

CHAPTER 5

CONCLUSION, DISCUSSION AND SUGGESTIONS

The purposes of this research are to develop the English 1 curriculum using Learner-Centered Innovation (LCI) with the cooperation of Rajamangala University of Technology Lanna (RMUTL) network, to study the results of using the LCI curriculum and to study the opinions of RMUTL network towards the curriculum implementation. The target group comprises 30 undergraduate students majoring in Management who enrolled in the English 1 course in the first semester of the 2006 academic year at Rajamangala University of Technology Lanna. The research instruments are classified into 3 groups: 1) the instruments used before implementing the LCI consist of teachers' needs survey, learners' needs survey and English language-skill tests; 2) the instruments used while implementing the LCI consist of learner-centered lesson plans, a curriculum evaluation form, English skills evaluation forms, a learning behavior evaluation form, a self-evaluation form and learning logs; 3) the instruments used after implementing the LCI consist of English skill tests, a curriculum evaluation form for the learner and the RMUTL network. The data obtained are analyzed by doing content analysis, finding frequency, percentage, mean and standard deviation.

This chapter presents the conclusion, discussion and suggestions for learning management as well as suggestion for the development of curriculum and teaching-learning innovation and also recommendations for further research.

Conclusion

1. Development of the English 1 Curriculum Using Learner-Centered Innovation (LCI)

The result of the English 1 curriculum evaluation by the experts is very effective ($\mu = 4.58$). From the learners, the curriculum is very appropriate ($\mu = 3.82$).

2. The Results of the LCI implementation

2.1 The learners' behavior overall is at the good level ($\mu=1.52$) except the self-assessment is at the average level ($\mu = 1.16$). All of them meet the set criterion ($\mu = 1.00$).

2.2 After learning through the LCI, the mean scores of the learners' English language ability is 61.10 (76.38 percent) and higher than before using the LCI. The percentage of mean scores of the learners' English language ability while learning through the LCI is 70.75. The percentage of mean scores of writing, listening-speaking and reading skills are 74.45, 71.53 and 67.50 respectively and are at the good level. All of them meet the set criterion (60 percent).

2.3 The learners' attitude towards learning English language as a whole is at the very good level including good perception towards learning English 1 course (88.57 percent), self learning ability (82.66 percent), and knowledge and experience obtained from learning through the LCI (82.33 percent) respectively.

3. The Opinions of the RMUTL Network

3.1 The opinions of the RMUTL network using the LCI are as follow:

1. Learning strategies should be taught while implementing the lesson plans in order to help learners select the learning techniques appropriately.

2. The curriculum should be emphasized the learning process and communication. It should be flexible so that the instructor can adjust the activities appropriate to the learners' needs and interests. And the learners should be given more opportunities to learn by themselves.

- 3 The learners should be provided the English skills through different kinds of activities such as big group, small group, peer group and individual activity inside and outside classroom.

3.2 The RMUTL network's opinions on the LCI curriculum

All of the RMUTL network agreed that the numbers of English classes per week and time allocated should be more than the current timetable and the teaching aids should be continuously improved and updated. Most of them (more than 80 percent) agree that the teaching-learning process should promote thinking ability. The

learning activities should promote the learners' performance. The content should serve the learners' needs and interests. The evaluation method should be appropriate. The activity and the English LCI curriculum should be systematically and continuously developed and expanded to other subjects.

Discussion

The results of the study can be discussed following the purposes of this study:

1. Development of the English 1 Curriculum Using Learner-Centered Innovation (LCI)

The results obtained from the curriculum evaluation by the experts show that the English 1 curriculum is very effective. And from the learners' opinions, the curriculum is very appropriate because it has been developed systematically and continuously. The basic data for developing the curriculum are gathered from the needs analysis of teachers' opinions on teaching-learning conditions and problems, and from the learners' opinions on English 1 learning before determining the course objectives, content, activities and evaluation. Therefore, the preparation of the teaching-learning process is relevant to learners' needs and the current teaching-learning situations. In addition, the curriculum is developed by coordinating with the networking for English 1 curriculum development. The interested teachers teaching English 1 at RMUTL were invited to be the key persons of RMUTL network for developing the LCI of English 1. The curriculum has been developed effectively with the cooperation of the RMUTL network which is the educational policy of RMUTL. Starkey (1997 cited in Karnjanarangseenont, 2003) expresses that a network is a valuable tool used for sharing the data and information between organizations which have the same objectives. In addition, networking is very essential to the organization which needs to gain the most benefit under the limited resources. The network will cooperate in connecting, supporting and exchanging information. And Booncharoen (2000 cited in Jaroenwongsak, 2000, p.21) states that the importance of network could be effectively achieved must depend on strategies and network strategy in all level of administration and education management. Sinlarat (2003, p.27) suggests that networking for development could be started within the same field in which it could have many educational institutions cooperating as the network. The network should

