

CHAPTER 4

RESEARCH FINDINGS

As mentioned in Chapter III, the needs analysis was done in two parts: (1) through analysis and evaluation of resource materials; and (2) through questionnaires and email interview. In this chapter, findings from the analysis are presented.

4.1 Findings from the Analysis and Evaluation of Resource Materials

Cunningsworth (1995) proposes four criteria for evaluating textbooks and coursebooks: they correspond to learners' needs; reflect the uses which learners will make use of the language; take account of students' needs as learners and facilitate their learning; and have a clear role as a support for learning. Therefore, the old textbooks (*Trial Edition* and *Composition Practice Book 2*), and four other coursebooks on general English (*Straight Forward Pre-intermediate*), theological reading (*Exploring Theological English: Reading, Vocabulary, and Grammar Skills for ESL/EF*), academic writing (*Looking Ahead: Mastering Academic Writing Book 4*), and general reading and writing (*Concept for Today 4*) were analyzed and evaluated.

4.1.1 *Trial Edition*

The Seminary used this Reading text for several years (1996 to 2003) together with some other teaching resources as extra exercises for grammar, vocabulary and

Writing Skill. There are altogether 15 Units in this text. The beginning of each unit starts with a Scripture, and it is labeled "Thought for the Week". The scripture points out the concept or theme of the comprehension passage. A comprehension passage follows and then questions are given for comprehension check. The students are to answer them twice, the first time as short oral answers and the second time as full-sentence answers both orally and in writing. The topics are mostly concerned with general knowledge, some are from the Bible, and some are very short stories, and the others short extracts. A short dialogue is also included for the students. Most of the dialogues are usually developed based on the reading passages. The unit always ends with a verse, usually from a hymn. The topics, language content, and the learning activities included in this text are shown as follows.

Unit	Topic	Unit	Topic
1.	The Greedy Dog	9.	Mother's Day
2.	Colours	10.	Roman Gods and Goddesses
3.	The First Rainbow on Earth	11.	Father's Day
4.	True Friends	12.	David and Goliath
5.	The Greatest Inventor	13.	The Leaning Tower of Pisa
6.	Aesop	14.	Volcanoes
7.	Soccer	15.	Friends Always Help Each Other
8.	Pancake Day		

Learning Activities and Tasks

- | | |
|---|-------------------|
| 1. Writing abbreviation | 2. Dictionary use |
| 3. Grammar Exercise: Filling blanks with verbs in correct tense; plural forms | |
| 4. Story completion | 5. Brainstorming |

- | | |
|--|---------------|
| 6. Listing | 7. Discussion |
| 7. Matching: names and their representation; facts with paragraph; nouns, etc., | |
| 9. Vocabulary Exercise: Rewriting sentences with correct form of words given; finding words with similar meaning in the paragraph; | |
| 10. Information Gap | |

This text is carefully arranged for its users. Through the opening scripture and the ending verse, it relates the message of the reading passage to spiritual thoughts and issues relevant to theological students. Through dialogue, it also provides speaking practice beneficial to the students though speaking skill is not an area focused on. However, the comprehension passages are rather short and less challenging compared to the theological texts that are prescribed, and there is not much room for practising reading strategies.

4.1.2 *Composition Practice: Book 2*

Composition Practice Book 2 (Linda Lonon Blanton) has been used for about four years to teach the first year B.Th students. The purpose of using this text is to equip students with the basic Writing skills as it is compulsory to the theological students.

This book is divided into ten units. Each unit contains an illustrated reading passage, followed by exercises on comprehension, grammar, vocabulary, textual cohesion, order, or writing mechanics. Notes and questions on the organization of the reading passage are designed to help the teacher guide the students in discussion, lead into a model composition, which makes use of the vocabulary, grammatical structures, and organizational framework of the reading passage. Students are then

presented with detailed instructions for writing their own compositions. All reading passages and model compositions focus on certain kinds of composition writing, such as narration and description, and certain patterns of organization, such as chronological order, spatial order, and classification. The following panel shows the topics, language content, and the activities included in this text.

Unit	Topics
1.	Bruno's Daily Activities; Maria's Daily Activities
2.	A Letter to a Friend; A Letter to Relative
3.	My Friend Roberto ; My Girlfriend Maria
4.	A Party; Bruno's Cheese Pie
5.	Yesterday; Mrs. Baroni's Day
6.	A Business Letter;
7.	A Terrible Trip; A Memorable trip
8.	The Weather in Chicago; The Weather in New Orleans
9.	Sylvia and Maria; Roberto and I
10.	My Stay in New Orleans; Life in New Orleans

Language Content

- | | |
|--|--|
| 1. Simple Present Tense | 2. 3 rd Person singular |
| 3. Frequency words (usually, always) | 4. Present Continuous Tense |
| 5. Quantifiers (most, all, several, etc) | 6. Future with "be going to" |
| 7. Predicate adjectives | 8. Punctuation (commas, periods, capitalization) |
| 9. Imperative modals (can, should, will, may, etc.,) | |
| 10. Simple Past Tense | 11. Objects: Direct and Indirect |
| 12. Imperatives | 13. Predicate Infinitives (to+verb) |

- | | |
|-------------------------------------|-----------------------------|
| 14. Cohesion: connection; reference | 15. Two- word verbs; modals |
| 16. Present Perfect Tense | 17. Forms of Comparison |

Composition Focus

- | | | |
|------------------------|--------------------|----------------|
| 1. Narration | 2. Friendly Letter | 3. Description |
| 4. Process Description | 5. Business Letter | 6. Exposition |

Organizational Focus

- | | | |
|------------------------|------------------------|-------------------------|
| 1. Chronological Order | 2. Spatial Order | |
| 3. Classification | 4. Ranking of Requests | 5. Balance of contrasts |

Learning Activities

1. Multiple choice (comprehension check, cohesion, reference, and connection)
2. Listing (daily activities; verbs from the reading; imperatives; verbs in the Simple

Past Tense)

3. Rewriting paragraphs changing title and names
4. Rewriting sentences (Predicate adjectives; Modal auxiliary; Indirect Request; Direct Request; expressions for weather; changing noun object to a pronoun object; two words verbs)
5. Completing sentences (quantifiers/ spatial terms; “be going to”; connectives, Simple Present tense; time phrase; activities in different weather; Present Perfect Tense)

6. Reorganizing groups of sentences (spatial order; time and logic; chronological order)
7. Changing sentences (different tense; word order; direct requests to indirect requests.)
8. Ranking information;
9. Combining groups of sentences (to + infinitive; connective words)
10. Choosing verbs about the weather and seasons of the year;
11. Making statements of comparison;

Concerning the topics, almost all are on personal everyday life. The writing skill is introduced with the use of a reading passage, reinforced with a model composition, followed by the next stage where students practise writing similar pieces. The text deals especially with the organization of the writing, chronological order, spatial order, classification, ranking, and these could be the starting point of any academic writing. The dominant types of writing are narratives. It includes exercises and learning activities such as multiple choices, listing, rewriting, completing, reorganizing, changing, ranking, combining, and comparing. Therefore, in general, this text practices writing through providing reading passages, model essays, and some necessary grammar points. However, theological students need more practices on further genres of writing, such as summary writing, reports, analysis, research and evaluation. The grammar points included are useful for any kind of basic writing.

