. The learning logs was also examined for appropriateness by the experts before being used with the target group.

2.7 The self-evaluation form was also an instrument provided for the learners to evaluate themselves in aspects of self-learning, knowledge or experience that they obtained from learning and their attitudes toward language learning. It was provided for groups of learners to evaluate their own groups and others after presenting their tasks of each unit. It was also the checklist and the open-ended questions examined for appropriateness by the experts before being used with the target group.

3. The instrument used after implementing the lesson plans

3.1 English skill ability test was used to test the learners' listening, speaking, reading and writing skills after using the LCI. This post-test was the same test paper to evaluate the learners' English skill before learning through LCI. It was also an instrument used to compare the learners' English skill ability before and after implementing the LCI both by individuals and by the group.

3.2 A curriculum evaluation form for the learner was a questionnaire that the learners gave information and opinions on the English 1 curriculum implementation in terms of learning contents, teaching-learning process, implementing of media and learning sources, measurement and evaluation of language learning, opinions toward English 1 curriculum and teaching-learning process after learning through LCI. The questionnaire consisted of a checklist with 5 rating scales and opened-ended questions for suggestions. This questionnaire was examined for the content and structure validity by the experts before being used with samples to statistically check its reliability and validity.

3.3 A curriculum evaluation form for the RMUTL network was a questionnaire that the teachers who taught English 1 and were the key persons of the RMUTL network gave opinions on the LCI curriculum implementation and the problems found in steps of curriculum preparation, curriculum implementation and evaluation after

the curriculum implementation. The questionnaire consisted of a checklist and opened-ended questions for suggestions. This questionnaire was examined for the content and structure validity by the experts before being used with samples to statistically check its reliability and validity.

The data collection

This study was aimed to develop the English 1 curriculum using the LCI. The researcher collected data as planned in the procedures of research divided into 3 phases as follows:

The first phase: preparation for planning and developing the LCI curriculum of English 1

- 1) The establishment of a core network for developing the English 1 curriculum

The researcher worked as the coordinator to coordinate the establishment of a core network at Rajamangala University of Technology, Lanna so as to develop the LCI of English 1 by inviting all teachers teaching English 1 at RMUTL to become key persons of the RMUTL network. All the key persons of the RMUTL network were asked to attend a seminar to ensure understanding and making a decision on the guidelines for English 1 curriculum development.

- 2) The study of basic information essential to develop the curriculum

The researcher organized the coordination with key persons of the RMUTL network in collecting data of problem conditions from learners' needs and the teachers' problems of the learning process as follows:

2.1.1 The results of learners' needs analysis

- 1) All learners strongly agreed to learn English together in a class and they also liked to learn English outside the classroom as an experienced learning.

- 2) Most learners (93.33 percent) wanted their English teachers to provide them opportunities to present their opinions as well as to help them correct their mistakes in English. Students also wanted their English teachers to let them find the mistakes by themselves and they did not like their English teachers to give lecture only. It was also found that all students wanted to learn English for communication. Less than half of them (40.67 percent) liked to practice critical thinking skill and some of them (16.33 percent) liked to learn English grammar.

3) Most learners (90.00 percent) requested the teaching and learning activities in the form of group activities, pair group and individual, respectively.

The learners' suggestions were as follows:

1) English teachers should let them have various learning activities; starting with group activities and then it could be single activities.

2) English teachers should practice them on comparison and having pair dialogues in different situations; using examples or different media before they are assigned to make their own dialogues.

The learners' needs to develop English language

1) Majority of them (96.67 percent) wanted to develop their listening and speaking skills.

2) Many of them (83.33 percent) wanted to develop their reading and writing skills.

In case of learning content, the learners would like to learn English vocabularies and expressions used in daily life. The following were also needed to learn: situation description, people, objects, places, explanation of instruction, working procedures, giving opinions on a person, and different situations. Selected reading materials should be various. Most of the students selected reading materials about love, adolescents, nature, animals, business, occupations, festivals, important days, past situations, life in the future, exciting stories, frightening stories, science and technology, tourism, food, fashion, communities, and politics, respectively. This could be done by learning through various medias such as internet, CAI, VDO clip, cassette tape, pictures, and actual situations, respectively.

In case of learning evaluation;

1) Learners wanted to participate in English proficiency evaluation of their classmates as well as themselves.

2) They would like most of their English teachers to get quiz scores.