have activities and academic exchange continuously leading to further information exchange and network expansion in the regional and international levels.

The development of English 1 curriculum, RMUTL network took part in the process of curriculum development as follows: 1) giving basic information about problems of the English 1 learning process and attending the seminar on designing the LCI and the proto-syllabus in the preparation phase for planning and developing the LCI curriculum of English 1; 2) implementing and monitoring the LCI among the RMUTL network by sharing teaching aids and exchanging teaching-learning techniques including the problems, and how to solve the problems of using each technique in the LCI implementation phase and the monitoring of LCI result; 3) presenting and discussing the results of the LCI implementation to be the guidelines for developing the English 1 curriculum in the phase of the evaluation of the LCI implementation, and the application for developing the English 1 curriculum. The RMUTL network's participation is an important factor that will affect the curriculum development.

Regarding the learners' participation, they are in the procedure of the English 1 curriculum development as follows:

1) In the preparation phase, learners gave information to the teacher for preparing the teaching-learning process through needs analysis, the researcher added enabling objectives about expressions on making requests and asking permissions as well as refusing and accepting requests which was applied to the presentation stage of lesson plan 2. The researcher also chose the learning contents related to the learners' interests applying to the activities in the presentation or practice stage of lesson plans 7-14. Moreover, the learners had chances to do self-study from CAI, internet and learning resources outside the classroom in lesson plans 4 and 9. From the observation, it found that most learners were much more interested in the contents and activities in class and enthusiastic to study more.

2) In the LCI curriculum implementation, learners were the most important persons to give the information for developing the lesson plans while using LCI—From the observation of learners' behavior and learning problems in class, the researcher adapted and improved some parts of learning units when the problems occurred during the classroom activities and adapted the lesson plans after using them.

The learners' responses, English skills, attitudes and the result of assessment obtained from each learning unit were considered in the adaptation of the lesson plans for further improvement. For example, most learners were shy to speak with unfamiliar friends, and to present their opinions. The researcher added the pair conversation after listening to the tape record and suggested the learning methods to them. The suggested techniques in lesson plan 1 are technique on sending and receiving information while listening and speaking and technique on solving the problems in listening and speaking. From the observation, the learners were more confident to speak and able to give opinions. They could perform a satisfying role-play in the lesson plans 2 and 3.

In lesson plan 5, the researcher found that learners had a lot of problems of vocabulary and reading comprehension so they were given technique of finding the meaning of vocabulary and reading technique. From the observation in the later lesson plans, the learners could improve their reading comprehension are improved and most of them can choose the technique for promoting their learning by themselves.

In lesson plan 7, learners have problems in writing and presenting their tasks. They took a long time to write their work so the researcher trained them to use metacognitive strategy which consists of planning, monitoring and self-evaluating in group work. Most of them has never done monitoring and self-evaluating. It took a lot of time for them to understand the concept. Thus, the researcher extended the time for practising this strategy. They were also assigned to do an oral presentation and report on how they planned, monitored and evaluated their writing. The purpose of doing this to check the learners' application of metacognitive strategy in their English language learning. The researcher added more techniques on discussing and self-reporting to help them develop their listening-speaking, reading and writing skills. As a result, they could create their writing tasks and took less time in planning, monitoring and evaluating their work in lesson plans 6,7,10 and 12-14 respectively. They could also search information and use technique on self-report for creating better paragraphs.

3) In the phase of evaluation after the LCI implementation, learners also took part in giving their reflection and opinions on the English 1 curriculum

implementation on 1) learning content; 2) teaching-learning process; 3) implementing of media and learning sources; 4) measurement and evaluation of language learning; 5) opinions toward English 1 curriculum; and 6) teaching learning process after learning through the LCI. From the observation, they were proud to participate and to have important roles in giving information for developing the curriculum they studied. As a result, most of them agree that the English 1 curriculum is very appropriate and relevant to their needs.

