

# **NEEDS ANALYSIS FOR A DEVELOPMENTAL READING, WRITING, AND GRAMMAR COURSE AT A PRIVATE LANGUAGE SCHOOL IN CAMBODIA**

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## **ABSTRACT**

Needs analysis has long been the cornerstone of English for Specific Purposes (ESP). Without it, ESP could not exist (Brown, 2016). The current needs analysis was conducted to find the specific purpose in a general English course aimed at helping students who had fallen behind in the areas of reading, writing, and grammar. It was conducted at a private language school in Phnom Penh, Cambodia using interviews, questionnaires, observations, materials analysis, and utilization-focused evaluation. The needs analysis was divided into two phases: the first was conducted using the interviews, questionnaires, observations, and materials analysis; and the second was dedicated to conducting utilization-focused evaluation wherein I worked with two full-time teachers to pilot and assess the findings of the first phase. The findings of the needs analysis suggested that a literature- and text-based approach was an appropriate fit for the course and that including utilization-focused evaluation as part of the needs analysis was of great value.

## **INTRODUCTION**

The following is a report of a needs analysis conducted for the development of a remedial reading, writing, and grammar course at a school in Phnom Penh, Cambodia. The course had existed for the better part of a decade and had been subjected to numerous changes. Until the time of this project, all attempts to improve the course have been deemed insufficient or too ineffective to satisfy teachers and motivate students. This needs analysis was an attempt to bring to the course clear objectives, useful materials, and an easy-to-follow timeline. My goal in doing

this was to make the course more enjoyable to teach and more useful and motivating for the students.

The site of the needs analysis was a private language school in Phnom Penh, Cambodia. The school is held in high regard as one of the most highly reputed English language learning centers in Cambodia. At the time of the needs analysis, the school had just opened its fourth campus and was serving over 10,000 enrolled students. The school offers four major programs—the General English Program (GEP), English for Academic Purposes (EAP), the Business English Program (BEP), and the Young Learners Program (YLP)—and also specializes in pre-departure training for Cambodian nationals who have been selected for scholarships to study abroad and IELTS training and testing. For the students, sitting the IELTS exam is a requirement for completing the GEP and EAP programs.

The course for which the needs analysis was conducted was part of the school's GEP program. The program has 12 main levels, with levels 6, 8, and 10 acting as “gateway” levels. At these levels, students must pass exams in all five skill areas (listening, speaking, reading, writing, and grammar) before moving on. Failing any of these exams results in the student being placed in one of two remedial courses: LP for listening and speaking and RWG for reading, writing, and grammar. The RWG courses had been particularly troublesome for teachers and students. Since the 10RWG students had the most at stake (they would begin IELTS training after completing the course), the administration and I decided 10RWG would be the most appropriate of the courses for development through a needs analysis.

## LITERATURE REVIEW

### *Needs Analysis*

Brown (1995) defines needs analysis (NA) as “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that that influence the learning and teaching situation” (p. 36). This definition was later shortened to “the systematic collection and analysis of all information necessary for defining a defensible curriculum” (Brown, 2009, p. 16). Key words in both versions of the definition are *systematic* and *defensible curriculum*. NA is not particularly new to

the field of language education and a number of researchers have laid out methodologies for conducting needs analyses, including Richterich and Chancerel (1977), Richterich (1983), Brown (1995, 2009, 2016), and Long (2005). Because the end result of a NA should be a clear, cohesive, and thorough curriculum, it is important that data collection be carried out in a way that is equally clear, cohesive, and thorough. This is the best way to ensure that a curriculum is *defensible*, that is, that the choices made in developing the curriculum are based on factual data that have been carefully collected and analyzed. The importance of NA in curriculum development cannot be overstated. As Long (2005) puts it, “[j]ust as no medical intervention would be prescribed before a thorough diagnosis of what ails the patient, so no language teaching program should be designed without a thorough needs analysis” (p. 1).

### ***ESP***

English for Specific Purposes (ESP) is defined by Richards and Schmidt (2010) as “the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners” (p. 198). Brown (2016) notes that the easiest way to understand ESP is to understand its relationship with its opposite, what he calls ENOP (English with No Obvious Purposes). To paraphrase, students in general language courses, or ENOP courses, will learn grammar rules and vocabulary but will do so in contexts unrelated to their specific needs. While this prepares learners for memorizing grammar rules and vocabulary, it does not prepare them for actual, real-life language use. Because of this, “[e]very language course should be considered a course for specific purposes, varying only (and considerably, to be sure) in the precision with which learner needs can be specified” (Long, 2005, p. 1).

Because the “specific needs of a particular group of learners” must be identified before a course can be labeled as specific, it would be too little to say that NA is important to ESP. It would be more accurate to say that “*NA and ESP are inextricably intertwined*” (Brown, 2016, p. 5, emphasis in original). According to Brown (2016), the specific purposes of an ESP course can only be identified through NA, and without NA, there would be no ESP.

***EAP, EOP, and EIL***

ESP can be divided into at least three main subcategories: English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English as an International Language. EAP courses are most often “designed to help learners study, conduct research, or teach in English, usually in universities or other post-secondary settings” (Richards & Schmidt, 2010). Many EAP NAs focus on the immediate academic needs of students within their institution (Bacha & Bahous, 2008; Holme & Chalauisaeng, 2006; Kaewpet, 2009; Kim, 2006; Liu, Chang, Yang & Sun, 2011; Mazdayasna & Tahririan, 2008) while others look for language needs that extend beyond the classroom and into the learners’ professional careers (Bosher & Smalkoski, 2002; Chia, Johnson, Chia, & Olive, 1999; Chostelidou, 2010; Crosling & Ward 2002; Deutch, 2003; Gea-Valor, Rey-Rocha, & Moreno, 2014; Taillefer, 2007).

English for Occupational Purposes (EOP) deals with the language learners needs related to performing their jobs. NAs in this field have covered areas such as workplace needs (Cowling, 2007; Edwards, 2000; Holliday, 1995; So-mui & Mead, 2000; Spence & Liu, 2013), industry and business (Huhta, 2010), hospitality and tourism (Jasso-Aguilar, 1999; Wozniak, 2010), and healthcare (Staples, 2015).

Although less talked about than EAP and EOP, English as an International Language (EIL) is important to consider in ESP and is probably becoming increasingly important with the proliferation of private language schools teaching English as a foreign language like the one in this study. Rather than simply referring to English (or other languages for that matter) as it is used as a lingua franca across borders, “the defining characteristic of an international language rests on its use as the unmarked choice for purposes of wider communication across linguistic and cultural boundaries regardless of whether or not these differences exist within or between national boundaries” (McKay, 2002, p. 38). Brown (2012) observes that EIL is often useful for situations where traditional notions of target language and culture (i.e. American and British native-speaker cultures) are problematic, decentralized, and no longer an appropriate target for the learners’ context. He goes on to state that EIL can be delimited by teaching it through world Englishes, English as a lingua franca, or locally defined EIL. The last of the three is described as a means of delimiting EIL “in which the choices of units of analysis, objectives, content, teaching strategies, resources, models, etc. are all based on carefully considered local needs for English including international use” (Brown, 2012, p. 152). Using McKay’s definition and

Brown's description of locally defined EIL, I will later argue that the course in the present study is best approached from an EIL framework.

It is important to note here that, although Brown (2012) lays out a framework for conducting an NA for EIL, none of the literature reviewed for this study is explicitly described as being part of an EIL framework. Although some studies could arguably be described as being related to language for international use (Van Ek, Alexander, & Fitzpatrick, 1977; van Ek & Trim, 1984; Richterich & Chancerel, 1977; Trim, Richterich, & Van Ek, 1980), these NAs are not presented as such and tend to focus more on language for general purposes.

### ***NA Methodologies and Frameworks***

Popular ways of conducting a NA are through questionnaires (Chia et al., 1999; Crosling & Ward, 2002; Kim, 2006; Liu et al., 2008; Bacha & Bahous, 2008; Taillefer, 2007), conducting interviews (Spence & Liu, 2013), combining interviews and questionnaires (Chostelidou, 2010; Deutch, 2003; Mazdayasna & Tahririan, 2008), and triangulating interviews and questionnaires with observations (Bosher & Smalkoski, 2002; So-mui & Mead 2000). Other studies have used largely qualitative measures like ethnographic and sociolinguistic approaches (Holliday, 1995; Jasso-Aguilar, 1999; Kaewpet, 2009). One study reviewed here (Holme & Chalauisaeng, 2006) took a participant appraisal approach, wherein students are lead to conduct their own needs analyses. What makes this interesting in the context of the present study is that this was the only NA report reviewed that featured teachers as participant observers. While teachers are often acknowledged as NA stakeholders, their participation is, with this one exception, limited to being the subjects of interviews and questionnaires. This becomes problematic when one considers that it is the teachers who will be most responsible for the course after the NA is complete.

A common element of the studies listed above, excluding the ones that relied solely on questionnaires, is triangulation. Triangulation is the practice of using multiple measures of collecting data and/or multiple sources for data collection. This practice increases the amount and variety of data the analyst has to work with and increases the credibility, quality, and dependability of the NA and results in a better understanding of learner needs and a more defensible curriculum (Brown, 1995, 2009, 2016; Long, 2005). For the purpose of ESP, Brown (2016) lists nine distinct varieties of triangulation that include stakeholder triangulation, method triangulation, location triangulation, time triangulation, perspective triangulation, investigator

triangulation, theory triangulation, interdisciplinary triangulation, and participant-role triangulation. The types most pertinent to this study are stakeholder triangulation, “including multiple stakeholders as sources of information;” method triangulation, “analyzing multiple data gathering procedures;” time triangulation, “scrutinizing data from different points of time;” and participant-role triangulation, “needs analysts switching roles with other stakeholders at a certain point” (Brown, 2016, pp. 141-142).

One possible way of extending participant-role triangulation is through utilization-focused evaluation. Patton (2008) defines this as a system of evaluation in which is “done for and with specific intended primary users for specific, intended uses” (p. 37). He explains the value of utilization-focused evaluation by stating:

...evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the evaluation process and design any evaluations with careful consideration for how everything that is done, from beginning to end, will affect use. Use concerns how real people in the real world apply evaluation findings and experience the evaluation process.

Therefore, the focus in utilization-focused evaluation is on *intended use by intended users* (p. 37, emphasis in original).