3) Other tasks during classroom activities should be a part of the evaluation.

4) They wanted mostly to be part of the classroom evaluation.

5) The writing examination should be conducted for the evaluation of their English proficiency, followed by oral examination, respectively.

Besides, the passing scores for the English ability test should be 50 percent and if the learners did not meet the passing criterion, they should be provided re-examination.

In case of the learners' attitude towards English subject.

1) Majority of them (83.33 percent) agreed that English is useful for further study and for career.

2) Almost all of them (96.67 percent) strongly agreed that English is useful in the application of daily life activities.

2.1.2 The teachers' learning condition and problems

1) All English teachers had preparation on classroom activities. However, there were quite a little on students' presentation and thinking skill particularly on the practice of learning strategies and self-evaluation. There were some learning sources but not various and teaching aids were seldom employed to motivate learners to think critically, solve problems, and self-learning. This is because all English teachers had much teaching load and there were inadequate teaching aids.

2) Most English teachers (83.33 percent) had moderate understanding on the learning process focusing on learner-centered and they were not sure if it was correct.

3) More than half of them (66.67 percent) were not sure if the activities conducted were learner-centered.

The teachers' problems found in learning process are as follows:

1) inadequate time span on various activity conduction;

2) learners' proficiency in English was somewhat low;

3) the learners were afraid to present themselves;

4) the learners had low motivation in learning English; and

5) learners did not see the importance of English as it should be.

Nevertheless, most English teachers wanted to develop themselves on the methods and techniques for teaching-learning process focusing on learner-centered by attending seminars, educational tours, and knowledge and experience exchange among English teachers of all RMUTL campuses as well as outside both domestic and abroad.

The data obtained including the activities focusing on thinking skills, learning strategies, methods of self-evaluation and allocation of time used in each stage of

lesson plans were considered by the RMUTL network for designing lesson plan and making decision on content management, learning experience, learning activities and the assessment of learning outcome appropriate to the learners.

3) The study of documents, textbooks, and research concerned with curriculum development and the learning process focusing on learner-centered instruction

The researcher also studied the documentary manual of the English 1 syllabus, teacher textbooks, student textbooks, Act of Rajamangala Institute of Technology and Act of Rajamangala University of Technology and visions, mission, objectives, strategic planning in the educational development of the educational plan in the 9th phrase (2001-2006) of Rajamangala University of Technology. The data obtained was used as the basic information for exchanging and sharing information among the RMUTL network aiming to make a proto-syllabus be the guidelines for developing the English 1 curriculum.

4) The seminar meeting of the RMUTL network at Rajamangala University of Technology Lanna

This seminar was held to assist the RMUTL network to gain knowledge and experience in the learning process focusing on learner-centered instruction and to be the guidelines for developing the lesson plans. A panel of scholars and specialists were invited to make suggestions in regards to the learning process focusing on learner-centered instruction for the RMUTL network. In addition, the RMUTL network participated in discussing the conclusion of the model of the lesson plans and the guidelines for developing the LCI curriculum of English 1.

5) Key persons of the RMUTL network participated in developing the proto-syllabus of English 1 focusing on learner-centered instruction leading to the procedures of making the lesson plans as follows:

5.1 To analyze the English 1 curriculum in order to determine learning objectives-- It is the pilot curriculum determined by the central unit (Department of Linguistics, Faculty of Liberal Arts, Rajamangala University of Technology). General objectives were analyzed which will serve as guideline for teaching- learning activities focusing on an appropriateness as well as an analysis on course description in order to find what knowledge aspects that learners should be developed. Then learning objectives were determined in order to state the goals for practice. This stage

was the determination of learning objectives and what aspects were expected to be achieved by learners wherein the objectives were divided into 2 groups: enabling and terminal objectives.

5.2 To analyze the English 1 learning contents from the course description in order to consider each content on learning units of the lesson plans and also use the results obtained from collecting the basic data for participatory consideration-- This stage concerns with the selection of learning content wherein key persons worked together on the analysis of learning content relevant to needs and interests of learners. Key persons did brain storming based on their teaching experiences on the selection of learning content as well as an analysis of learning objectives. The learning content should nurture learners on knowledge and skills for the development of thinking process that could change positive learners' behaviors.