4.1.3. *Straight Forward* (Pre- Intermediate)

Straight Forward (Pre-intermediate) is a coursebook currently used by a University in Thailand to teach first year Bachelor of Arts students, including Theological students. In the Course Description, it is stated that the course practises listening, speaking, reading, and writing skills, and it emphasizes English usage for communication in everyday life. It also practises grammar, writing sentences and descriptive compositions, and finding and understanding the main theme in reading passage.

There are several course objectives. Among them, the following are the stated objectives also contributing to the academic nature of theological studies. The students are to be able to:

- Give short presentations based on a given topic;
- Use context to construct meaning;
- Indicate the purpose of the text;
- Get facts, opinions, main idea, inferences, and references from a reading passage or draw conclusions from context as well as rearrange events in the correct order;
- Focus on important points (main idea) or information in a passage;
- And use appropriate vocabulary.

In this coursebook, there are 12 lessons. It is organized thematically; each lesson is divided into 4 units with different titles that are related to the same theme. In each unit, there are learning activities on vocabulary, grammar, reading passage,

listening task, speaking, pronunciation and functional language. More information on general knowledge is imparted in some units under the sub title of “Do you know?” In analyzing this coursebook, the researcher wants to survey especially the types of learning activities and tasks that are made used and they are listed as follows;

Learning activities and Tasks

1. Asking and answering questions: scanning
2. Matching : questions with short answers; photos to the story;
words with definition; paragraphs and headings;
3. Changing sentences: real personal experience;
4. Rearranging : questions; phrases and text in correct order;
5. Writing: definitions on your own; similar conversation
6. Rewriting: sentences using target grammar point
7. Replacing/ substituting
8. Completing: questions with auxiliary verbs; table with target verbs;
given words; forms; dialogue
8. Filling gaps/ columns/ inserting: missing information
9. Making questions of your own:
10. Comparing:
11. Identifying/ Distinguishing: positive/ negative meaning of adjectives;
countable/ uncountable nouns;
13. Grouping or categorizing:
14. Memory testing/ recalling:
15. Listing:
16. Making notes:
17. Choosing: Multiple choice; best summary;

18. Describing: pictures; maps;
19. Discussions;
20. Labelling;
21. Locating/ Finding:
22. Brainstorming:
23. Imagining:
24. Naming; objects;
25. Deciding:
26. Role-playing:
27. Underlining/ ticking: examples;
28. Correcting mistakes (error analysis):
29. Information gap: pictures
30. Translating: proverbs;
31. Reasoning: (critical thinking)
32. Checking:
33. Eliciting: opinions, experiences, knowledge, preferences;
34. Negotiating meaning:
35. Following directions on the map;
36. Guessing:
37. Thinking:
38. Planning:
39. Performing the dialogue:
40. Explaining;
41. Practising:
42. Telling story from recalling: and

43. True/ False exercises.

All the exercises, practices, activities and tasks are designed for the learners to be able to experience the theories and research findings on learning that promotes second language acquisition, especially that help apply the learning strategies. This coursebook also includes all four skills. Through various activities on reading stages, for example, pre-reading, while reading, and post- reading, it facilitates active reading processes. Through colourful pictures, various kinds of texts and topics, it can attract students' interest, and create fun atmosphere. As activities on listening and speaking skills are practiced, it gives a certain amount of exposure to receptive as well as productive language skills. The content of the grammar and vocabulary are relevant for general use of English.

4.1.4 Exploring Theological English: Reading, Vocabulary and Grammar skills for ESL/EFL

Scott, Pierson, and Dickerson (2009) have produced a book called, *Exploring Theological English: Reading, Vocabulary and Grammar Skills for ESL/EFL*. The purpose of the book and what the authors expect the readers to learn from the book is stated. Their primary focus is to introduce the readers to important concepts and terminology used in theological writing. Their secondary focus is on helping readers acquire the key reading skills that good readers make use of, which include the strategies for comprehending the type of language used in scholarly writing, developing a broad general vocabulary, and figuring out complex grammatical structures used in academic writing.

They also introduced this book stating the three goals: understanding the theological content of each chapter, remembering the most important information about each of the topics, and then applying that foundation in theology as an aid in comprehending the content of theology books and articles. They also emphasize that many of the reading and vocabulary strategies are easy to understand although the use of these to establish good reading habits takes a lot of practice.

Regarding improving vocabulary for academic or theological reading, it is stated that skill in understanding, analyzing, and remembering words is required. Many ways to figure out word meanings is mentioned: from the text, from the grammatical features of the word, and also by breaking the word into meaningful parts whenever possible, and by using a dictionary though not every new word is to be looked up, except the words that are most important for understanding the meaning of the passage.

As the meanings of new words are usually forgotten within the first 24 hours after initial learning has occurred, some learning strategies that help learners remember new words and recall them are also described. In order to organize and remember new vocabulary, a few learning strategies are referred: linking unfamiliar words or phrases to familiar words, phrases, or concepts (through learning collocations, and through linking word or phrase, for example, **original sin** to **Adam and Eve**, and **Eucharist** to **bread and wine**); developing a system for learning new vocabulary through using vocabulary cards, writing definitions, and using vocabulary notebook. Using these strategies regularly is recommended to help learners make associations more quickly with previously learned information, and thus further provide a richer mental framework for remembering new words.

Organization of the Text

As can be seen from Table (1), the following page, this book has seven chapters. All the topics deal with theological concepts. It starts with opening scripture, followed by a related Bible text, and some sub topics in separate portions as the reading passages are rather long.

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Table 1 Organization of Exploring Theological English: Reading, Vocabulary and Grammar Skills for EFL/ESL

Chapter	Topic	Opening Scripture	Introduction	Sub-Topics
1	Starting with the Bible	2 Timothy 3:14,15	Introduction Nehemiah 8	<ul style="list-style-type: none"> a. The Bible and its related issues b. The world view of Biblical Writers c. Translation philosophies of the Bible
2	Introducing Theology	Acts 20: 27	Acts 20: 17-38	<ul style="list-style-type: none"> a. What is Theology? b. Types of Theology c. Intellectual Issues that effect Theological viewpoint
3	God	Isaiah 46:9-10	Gensis1:1	<ul style="list-style-type: none"> a. How is God portrayed in the Bible b. Who is God? c. What is God like? d. What words have Christians used to talk about God? e. Does it matter how I think about God?