For the needs analyst, this could take the form of evaluating initial results of an NA by working with teachers and students to test out objectives and materials. This would also allow stakeholders to take a more active role in conducting the NA. What is surprising is that not many, if any, published NAs report using such an evaluation as part of the analysis. This is even more surprising considering how literature on NA supports this kind of evaluation. Take for example Brown’s (1995) flow chart of the stages of curriculum development (Figure 1). Notice that evaluation is “the glue that connects and holds all the elements together,” including NA (Brown, 1995, p. 217). According to Brown, any element of curriculum development, including NA, would “become pointless” without some form of evaluation (p. 217). More recently, Graves (2008), calls for something very similar to utilization-focused evaluation in NA by suggesting that planning and enactment should occur together since planning and practice are interrelated and development should come from within the classroom context rather than be imposed from outside. She says that “without enactment, there is no curriculum. A curriculum cannot exist BEFORE it is enacted... The processes of planning, enacting and evaluating are interrelated and dynamic, not sequential” (p. 152).

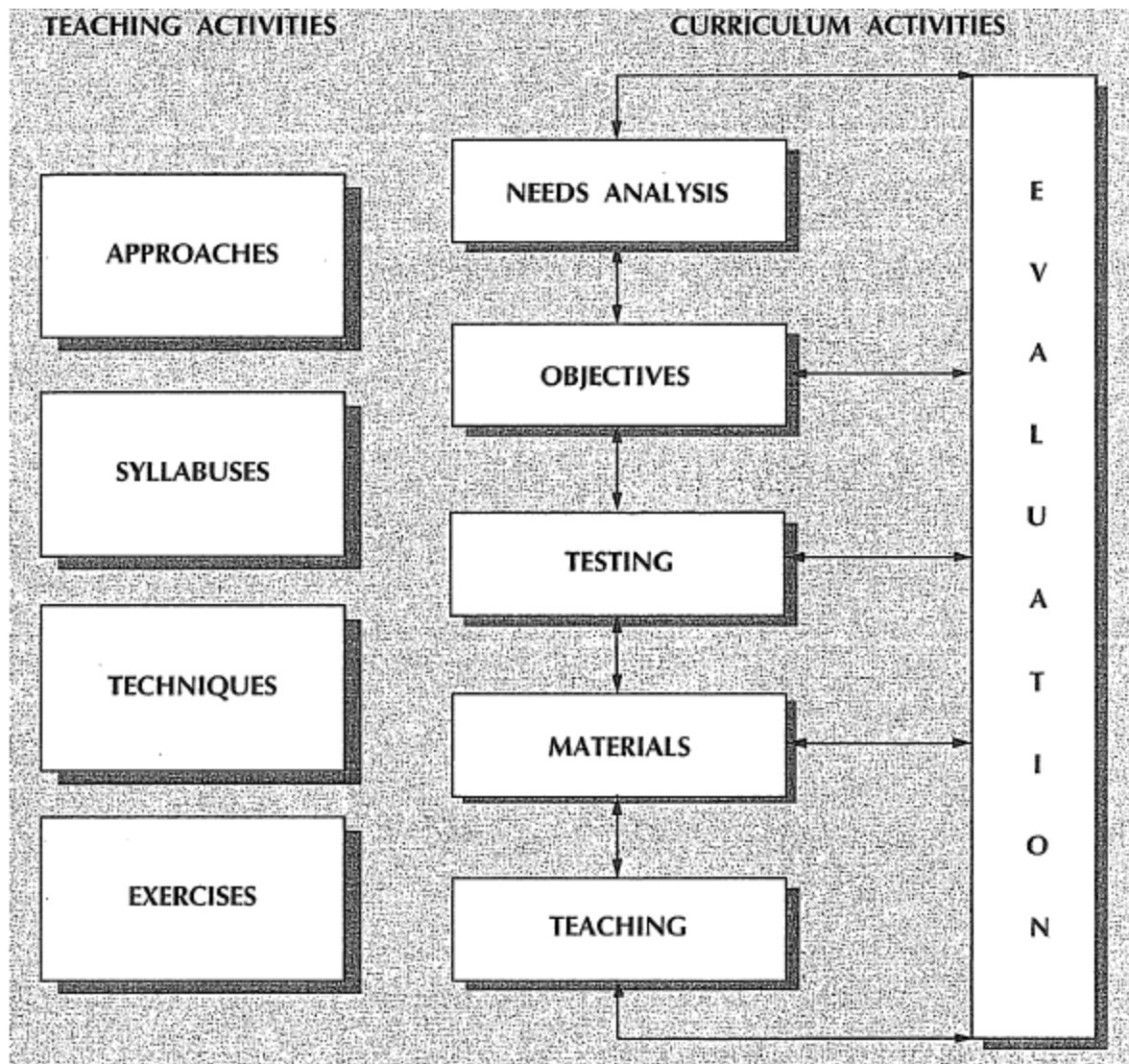


Figure 1. Interface of Teaching and Curriculum Activities (Brown, 1995, p. 29)

### ***Literature- and Text-based Language Teaching***

Text-based language teaching is “a methodology that focuses on teaching explicitly about the features of spoken and written texts and that links texts to the cultural context of their use” derived after the needs analyst identifies “the types of texts most frequently encountered in the context, and units of work are then developed in relation to the texts and the linguistic features they exemplify” (Richards & Schmidt, 2010, p. 595). Literature-based language teaching is more specific in that literary texts—or capital “L” Literature—are the selected texts for learning. The use of literature in the language classroom largely fell out of favor in the 20<sup>th</sup> century, due mainly to views that it was elitist, but has recently grown in popularity, particularly in EFL

contexts (Paran, 2008). Approaches to literature-based language teaching have taken various forms from completely literary—with no focus on language—to using literature simply as a text for language learning and extensive reading—for a visual representation of this spectrum, see Paran's (2008) diagram (Figure 2). The second quadrant and, to a lesser extent, the fourth are the most pertinent to the present study as literature and other texts were primarily used for building language skills and reading comprehension. Other research on literature-based language teaching has demonstrated that learners respond positively to literature-based approaches (Ali, 1993; Paran, 2008; Tsai, 2012), experience increased motivation and confidence (Tsai, 2012; Yang, 2001), make greater gains in grammar and usage knowledge (Paesani, 2005; Yang, 2001), experience improved critical literacy by developing their own questions about texts (Urlaub, 2012) and achieve greater levels of cultural understanding (Liaw, 2001; Stewart & Santiago, 2006).

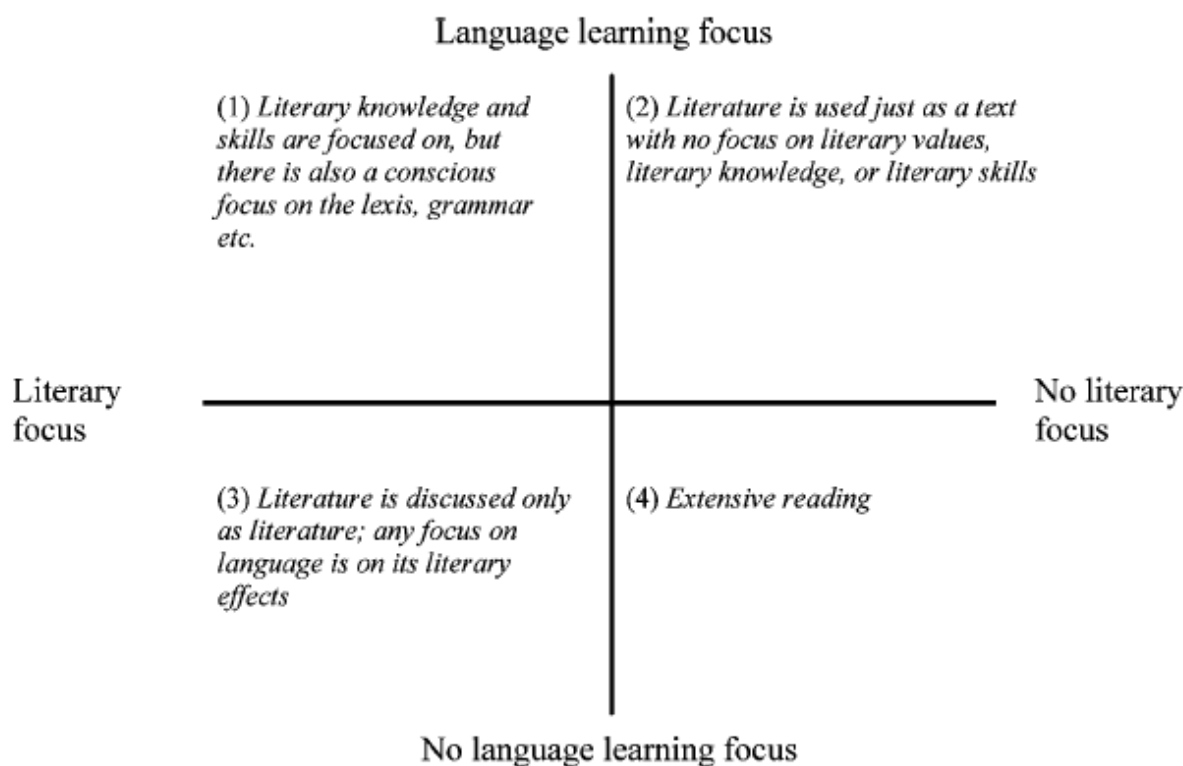


Figure 2. The Intersection of Literature and Language Teaching (Paran, 2008, p. 467)



### ***Purpose***

Seedhouse (1995) lays out a method for and explains the usefulness of NA in the general purposes context. Still, very few reported NA studies cover this. Some of the most prominent examples (Van Ek, Alexander, & Fitzpatrick, 1977; van Ek & Trim, 1984; Richterich & Chancerel, 1977; Trim, Richterich, & Van Ek, 1980) were published a long time ago. Recent studies like Lambert's (2010) NA for Japanese English majors comes close in that before the NA, the course fit the description of ENOP rather than ESP. Still, this fits more closely with EAP than general English. It could be, however, that once a NA is performed, a course is no longer strictly for *general* purposes but has instead been designed for *specific* purposes. What is missing from the literature is reports of NAs that seek to find the specific within the general.

While Graves (2008) insists that planning and practice should be viewed as interrelated and that evaluation should be a part of every stage of the NA, very few studies report this as part of the procedure. Of the studies reviewed here, only one (Holme & Chalauisaeng, 2006) reports any kind of evaluation of the NA from within the context of the course being assessed. What complicates this further is that no NA studies report using any kind of utilization-focused evaluation. This is important because the practicality and applicability of goals and objectives need to be assessed in order for a curriculum to truly be defensible. It is doubtful there could be a better way of assessing defensibility than by evaluating the outcomes of a NA by observing them in practice.

In line with Long's (2005) approach to conducting NAs, most of the published studies report suggestions for task-based language learning. Although task-based NA is rapidly growing and becoming more sophisticated (Serafini, Lake, & Long, 2015), teaching techniques other than task-based language teaching have been ignored. Much like communicative language teaching (CLT), of which Brown (2012) points out that people had been learning languages for thousands of years before CLT, task-based language learning is not the only approach to teaching a language and is not the best fit in all contexts. NAs that produce curricula that extend beyond task-based language learning are necessary. At this time, no available NA reports seem to present literature- or text-based language learning as an outcome. Given all that has been written about literature-based language teaching, it is surprising that no one has thought to assess the usefulness of such an approach *before* designing a course rather than after the course is completed. Taking

this into consideration, it would be useful see an NA report wherein it was determined that a literature- and text-based approach would be the best fit for a course.

