

## CHAPTER V

### CONCLUSIONS AND DISCUSSION

#### 5.1 Conclusions of the Research

The objectives of this research were 1) to design a course of basic English lessons for undergraduate Architecture students in order to improve their overall performance in the English language with a primary emphasis on speaking followed by reading, listening and writing skills respectively and 2) to develop students' proficiency in using the English language in the Architecture field.

The subjects were 16 volunteer students from the second and third year of The Faculty of Architecture at Chiang Mai University. They were one male and three females from 2<sup>nd</sup> year. Six males and six females were 3<sup>rd</sup> year students. These students attended the 30-hour Basic English for undergraduate Architecture students course for a period of eight weeks during 1<sup>st</sup> November to 27<sup>th</sup> December 2002.

The instruments used in this research were divided into two main types, experimental and data collecting instruments. There were three

main types of experimental instruments in this research: (1) needs survey, (2) proto-syllabus and (3) lesson plans.

Analysis and interpretation of the results of the needs survey, the classroom observations and the interviews of Architecture students and instructors were used to design the course. The course was the basic English lessons emphasize improving speaking skills as well as other skills such as reading, listening and writing in every lesson and in the follow up activities. The subject matter of this course includes the activities related to each stage of the design process: conceptual design, schematic design, design development, final design and effective project presentation.

There were four types of data collecting instruments: (1) lesson plan evaluation form, (2) proficiency test, (3) presentation evaluation form and (4) interview. A lesson plan evaluation form and a presentation evaluation form were employed to assess the effectiveness of the course. A pretest and posttest of English ability were also used in order to assess the learners' proficiency in the English language. At the completion of the teaching period, interviews were obtained in order to find out the attitudes of the learners toward the course. The data obtained were analyzed using the SPSS computer program. The statistics employed were arithmetic mean, standard deviation and paired sample t-test.

Analysis of the lesson plan evaluation form by an instructor at Far Eastern College and the researcher found that all 18 lesson plans were rated effective. Pretest and posttest results found that the learners' English proficiency in the Architecture contents was significantly improved ( $P < 0.00$ ). Evaluation by the four experts and the peers of the learners' project presentations at the completion of the course showed that the quality of the presentations of learners' projects ranged from good to excellent level.

## **5.2 Discussion of the Results**

### **5.2.1 The effectiveness of the basic English lessons for undergraduate Architecture students**

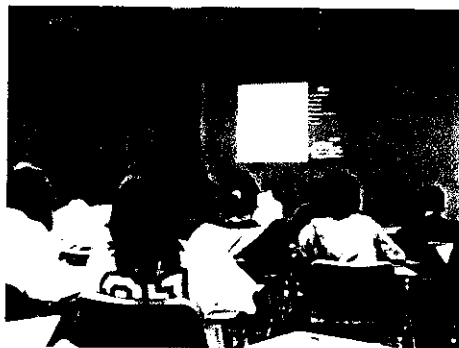
The lesson plan evaluation form showed that all of the 18 lessons were rated effective with the exception of lesson 1 which was rated very effective. Moreover, the assignments that learners completed had gradually improved, i.e., they explained their tasks more clearly as the course progressed. These results indicate that all 18 basic English lessons for undergraduate Architecture students designed through this research helped to develop learners' overall performance in English.

The contents included in each lesson are well suited and appropriate to the needs and interests of the learners. Since the needs survey was of high priority, the survey results were weighted heavily in

designing the course. Other sources of input to the course design included details of course description of the Architecture courses required by the Faculty, classroom observations and interviews both with students and instructors.

The subject matter of the lessons covers Architectural design from the very beginning of the process, i.e., the initial contact between architects and the clients through to the final presentation of the project design. The variety of teaching materials used also helps the learners better understand the lessons.

All English proficiency that the learners wanted to improve and the problems that they encountered in learning English were taken into consideration while constructing the protosyllabus and preparing the lessons. As much as possible language focus and examples of patterns were introduced in order that the learners can use them in their speaking. Most of the activities were designed to support the learners in speaking with support for listening, reading and writing skills in almost every lesson. The learners had the opportunity to work individually, to work in pairs and to participate in group activities. Members of pair work and group work activities were sometimes selected by the learners themselves and sometimes designated by the instructor.



The classroom atmosphere shows the uses of various teaching materials such as handouts, whiteboard, computer, etc.

### **5.2.2 The development of undergraduate Architecture students overall English language abilities**

Two kinds of instruments were used to evaluate the development in the English language abilities of the learners: pretest/posttest comparison and project presentations. The results of the pretest and posttest evaluation show that the learners' overall English language abilities had improved. All learners received significantly higher posttest scores compared to pretest scores. The mean score of pretest is 33.59 while the posttest mean score is 66.97. In addition, learners' performances evaluated by the other learners and experts were rated quite high, with an average mean score of 3.00 on a scale of 0 to 5.

The learners who obtained higher scores on both the pretest and posttest evaluations were the same individuals who got higher scores in their presentations. This indicates that pretest/posttest results and the presentation evaluations, which both measure the same English abilities, are consistent.

### **5.3 Recommendations**

Based on this research, the researcher makes the following recommendations:

#### **5.3.1 Recommendation for The Faculty of Architecture administrators**

Based on the interviews and the results of this research, the faculty should provide an English course with contents closely related to the architecture field for the students in order that they can use the knowledge to read textbooks and communicate with clients and instructors.

#### **5.3.2 Recommendations for further research**

5.3.2.1 Further research should be done with different teaching methodologies in order to compare the effectiveness of alternative methods and try to find out the most suitable method in teaching English for the target students.

5.3.2.2 The basic English lessons should be periodically revised and added more current contents and materials in order to suit as much as possible to the needs and interest of the target learners.