4	Revelation	Isaiah 1:2 Hebrews 1: 1-2a	Acts 17: 16-34	<ul style="list-style-type: none"> a. How can we know God? b. Revelation: Theological Categories c. The Bible as Revelation
5	Humanity (Anthropology)	Genesis 1:27	Genesis 1, 2, and 3	<ul style="list-style-type: none"> a. The Biblical view of Humanity b. Some theological issues related to the doctrine of Humanity
6	Jesus (Christology)	Christ Philippians 2: 5- 11	Acts 1-7	<ul style="list-style-type: none"> a. The Person of Jesus Christ b. Issues regarding the Person of Jesus Christ c. The Work of Christ d. The Offices of Christ
7	Holy Spirit	Genesis 1: 1,2 Joel 2: 28 Acts 1:8	Acts 1 & 2	<ul style="list-style-type: none"> a. The Holy Spirit _ His Person or Nature b. The Holy Spirit _ His Work c. Issues related to the doctrine of the Holy Spirit

Components of the Chapters

Each chapter usually has four or five parts, each part dealing with focused reading, introducing or practicing reading strategies and skills, use of theological dictionary, study of grammar and vocabulary, and review.

In every focused reading, there are pre-reading activities, and reading activities. Before every passage, a fixed set of instructions is given: to refer to the definitions on the right and not to use a dictionary; to underline the main ideas and most important words or terms; and to write comments and questions in the margin. Through these instructions, the students are trained to be familiar with the basic learning strategies such as underlining, note taking, and interactive learning. Some definitions are already provided to facilitate students first to be familiar with the sound definition, instead of probing for possible definitions. On the other hand, dictionary use is also included in some chapters so that students have the chance to explore correct meanings by themselves.

Reading Strategies

In order to develop more effective reading habits, which can be acquired through frequent practice of some reading strategies over a period of time, three categories of strategies are mentioned: reading at an appropriate pace, understanding the reading, and remembering what is read. Firstly, in order to read at an appropriate pace, strategies like scanning and skimming are to be used. They are also to read more quickly when the information is easy to understand or not very important to remember, but to read more slowly when they must comprehend new or difficult content.

Skimming is defined as looking over a reading passage to get a general idea about the subject matter and the advantage is that the students will be able to predict the content of a reading, which results in faster reading, more complete understanding of the concepts, and longer period of time they stay in memory. Skimming includes: (1) reading the title and subtitles, which often identifies the subject or topic of the reading; (2) reading the first paragraph as it often gives an overview of the entire passage; (3) reading the first sentence in every paragraph which usually tells what the paragraph is about; (4) reading the last paragraph as it often gives a conclusion or a summary of what ought to be remembered or how to use or apply the information in the passage.

Similarly, scanning is stated as a helpful strategy for locating specific information in a reading passage by looking very quickly through it without actually reading the words of the text. For scanning students need to: (1) know what piece of information is in search; (2) move eyes quickly from left to right over the page; (3) look very quickly through the passage, line by line, instead of reading whole sentences to find the needed information; (4) upon finding the information, quickly read the phrases or sentences around it; (5) underline, circle, or highlight each piece of information found and continue scanning process.

Secondly, in order to understand the reading, 10 instructions are presented: (1) to skim the passage before they read it so that they will discover the topic and general direction that the author is going; (2) to draw upon the previous knowledge and experience so that the new information can be linked to the already existing ones; (3) to think ahead or predict what will come next and this is to get the mind ready to process the new information; (4) to ask questions to themselves as they read and to answer them aloud or

in reading, which can be done individually or with a partner, and this process helps students organize and clarify what they have learned; (5) to summarize or paraphrase the things that they have read either orally or in writing, and using their own words will also help students' understanding; (6) to discuss what they are reading with another person as it will promote as well as widen their understanding of the meaning; (7) to scan for key terms that may appear in headings and subheading, or sometimes in the text in boldface, italics, or quotation marks; (8) to study the diagrams, charts, and pictures which can also contain key information about the topic, and these must be interpreted in order to understand the reading passage; (9) to recognize organization markers which will help them see how the reading is organized and help them grasp the key points and the supporting details more easily; and finally; (10) to practice looking at the footnotes and end notes that are provided.

Thirdly, in order to remember what students read, six strategies are applied in this book: (1) underline and or high light the new terms and important points; (2) make notes in the margins of the text book; (3) make an outline of the reading selection; (4) make diagrams and charts or draw pictures whenever possible; (5) summarize by taking notes; and (6) review course material frequently.

Beside skimming and scanning, according to the authors, outlining is researched to be a helpful strategy for understanding the organization of a reading passage, identifying and remembering the main points, and associating, or linking in a meaningful way, the sub points, details, and examples with the main points. In outlining, only the important information is to be included; and complete sentences are not to be used. It is also needed to list the topic (often similar to the title or part of the title); to list the main ideas (which

may be similar to the sub-headings, or may appear in the first sentence in each paragraph); and to list the important sub-points and the key details or examples for each main idea.

Reading Skills

The author states that paying attention to the paragraph organization and to the organizational markers will benefit readers to understand more easily the organization of the paragraph and to grasp the intended meaning and the ideas presented.

One of the most common styles of paragraph organization in English academic writing is to discuss one main thought in each paragraph. Often the first sentence of the paragraph known as topic sentence describes best the main thought of the paragraph and sentences that support the main thought by giving more detail and /or examples are also included.

Organization markers are stated to be words and short phrases that lead the reader through the text, making it easier to understand the meaning and predict the development of ideas. Some categories of organizational markers common in theological writing are described to be: (1) examples and illustrations, (2) series of items, and (3) events in a time sequence or steps in a process (4) comparison and contrast, and (5) cause and effect.

Grammar

According to the authors, theological writing often uses long, complex sentences that contain several clauses which are groups of words with both a subject and a verb.

The recognition of different types of clauses is claimed to help the students understand these sentences more easily and comprehend the meaning of each paragraph more quickly.

Types of clauses are explained and one of the most common types of clauses is the **adjective clause** consisting of groups of words that describe or modify nouns and are sometimes called adjectival clauses, relative clauses, dependant clauses or subordinate clauses. Most of them begin with subject pronouns such as *that, who, whom, whose* or *which* and they may modify nouns that come before the main verb in the sentence, or the nouns that come after the main verb, or a compound noun, a pronoun, or a phrase containing a noun. Learners are to be introduced to the **restrictive adjective clauses**(which give very important, or essential, information about the nouns they modified and which also limits or restricts the meaning of the noun it describes, and the omission of them would change the meaning of the sentence and would also result in an opposite meaning of the intended one), the **non-restrictive adjective clauses** that do not limit or restrict the meaning of the noun it modifies, but gives additional, non essential information about the noun), and the reduced adjective clauses, also known as adjective phrases.

A noun clause is defined to be a group of words that can be used in the same locations and in the same ways that nouns are used and noun clauses usually begin with the word *that* or with the question words *what, where, when, why, who, whose, which, how*. They can sometimes begin with a compound word ending in *-ever* (e.g., *whoever, what ever*), the phrase *the fact that*, or the words *if or whether (or not)*. It is stated that in theological writing, most noun clauses occur as direct objects, whereas a smaller number are used as subjects, and other types (subject complement, indirect object, object of preposition, appositive, direct address) are used less frequently.