Based on the context and gaps in literature, I developed the following research questions:

**RQ1:** What are the *specific* needs of Cambodian students in a private language school's developmental reading, writing, and grammar course?

**RQ2:** How appropriate would a literature- or text-based language teaching approach be in the context of an EFL developmental reading, writing, and grammar course?

**RQ3:** How beneficial would it be to include utilization-focused evaluation as part of a needs analysis?

## METHODS

To conduct the needs analysis, I divided the process into two major parts. First, a broad needs analysis—consisting of surveys, interviews, observations, and materials analysis—was carried out and resulted in a draft of potential goals, objectives, and materials. The second phases consisted of a pilot of the goals, objectives, and materials produced in the first phase, during which time I worked closely with the teachers assigned to the course, interviewing them and monitoring their progress.

Throughout the NA, a mixed-methods approach was adopted. As I explained in the literature review, triangulation is an important aspect of NA and using mixed-methods is a very effective way of ensuring that triangulation is effective. Brown (2016) identifies three distinct advantages to using mixed-methods: qualitative and quantitative measures have distinct strengths and weaknesses, different people tend to respond differently to both methods, and combining the two methods can bring to light insights that may have otherwise gone unnoticed. These aspects of triangulation were all highlighted in both phases of this NA.

### *Participants*

In the first phase, questionnaires were given to students and teachers. Questionnaires were distributed to approximately 150 students across five classes and collected from fifty-one students ( $N = 51$ ). The students who returned the questionnaires were aged between fifteen to thirty-two years old ( $M = 19.33$ ;  $SD = 3.96$ ) and were predominantly female (31 female, 19 male,

& one no data). All of the students were Khmer speakers from Cambodia and most of them (43 participants) identified themselves as students and the remaining (eight participants) identified as professionals. Educational levels among the students ranged from high school to undergraduate university. Most of these students had been attending the school for almost nine terms—about two years and three months ( $M = 8.96$ ;  $SD = 4.07$ ). Nineteen ( $N = 19$ ) teachers responded to the questionnaire. These teachers were chosen based on whether they had taught an RWG course at any level since changes in the 10 RWG curriculum would affect all other levels. Contrary to the student population, the teachers were predominantly male (14 male, four female, & one no data). The teachers' ages ranged from 26 to 56 ( $M = 36.11$ ;  $SD = 8.55$ ), and they had an average of about seven years of ESL/EFL teaching experience ( $M = 6.97$ ;  $SD = 5.45$ ). The amount of time these teachers had been teaching at the school ranged from a single term to 40 terms ( $M = 10.95$ ;  $SD = 11.28$ ). All but one of the teachers surveyed spoke English as their first language with the remaining teacher being a local Khmer speaker. Student participant sampling was done by convenience.

Interviews in the first phase were conducted with five teachers, all men, who were teaching the course at that time or had taught the course the previous term. One of the teachers was teaching his first term at the school, and for another, it was his fourth. The remaining three were all veterans of the school with ten to forty terms taught. Two of the interviewees agreed to have their classes observed as part of the needs analysis. The first class consisted of seventeen students (12 female & five male) at the time of observation, and the other class consisted of twenty (11 female & nine male). Following the observations, the classes were interviewed as a group. In addition to the teachers mentioned above, two additional teachers, who taught higher levels that the students would eventually advance into, were interviewed for their insights into what they expected from the students.

The second phase of the needs analysis focused on following the two teachers responsible for the course as they piloted changes in the curriculum, with continuous informal interviews along the way. Both teachers were men who had each been teaching at the school for about three years, or about twelve terms. One of the two had taught a similar course at a different level, but neither had taught that specific course before. At the end of the sixth week of instruction, both teachers agreed to have their classes observed. The first class consisted of 18 students (10 male & eight female) and the second class consisted of 22 (11 male & 11 female).

During both phases, key administrative staff—a campus manager, two lead teachers, and the school’s director—were consulted for feedback on questionnaires and other materials and were informally interviewed for additional information.

### ***Materials and Procedures***

A student questionnaire (Appendix A) was designed from scratch for the needs analysis. It included forty-one items: seven items for background, twenty-nine four-point Likert items, and five open-response questions. The background information asked for age, gender, languages spoken, whether the student worked or was a student (or both), what they use English for, how long they had been studying at the school and how long they planned to continue. The Likert items were divided into three sections: reading, writing, and grammar. The eleven items related to reading were written to assess how comfortable students felt with global understanding, reading habits, fluency, vocabulary, and their opinions about the assigned readings. The twelve items pertaining to writing assessed how comfortable students felt paraphrasing, as well as about their fluency, using examples to support ideas, and their interest in the topics used in class. The six items about grammar dealt with learning preferences and grammar use. The open-response questions dealt with what students like about the school, activities they did and didn’t like, changes they would like to see made, and how motivated they felt while taking the course. All items were developed based on information collected during interviews with teachers and lead teachers with their continued feedback and input, as well as from minutes from teacher’s meetings. Additionally, items pertaining to reading were developed based on widely accepted theories about second-language reading development.

The teacher questionnaire (Appendix B), like the student questionnaire, was designed from scratch for the purpose of this needs analysis. This questionnaire included thirty-two items: five background items, twenty-two four-point Likert items, and five open-response items. The Likert items were divided into four parts: general items about the course, materials, the students, and teaching methodology as it related to the course.

To determine the reliability of the Likert items, Cronbach’s alpha was calculated for both questionnaires. It was found that for the student questionnaire  $\alpha = 0.89$  and for the teacher questionnaire  $\alpha = 0.83$ . It’s worth noting that while these questionnaires are quite reliable, the fact that they are respectively eleven and seventeen percent unreliable warrants further, more

qualitative measures to make up for this deficit. This highlights the importance of the use of interviews and observations in this study.

Interviews with administration and lead teachers were unstructured and conducted continuously throughout the NA. These interviews were conducted with the aims of gathering background knowledge of the course, students, and teachers as well as for getting feedback on materials, draft goals and objectives, and other areas of the curriculum. Interviews with the teachers were conducted at the site or at a café near the site. These interviews lasted about half an hour each and the interviewees were often contacted (in person or by email) for follow-up questions. These interviews consisted of questions about how effective the course materials and goals were, how they personally taught the course, what they think could be done to improve the course, and what they thought the needs of the students were. The two teachers who agreed to have their classes observed also agreed to pre- and post-observation interviews where they discussed what was happening the class. The two teachers who taught levels following the 10 RWG course were asked about what skills they expect students to have when they begin their courses, how students who came from 10 RWG performed, and what they thought should be taught to better prepare students for their courses.

Interviews with the two teachers in the second phase were performed on a continual basis. The first teacher was interviewed in person for at least ten minutes, three times a week, following lessons. The second teacher was interviewed in person off site, twice per week, for thirty minutes at a time. After the completion of the term, both teachers were contacted via Skype for an exit interview where they provided final feedback and suggestions about the course.

Course observations were conducted with particular attention to how materials were used and how students participated. Notes were taken about how engaged the students seemed to be, how many arrived late, and how they responded to instruction. At the end of each observation, the teacher left the room so the students could be interviewed as a group. Although these interviews were largely unstructured, I paid particular attention to asking questions that would have the students talking about the course objectives and materials, rather than the teacher. In the class interviews conducted in the second phase, I was especially interested in the opinions of students who were taking the course for a second time. These students were asked to compare the two versions of the course and identify strengths and weaknesses of each.

In addition to the questionnaires and surveys, supplementary materials available at the site, as well as other materials that could potentially be used in the course, were analyzed for grammar structures and vocabulary. These materials included the course graded reader edition of *Braham Stoker's Dracula*, local English-language newspapers like *The Phnom Penh Post*, *The Cambodia Daily*, and *The Khmer Times*, a collection of speed reading passages (Quinn, Nation, & Millett, 2007), and various EAP textbooks.

Finally, at the end of the second phase, results were collected for everyone at the site who took the school-issued end of term reading exam ( $N = 541$ ). The school's privacy policy does not allow the exam to be published in this report, but it consists of twenty-five items, for a total possible score of twenty-five points, which include multiple choice, summary gap-fill, short answer, and true/false/not-given questions across two different texts. The reading test was designed by the school to resemble an IELTS reading exam. The purpose of collecting these scores was to evaluate how well this exam serves as an end-of-term assessment of reading.

### ***Data Analysis***

The Likert-item results from the student and teacher questionnaires were entered into a spreadsheet and analyzed for means and standard deviations. Particular attention was given to items with significantly high or low means and items that proved to be more divisive—as highlighted by noticeably high standard deviations. The open-response items were read carefully and common themes were identified and tallied. Common themes from both students and teachers included comments about the materials, tasks, and strengths and weakness of the course. Other themes from student comments included comments about the teachers, usefulness of the course in their daily lives, and the school as a whole. Themes specific to the teacher's comments included comments about preferred teaching methodology, teacher work load, course objectives, and supplementary materials.

During the interviews with teachers in the first phase, notes were collected and analyzed afterwards. Common themes and repeated statements were identified as were statements made by individual teachers that were either unique or were somehow contradictory to majority opinions. Notes from interviews were cross-checked against questionnaires and compared with other qualitative data like the observations and interviews with individuals from different populations. Common themes in these interviews included the quality of materials, how

materials are or should be used, course goals and objectives, student attitudes, and what methods have been most useful in teaching the course. Interviews conducted with the two teachers whose classes were observed were analyzed for comments about how goals and materials were applied during the lessons that were observed.

Field notes from the observations and class interviews in the first phase were analyzed for information about how the course goals and materials were implemented in the classroom and how students reacted. This analysis included themes related to student interaction and perceived levels of interest, types and time management of tasks, integrating materials and skills, and student comments about the course, its materials, the teacher, and how the course was helping them meet their personal goals.

Available reading materials like the graded readers and newspapers were sampled and analyzed for grammatical structures. I was mostly interested in structures that matched those taught in previous levels and those mentioned by the IELTS instructors as being especially useful to the writing tasks. Additionally, vocabulary in these texts was analyzed using *WordCorp: Concordance* (<http://www.webcorp.org.uk/live/wdlist.jsp>). A list of important and repeated vocabulary items was compiled to be made available to instructors (Appendix C).

All of the data collected in the first phase of the NA were used to create a rough draft of course goals and objectives along with suggested methods and assessments. This draft was made available to the administrators and to the instructors responsible for teaching the course.