2. The Results of the LCI Implementation

2.1) Learners' behavior

The learners' behaviors on participation, coordination, conclusion the body of knowledge, selection of learning methods, decision-making, problem solving and self-evaluation met the criterion. The learners' learning behavior through the LCI is evaluated as learner-centeredness because the innovation used in this teaching-learning process truly promote the learners' behavior on physical, emotional, social and intellectual participation. The LCI also promote learners to choose how to learn and to do self-evaluation. They can select their learning methods. Besides, the LCI promote the learners to construct their own knowledge. They can conclude the body of knowledge by examining their own ideas, beliefs and experiences. They can also combine their knowledge with the existing knowledge or background knowledge they have. Furthermore, the LCI promote the learners to construct the body of knowledge by continuously practising their critical thinking and self-evaluation skills. The learners can decide, solve the problem and self-evaluate by linking their existing knowledge to the new one. They can express their opinions and learn how to solve the problems by using their higher level thinking. All of the learners' behaviors through the LCI are the leaning outcome related to the learning principles based on the Cooperative Learning, Metacognition, Constructivism and Constructionism Theory.

The teacher's role in the LCI class is a facilitator. The learners feel more comfortable to learn and enjoy doing the tasks. In addition, the learners were fully given opportunities to learn independently in the well-facilitated learning environments. Moreover, the teaching-learning activities were well prepared in accordance with the learning objectives emphasizing the daily life communication.

Since the learning strategies were included in their teaching-learning method, the learners truly had opportunities to become more self-directed learners. The learners know how to learn and finish the given tasks by using learning strategies. This conforms with a study of Hismanoglu (2000) which concluded that successful language learners usually use various learning strategies, and they are able to select the appropriate strategies for their self-learning. From the observation in the aspect of self-evaluation, the learners' problems at the first practice were not able to explain and report on how they use learning strategies. Being not able to use learning strategies well in the first stage of using LCI, it can affect their self-evaluation. It is in accordance with the evaluation of learners' behaviors by the experts finding that the learners' self-evaluation was at moderate level. Thus, the researcher provided more opportunities for the learners to discuss and review on learning and learning strategies. They also had more chances to practise technique on discussing, solving problems and self-reporting. Consequently, they learn how to evaluate themselves on using learning strategies more and the level of their self-evaluation is increased.

In conclusion, the application of the LCI of this study effect learners' learning behavior that as a whole is at good level. This implied that quality level of learning behavior truly focusing on learners. The major influences are that the classroom activities provided students opportunities for participation, cooperative learning, selection of learning methods, self-conclusion of acquired knowledge, self-decision making and self-evaluation which were important aspects of learning process focusing on learner-centeredness.

2.2) Learners' English language ability

The learners' English language ability while using LCI as a whole met the set criterion. After learning through the LCI, learners' English language ability is higher than before using the LCI. This is because the researcher designed and developed the English 1 curriculum designed and developed focusing on learners. The researcher always believes that all learners can learn and develop themselves so they should be promoted and naturally developed. Although they have individual differences, the learning process must support learners to have more development on physical, intellectual, emotional, and social skills. The application of innovation and the selection of learning styles, including various teaching methods in this study is

based on the appropriateness and relevance to learning content and learners' conditions. Furthermore, the teacher must provide learning sources in the university, families, communities and various places. Environmental conditions on objects and personnel around learners can be applied as learning sources that learners can practise through observation, questioning, investigating, discussing, concluding, presenting and self-reporting, etc. These are meaningful learning from direct experiences and it helps the learners develop their physical, intellectual, emotional and social aspects at the same time. For this learning process, the researchers' role is motivating, giving suggestions, giving moral support, and learning together with students on new situations. This learning atmosphere promote the learners' eagerness to learn and to investigate new knowledge. They are also helped to seek for new knowledge appropriate to their needs. The important thing is that the researcher encourages the learners to use thinking and analyzing process to do tasks while working with their friends, planning on working, selecting methods of co-working, discussing for constructive tasks, carrying on the tasks in accordance with their plan, and effective co-evaluating both in an analysis and formulation of facts and other important information to get the new body of knowledge which can be applied to their individual real life.