Vocabulary

The authors also state that theological writing employs sophisticated academic vocabulary and that word analysis is a tool that can help students build up their theological and general academic vocabulary that lead to faster reading with greater understanding. Word analysis enables students to break down words into their individual parts. The **prefix**, the **root**, and the **suffix** are three basic word parts in English as well as the building blocks of the English vocabulary which can be applied to a large percentage of English words. Seven common prefixes that indicate number and ten additional prefixes that give a negative meaning to the words to which they attach, eight inflectional suffixes (suffixes that add only grammatical information to a word and never change its meaning), and four groups of derivational suffixes (adverb-forming, adjective forming, verb-forming, noun-forming) are explained and practiced in this text.

This is a kind of reading text designed with specific purpose for theological students. The text type used is authentic, that is, longer extracts on theology. Not only practicing the strategies, it also makes explicit notes on the three areas; reading, vocabulary and grammar, and thus, contributing autonomous learning as well. Some learning activities and tasks are also applied along with the strategies.

4.1.5. *Looking Ahead: Mastering Academic Writing Book 4*

Looking Ahead: Mastering Academic Writing Book 4 is analyzed in order to find out features of academic writing which could be applied to this curriculum development. It is written by Holten, Marasco, Reid, and Patricia (1998). It has seven chapters, presenting and practicing various types of writing exploiting the topical input through reading passages. For every reading, there are pre-reading activities and active reading

activities. These active reading activities may be compared to the while- reading activities defined in some other reading- writing coursebooks or text books.

In this book, a short comparison between the tasks of a writer and a reader is presented first: writing is to inform, persuade, entertain, give advice, and teach whereas reading is for pleasure, to learn new information, to pass a test, to find solutions to a problem, and to do background research on a topic before writing. The four basics of the reading are pointed as: topic; the reading's central question and focus; key terms; and the reading's key arguments and ideas. Findings from this book are listed as follows:

Types of writing: academic reading and writing; reporting; investigating; evaluating; analyzing causes, reasons, and factors; problem- solving; and synthesizing;

Grammar content: Simple Present Tense (informational grammar to write generalizations);
Variety of sentence types, e.g. questions, fragments, simple sentence, complex sentence (interactive grammar to emphasize information);
Past tenses (the grammar of narrative to give examples and report experiments) ;
Passive and active voice (informational grammar to write reports);
Articles and nouns (indicating general reference);
Subject-verb agreement;
Adverbs (controlling the strength of generalizations with adverbs);
Reporting verbs, e.g. *agree, argue, believe, claim, conclude, find, indicate, note, predict, propose, report, say, show, suggest, think* (informational grammar to report other people's ideas, research or words)
Adjectives and adverbs (to convey tone)e.g. *quite, more, all, fairly, accurately, inaccurately, in a limited way, excellently, factual, true to life, etc.,*
Adverbs: adverbs of manner; degree; emphasizing adverbs; time adverbs;
Transition words (informational grammar to write an evaluation; for linking sentences or combining sentences)

Noun + of-phrases and 's possessive noun phrases;
 Verbs + preposition combinations;
 Time expressions to signal chronological organization;
 Verb tense shift;
ing verb phrases or participle phrases(to add information about results);
 Noun + relative clause (defining and nondefining relative clauses to create complex noun phrases);
 Conditional sentences (persuasive grammar to write about problems and their solutions);
 Modals (presenting solutions or varying the strength of the Solution);
 Complex noun phrases through reducing relative clauses;

Vocabulary content: Compound nouns;
 Synonyms (especially common verbs and their synonyms used in academic writings);
 Verb+ noun+ prepositional phrases;
 Participial adjectives and adjective compounds;
 Descriptive adjectives;
 Word forms (verb, noun, adjective, etc.);
 Verbs that link causes and results (e.g. bring about, cause, contribute to, create, lead to, be responsible for, generate, increase, produce, etc.);
 Verb + noun, noun + noun, adjective + noun combinations (as nouns often combine with other words to create set expressions);
 Verbs signaling results (e.g. breed, fail to achieve, undermine, create, increase, result in, contribute to)

Activities: *identifying* (generalization/ the basics in a reading passage/ verb tense shifts and their purpose / *ing* participle phrases / identifying sentences with *can*/ writing strategies
writing (generalizations/ past time narratives/ thesis statements/ own sentences / persuasive conditional sentences ;
analyzing (the use of sentence variety to create flowing paragraphs and emphasize information/;
examining the purpose of past time narratives;
self-editing;
peer response;
practicing (considering readers' common knowledge and questions / verb tense shifting / addressing readers;);

organizing information;
finding (key information in a reading / word combinations with nouns /
 written academic expressions for colloquial language);
learning the grammar of new vocabulary;
describing expressions in which new vocabulary appear;
reflecting on their own learning;
revising;
discussings (global warning / discussing possible approaches to a
 writing assignment);
brainstorming questions;
categorizing (questions);
making and supporting judgment;
expanding vocabulary for writing;
outlining the reading;
explaining and analyzing a weather pattern;
determining (when to use 's possessive or of noun phrases;
reviewing (thesis statements/ reporting verbs / complex noun phrases);
creating a reference page of sources cited;
stating causes and results using *ing* participle phrases;
defining terms;
predicting the contents of a reading passage;
applying the guidelines for a problem- solving essay;
using (*dictionary* to learn key words/ new vocabulary / subordinating and
 coordination in an argument/
locating conditional sentences in a piece of writing;
Using modals to write solutions;
annotating a reading passage; and
evaluating a business policy

Strategies for Academic Reading

Three strategies for academic reading are trained in this writing text; annotating, asking and answering journalistic questions, and writing a study summary. Annotating consists of highlighting or underlining the author's key sentences, writing comments or questions in the margin, numbering key points, writing and defining key terms. *Who, when, where, what, how* and *why* are stated to be the six basic useful journalistic questions when reading newspaper articles, and other academic textbooks as well.

Nature of Academic Writing

The author explains that in academic writings, a lot of information is packed into sentences and a wider range of vocabulary and more complicated grammar is common. Basic features of academic writings mentioned are: introductions, conclusions, body paragraphs, coherence, and transition sentences. A participle phrase is often found to be used in academic writings and is used to add information about results. Grammar common to all types of academic writing is compiled: basic sentence structure; expressing logical relationships; verb tense and forms; nouns, pronouns, noun phrases, articles, determiners and cohesion; and relative clauses and appositives to give information.

A Study Summary

Writing a study summary is stated to entail writing and is an effective way to learn and remember a reading's basics or key ideas. An effective study summary accurately and objectively restates the writer's central idea and the reading's focus. It is concise, but not so brief that it leaves out important and complex ideas, and is balanced. The ideas in the reading are retained. Annotating or answering journalistic questions about the reading and finding the reading's thesis statement, key terms, ideas and arguments are first needed to create an effective study summary. Then trying to reconstruct key elements in the reading without the notes taken, and comparing the summary to the annotation or responses to journalistic questions are also stated to be the essential steps.