The continuous interviews with the two teachers in the second phase of the NA were used to monitor how clear and appropriate the rough-draft objectives were, how the materials were being used and how they might be improved, what kind of pedagogical practices they found most effective, and how their students were responding to the new curriculum. These interviews also provided insight into how supplementary materials were being developed and shared and what could be done to facilitate this process. The final exit interviews were used to determine what objectives should be kept, which ones should be left out, and how to make the new goals more specific and clear. The instructors were asked for their opinions on different materials and objectives.

## PHASE I RESULTS

### *Student Survey*

From the student questionnaire, I learned that all but thirteen of the fifty-one students identified as bilingual, listing Khmer and English as the languages they spoke. The remaining thirteen listed three languages that they used: Khmer, English, and Chinese. School and the internet were the most commonly identified sites of English language use among the participants, with 47 and 43 participants, respectively. Using English to communicate with friends came third with 29 participants, and 15 participants reported that they use English at home. While eight participants identified as professionals, not students, only six reported that they use English at work. According to the results of the questionnaire, 32 of the participants intended to complete the school's General English program—through Level 12—and the remaining 21 planned to continue to the school's EAP program after finishing the GE program. This means that all the participants would be taking the IELTS exam within about nine months after completing this course.

The results of the Likert items shown in Table 1 revealed some important information. The items that were marked the highest seem to reflect a strong preference for explicit grammar instruction (see items 35, 32, and 31). It is important to note that learning grammar from examples was almost as important to the students as having the grammar explained by their teachers. It is also important that Item 30, regarding student interest in the course writing topic (problem/solution essays), was also fairly highly ranked, with 40 of the participants agreeing with the statement.



Table 1  
*Student Questionnaire Responses*

Item	Description	1	1.5	2	2.5	3	4	No Data	<i>M</i>	<i>SD</i>
35	I want my teachers to explain grammar rules.	1	0	1	0	22	26	1	3.46	0.64
32	I like learning grammar by looking at examples.	0	0	4	0	24	23	0	3.37	0.62
18	I often read in English for school or work.	1	0	6	0	35	9	0	3.02	0.61
17	The reading materials in my classes are interesting.	2	0	7	0	34	8	0	2.94	0.67
31	I like learning grammar by learning rules.	4	0	8	0	28	11	0	2.90	0.82
30	I am interested in the topics I write about in class.	1	0	10	0	34	6	0	2.88	0.62
12	I can read sentences and paragraphs quickly.	0	0	16	0	24	10	1	2.88	0.71
29	I can write summaries of texts that I read.	1	0	11	0	32	6	1	2.86	0.63
10	I understand the structure of texts I read.	0	1	9	0	37	3	1	2.85	0.51
14	I can ask questions about things I read.	1	0	11	0	34	5	0	2.84	0.61
26	I finish my in-class writing assignments on time.	1	0	14	0	29	7	0	2.82	0.68
11	I can identify main ideas and supporting details.	0	0	15	0	31	4	1	2.78	0.58
24	I can describe other people's ideas.	0	0	16	0	32	2	1	2.72	0.53
13	It's easy to talk about things I've read.	2	0	17	0	26	6	0	2.71	0.72
28	I can support my ideas with clear details and examples.	2	0	12	0	36	1	0	2.71	0.57
9	I can guess the meanings of words I don't know.	2	0	15	0	31	3	0	2.69	0.64
34	I understand the grammar of texts I read.	2	0	15	1	30	3	0	2.68	0.64
27	I can describe my ideas clearly.	1	0	18	0	29	3	0	2.67	0.62
8	When I read, I understand most of the words immediately.	0	0	20	0	28	2	1	2.64	0.56
19	I can use the correct vocabulary when I write.	2	0	17	0	30	2	0	2.63	0.62
36	I can understand the meaning of a sentence even if I don't understand the grammar rules.	3	0	19	0	23	6	0	2.63	0.77
21	I know what the reader expects when I write.	2	0	18	0	29	2	0	2.61	0.63
20	I can organize information in a paragraph.	2	0	17	1	30	1	0	2.60	0.59
22	I can give good reasons and examples.	0	0	23	0	26	2	0	2.59	0.57
16	I have enough free time to read outside of class.	3	0	23	0	21	4	0	2.51	0.72
25	I can write sentences and paragraphs quickly.	1	0	27	0	20	3	0	2.49	0.64
15	I know the author's purpose for writing when I read.	2	0	27	0	18	4	0	2.47	0.70
23	I can write definitions of words easily.	2	0	27	0	22	0	0	2.39	0.56
33	I can use grammatically correct sentences without thinking carefully about the rules.	10	0	27	0	9	5	0	2.18	0.86

Note: 1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

Although measures were taken to ensure that participants could only select numbers 1, 2, 3, and 4 as their response, several participants still chose to circle the space between numbers. These responses were recorded as 1.5 and 2.5 as was appropriate. The items that students most consistently marked lower were mostly related to writing. Two of these, items 33 and 25, specifically related to automaticity and fluency in writing. These low figures resulted in the inclusion of freewriting and timed writing in the suggestions for SLOs. Similarly, the students' apparent discomfort with understanding the purpose of texts (item 15) resulted in the inclusion of some critical reading using local English-language newspaper articles. Other low-rated items like

items 23, 25, 16, and 20 had significant impacts on SLOs—especially after additional information was obtained from interviews and observations—which will be discussed in later sections.

From the open response questions, the most common comments by far were positive remarks about the teachers and group work. Seventeen of the participants said they liked the teachers and 15 said they enjoyed the group work activities. Grammar instruction and activities were also popular, with 14 students identifying those as favorite features of the course. Somewhat contrary to the results of the Likert items, reading was the most commonly mentioned activity that was disliked with 11 students saying they did not like it. However, nine students did make comments about liking the reading activities, with three of these students identifying the course's graded reader as being particularly interesting. Games and, rather surprisingly, listening were popular as favorite activities with 10 and 12 comments, respectively. In addition to the comments about group work, several other comments suggested the importance of socialization in the classroom. Five students mentioned their classmates as a positive feature of the course, and one student said they liked that the other students were "sociable." Thus, it is hard to ignore that socializing in class is important to the students and is something that should be taken into account when developing SLOs.

### ***Teacher Survey***

Unlike the students who responded to the student questionnaire, the teachers did not seem reluctant to criticize or give lower marks to items. From the Likert items shown in Table 2, it was immediately clear that the materials and course objectives were a major issue for the teachers. While it had the third lowest mean, Item 6, which addresses course goals and objectives, received the second most "disagree" remarks, with 11 teachers who disagreed and three who strongly disagreed. One could have expected this to be marked even lower since, upon reviewing the available course materials, no explicit course goals and objectives are listed. The closest thing available was a course description explaining how the course fit in with the rest of the school's programs.

Table 2  
*Teacher Questionnaire Responses*

Item	Description	1	2	2.5	3	4	No Data	<i>M</i>	<i>SD</i>
11	I often develop my own materials.	0	1	0	7	11	0	3.53	0.60
27	I try to ensure that my grammar instruction is practical and related to the course readings and writings.	0	1	0	7	10	1	3.50	0.60
25	I think vocabulary development is important to this course.	0	1	0	8	10	0	3.47	0.60
24	I think activities that build fluency (i.e., extensive reading, free writing) are important to this course.	0	2	2	6	9	0	3.32	0.71
26	I think the grammar instruction is essential to my students' success	0	3	2	5	9	0	3.26	0.77
22	I provide ample opportunities for my students to read.	1	1	0	12	5	0	3.11	0.72
20	I often include activities that improve reading rates.	1	3	0	10	5	0	3.00	0.79
23	I often connect my writing lessons with material from my reading lessons.	0	4	0	12	3	0	2.95	0.60
21	I often include activities that build written fluency.	1	3	0	12	3	0	2.89	0.72
16	The students frequently participate.	1	5	0	11	2	0	2.74	0.71
14	The students are motivated and interested.	0	6	3	10	0	0	2.61	0.45
13	Finding supplementary materials is easy.	1	7	1	7	2	1	2.58	0.75
18	The students find this course useful.	1	6	1	9	1	1	2.58	0.67
7	There is enough time to cover all the material.	4	4	0	10	1	0	2.42	0.88
10	The materials are easy to use.	3	7	1	7	1	0	2.34	0.80
19	In this course, it's easy to make lessons interesting.	3	7	1	7	1	0	2.34	0.80
12	The provided materials are appropriate for the level and objectives	5	5	1	8	0	0	2.18	0.81
15	The course serves the students' professional and academic needs.	4	8	0	7	0	0	2.16	0.74
17	The students find the material interesting.	2	12	0	5	0	0	2.16	0.59
6	The course goals and objectives are clear and appropriate.	3	11	0	5	0	0	2.11	0.74
8	The course adequately prepares the students for future levels.	5	7	1	4	1	1	2.08	0.85
9	The materials are interesting.	6	7	2	3	1	0	2.00	0.84

Note: 1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

Like on the student questionnaire, some participants selected the space between 2 and 3 as their response. These responses were recorded as 2.5 in the data. As mentioned, materials were ranked very low. Although one teacher strongly agreed that the materials were interesting, more teachers (six) strongly disagreed with this statement than any other on the questionnaire, resulting in the lowest mean ( $M = 2.00$ ) of all the items on the questionnaire. An interesting discrepancy occurred between the student questionnaire and the teacher questionnaire regarding student interest in the materials. While the students rated the materials fairly high ( $M = 2.94$ ) on their questionnaire, the teachers reported student interest as much lower ( $M = 2.16$ ) with twelve

teachers disagreeing and two strongly disagreeing. Possible reasons for this discrepancy and the significance of these reasons were sought out in class observations and student interviews and will be discussed in the pertaining sections. The results of Item 8 will also be discussed later in the findings from the interviews with teachers of the following levels. Their comments echoed the frustrations expressed in the teacher questionnaire regarding how poorly the course was preparing students for the IELTS preparation classes that followed the course.

It was clear from item 11 ( $M = 3.53$ ) that teachers developing their own materials was the norm for the course. However, based on the results for item 13, there is a great deal of disagreement about how easy it is to develop supplementary materials. Based on the results of Item 27 ( $M = 3.50$ ), it was clear that teachers wanted the grammar instruction to be connected to the reading and writing components of the course. In their interviews, teachers complained that this was not always easy to do with the given materials. Other items that were given consistently favorable remarks were the items related to reading and writing fluency building—Items 24 and 20—and Item 27, which dealt with the importance of vocabulary building exercises.

Unlike the students, the teachers wrote a great deal in the open response section, and they were not afraid to write scathing remarks about the course. The two most commonly mentioned things in this section were the materials and the student proficiency levels. The materials were routinely described as “sloppy” and “thrown together.” The most positive comment about the materials stated that they were acceptable but a bit dry for the students’ tastes. Three teachers specifically called for all the materials to be thrown out. These three teachers also suggested that many of the students in the course should be sent back to lower levels to begin again. While other teachers were less harsh in their assessment, many of them still commented that student proficiency levels in the course were more mixed than they thought they should have been. Similar to the student comments, a few teachers thought other skills, like listening and speaking, should be incorporated in the course. About half of the teachers mentioned specific pedagogical practices they thought would improve the course.