The concepts and learning process mentioned are applied by the researcher to develop the Learner-Centered Innovation based on the 3 L's principles: L₁-- Learning how to learn for constructing their own knowledge; L₂ -- Learning by thinking and doing (The learners were encouraged to practice with interaction and knowledge exchange from activities, also developed various thinking skills together). Moreover, they learn from doing activities conduct and apply what they learned in real life; L₃-- Learning by applying. This is the integrated learning process of the 3 concepts which the learners can be fully and sustainably developed while engaging in 3 steps of English teaching learning:

- 1) In the presentation step, the learners are informed about the objectives of learning, and they are also asked to set the objectives of learning by themselves. 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 can help them understand and do the given tasks. The teacher can help the learners prepare the language readiness such as vocabulary, grammar, language functions and content in order to make them understand the steps or working procedures;

2) In the practice step, the 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 prepares 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) In the production step, the learners apply what they have learned to do the new tasks which are different from the previous tasks they did before. While each group is presenting his work, the other groups will evaluate 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 feedback received and exchanged their opinions in order to correct the mistakes.

Each step of the LCI is aimed to encourage the learners to participate in learning activities and focus on learner-centeredness. The teaching-learning activities are based on the learners' interest. The activities motivate them to learn more and promoted their effective learning. The researcher used a role play in classroom activities to help the learners be confident in using English for communication and also motivated them in language learning. This conforms with a study of Kanjanda's (2003) that the students' English listening-speaking abilities were higher than the standard level (60 percent) and the motivation of the students was higher after being taught through the role play activities based on communicative approach. Besides, the teaching- learning activities are focused on group work activities as a goal for learning. This helps them have responsibilities, social skills and language experience under the researcher's continual supervision. In addition, stimulation

was used in the language learning activities so that the learners would be familiar with the actual situation outside the classroom. Walker (1977, p.3) cited that the stimulation helps the learners develop language skills and better understanding on communication. The researcher also realize the importance of individual differences, especially the learning capability of the learners. Grouping of the learners with different learning capability in the same group helped them be more confident. Learning occurred eventually in the case of English language usage for communication. The researcher also used knowledge-based tasks to promote the different learning strategies. The learners can choose the learning strategy that they prefer. This could be an important factor to promote the learners' English ability for effective communication.

The learners' language skills while using the LCI as a whole is at the good level. Most of the learners are at good level of the 4 language skills whereas a few of them are at moderate level. This could be as a result of the teaching-learning process focusing on experiential learning or learning by doing. They learn from the given tasks in the forms of group work, peer group, and individual under the learning theories for language teaching that focuses on learner-centered such as cooperative learning theory, metacognition theory, constructivism theory and constructionism theory. The researcher used the various activities and learning strategies for promoting the learners' English language skills for communication in order to achieve the learning objectives as follows:

To promote listening-speaking skills, the researchers uses the whole language approach as a specific strategy for language teaching that focuses on learner-centered. The lesson begins with what the learners know and the activities are prepared based on the interest of the learners. Thus, the researcher can develop or construct the learning materials that help the learners gain their knowledge. The researcher facilitates learning experience that makes them see the concept of the content before learning. Besides, the researcher encourages the learners to participate in group discussion to develop speaking skill and self-confidence through the activities emphasizing group dynamics. These help the learners have creative thinking skills on listening and speaking. Moreover, the researcher uses the communicative strategies as

techniques to convey meanings in a situation that the learners are encountering problems and feel difficult due to inadequate knowledge of English language.

From the observation while using LCI, it was found that the learners used the following techniques to develop their listening-speaking skills: 1) techniques on the sending-receiving information while listening, i.e. guessing the meaning of vocabulary or content and questioning in mind while listening; 2) techniques on analyses and provision of reasons, i.e. the connection of what it is being heard to what it has been known before for better understanding or the conclusion of what the speaker is trying to convey even though the speaker does not speak directly; 3) techniques on solving the problems in listening, i.e. questioning, or requesting the speaker to repeat when not understood; 4) techniques concerning with practice, i.e. tape recording and listening to what the learners have recorded for improvement or listening to foreigners speaking in the tape recorder or movies; 5) techniques on sending-receiving information while speaking, i.e. the memory of vocabulary or correct English expression to be in accordance with the situations for language use and those who talk to; 6) techniques on solving the problem in speaking, such as being unable to memorize the vocabulary or appropriate expression while speaking can be avoided by using the description of characteristics or situations. Gesture can be also used as well as word spelling; 7) techniques used in speaking practice, i.e. pronunciation or sound production after the teacher and finding opportunities to talk to foreigners in the real situations. This can support that the learners can construct their own knowledge and self learning. They are considered as self-directed learners which is the highlight of learner-centeredness.