In theory, a study summary, as well as an academic research, demands the students to put aside the original reading and to reconstruct sentences in their own words.

However, in practice, for non- native students, it is really difficult to reconstruct the reading in own words. One reason is that the academic writings are by nature already long, compact and precise, and therefore, non-native students may not always be able to reconstruct them with accurate and effective meaning due to the lack of adequate vocabulary, mastery of the language, and within time limited. It usually happens to the students in the researcher's context and even the researcher herself that, to be able to write summary and do research of these academic texts with own sentences is so much difficult. Therefore, so long as plagiarism is avoided through quoting or citing the original writers and scholars, it is usually acceptable, that the information is received and the meaning negotiated.

Writing a Report

Report writing, according to the author, is also a common type of academic assignment, and it entails gathering, organizing, and sharing information with others and is filled with facts, details, and examples. Report assignments may vary from describing an experiment, summarizing work that has been completed, summarizing books or materials that have been read, or discussing results of an activity or study. A report will contain a brief introduction with a thesis statement that reflects the content of the report; some background information about the topic; several body paragraphs, each with a general statement, details, evidence, and examples; and a conclusion that summarizes the main ideas of the report. Organizing the body paragraphs of the reports can be through chronological order or classification/ categories.

Writing a Short Investigative Report/ Research

An academic research assignment usually consists of the display of knowledge or research skills that is already known to the audience as well as the information that has not been known before. Various stages in writing are: analyzing audience and requirements of investigating assignments; making a question researchable; consulting outside sources; drafting an investigative report; and incorporating sources through paraphrasing, quotation, and citing sources.

Writing an Evaluation

In evaluating an academic work, especially in social science and humanities, the reader is to think critically about the reading before accepting it, and whether the content in the reading is true or useful is also to be considered. In writing an evaluation, various stages are to be processed: summarizing the subject; formulating the criteria to evaluate the subject; stating one's judgment of the subject; supporting one's judgment with examples; and audience and tone. Tone in evaluation is thought as being on a continuum from strongly positive to strongly negative. However, academic writers often adopt a more neutral tone while at the same time giving a clear positive or negative evaluation.

Writing an Analysis

Analyzing is stated to be one of the most common and important tasks in all academic work and it involves: (1) deciding how to analyze the topic, e.g. causes, factors relating to, reasons, and effects; (2) writing analytical thesis which contains the topic,

problem or issue and an overview of the reasons, causes, factors and consequences involved in; (3) organizing the whole analysis paper; and (4) organizing the body paragraphs of the analysis paper.

Writing a Problem- Solving Paper

Academic problem –solving involves several skills including (1) investigating the problem to find out how it affects people and what is being done about it (2) reporting own experience or expertise about the problem and potential solutions (3) analyzing the problem and giving reasons why it needs to be solved (4) evaluating the advantages and disadvantages of various solutions. Writing a problem –solving paper includes defining the problem or situation clearly; stating solutions and analyzing advantages and disadvantages; and identifying audience and focusing solutions.

Synthesizing

Certain writing assignments or tasks may require the writers to combine more than one strategy to successfully complete the assignment. Synthesizing is combining several writing strategies to fully respond to an academic assignment or tasks.

This writing text not only practices various types of academic writing, but also imparts knowledge on the principles of academic writing. Even though the types of writing in this text are not exactly identical to the writing tasks assigned to the theological students, they are similar in nature and the basic concepts are useful, practical and can be adapted to the curriculum in target.

4.1.6 *Concepts for Today (4)*

Concepts for Today (4) is a reading skills text intended for high intermediate, college bound students of English as a second or foreign language produced by Lorraine and Nancy (2004). The reading passages in the book are stated to have been selected from original articles published in a wide variety of periodicals and newspapers, providing students with authentic materials. It is stated by the authors that the text provides students with some kinds of extensive and intensive reading skills needed to achieve academic success in English. Various text types, for example, charts, illustrations, and photographs are also used in addition to the written texts. Moreover, it is acknowledged that students are given the opportunity to speak and write about their own experiences, countries, and cultures in English and to compare these experiences and ideas with those of people from the United States and other countries in the text.

This text is thematically organized, consisting of four units, each containing three chapters that deal with related subjects. This organization is aimed at providing a natural recycling of content- specific vocabulary and concepts, and discipline- specific sentence structure and rhetorical patterns. In each chapter, reading, vocabulary and writing activities are designed in a fixed pattern.

Reading Skills and strategies: pre-reading preparation; reading passages; fact-finding scanning exercise; reading analysis; word forms exercise; dictionary skills; information organization; information organization quiz and summary; critical thinking strategies; and follow-up discussion and writing activities and cloze quiz

All the activities and skills are arranged and designed, following the findings of various researches, studies and scholars on second language learning. Pre-reading preparation is defined to have positive effect in motivating student interest, activating background knowledge and thus enhancing reading comprehension. Concerning with reading the passage for the first time, students are suggested to read ideas which are conveyed in groups of words in sentences and in paragraphs and not in individual words. In this reading text, with while-reading activities, students are trained first to do fact-finding activities, which is the scanning process. Then, reading analysis is done through questions and answers, dealing with vocabulary from context, transition words, punctuation clues, sentence structure, sentence comprehension, and pronoun referents.

Vocabulary

This text practises especially word form, the changing of forms through suffixes, also considering tense, number and affirmative or negative idea. With dictionary skills, it provides students with practice in selecting the appropriate dictionary entry for an unknown word depending on the context. The students are to select the appropriate entry and write the entry number and the definition or synonym into the sentence in the space provided, in a grammatically correct form. The next step is information organization, which requires the students to read the passage a second time, taking notes and organizing the information by completing an outline, a table, or a flowchart. Quiz and summary are then to be attempted based on students' notes only.

Critical Thinking

Critical thinking strategies are also practiced on the implications of the information or comments the article contains. The author's purpose and tone and the goal is stated to empower the students to form their own ideas and opinions on aspects of the topic discussed. In addition, follow up discussion and writing activities are included, so as to encourage the students to use the information and vocabulary from the passages both orally and in writing. Keeping and writing a journal is included and the journal entries are to be responded by the instructors but not corrected so as to encourage the writing habit formally as well as informally. The cloze quiz follows at the end of each unit, the effect being stated as testing not only vocabulary, but also sentence structure, and general comprehension.

The activities used to develop critical thinking are:

Identifying and understanding inferences/ Making inferences;
Expressing opinions supported with examples/ supporting ideas with examples;
Identifying problems and creating solutions; Creating analogies;
Identifying author's opinion and tones;
Critique author's conclusion; Drawing conclusions;
Reflecting on personal and social implications;
Making reasonable assumptions;
Analyzing author's attitude/tone and purpose;
Understanding the feeling of the reading; and
Speculating on reasons for results of survey.