Based on the findings from both of the questionnaires, it became clear that explicit goals and objectives would need to be written. Additionally, the materials would at the very least need changing and improving. More information was also needed on exactly how and to what degree the materials should be changed, and that information came from interviews and observations. It was certain that the changes would need to result in creating a stronger connection between the

skills and grammar, making the course more interesting to the students and the teachers, making the course easier to plan for while respecting different teaching styles, adhering to the students' social motivations for taking the course, and preparing the students not only for their professional and academic goals, but also for the IELTS preparation courses they would later be entering.

### *Class Observations and Interviews*

To find out more about the discrepancy between the student and teacher questionnaires with regard to how interesting the materials were, I paid close attention to how the materials were used in class and asked students about the materials in the post-lesson interviews. In the first lesson I observed, the focus was on reading. In the 90-minute lesson, about five minutes were dedicated to reading the selected passage from the textbook. The rest of the time was spent on pre-reading activities to establish context for the article, answering questions about the article, and building vocabulary. The portion of the class dedicated to vocabulary took an especially large amount of time—a little over half an hour, or about a third of the lesson. In a follow-up interview with the teacher, he expressed frustration that it was taking so long to get through vocabulary that students probably would not see again. According to him, and this was corroborated in other teacher interviews, the texts in the textbook had little to no cohesion in terms of similar grammar structures and vocabulary—what students learn from one text might not be repeated in any of the follow-up texts.

The second lesson I observed, with a different teacher, was a writing lesson. Similar to what was reported in the questionnaire, the materials for this lesson were developed by the teacher and were not part of the course textbook. In our follow-up interview, the teacher said that the writing materials in the textbook were sparse and mostly unrelated to how the students would be assessed at the end of the semester. In the lesson, the writing focus was almost entirely on form rather than content, something, according to the teacher, that was necessary since he felt it was more appropriate to the students' proficiency levels and because it was too difficult to connect the writing topic with anything else happening in the course. The teacher said it might have been theoretically possible to create lessons that connected the writing to the reading materials, but given their heavy workloads, he felt it was something that could not be expected the teacher.

In the post-lesson interviews with the students, both classes said they enjoyed the lessons and found them useful, and they all said they liked their teachers. The students in the first lesson said they did not mind the slow pace of the vocabulary exercise since they were learning a lot of new words. In the writing lesson, the students said it was OK that the writing was not connected to their reading materials because the readings were boring anyway and the teacher was able to choose topics they found more relevant to their real lives. Both classes mentioned that they found the course useful because it was preparing them for work, school, and the IELTS exam. I found it very interesting that both classes brought up the IELTS exam unprompted and, when it was mentioned, generated class-wide comments of agreement. In both classes, when I asked if they thought the reading materials were interesting, the reply was a definite “no” immediately followed by comments about how *Dracula*, the course’s assigned graded reader, was good. In the original curriculum, *Dracula* was read entirely outside of class and only discussed on four occasions throughout the term. I asked the students if they would be happier using *Dracula* as a primary text for study, and the response was very positive. Students in both classes also commented that they would like to read more novels, especially horror, in the course. In both classes, I asked if everyone agreed with that statement and found that they universally wanted more graded novels but not all of them wanted more horror—they mentioned romance and comedy as also being interesting. Based on this reaction, it is possible that when they agreed that the materials were interesting on the questionnaire, they were most likely referring to *Dracula*, which would explain the difference in opinion between the teachers and the students.

I also found that the extra materials and facilities available to the students on campus were very popular. About half of each class said they made regular use of the Guided Independent Learning Center (GILC). These students said that they used the GLIC for looking at English-language web pages, using the learning software available on the computers, and reading newspapers like *The Phnom Penh Post* and *The Cambodia Daily*. Other students said they were too busy with work and school to visit the GILC, but they tried to follow the news using English-language sources to practice their skills.

### ***Additional Teacher Interviews***

The teacher interviews following the questionnaire confirmed the questionnaire results and, more importantly, provided some insights into what the teachers wanted changed in the course

and what they felt should remain intact. Three of the five teachers suggested that the course textbook be discarded entirely and that a collection of materials, made available on the school's electronic database, would probably be more useful. The other two teachers felt that the textbook could remain in place, as they did not feel they had any problems using it. However, both conceded that something more interesting could be used as a replacement and that, if someone were interested in creating a better textbook or system to replace it, it would be in the students' best interests.

One teacher reported that he used assessment methods outside of just the school's end-of-term exam and all five said they were not entirely sure how much progress their students were making in reading due to the unreliable nature of the exam. They had varying opinions on how important reading was to the class. Two said they did not think it was important to focus on, saying that writing and grammar were more pressing concerns. One of these two mentioned that he had no idea of how proficient his students actually were at reading because there were so few opportunities to assess reading in any meaningful way and that this had a major impact on his opinion. The other three said reading was more important, with two of the teachers saying that reading was the skill most used by the university students in their class. When asked about the success of the *Dracula* graded reader in their class, they unanimously agreed that their students found it to be the most interesting and engaging reading activity that was used in the course. I asked them how they felt about putting more focus on the graded reader and possibly using it in place of a course textbook. All of the teachers reacted positively to this idea, with three of them suggesting that this should be the case. I also asked them about the possibility of using other texts, like newspapers, as materials for the course, and all agreed this strategy would provide an easier way to connect reading, writing, and grammar in the course.

The teachers all had similarly strong opinions about writing. A universal comment in the interviews, echoing comments from the questionnaires, was that they thought there should be more focus on the basics of writing. They all complained that many students in the course had been allowed to slip by with barely-passing grades and that this presents a major challenge in teaching the course. Four of the teachers said their students had difficulty composing simple sentences. One thing that stood out was that, among these five teachers, there was little consensus about what the expected writing outcomes were supposed to be. Two felt that the main aim was supposed to be accuracy in writing sentences, two others took a more holistic approach,

and one said that both writing a cohesive essay and displaying accuracy at the sentence level were the main aims. I noted that, in the available course information, the only writing goal was “students will write a problem/solution essay.” As for writing materials, each teacher reported using completely different resources. Each of them had his own preferred supplementary text book or self-created materials. Some of the texts were available in the teachers’ resource room, but one teacher used a textbook from his own private collection. As for the self-made materials, these were all available in their personal folders on the school’s database. While they could be accessed by any other teacher at the school, there was no single, centralized location for these files that would make it easier for other teachers to find these materials.

As for grammar, all of the teachers thought it was important to include grammar review as part of the course. They all found the assessment—a multiple-choice cloze test—to be an adequate way to measure success within the course, but all five teachers expressed concern about the students not producing the grammar structures in their speech or writing. As one teacher put it, “They can understand it; they just can’t use it.” Another concern was that there were too many grammar structures to be taught and that some grammar points, especially the use of articles, were too nuanced or too advanced for students in a developmental course.

The two IELTS prep teachers I interviewed—two teachers who teach the levels the students would go into after completing the course—shared similar concerns about writing and grammar as the other five teachers. On the issue of writing, they felt that students coming out of the course struggled to form cohesive paragraphs and had great difficulty expressing ideas clearly. They identified sentence-level accuracy as a problem, but put much less emphasis on this point. Instead, they felt that the bigger issue was that students were not attempting to use the grammar they had been learning and instead produced mostly simple sentences. They pointed out that the goal of the IELTS prep courses was for students to receive an overall score of Band 5 on the exam. To do this, students would not need a great deal of accuracy but would need to at least attempt more complicated sentence structures. They felt it would be better for students to come into their IELTS classes with at least a basic understanding of how to produce structures like conditional sentences and relative clauses, even if they had not yet mastered them. Additionally, they said that students would not need to be able to write holistically cohesive essays, but that being able to write a cohesive paragraph would suffice.



On the issue of reading, these two teachers mentioned issues the other five did not. They felt that students coming out of the course were still struggling with global understanding of texts and that a lack of vocabulary was affecting their ability to comprehend IELTS readings at the sentence level. One of the teachers noted that none of the students coming out of the course had developed “a habit of reading” and that this was having a negative effect on reading comprehension. Both teachers also said that reading speed was an issue and that the students coming out of the course were struggling to read texts fast enough to finish on time.

### ***Materials***

Between interviews, I took time to look over materials that were available to students and teachers on campus. The independent learning centers at both campuses were stocked daily with copies of *The Phnom Penh Post*, *The Cambodia Daily*, *The Khmer Times*, and *The Bangkok Post*, all of which are in English. Both centers also had different assortments of novels and textbooks and a small collection of advanced-level graded readers. Outside of the independent learning centers, both campuses had book clubs where students could check out graded readers. At the time of my visit, efforts were underway to fix problems with organization and ease-of-access in finding titles, but they still had hundreds of titles available from basic beginner to advanced levels. In my interviews with the administration, I was told they were concerned about how much the students were using these materials. They were especially worried that many of the 10RWG students weren’t making use of them due to busy schedules or lack of interest. Another concern was that much of the material available may have been too advanced for the students in the course. The administration also worried that there was a lack of interest in the book club, as well.

In the teachers’ resource room, I found dozens of grammar textbooks, dozens more IELTS preparation books, about 15 academic reading textbooks of varying skill level, and another 15 writing textbooks. The teachers also had five computers in the resource room and an additional seven in the staff room. From these computers, teachers could access the internet and the school’s electronic database, where each teacher had a personal file they could load files into and each course had a materials folder that teachers could access but not load files into. Lastly, the school also had a paid subscription to onestopenglish.com on one of its computers.

### ***Rough-Draft Objectives and Materials***

Based on the data collected and analyzed above, I came to the conclusion that the course was most urgently in need of clear objectives and new materials.

Taking into account what was said during the interviews and the data from the questionnaires, I decided to first focus on the reading skills that students would need the most before beginning their IELTS prep courses for the reading objectives (Table 3). This meant choosing objectives that help students improve their global understanding of texts while also improving their ability to understand texts at a sentence level. It also meant including goals related to building fluency and fostering a habit of reading within the students. On a secondary level, I also wanted the objectives to prepare the students to be able to make better use of the materials available to them on campus.

Table 3

#### ***Reading Objectives***

<i>Students will (be able to)...</i>
1. increase their reading speeds by 25%.
2. read 5 graded readers.
3. write questions about a text.
4. differentiate between main ideas and supporting details.
5. identify antecedents and references in a text.
6. write 2-3 sentence summaries of short (550 words or less) texts.
7. demonstrate understanding of the structure of a text by arranging it in the correct order.