5.3 To determine guidelines on the learning process to select teaching-learning techniques, learning activities focusing on learner-centered instruction and learning materials that would make the learners eager to learn, and tools used to measure and assess the learners' learning outcome-- Key persons worked together on the selection of learning techniques and teaching aids focusing on the development of learners characteristics on their learning potential. This included autonomous learning, cooperative learning, constructivism, and self- evaluation. Critical thinking process was employed on the decision- making and problem solving in different situations for the learning experience.

5.4 To develop the LCI curriculum including the learning process in the 14 lesson plans from the 5 learning units-- Campus network worked together on the determination of objectives of the evaluation on the Learner-Centered Innovation and the determination of criteria used for the evaluation and the selection of measurement methods. This also included on the criterion used in measurement and evaluation of learning for improvement regarding on the co-agreement of key persons. The evaluation conducted was varied and there was an evaluation on the actual situations during classroom activities.

6) The researcher constructed the research instruments used for collecting data, i.e. teachers' and learners' needs surveys, English language skill tests, learner-centered lesson plans, a curriculum evaluation form, English skill evaluation forms,

learning behavior evaluation forms, a self-evaluation form, learning logs and a curriculum evaluation form for the learner and a curriculum form for the RMUTL network. Experiments were conducted on the samples for trying the research instrument out in the second semester of the 2005 academic year so as to investigate the quality of the instrument and adjusted them before being used with the target group in the first semester of the 2006 academic year.

The second phase: the implementation of the English 1 curriculum and the monitoring of implementation result

1) Key persons of RMUTL Chiang Mai, Lampang, Nan, and Pisanulok campuses were ready for the LCI implementation. The researcher was involved in the core network of RMUTL Chiang Mai campus and implemented the LCI which was developed and applied to the target group in the first semester of 2006. The researcher developed the LCI based on the 4 theories; Metacognition Theory (T1), Cooperative Learning Theory (T2), Constructivism Theory (T3) and Constructionism Theory (T4) The LCI also focused on the 3L's principles; Learning how to learn for constructiong their own knowledge, Learning by thinking and doing (The learners were encouraged to practise with interaction and knowledge exchange from activities and strategies promoting their thinking skills) and Learning by applying (The learners learned from doing activities conducted and applied what they had learned). Then the researcher applied the LCI in the learning process for implementing into 3 steps of learning activities; presentation, practice and production as shown in the following illustration of LCI implementation.