Learning Activities & Exercises for Reading Skill:

Preview reading through the title and prereading questions to activate background knowledge;
Analyze reading through true/ false, multiple choice, and short answer questions;
Use context clue to understand vocabulary;
Use dictionary entries to select synonyms and accurate definitions;
Scan for details;
Organize information using a chart/ an outline;
Take notes in a flowchart;

Use notes from chart /outline to recall and summarize information

Grammar Content

In structure focus, the closeness of grammar and vocabulary is seen and practiced and the learning exercises and activities mainly used in this text are as follows:

*Changing adjectives to nouns by adding suffixes;
Correctly identifying and using parts of speech, nouns, verbs, adjectives;
Using singular and plural nouns and
Using correct verb tenses in affirmative and negative form.*

Writing Skills and Strategies

*Writing an opinion paragraph supported with examples;
Making lists;
Writing examples;
Recording group ideas in chart form;
Taking notes during student discussion; Filling out charts;
Reflecting on the topic;
Writing an argument composition;
Describing an experience;
Comparing and contrasting advantages and disadvantages; and
Writing a journal entry*

This reading and writing coursebook has a consistent design, practising especially reading and writing strategies, and it also includes the use of dictionary and critical thinking skill activities, thus facilitating the learning processes.

4.1.7 Conclusion

In analysis and evaluation of existing materials, two old text books and four commercial coursebooks have been explored. The two old text books had been used to provide the students with the reading and writing skill, relate theological thoughts to the

reading passages; however, the length of the reading passages are short and there is the need to practice more reading and writing strategies. *Straightforward* is a coursebook aiming at the communicative purposes and therefore, includes especially speaking and listening skills in addition to the reading and writing skills. *Exploring Theological English: Reading, Vocabulary and Grammar skills for ESL/EFL* presents the nature of Theological English and tries to facilitate the reading skills of the students. *Looking Ahead: Mastering Academic Writing Book 4* especially introduces and practises writing skills on various types of academic writing. *Concepts for Today 4* is also a reading text that particularly follows and practices the reading strategies, and critical thinking activities and tasks. Analysis of these coursebooks reveals that they contain both the language content as well as the non linguistic content that are necessary for theological students.

4.2 Findings from Email Interview with Teachers of Other Subjects

Weaknesses in English Background

The first question was about what they thought of students' weaknesses in their English background. **What do you think are the students' weaknesses in their English background?** (see Appendix A) The answers were:

- Lack of interest;
- Unwillingness to take a risk with a foreign language;
- Less concentration because of not knowing the values of knowing a new language;
- Lack of exposure to the target language;
- Living in rural area with less chance in learning English;

- Teachers with inadequate English training or teachers not well-qualified;
- The education system of the country; and
- Lack of classroom exercises.

Difficulties with English throughout B.Th. Programme

The second question was about students' difficulties with English throughout the B.Th. programme. **In your experience, what difficulties do most of the students experience throughout the B.Th. degree programme?** The answers were:

- Poor understanding of the reading texts;
- Misunderstanding of the concept of the articles;
- limited reading habit;
- Lack of reading skills;
- Incomprehension that causes less interest;
- Inability to express their thoughts in their writing;
- Wrong pronunciation; wrong usage of the words;
- Weakness in grammar;
- Speaking and writing ungrammatically;
- Poor vocabulary leading to difficult understanding of the text;
- Being not ambitious to learn as having wrong concept of English not useful in their future career;
- Having no vision for their career;
- More exposure to L1 (Karen) and L2 (Myanmar) than the target language (English);

- Lack of exposure outside the classroom;
- Learning just to pass exams;
- Lack of resources to improve English;
- Big class size;
- Not having enough chance to struggle with English; Not taking risks;
- Poor English background;

Therefore, if the surveyed findings have to be categorized, problems to be solved would be the reading skill, writing skill, grammar, vocabulary, interest, motivation, exposure, resources, risk taking and their background.

Speaking, Reading and Writing Tasks Usually Assigned to Students

The third question was to survey about the nature of speaking, reading, and writing tasks that were usually assigned to the students in their respective subjects. **What kind of speaking, reading, and writing tasks do you usually assign to the students as a teacher of Biblical/ Theological/ Historical studies?**

Teacher (A) answered that all reading texts, paper works, and exams were in English but on the other hand, the lectures and discussions were more in Karen, even though they use both Karen and English (bi-lingual) in the class. Teacher (B) said that students had to sing English songs and were assigned to memorize Bible verses in English. As these students are Theological students, they have to sing church choir every week and their music teacher makes use of both Karen and English songs, aiming at

variety of songs, learning English through songs and choirs, as well as improving pronunciation.

Teacher (C) mentioned book report, field trip report, paper presentation, classroom oral presentation and discussion based on the reading assignment. According to Teacher (D), every final year students were to give sermon in English at least once in the academic year at morning Chapel and in the classroom for practice. Teacher (E), different from others, said that as a theological teacher, he emphasized critical thinking development more. Teacher (F), a teacher of New Testament, stated that she made the students read the Bible in English, recite the text in English which revealed the teacher's belief that reciting or memorizing in one way helps students acquire the target language, and also assigned students to research some topics. Teacher (I) stated that he gave reading assignments on selected articles and the students were to give reflection on it.

Therefore, assignments are given both in oral as well as written mode. The most common oral assignment is classroom presentation, and written assignments are mini topical research, book reports, field trip reports, and reading reflections.

Comments and Suggestions towards Curriculum Development

The fourth question in the interview asked for the comments and suggestions they had towards improving students' English language as a medium for other studies. Their suggestions and comments were many: to watch English movies to improve listening and speaking skills; to read more although they do not understand all and well; the need to give more speaking practice in class; the need to write out their thoughts grammatically and orderly; to arrange short debate in class and at school as well; to provide them with

more resources, such as, books, materials; to guide them in their study hours (this suggestion is for the after-school activity) ; to encourage them to communicate in English outside the classroom; to help them to be able to discipline themselves, so as to improve (which can bring forth two meanings, to have self-discipline to study or to become autonomous learners); and to transform the student body or community that growth process may have no end (difficult to interpret this comment). Teacher (F) even came up with her own experience in trying to improve students' learning results. She related that she told the students the importance of English language, made them aware of the good opportunity to learn English three hours a week in class, and that she gave prizes to some students who did well in English even though she was a New Testament teacher. Moreover, Teacher (E) suggested free educational system that did not need to be controlled by the director. This one may well be understood as teachers having their own freedom in developing the curriculum or choosing the teaching materials or teachers should be given opportunity to make use of their creativity. However, English teachers already have this opportunity. Teacher (D) suggested that students need to use dictionary, as well as to read the Bible in English. Teacher (C) commented that students also should work harder in writing and listening and it points out the importance of the co-attempt of teachers and students in teaching-learning process instead of the one-sided attempt of the teachers. He also suggested the need of providing more books, VCD and CD for writing and speaking. Teacher (B) also suggested on providing audio-visual aids , books or magazines to attract them, singing English songs with correct pronunciation, meeting a foreigner for communication, giving words to memorize regularly. Teacher (A) gave his comments and said that all English teachers should evaluate their curriculum

that had been used before, and that they should consider effective teaching ways to promote students' interest, to try to make students happy and enjoy learning English instead of seeing it as a hardship, to re-evaluate the benefits of teaching techniques the whole year than using the standardized curriculum, to survey the students on how much they learn from learning English the whole year, to make learning interesting to the students more than just to pass the exams.