The first objective addresses fluency. The figure of 25% was chosen somewhat arbitrarily as it seemed realistic and the lead teachers and other teachers agreed. It would be decided after a trial run whether this number should be adjusted. The second objective aimed to foster a habit of reading in the course and to help generate interest in resources such as the school's book club. Additionally, the benefits of extensive reading on reading comprehension and motivation are already well documented. The figure of five books over the 10-week term was also subject to change after evaluation and had already been reduced from a suggested 10 books after I received feedback from the lead teachers. Objectives 4, 6, and 7 all aim to improve global understanding of texts while objective 3 addresses both global understanding and sentence-level comprehension. Objective 5 addresses sentence- and paragraph-level understanding of a text.

Given that both the students and the teachers were satisfied with using problem/solution essays as the writing task for the course, I saw no reason to change it. This task also had the added advantage of being fairly malleable and would be easy to connect with reading materials. What was needed most were clear objectives that would guide and unify teachers in their assessment of their students' writing and would prepare the students for future coursework as well as meet their needs outside of the school. These objectives focused on fluency and writing at the sentence and paragraph level. Some of these objectives were written to reflect students' reported issues with automaticity of grammar use in sentence writing and writing definitions. Others were designed to reflect teachers' comments about moving "back to basics" in writing and concerns raised by the IELTS prep course teachers.

Table 4

*Writing Objectives*

<i>Students will (be able to)...</i>
1. increase their writing speed by 25%.
2. write sentences that paraphrase ideas.
3. use conditionals to give examples.
4. use relative clauses to define and describe things and ideas.
5. write well-structured paragraphs including a topic sentences, relevant examples, and supporting details.
6. write a 200-word problem/solution essay in 45 minutes

Objective 1 addresses written fluency, which is important to developing automaticity, and it prepares the students for the timed writings they would be doing after the course. Like with the speed reading goal, the figure for the writing speed was also chosen somewhat arbitrarily, approved by lead teachers, and subject to change after evaluation. Objectives 2, 3, and 4 were written to address writing at the sentence level by defining the types of sentences students would be writing. These types of sentences were chosen for several reasons: they were appropriate and useful for the course writing task; by at least attempting these structures, students would be satisfying the IELTS criterion of attempting complex sentence structures—the structures are complex enough but not so complex that they would be beyond the students' abilities; and, very importantly, these are all structures that are commonly found in the materials I chose for the course, which I will explain below. Writing sentences alone would not be enough to satisfy the students' future teachers, so Objective 5 addresses paragraph writing. Being able to write

cohesive paragraphs would not only prepare the students for their IELTS prep courses, it would also lay a stronger foundation for continued EAP studies and writing basic emails at work as well. Objective 6 satisfies the school's assessment criteria, which the students and teachers seemed to find acceptable.

Seeing as how there was near-universal praise for the *Dracula* graded reader, I decided to push that forward as a primary text. Since low motivation was a concern, I decided it would be best to start off the course using *Dracula* to combat any demotivation students might be bringing into the course. Additionally, I found that the book had a great wealth of language and grammar structures which would be useful to students' writing. These structures included a variety of conditional clauses, present and past perfect tenses, and relative clauses. Additionally, audio recordings of the book were available on the school's database, which would satisfy comments calling for greater inclusion of skills other than just reading and writing. Using the audio recording and reading a chapter or two per session would cover at least three weeks of the course.

After *Dracula* I thought it would appropriate to include newspapers as a primary reading text. First, in terms of timing, this would begin just before the middle of the term, when writing problem/solution essays would be starting. Thematically, this would make newspapers a good fit and would make it easier for teachers to connect writing skills with what the students are reading. Additionally, being able to read newspapers would better enable students to make use of the collection of newspapers in the school's GILC and, if students do not have time to visit the GILC, most of these newspapers are available for free online. Reading newspapers would also meet McKay's (2003) call for materials and content that is culturally appropriate and relevant, pushing the course in the direction of EIL. Students could use newspapers to learn how to describe issues related to their country and their neighbors, with *The Bangkok Post* being available on campus and various other newspapers from Southeast Asia being available for free online. Teachers could also conveniently include global news in the course since onestopenglish.com provides weekly lessons based on articles from *The Guardian*.

The use of newspapers could go on indefinitely but would probably become monotonous over time. For the sake of relevance and interest, I suggested that about two weeks near the end be devoted academic reading and reading on the internet. Two textbooks—*Making Connections Intermediate* and *College Reading 2*—stood out as being level-appropriate and had enough

topics between them for teachers to be able to make use of them. Additionally, the school had plenty of materials for its EAP courses, and teachers would be able to adapt from those as well. Because internet use had been widely cited as a reason students were using English, it made sense to include some lessons on reading in English on the internet. This could take the form of discussing how to assess reliability—by identifying website genres or using sources such as snopes.com to check for hoaxes—or how to find materials that would help students improve their English online.

Additional materials were needed to fulfill the course's ongoing objectives related to reading speed and extensive reading. I found that the school had a copy of *Asian and Pacific Speed Readings for ESL Learners* (Quinn, Nation, & Millet, 2007), a collection of texts designed for increasing reading rates, on the database. Given the length of the texts (550 words) and vocabulary level (first 1,000 words), it seemed like a good fit for the course. These texts were also useful for practicing identifying main ideas and supporting details and for writing summaries of short texts. For the extensive reading materials, I took into account what had been said about students outside of the young learner's program and children's' program not making full use of the book club and decided it would probably be better to bring the books to the students. I therefore decided to make a course collection of graded readers. Because *Dracula* was level-appropriate but challenging at the 1,600 word level, I decided to choose 25 books between the 600-1400 word levels. This would ensure that every student would have a book to read at any given time while reducing the chances of them choosing books that were too difficult for the purpose of extensive reading.

After choosing the materials, I began checking them for repeated sentence structures that were appropriate for the students to learn and produce in their writing—structures that would not only aid them in reading comprehension but would also help them in their problem/solution writing task and future IELTS writings. These structures included past and present perfect tenses, simple past tense (particularly in relation to perfect tenses), relative clauses, passive voice, and first and second conditional tenses. Using these structures and the materials they could be found in, I created a course timeline detailing the order of topics, materials, language, and tasks (Table 5). This timeline accounts for most the objectives except for those related to fluency and sentence-level comprehension—objectives that would be addressed on a daily basis, rather than given a specific section of time.

Table 5  
Course Timeline

Week	Topic	Materials	Language	Tasks
1-4	Introductions to speed reading and extensive reading, reading a novel	<i>Dracula</i> graded reader, speed reading materials, graded readers	Past and present perfect tenses, simple past tense, relative clauses	Identify main ideas and supporting details, choosing the best summary from a list, use target language to describe the events in a novel, write questions about <i>Dracula</i> for gameshow-style competition
5-6	The News	Various newspapers	Relative clauses, passive voice, first conditional tense	Introduction to problem/solution writing, write paragraphs explaining solutions to problems in the news, use target language to explain what the solutions are and why they would be effective, write summaries after choosing main ideas and supporting details from a list
7-8	Academic reading and internet reading	<i>Making Connections Intermediate</i> and <i>College Reading 2</i> , materials taken from the internet	First and second conditional tenses	Write 250-word problem/solution essays, identify main ideas and supporting details without assistance and use them to write short summaries.
9-10	Test preparation and exams	Practice tests, test-taking strategies	Review of all structures covered	Complete exams, final speed reading times

## PHASE II RESULTS

After developing rough drafts of objectives, materials, and a schedule, I gave these drafts to two teachers for piloting the revised course. For the sake of anonymity, I will refer to these teachers as Teacher 1 (T1) and Teacher 2 (T2). I went over the objectives with them, explained the materials and daily procedures like speed reading and timed writing, and offered some suggestions about teaching the course. Otherwise, they were free to teach the course as they pleased and develop whatever supplementary materials they thought were appropriate.

### Teacher 1

T1's section met three times a week for 90 minutes at a time. He was happy with the selected materials and comfortable using *Dracula* as a primary text for the first four weeks. In addition to using the questions provided in the back of the book, he also developed his own handouts (Appendix D) with comprehension questions and items that drew attention the linguistic features

of the text. T1 saw the value of speed reading, extensive reading, and the summary writing, but quickly gave up on timed freewriting as he did not think it was useful. He mostly adhered to the schedule but gave some extra time to grammar lessons using his own materials and materials adapted from course books available in the resource center. The old course textbook for 10RWG was still available and many of the students had already purchased it, so T1 decided it was best to use that book for homework assignments.

At the beginning of the sixth week, I conducted an observation of a lesson and interviewed the students afterward. In the follow-up interview with the students, I found that they thought the grammar instruction was particularly helpful and all but one of the students said they liked using *Dracula* and thought it was useful to their language learning. The one student who did not like it said he thought the book was boring but added that the language focus was still useful. Unprompted, a group of students said they wished that graded readers would be used as textbooks all the time. This was met with a great amount of approval from the rest of the class, with some students adding that other genres should also be an option. When I asked for a show of hands to see how many agreed, everyone raised their hand, including the one student who did not like *Dracula*, who said it was on the condition that it be a more interesting book. I asked about the speed reading and summary work and the reactions were positive. One student said it was helping them read more fluently, and they found it easier to understand texts. Most of the class seemed to agree with this statement. I asked about freewriting activities and they told me that the only did it once; they also seemed confused about the purpose of the activity, and they said they did not think it was very useful. I asked students who were taking the course for the second time how they thought it compared to the previous term. These students universally agreed that they liked the new course more than the old one. One student told me that if the course had been like this the first time, he would not have failed it to begin with. Another said that, even though they read *Dracula* the first time, it was good to read it again, and it was better to read it in class every day where they could hear the recordings and get more focused comprehension and language work out of it.

At the end of the term, there were some issues involving the exam scores (Table 6). First there was a problem with the school's reading exam. The version of the reading test given at the end of the term was widely condemned by teachers of both 10RWG and GEP 10 as being too difficult to be appropriate for the level. To adjust for this, borderline scores were inflated to meet

the minimum passing score. Secondly, due to an apparent misunderstanding of how to apply the course objectives, T1 seemed to have graded the writing assignments artificially low. This was discussed in greater detail during out exit interview.

Table 6  
*Teacher 1's Class Exam Results*

Student	Reading	Writing	Attendance
1	13	13	96.67%
2	16	13	80.00%
3	13	15	96.67%
4	15	10	86.67%
5	10	10	86.67%
6	13	14	65.00%
7	9	13	63.33%
8	16	15	86.67%
9	14	13	96.67%
10	13	14	93.33%
11	13	15	90.00%
12	10	10	83.33%
13	13	10	53.33%
14	14	10	70.00%
15	15	13	100.00%
16	11	13	76.67%
17	11	10	96.67%
<i>M</i>	12.88	12.41	0.84
<i>SD</i>	2.03	1.91	0.13

\* All scores out of a possible 25 points

\*\*Minimum score required to pass = 13 points in both skills

\*\*\* Students who did not sit the exams were not included

Looking at the standard deviations, there was little variation in the scores. This is especially true of the writing scores ( $SD = 1.91$ ), which were supplied entirely by the teacher. Additionally, there seemed to be little or no correlation between attendance and exam scores.