To promote reading and writing skills, the researcher used metacognitive strategy as a learning strategy promoting on problem-solving and focusing on learners' behaviors in which the learners use this strategy for controlling, planning, monitoring and self-evaluating on learning performance for developing the learners' reading and writing skills. For developing the learners' reading skill, the researcher advised the learners to set the objectives of reading and plan what they want to read about. After reading, the learners check the answers to monitor it. And then revise and correct the mistakes before self-report to the class. As for developing the learners' writing skill, the learners are asked to set the objectives of writing and plan what they

want to write about. After writing the tasks, the learners use the checklists to monitor it. And then revise and correct the mistakes before writing self-report to the teacher or present to class about their learning including planning, monitoring and evaluating. After using the metacognitive strategies, the learners' English reading and writing are increased. This conforms with La-onghong's (2002) and Tanjitanont (2004) finding that the English reading comprehension of the students' was higher after using metacognitive strategies and higher than the set criterion. Likewise, Utthangkorn's (2003) found that the English writing ability of the students was higher after using metacognitive strategies. Besides, the researcher arranged language learning using GSK strategies on the instruction of reading and writing a summary together with the combination of 3 types of reading and writing strategies--Gist, KWL, and SSW. Gist is a reading strategy focusing on getting main idea when first reading. KWL (Know Want to Know and Learn) is a strategy providing the learners to apply existing knowledge to their ability to get main ideas in order to write a summary. SSW (Sustained Summary Writing) focusing on writing a summary from the information which has been memorized within 10 minutes without reading the information again. This is the stage of checking students' comprehension towards what they have read. It was found that the learners who had been taught using GSK performed better in the English reading comprehension and abridgement writing than those before using the GSK. Moreover, the researcher used the knowledge-based tasks as the learning method and the learning basis that the learners must use learning strategies in controlling writing process. That is, the learners are able to identify the objectives of writing kinds or types of writing and steps of writing. The learners knew how to write according a fixed situation. The researcher also trained them about detail planning of a task rather than telling them only a topic. Thus, the learners had task knowledge; that is, they know objectives of writing task, method of writing task planning, collection of concepts, and writing task evaluation. These help the learners have higher writing scores.

However, it was observed that the practice stage in lesson plan 8 obtained a mean value of effectiveness lower than other steps and other lesson plans. This is because learners were not accustomed to the K-W-L-H technique and it was the first practice of this technique. Moreover, they did not have enough skill on discussion and

some groups were not confident to present their ideas. Thus, the researcher used questioning method to stimulate them to answer and suggested them more technique on discussing. They were assigned to practise self-summary writing by writing a comparative diagram or mind mapping. They were also asked to help one another to do summary writing on the whiteboard together with practising group discussion. This helps learners have better understand on the learning techniques. They could write better summary in the later tasks. From this case, teachers can use any technique to solve the problems that may take place.

Another observation was found that the lesson plan 6 was the most effective since the researcher added thinking skill practice for learners through class discussion. The discussion was about describing objects and the determination of learning objectives. The learners make decisions on choosing the object to describe leading to the presentation stage. Moreover, the researcher adapted learning activities on describing objects through different techniques in the classroom. The techniques focused on pair activities which learners also compared their tasks with their partners. Besides, learners must discuss for finding the correct answers. In production stage, the researcher adapted activities in the last part of the classroom activities. That is, learners are given more reading technique and guideline for their task production. Later, learners can make decision on writing description related to the determined tasks. Moreover, learners are provided an opportunity to do free writing which they did after class schedule. On the last part of the classroom activities they also practised technique on solving problems and to write a descriptive paragraph of the lost objects. After that, learners exchanged their tasks with their classmates for the evaluation by using rubrics. Learners used rubrics to enhance their writing skill level. Rubrics are also used as media for promoting learners' relationship and social skills based on the relation characteristic of constructionism. Beside, learners gave feedback and opinions through the checklist form. This activity is also aimed to promote learners to help one another on the improvement of their tasks to meet the grade or marks they set. This is relevant to learners' needs which is to get more marks, to have opportunity to improve and to create their tasks through activities. They had the chance to participate in the learning and evaluation process. The evaluation process included authentic assessment and self-evaluation. These activities support the learners to get

higher marks in writing tests. They have better writing skill than reading skill ability as shown in the result of this study.