Teacher (H) recommended one special activity that was initiated three years ago at the Seminary. The English of the students needed improving so much that it was decided that once a week, in every class, before starting the respective subject, the students were to do a short activity such as reading comprehension, or quiz, so as to have more exposure in English. One particular teacher, through telephone, gave only one suggestion, if possible, to make use of the theological texts as reading passages. She did not answer the other questions, though.

4.3 Findings from the Questionnaires

The questionnaires were distributed to all three groups of the respondents. Therefore, most of the data collected that belong to the same items were presented in aggregation. However, there were (4) items that were included only in the questionnaires for the teachers and they are presented first. Then the other items similar to all three groups are presented. Detail of the data collected from each group is shown in Appendix (D).

Objectives of the Course

The first question was about the objectives of the course (see Appendix B& Table 1, Appendix D). The number on the rating scale varies from 3 to 0, indicating “Very much” to “Not at all” the objectives of the course should be. Teacher B and E had identical opinion as they both considered all the objectives to be very much the aims of the course, and also suggested more with including gaining strategies and practice in academic writing, creating enjoyable and intrinsically motivating learning atmosphere, and more side reading. Apart from those two teachers, all the other English teachers ranked the objectives differently based on their own beliefs and experiences. There was no indication on the rater 0 and so it is assumed that there was no objective totally unimportant to the curriculum. The ratings of the course objectives are aggregated in Table 2.

Table 2 Course Objective Ratings

Most highly rated objectives	Reading Skill General Knowledge Grammar Critical thinking Analytical and reflective writing
Moderately rated objectives	Vocabulary Sentence and paragraph construction
The least rated objectives	Speaking and Listening Skill

As seen from Table 2, Reading skill was the most highly rated with the least deviation, became the most important skill to be acquired. General knowledge was rated the second most highest, then Grammar, Critical Thinking, and Analytical and reflective writing followed next. Vocabulary and Sentence and paragraph construction were rated

moderately and Speaking and Listening Skill came last among the objectives of the course. (For detail, see Table D1, Appendix D)

Weaknesses in English Background

The following were the students' weaknesses in English background according to the English teachers.

- Lack of interest in learning English
- Lack of foundation / Poor foundation
- Lack of exposure to the language
- The influence of rote learning
- Lack of opportunity to use the language outside the classroom
- Weaknesses in grammar, writing, listening and Speaking Skills
- Lack of efficient or well-trained teachers
- Lack of diligence and effort to learn
- Poor education system provided by the government
- Weaknesses in Critical thinking and academic writing, and
- Not having enough exposure in Listening and Speaking Skills

Difficulties in English the students most have throughout the B.Th. Programme

They were found to be as follows:

- Difficulty with Grammar (constructing grammatical sentences)
- Basically encountering word-attack problem (vocabulary)
- Difficulty with reading comprehension

- Difficulty in Speaking, Writing, Listening
- Difficulty with both accuracy and fluency in using the language
- Some students from the rural areas having more difficulty as compared to the students from urban areas
- Not being motivated enough
- Difficulty in expressing their thoughts and ideas
- Difficulty in writing dissertations and assignments

Suggestions towards developing the First Year B.Th. General English Curriculum

Not all teachers gave their voice on it, but several did. Teacher B suggested the need to use tasks and activities which help them use the language correctly, and the need to introduce extensive reading. Teacher C mentioned Writing and it probably might mean giving emphasis to writing skills as well. Teacher D came up with upgrading their four skills at week-ends and also with increasing the teaching periods of English classes. Teacher E stated that the students were to let known the importance of English as an International language and to promote the incentive to learn in them and to give them more assignments on reading as well. Teacher F suggested the need to start the level lower than the present one, and this comment seemed to be a bit ambiguous whether it aimed at the English curriculum or the B.Th. curriculum exactly. Teacher I commented that it would be better to lead and encourage the students to read and write critically and not learning things by heart, which could be interpreted as promoting awareness in learning as an active process. Teacher J pointed out the need to give more exposure to

develop Listening and Speaking skills. Teacher N remarked that the students' vocabulary should be widened and enriched to a required level.

The findings from the English teachers and teachers of other studies about the weaknesses and difficulties students had and encountered were almost all the same.

Learning Objectives of the Student respondents

As can be seen from Table 3, most of the students accept that English is an important language to learn. To write grammatically is the most agreed upon objective of students of both groups. Senior students show their ambition to study abroad. Reading English texts was rated among the second most preferred group and together with speaking with foreigners. For both groups, traveling abroad and getting good jobs are the least aimed objectives.

Here the findings about learning objectives showed a bit difference from what the teachers answered in the email interview questions and the questionnaires to English teachers. From the teachers' point of view, students lacked interest and motivation, as well as vision. But here in the responses from the students, they showed that they liked to learn English, they knew the importance of this language. It could probably be interpreted as the teachers might have judged from the students' scores from the exams, where many of the students failed to gain pass marks. On the other hand, students might know the importance and enjoy learning, yet their performances did not reach the expectations of the teachers and the Seminary.

Table 3 Learning Objectives of the Student Respondents

	First Year Students	Senior Students
Most agreed objectives	English is an important language to learn (N 25) To pass exam (N 31) To write grammatically (N 23)	I just like to learn English (N 17) English is an important language to learn (N 16) To write grammatically (N 14) To study abroad (N 11)
Moderately agreed objectives	To study abroad (N 10) To read English text books (N 10) To speak with foreigners (N 6) I just like to learn English (N 6)	To pass exam (N 9) To read English text books (N 9) To speak with foreigners (N 8)
The least agreed objectives	To travel abroad (N 3) To get good jobs (N 2)	To travel abroad (N 6) To get good jobs (N 3)

N = Number of students (Aggregation of Table D7 & D14, Appendix D)

More personal objectives from the respondents were:

- To improve English;
- To practice English everyday;
- To become a good translator (2);
- To get the international language;
- To join Master's programme; to continue studies (2); To go for further studies;
- To share with others who need it; to teach the youth (2); To become a good English teacher;
- For our nation; For my Karen people;
- To become a good servant leader /spiritual leader / good minister;
- To share the good news to others;
- To speak English very well;

- To know more about theology;

Objectives such as to continue studies, to speak English very well, and to get the international language were already included in the list given. To know more about theology was also similar to reading English texts. Here, we can see the objective of four respondents that they wanted to become English teachers, and to teach others. It points out the need to educate people as part of a holistic mission. Some truth about learning English was further implied, knowing the international language could also contribute to the development of a nation, as well as evangelizing people of other languages. Translation was a desirable skill, as well, as it could explore the wealth of world knowledge and present it back in one's mother tongue. The objective to become a good spiritual leader, a good minister, or a servant leader, however, may be a bit difficult to relate to learning English, but one possible interpretation is they need much knowledge of the world outside their inner community in their ministry.