In our exit interview, T1 said he thought the speed reading was particularly useful. He reported that all the students showed reading rate gains, but that many of them plateaued near the end of the term, with a few whose reading speeds started to go back down. He felt that the 25% goal was a good fit for the course. He said that almost all of students read five graded readers, or at least checked out five during the term, and several read more than five. Writing questions



about a text (Objective 3) was handled mainly through the *Dracula* quiz show and on one or two occasions with the newspaper readings. He thought Objective 5, about differentiating between main ideas and supporting details, was particularly useful and that the handouts developed by T2 and myself (for an example, see Appendix E) were particularly helpful. However, he said he did not follow through with the final stages of summary writing (Objective 6), and he did not include any work related to identifying antecedents and referents (Objective 5). He said he did address Objective 7, arranging a text in correct order, but this was done on a minimal level.

On the topic of writing objectives, he said that he addressed them all except for Objective 2, writing sentences that paraphrase ideas. On this issue he said it was something he did not have time for and he did not feel it was particularly important. He reported that students indeed were trying to incorporate the grammar into their writing as per Objectives 3 and 4, and that they were even writing acceptable paragraphs. In our interview, it seemed that what lead him to give such low writing scores was a focus on sentence-level accuracy. He said that students learned all the grammar and could use it receptively and could use it to fill in gaps, but the problem came when they tried to use the structures in their own writing. The main reason he gave for the low writing scores was that errors on the sentence level were occurring too frequently. It is possible that the objectives and writing exam rubric might benefit from explicitly stating that *accuracy* is not an aim, but rather that *use* is.

As for his thoughts on the materials during our interview, he repeatedly stressed that *Dracula* was a success. He went so far as to suggest that a second graded reader could be used to substitute for the materials in the second half of the course. He said he was satisfied with the newspaper lesson he did involving *The Phnom Penh Post* and *The Khmer Times*. He added that the best lesson that came out of this unit was on an article about skin whitening creams from *The Khmer Times* (Appendix F), which resulted in a great deal of discussion. All the news article lessons he used were developed by myself with the help of T2. T1 said he had not developed any lessons of his own for this unit; he seemed more interested in grammar teaching. For the academic and internet unit, he was satisfied with the materials from the chosen sources but he chose not to include anything about internet use in order to leave more time for grammar and writing instruction. However, he did supplement academic readings with texts from the *IELTS Express: Intermediate* course book. When I asked him what the most pressing issue in the class was, he mentioned attendance as his main concern. He said that as the course went on,

attendance began dropping and that he believed this issue is what caused them to get placed in a remedial course in the first place.

### ***Teacher 2***

Unlike T1, T2 focused less on grammar and more on skills, especially reading. T2 considered himself especially adept at encouraging extensive reading and building learner motivation. Also unlike T1, T2 included timed freewriting in his lessons and carried out the summarizing activities through the end of the term. He also took it upon himself to continue developing appropriately scaffolded summarizing and main idea and supporting detail identification activities.

When I conducted my observation of his class at the beginning of the sixth week, T2 had recently finished the *Dracula* unit and was beginning the unit on newspapers. At the end of my observation, I interviewed the class and was unsurprised to find that *Dracula* was very popular with the students. What did surprise me, though, was that second most popular activity was the timed freewriting. One of the students said it was not interesting at first and they did not think I was useful, but after doing it for several weeks, it became one of their favorite activities. The rest of the students agreed, with two saying they liked it but not as much as the others. Like the other section, students in T2's section expressed interest in using a second graded reader after *Dracula* but added that they would have preferred a comedy or love story.

At the end of the term, T2's class had the same issues as every other class that took the reading exam, but the writing results were noticeably different (Table 7). Most of the students passed the reading exam with minimally passing scores, probably due to inflation to adjust for the inappropriately difficult exam. On the writing, however, T2 gave his students all-around higher scores ( $M = 14.58$ ) than T1 ( $M = 12.41$ ) and gave a wider variety of scores ( $SD = 2.60$  compared to  $SD = 1.91$  for T1). In our exit interview, T2 explained that he used the course objectives as part of his grading rubric in assessing the writing exams. This explanation likely explained the difference between his and T1's writing scores. Additionally, there is a significant correlation between attendance and writing scores in T2's sections ( $r = 0.53$ ,  $p = 0.02$ ) which suggests that students' scores may be a reflection of how much they were applying what was taught in the course.

Table 7

*Teacher 2's Class Exam Results*

Student	Reading	Writing	Attendance
1	13	15	100.00%
2	17	19	95.00%
3	14	19	70.00%
4	14	13	85.00%
5	16	16	60.00%
6	13	17	80.00%
7	13	13	75.00%
8	10	12	45.00%
9	13	18	75.00%
10	14	16	70.00%
11	13	15	85.00%
12	13	13	70.00%
13	16	13	60.00%
14	18	17	70.00%
15	7	13	65.00%
16	13	14	65.00%
17	13	14	65.00%
18	7	10	50.00%
19	9	10	60.00%
<i>M</i>	12.95	14.58	0.71
<i>SD</i>	2.89	2.60	0.14

\*All scores out of a possible 25 points

\*\*Minimum score required to pass = 13 points in both skills

\*\*\* Students who did not sit the exams were not included

In our exit interview, T2 had positive things to say about all the reading objectives except Objectives 5 and 7. For Objective 7 (demonstrate understanding of the structure of a text by arranging it in the correct order), T2 felt that students were already capable of doing this and that it was a better use of time to practice giving sections headings since that was something they would need to do on the IELTS exam and was a considerably difficult task for them. As for Objective 5 (identify antecedents and references in a text), he felt there was no strong evidence that students were making gains and that it was possible this was something they were already good at. However, he did say it was a useful skill to practice for reading newspaper articles.

Like T1, T2 had positive things to say about all the writing objectives except for Objective 2 (write sentences that paraphrase ideas). He said that time was a major factor and that it was already taking enough time just to get students to understand the ideas. Like the students, he did

not think much of timed freewriting (Objective 1) at the beginning of the term, but as it continued, he grew to see its value. He also said this was greatly beneficial in helping students complete the end of term writing assessment (Objective 6). He thought that focusing on paragraph writing (Objective 5) was vital to the course as, at the beginning of term, students did not seem to have a grasp of how to do this. He reported that he saw very noticeable gains from students on this objective as many began the term only writing lists.

In terms of materials, T2 was very enthusiastic about the use of *Dracula* and echoed other ideas about the possibility of using second, student-selected, graded reader in the course. He said that the newspapers were more of a challenge to the students but that they were up for it. However, he, like T1, found that while certain topics were a success, others fell flat or required too much background knowledge to justify using the article again. For the academic unit, he said that *Making Connections* was very useful but that *College Reading 2* proved to be a little too difficult for his students.

## FINAL REVISIONS

After completing the exit interviews with T1 and T2, I revised the course objectives according to the data I collected (Table 8). Some objectives from the original list were omitted. For example, writing sentences that describe ideas and arranging a text in correct order were dropped since neither teacher addressed these or thought they were particularly relevant. Even though T1 felt that timed freewriting was not an effective use of time, data from T2's section seemed to suggest the opposite, so I decided to leave that objective as it was. The objectives related to grammar use in writing were rewritten to make it explicitly clear that *use* alone was the aim, not *accuracy*. Additional objectives were added to include some of the day-to-day tasks in the course, such as objectives 1.3, 1.4, and 1.5

Table 8

*Revised Course Objectives*

<i>Students will (be able to)...</i>
1.
1.1 increase their reading speed by 25% through daily speed reading exercises.
1.2 read at least 5 self-selected graded readers.
1.3 read a complete graded reader – <i>Dracula</i> – and answer questions related to comprehension and language use in the text.
1.4 read at least 4 newspaper articles and answer questions related to comprehension and language use in the text.
1.5 read at least 4 academic articles and answer questions related to comprehension and language use in the text.
1.6 write comprehension and trivia questions about <i>Dracula</i> for an in-class quiz show.
1.7 write comprehension questions about newspaper articles for other students to answer.
1.8 identify and differentiate between main ideas and supporting details in at least 10 speed reading texts.
1.9 write summaries using all main ideas and some supporting details for at least 5 speed reading texts.
1.10 engage in critical discussions about newspaper articles and academic texts.
1.11 identify important ideas and their owners in academic texts and newspaper articles.
2.
2.1 increase their writing speed by 25% through daily timed freewriting exercises.
2.2 use past and present perfect tenses, simple past tense, and relative clauses to describe events in <i>Dracula</i> and/or other readings.
2.3 use relative clauses, passive voice, and first conditional sentences to describe events in newspaper articles and/or other readings.
2.4 use first and second conditional sentences to describe ideas in academic texts and/or other readings.
2.5 attempt to use, regardless of accuracy, conditional sentences to explain the effectiveness of solutions in a problem/solution essay.
2.6 attempt to use, regardless of accuracy, relative clauses to define and describe things and ideas in a problem/solution essay.
2.7 write well-structured paragraphs including a topic sentence, relevant examples, and supporting details.
2.8 write at least 4 250-word practice problem/solution essays using topics from newspaper and academic readings.
2.9 write a 250-word problem/solution essay in 45 minutes using a school-assigned topic.
3.
3.1 demonstrate a receptive understanding of the following grammar structures by completing a school-issued rational deletion test:
- Present and Past Perfect Tenses
- Simple Past Tense (particularly in relation to Perfect tenses)
- Relative Clauses (defining and non-defining)
- Passive Voice
- First and Second Conditionals

In addition, it might be a good idea to encourage teachers to alter the proposed timeline and objectives by using a second graded reader in the second half of the course. By adjusting the objectives to apply to a graded reader instead of newspapers and academic texts, teachers and students could possibly still achieve the goals. The hardest part would be finding a graded reader that would appeal to students and still contain the appropriate grammar structures. Given the variety of language I found in *Dracula*, I believe this is well within the realm of possibility. Future teachers of the course could keep a running list of appropriate graded readers they found useful in this regard.

## DISCUSSION

By all appearances, this needs analysis was successful in taking a course that students and teachers found uninteresting and disorganized and turning it into something far more useful and enjoyable for those involved. In relation to RQ1 (What are the specific needs of Cambodian students in a private language school's developmental reading, writing, and grammar course?), the best approach was to focus on situational needs and develop the course according to what Brown (2012) refers to as *Locally Defined EIL*. For these students, learning English as an International Language meant a wide variety of things. For some it was for work, for others it was school, and for many, it was a combination of the two. One thing that they all had in common, though, was that they all needed to improve their reading and writing skills in order to eventually receive a satisfactory IELTS score and complete the program.