From the observation while using LCI, it was found that the learners used learning technique advised by the researcher which could be the important factors to promote their reading and writing skills as follows: 1) techniques on receiving information while reading, i.e. looking at pictures or reading the headline and then connect it to what they have already known for creative arrangement of the meaning in the content; 2) techniques on the arrangement for information, i.e. underlining the sentence or marking a symbol at main ideas presenting in the text, making diagrams or tables to conclude what have been read either in Thai or English, techniques on solving problem on vocabulary in reading, i.e. guessing the meaning through contextual and structural analyses and using a dictionary; 4) techniques that should be used directly in writing skill, i.e. analyses for giving reasons as language learners can observe and make conclusion on grammar rules on the sentence structure level from what it is being read to enrich knowledge on grammar rules; 5) techniques on reviewing and practising, i.e. learners prepare to have grammar notebook for grammar rules note taking; 6) techniques on solving problems of writing, i.e. learners are suggested to have grammar textbook with them so that they can use it when having problems in writing. These techniques and strategies help them to improve their English language skill and become self-directed learner as highlighted in this LCI.

2.3) Learners' attitude towards English learning

Learners' attitude towards English learning is at very good level in terms of self-learning ability, knowledge and experiences achieved from learning and perception towards learning English 1. Since the learners learn through experiential learning, their learning outcomes show the improvement of their English learning. They can also use their previous knowledge to understand to get more meaning by relating the previous one to the new knowledge. The learners are encouraged to participate in finding solution and to conclude it by themselves. This helped the learners correct their own mistakes and a self-evaluation of their own tasks which are the characters of self-directed learners. The learners are provided learning activities that increase their enthusiastic and cooperation in learning English that help them see the importance of language for communication in daily life. This conforms with a

study of Roger and Frank (1988 cited in Kamtathep, 1999) that the language used conformed with the actual situations could help the learners be aware of the importance of language learning that it can be used for communication in the actual situations. When the learners know how to learn by themselves that will make their attitudes toward language learning better and more positively. Moreover, the positive reinforcement from the learners can help them be more confident in using the English language which is another factor to help them increase their attitude towards English learning.

3. Opinions of RMUTL Network towards the Curriculum Implementation

From the opinions of RMUTL network using the LCI, it shows that the network understand more about how to develop a learner-centered curriculum and how to apply the LCI from this study to their learners. The network also awares the problems they may face while using the LCI. They prepared how to solve the problems in advance before implementing the LCI curriculum. Moreover, the RMUTL network using the LCI had chances to exchange their teacher-learning problems and technique with their network. They helped one another to solve the problems and to find the method for preventing the problems that may take place. Thus, most of them had positive opinions towards the LCI curriculum and had less problems of learning management after using the curriculum. This is supported by the analytical result of their opinions that they had less suggestion for improving the English 1 curriculum than other network who didn't implement the LCI. The most important thing for working as a network is that there is a sharing on knowledge, information, experience and resources, and to support each other in academic affairs as well.

The English 1 curriculum development is also considered by the network as a very important aspect on the learning management which must be systematically and continuously developed and expanded to other subjects. The concerning agencies and personnel must work hand in hand; particularly, the teachers teaching the same subjects should be network for developing the LCI curriculum to be more appropriate and relevant to the learners in each region. This makes the learner-centered learning process achieve the goal and respond to the National Education Reform of Thailand.

Suggestions

1. Suggestions for Learning Management

1.1 The teacher should understand the principles of learning management and develop the lesson plans focusing on the Learner- Centered Innovation by selecting learning content and forms of teaching- learning which are in accordance with the needs and interests of the learners. Aside from the consideration on the results of the students' needs assessment, the teacher should observe and monitor the response behaviors towards each lesson plan if the learners are interested in what they have informed in the needs assessment form. This is because needs of the learners reflected in the needs assessment form may not be in accordance with the actual needs in the classroom. Thus, the teacher should closely observe carefully use teaching-learning activities in order to be responsive to the learners' needs and make the lesson be more effective to the learners.