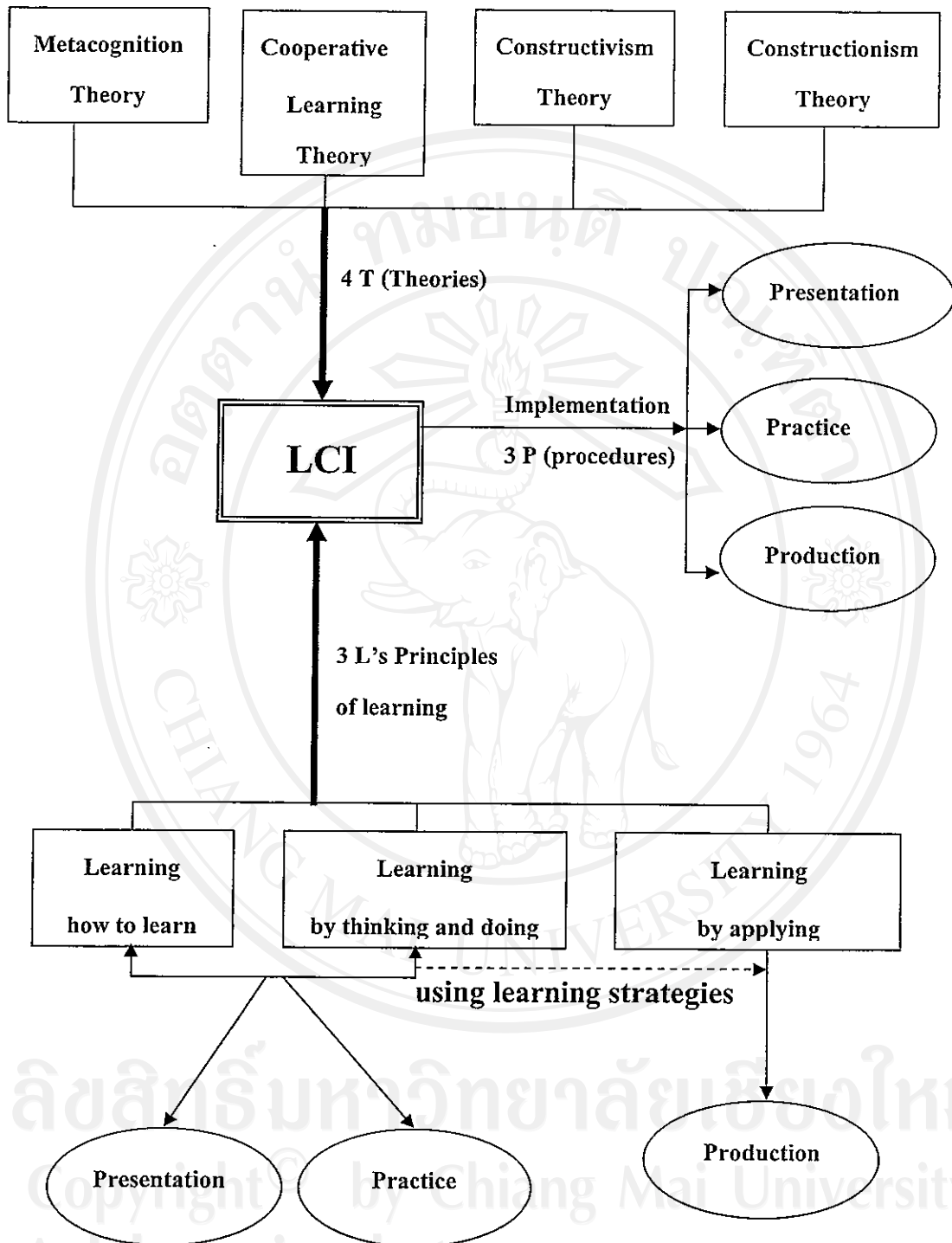


Illustration: The LCI Implementation by Pornhathai Tanjitanont (2006)

The researcher also monitored the LCI implementation results of the campus network throughout the first semester of 2006 and also provided assistance, techniques, media and learning sources under the promotion of the administrators' campus networks.

2) The researcher collected data from the LCI implementation and assessed the effectiveness of each lesson plan. The learners' behaviors were assessed by 3 observers during classroom hours. The researcher and the two co-observers also had the learners evaluate themselves by reporting their self-learning in the self-evaluation form and learning logs during the LCI implementation. In addition, the data were collected from interviewing the target group and from the recordings of the lesson plan implementation by the researcher after managing each learning unit, and also from asking the key person of RMUTL network's opinions on the LCI implementation.

The third phase: the evaluation of the LCI implementation and application for developing the English 1 curriculum

1) The data were collected by the researcher to analyze and conclude in accordance with the criterion of evaluating learning outcome in agreement with the RMUTL network.

2) The researcher made a report of the results of using the LCI curriculum with the target group of RMUTL Chiang Mai campus for presenting to RMUTL network. The RMUTL network using the LCI curriculum was asked to present and discuss the results of the LCI implementation for concluding the guidelines for developing the English 1 curriculum.

3) The researcher prepared the research report including opinions of the RMUTL network on using the LCI curriculum of English 1 and suggestions for the development of English 1 curriculum and teaching-learning innovations. The report was the guidelines for adapting the English 1 curriculum to the undergraduate students at RMUTL throughout all the campus networks so as to expand the effects of the LCI implementation or further study.

The data analysis

The data analysis was divided into two categories: the quality of the research instruments and the data to response to the purposes of the research.

1. The quality of the research instruments

1.1 To investigate the difficulty (p) and discrimination (r) of the English ability test and achievement tests using technique 25% of Item analysis.

1.2 To investigate the reliability of the whole tests using the Kuder-Richardson Formula (KR-20)

2. The data analysis to serve the purposes of the research as follows :

2.1 To study the results of the English 1 curriculum evaluation, data were analyzed from the effectiveness of the lesson plan evaluated by the experts and from the appropriateness of the English 1 curriculum by the learners using content analysis and SPSS PC⁺ for frequency, percentage, mean and standard deviation analysis.