English Language Skills in Order of Importance

From the Table below, it can be seen that Reading is rated as the most important by the teachers and the Senior students, but for the First year students, Writing is the most important. Speaking is rated most after Reading and Writing skills by the teachers and the First year students, and Listening as the least important skill, but to the Senior students, Listening comes earlier than Speaking Skill.

Table 4 English Language Skills in Order of Importance

	English Teachers	First Year Students	Senior Students
Most important	Reading Writing	Writing	Reading
Moderately important	Speaking	Reading Speaking	Writing Listening
Least important	Listening	Listening	Speaking

(Aggregation of Table D 2, D6, & D13)

English Language Skills in Order of Difficulty

As seen from Table 5, both of the student groups had most difficulty with the productive skills. Listening was rated as moderately difficult and Reading as the least difficult skill. However, it was different from the data surveyed from the teachers regarding students' weaknesses and difficulties in that the students had problems and difficulties with understanding the reading passages.

Table 5 English Language Skills in Order of Difficulty

	First Year Students	Senior Students
Very much difficult	Writing Skill Speaking Skill	Speaking Skill Writing Skill
Moderately difficult	Listening Skill	Listening Skill
Least difficult	Reading Skill	Reading Skill

(Aggregation of Table D 6 & D 9, Appendix D)

Difficulty with the Reading Sub- Skills

As can be seen from Table 6, for both groups of the students, skimming, scanning, and critical reflection were rated as the very often difficult reading sub- skills. Specialist vocabulary and guessing unknown words were rated among the often difficult skills. Text organization and understanding the main points fell between the very often and

often difficult skills. However, slow careful reading was not difficult for them. “Rapid reading”, on the other hand, was ambiguous as to whether it involves thorough understanding or not.

Table 6 Difficulty with the Reading Sub- Skills

	First Year Students	Senior Students
Very often	Critical reflection Skimming Scanning	Understanding main points Skimming Text organization Scanning Critical reflecting
Often	Text organization Guessing unknown words Understanding main points Specialist vocabulary	Guessing unknown words Specialist vocabulary
Not often	Rapid reading Slow careful reading	Rapid reading Slow careful reading

(Aggregation of Table D10 & D17, Appendix D)

Learning Activities in Order of Preference

As seen from the Table in the following page, the orders of preference for the learning activities vary among the three groups of respondents. However, grammar and vocabulary exercises are the most preferred by the two student groups. Cooperative learning activities such as class discussion, group works and pair works were rated higher by all three groups. Translating is the least rated by the teachers but is one of the most highly rated by the Senior students. Using dictionary is also rated higher by the two student groups. Conversation and role play are not much preferred by the students. There is not much significant difference among the mean scores, and therefore, it may be interpreted as all the activities have its unique value in them.

Table 7 Learning Activities in Order of Preference

	English Teachers	First Year Students	Senior Students
Most highly rated	Vocabulary Ex: Class discussion Pair work Group work Individual work Assignment Listening task Grammar Exercises Conversation Multiple choice Brainstorming Singing songs	Grammar Ex: Vocabulary Ex: Using Dictionary Group work Class discussion Pair work Singing songs Individual work Language game Multiple choice	Grammar Ex: Vocabulary EX: Translating Class discussion Cloze Using dictionary Listening task Group work Individual work Brainstorming Assignment Picture telling Home work
Moderately rated	Language games Home work Cloze Using dictionary Role play	Listening task Picture telling Translation Cloze Drills Information gap Home work Assignment Conversation	Multiple choice Language game Information Gap Pair work Singing song
Least rated	Drills Picture telling Translation	Brainstorming Role play	Conversation Drills Role play

(Aggregation of Table D3, D8, & D15, Appendix D)

Topics on Social Life in Order of Preference

As can be seen from Table 8, Family and friends, describing self, traveling and holidays, and health are the most highly rated topics. Apart from that, the other topics vary in order of preference among the three groups of the respondents.

Table 8 Topics on Social Life in Order of Preference

	English Teachers	First Year students	Senior Students
Most highly rated	Family and friends) Health Describing self Places and maps House and home Travel and holidays	Describing self Family and friends Travel and holidays Health Leisure/sport and recreation	Family and friends Health Describing self Travel and holidays House and home
Moderately rated	Leisure /sport and recreation Festivals	House and home Weather Places and maps	Places and maps Weather
Least rated	Weather	Festivals	Festivals Leisure/sport and recreation

(Aggregation of Table D4, D11 & D18, Appendix D)

Topics on General Educative Purpose in Order of Preference

As can be seen from the Table below, Bible, Christian theologies, education, moral issues and religion are the most agreed highly rated topics by all three groups of respondents. Law and politics are the least rated topics and the other topics are moderately and variously rated.

Table 9 Topics on General Educative Purposes in Order of Preference

	English Teachers	First Year Students	Senior Students
Most highly rated	Education Moral issues Current Affairs Religion Bible	Bible Christian theologies Education Religion History	Bible Education Moral issues Christian theologies Religion
Moderately rated	Environmental issues Cultures and traditions Christian theologies History Literature	Science issues Literature Cultures and traditions Law	History Literature Science issues Cultures and traditions Environmental issues
Least rated	Science issues Law Politics	Environmental issues Moral issues Current affairs Politics	Current affairs Law Politics

(Aggregation of Table D5, D12 & D19, Appendix D)

4.4 Summary of the findings

From the findings of the data surveyed, there are many issues to be considered in designing a syllabus. It is found that some of the weaknesses in their background with learning English, were still seen during the four- year program. Therefore, issues to be dealt with, according to the data surveyed in this syllabus design are as follows: interest; risk taking; concentration; exposure; being from rural areas; teachers; national education system; classroom exercises; poor understanding; writing skill; pronunciation; grammar; vocabulary; ambition/ vision; motivation; class size; reading skills; grammar; speaking skill; and critical thinking.

Suggestions towards improvement of the curriculum are several, as well. They include watching English movies; more reading; more expressing thoughts in writing; organizing short debate; providing with more resources, such as audio-visual aids, books, magazines; singing English songs; memorizing words; re-evaluating curriculum and

teaching techniques; making happy and enjoyable learning atmosphere; communicating in English outside classroom; using dictionary; reading the Bible in English; and working harder in writing and listening; giving tasks for practicing language; and making use of theological texts.

The findings vary from each group according to their beliefs, situation, and experiences and thus cannot be simply generalized. The skills, topics, activities and tasks given as examples seem to be important in their own ways, and the difference is not much significant. Therefore, all the findings need to be integrated as much as possible in designing the syllabus in light of the existing theories and principles of teaching and learning processes of the TESOL literature.