1.2 The teacher should create friendly atmosphere and familiarize learner with each other to improve their oral self-expression since the learners are not familiar with the form of teaching-learning activities. Thus, the teacher should not be so strict on the learners' oral presentation. The combination of the Thai and English languages should be acceptable. In addition, the teacher can observe their presentation and help the learners feel free to exchange their opinions or ideas in the classroom. The teacher may ask learners to sit in the U-shape and let them sit at their seats presenting their tasks.

1.3 The teacher should create learners' positive attitude towards the English teaching and learning by using interesting activities focusing on learner-centered such as question-based learning, cooperative learning, interactive group process, group discussion, think-pair shared, tree diagram writing of concepts or relations, role play, KWL (Know Want to know and Learn), GSK and metacognitive strategies. However, there were some constraints and problems at the initial stage of the application of KWL, GSK and metacognitive strategies. This is because the teacher lacked motivation to urge the learners to learn in each step of the teaching-learning activities and the learners were not used to learning through these strategies. Thus, it was time consuming in explaining and practising so much. Besides, the teacher must play important role as facilitator and counselor during the practice of the stated strategies.

Besides, the teacher should know and understand well on the strength of each technique and method and the teacher must always observe individual differences of each learner and be flexible. Moreover, the teacher should be aware of the intellectual differences among learners by determining the period of time suitable to the characteristics of most learners and time should be flexible for slow learners.

1.4 Since important factors affecting learning achievement are learning processes and Learner-Centered Innovation, the processes of measurement and evaluation should be changed. That is, the teacher should not only measure learning achievement through mid-term and final examination but also during classroom activities for the measurement of learning process development. In addition, the teacher should use techniques on learning evaluation, which the learners are able to find by themselves about their weakness and strength on the four language skills. The obtained score identifies their understanding of the test. Written report or oral report about their learning achievement are their capabilities. Furthermore, quiz should always be conducted periodically and class attendant should be scored as well as attending study room or self access center and given tasks.

2. Suggestions for the Development of Curriculum and Teaching-Learning Innovation

2.1 Seminar and training on curriculum development should be held. Also, curriculum documents should be prepared and distributed to lecturers of each subject in higher education level so that they will have better understanding on the principles, goals and objectives of the curricular programs. Besides, it will be a guideline for preparing course description suitable to the context of each educational institute.

2.2 Teaching aids and learning sources should be promoted particularly on technology that can meet the needs of future learning. Learners can learn by themselves with the assistance of modern teaching aids and various learning sources. This helps learners have disciplines and be industrious or aware of educational innovation.

2.3 There should be learning aid development and more English learning sources. This may be in the forms of general learning aids, learning sources like tourist spots and technology for communicative innovation. Scholars, experts, parents

and local resource persons should be encouraged to participate in the development of learning aids and learning sources for more effective learning.

2.4 There should be the development or improvement on the effective methods of measurement and evaluation on English learning achievement. This should focus on the evaluation from actual situations or various data obtained from learners and it can be done with the participation of concerning personnel and learners. Results of the evaluation can be used for the development of teaching- learning activities.

2.5 Learning network on English language usage and the development of teaching- learning innovation should be promoted. The group of teachers in the institute should be working together to share or exchange information about curriculum and instruction as network. It can start with inviting the group of teachers teaching in the same educational region and then expanding to other regions and up to national level.

3. Suggestions for Further Research

3.1 Conduct researches about the development on curriculum and instruction particularly researches on the English language more widely in order to develop the English language learning in accordance with the modern learning age;

3.2 Investigate results of the activities focusing on learner-centered with different methods of learning in order to select the best teaching-learning activities suitable to the learners;

3.3 Develop learning management innovation focusing on learner-centered, learning courses, and learners in all levels of education;

3.4 Conduct researches about curriculum development focusing on learner-centered in other subjects in order to update the curriculum in all levels of education;

3.5 Conduct researches on the investigation of networking style affecting the highest efficiency of the educational management in different levels of education.