2.2 To study the results of using LCI analyzed from the learning process in the classroom and the learners' achievement as follows:

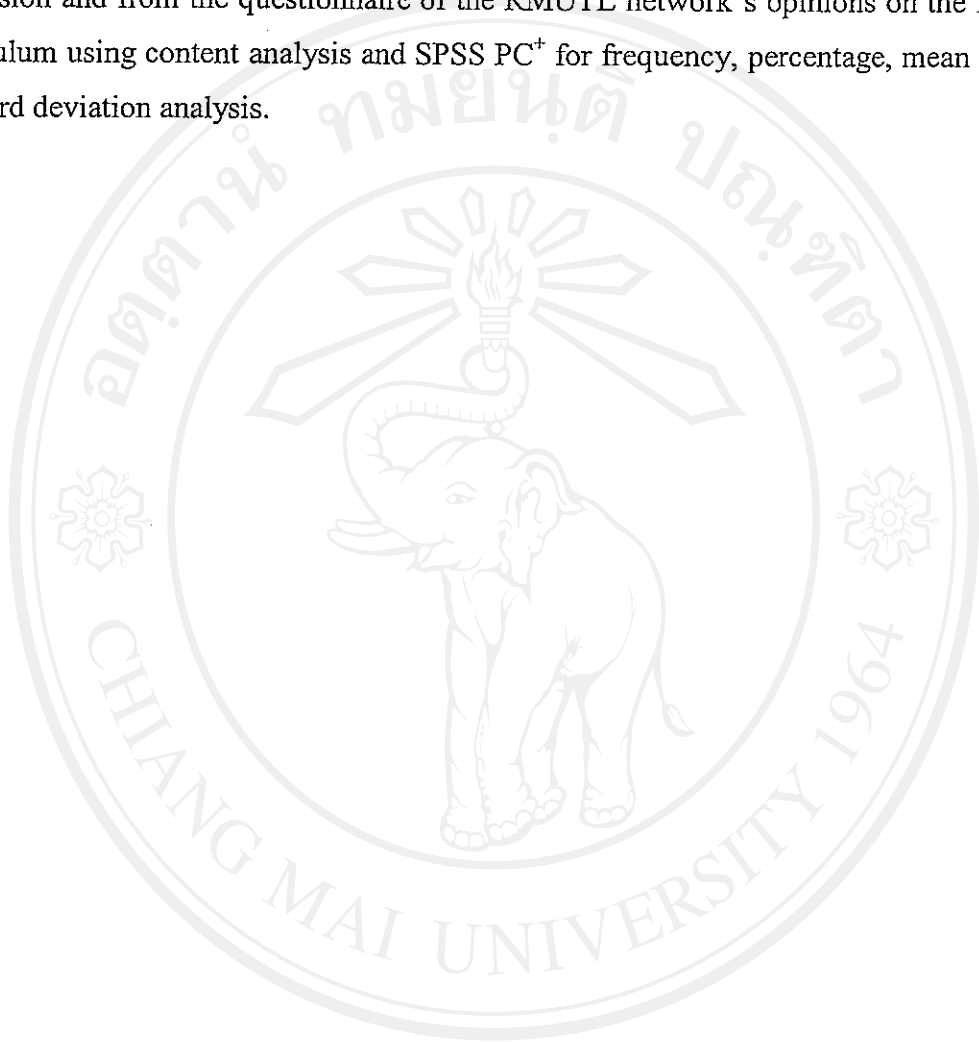
2.2.1 To study the learners' behavior, data were analyzed from the learning behavior evaluation form using SPSS PC⁺ for frequency, percentage, mean and standard deviation analysis.

2.2.2 To evaluate the learners' English language skills, the results were divided into 2 types; 1) the learners' skill ability before and after using LCI analyzed from English skill ability test (pre-test and post-test) using SPSS PC⁺ for frequency, percentage, mean and standard deviation analysis-- To compare the learners' English ability before and after using LCI, the scores of the learners' English ability were calculated to find mean and the difference of the mean scores in pretest and post-test and then compared to the criterion; that is, the mean score was higher than 60 percent and more than 80 percent of the learners in the target group had to meet the criterion.

The learners' skill ability while using LCI was analyzed from English skill evaluation using SPSS PC⁺ for frequency, percentage, mean and standard deviation analysis

2.2.3 To study the learners' attitude towards English language learning, data were analyzed from the learning logs and the self-evaluation form using content analysis and finding for frequency and percentage.

2.3 To study the RMUTL network's opinions on the LCI implementation, data were analyzed from recording the suggestions of the RMUTL network in group discussion and from the questionnaire of the RMUTL network's opinions on the LCI curriculum using content analysis and SPSS PC⁺ for frequency, percentage, mean and standard deviation analysis.



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