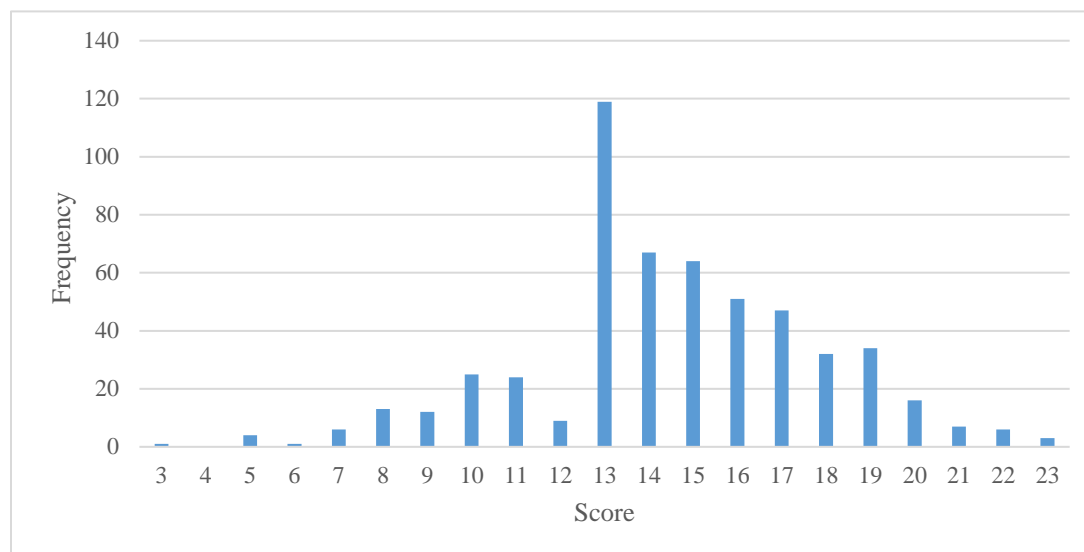
In answering RQ1, using a mixed methods approach was greatly beneficial. Initial contact with teachers informed the items for the questionnaires and the questionnaire results in turn informed the follow-up interviews. Neither the questionnaire nor the interviews alone gave me a full picture. The biggest example of this was the discrepancy between what the students said on the questionnaire and in person about how interesting the materials were. If I had gone by the questionnaire alone, I could have come to the conclusion that they were perfectly content with the materials. But when I pushed this topic in my post-observation interview, which I decided to do after the discrepancy between the teacher and student questionnaires on that topic, I found that they were mostly only referring to one text in particular and not the materials as a whole.

For RQ2 (How appropriate would a literature- or text-based language teaching approach be in the context of an EFL developmental reading, writing, and grammar course?), the results seem very positive. Both the students and the teachers were very receptive to it and recommended it for later use. If anything, the feedback seems to suggest that the course could be even more literature-based. The main drawback to this is that this approach might not prepare students to make use of as many of the school's resources, but this might be made up for in increased motivation among the students. This literature-based approach proved useful for teaching a variety of skills that the students needed and added a sense of cohesion to the course that,

according to the questionnaires, was missing. Additionally, this arrangement met the teachers' call for materials that were more organized and facilitated the scaffolding of skills and language.

For RQ3 (How beneficial would it be to include utilization-focused evaluation as part of a needs analysis?), the results were again very positive. In observing course objectives and materials in use, I was better able to write objectives that were useful and practical. Through observation and feedback, I was able to determine if objectives were actually relevant to the students' needs and if they were easy enough for teachers to interpret and put into practice. In this study, utilization-focused evaluation helped me design the course in such a way that future teachers would be able to more quickly understand what is expected of the course and more easily adapt materials and lessons to teach it.

One important issue, however, did come up that was not covered in the research questions. This is an issue of assessment. While not entirely perfect, the writing assessment seemed appropriate to the course objectives, but the reading exam as an assessment tool needs a great deal of reconsideration. If we compare the 10RWG results with the overall—10RWG and GEP 10—results from the same test (Figure 3), it is clear to see that the 10RWG results are consistent with the school-wide average. What is important to note, however, is how these results are far more consistent with the results of norm-referenced tests, like standardized tests and placements tests, rather than an end-of-term criterion referenced test. This is evidenced by the fact there is clearly something akin to a central tendency occurring in the middle with fairly predictable dispersion around it. If it were not norm-referenced, most of the scores would likely have been skewed, either to the far right or far left of the graph. While normal distribution is not a problem for a standardized test meant to distribute students across different levels, it does not seem to represent the assessment of specific skills that were learned over a specific period of time. My concern here is that these exams are not being written with any specific objectives in mind. This almost certainly has to be the case since no objectives existed before the needs analysis in this study. At the very least, new exams with different formats will need to be written to assess reading in this course. It would also be wise for the school to consider alternative means of assessment; they could possibly use a portfolio system or use the objectives to develop some form of checklist assessment.



Note:  $N = 541$

*Figure 3.* Frequency Distribution of All 10RWG and GEP 10 Reading Exam Scores

## CONCLUSION

Although this needs analysis proved beneficial, there are still some important limitations. First, student feedback was limited in the final stages of the needs analysis. I attempted to administer a questionnaire and conduct further interviews with students, but at that stage, I was no longer in the country, and I was unable to get responses. While the students gave positive feedback a little over half-way through the term, it was not determined how well that continued during the last part. Without proper assessment tools, it is difficult to say how much students actually learned in the course. The teacher feedback paints a positive picture, but more quantitative measures would help to support this impression. Furthermore, additional data would help in determining how useful the course was after the students finished and went on to higher levels.

Keeping in line with findings from research on literature-based language learning (Ali, 1993; Paesani, 2005; Paran, 2008; Tsai, 2012; Urlaub, 2012; Yang, 2001), the course appeared to offer students positive exposure to literature and other texts and resulted in higher levels of motivation and understanding, at least from the teachers' perspectives. The inclusion utilization-focused evaluation revealed that, if anything, the course could have been even more literature-focused.



It is important to stress how useful utilization-focused evaluation was to this needs analysis. It added an important layer of triangulation and, by doing so, revealed things that would not have otherwise come to light. I was able catch things that had slipped through the first phase of the NA. For example, the findings suggested to me that the teachers would benefit not only from explicit writing objectives, but a rubric explaining how the objectives could be used to assess writing would probably be necessary. As a result, I have since created such a rubric (Appendix G). Additionally, the inclusion of utilization-focused evaluation made it clear that some of the initial objectives, although in my opinion defensible based on the available data, were not practical or appropriate to actual use in the classroom. This highlights the importance of Grave's (2008) call to combine practice and planning through enactment and suggests that utilization-focused evaluation may be a valid way of doing this.

What happens next will be up to the school. Clearly more evaluation will be necessary, especially evaluation that takes into account the students' views on the course. This was something I tried to achieve, but I had left the country before the term ended and getting feedback from abroad was more difficult than I anticipated. It would therefore be in the school's best interest to have someone at the site gather data on student feedback and collect additional data on teacher feedback. Moreover, the school would benefit from investigating how transferrable the outcomes of this NA are to other RWG courses.

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## Appendix A

### STUDENT QUESTIONNAIRE - ACE 10 RWG

#### A. Demographic Information

1. Gender: \_\_\_\_\_

2. Age: \_\_\_\_\_

3. What languages can you speak? Please list all that apply.

4. Please check all that apply:

\_\_\_\_\_ I am a student. \_\_\_\_\_ I have a job.

5. Please check all that apply:

*I use English...*

\_\_\_\_\_ at home    \_\_\_\_\_ at school    \_\_\_\_\_ with my friends \_\_\_\_\_ at work    \_\_\_\_\_ on the internet

#### B. About ACE

6. How many terms have you studied at ACE? \_\_\_\_\_

7. What's the highest level you plan to complete? \_\_\_\_\_

#### C. Reading Skills in English

Please answer these questions about level 10 RWG

For each statement, please circle the number under the appropriate heading.

1 = *Strongly Disagree* 2 = *Disagree* 3 = *Agree* 4 = *Strongly Agree*

- |   |   |   |   |   |
|---|---|---|---|---|
| 8. When I read, I understand most of the words immediately. | 1 | 2 | 3 | 4 |
| 9. I can guess the meanings of words I don't know           | 1 | 2 | 3 | 4 |
| 10. I understand the structure of texts I read.             | 1 | 2 | 3 | 4 |
| 11. I can identify main ideas and supporting details.       | 1 | 2 | 3 | 4 |
| 12. I can read sentences and paragraphs quickly.            | 1 | 2 | 3 | 4 |
| 13. It's easy to talk about things I've read.               | 1 | 2 | 3 | 4 |
| 14. I can ask questions about things I read.                | 1 | 2 | 3 | 4 |

15. I know the author's purpose for writing when I read.	1	2	3	4
16. I have enough free time to read outside of class.	1	2	3	4
17. The reading materials in my classes are interesting.	1	2	3	4
18. I often read in English for school or work.	1	2	3	4

#### D. Writing Skills in English

For each statement, please circle the number under the appropriate heading.

1 = *Strongly Disagree* 2 = *Disagree* 3 = *Agree* 4 = *Strongly Agree*

19. I can use the correct vocabulary when I write.	1	2	3	4
20. I can organize information in a paragraph.	1	2	3	4
21. I know what the reader expects when I write.	1	2	3	4
22. I can give good reasons and examples.	1	2	3	4
23. I can write definitions of words easily.	1	2	3	4
24. I can describe other people's ideas.	1	2	3	4
25. I can write sentences and paragraphs quickly.	1	2	3	4
26. I finish my in-class writing assignments on time.	1	2	3	4
27. I can describe my ideas clearly.	1	2	3	4
28. I can support my ideas with clear details and examples.	1	2	3	4
29. I can write summaries of texts that I read.	1	2	3	4
30. I am interested in the topics I write about in class.	1	2	3	4

#### E. Grammar

For each statement, please circle the number under the appropriate heading.

1 = *Strongly Disagree* 2 = *Disagree* 3 = *Agree* 4 = *Strongly Agree*

31. I like learning grammar by learning rules.	1	2	3	4
32. I like learning grammar by looking at examples.	1	2	3	4
33. I can use grammatically correct sentences without thinking carefully about the rules.	1	2	3	4
34. I understand the grammar of texts I read.	1	2	3	4
35. I want my teachers to explain grammar rules.	1	2	3	4
36. I can understand the meaning of a sentence even if I don't	1	2	3	4

understand the grammar rules.

**Summary Comments (free write):**

1. What are some things that you like about taking courses at ACE?
  
  
  
  
  
  
  
  
  
  
2. What kinds of activities do you like the most?
  
  
  
  
  
  
  
  
  
  
3. What kinds of activities do you not like?
  
  
  
  
  
  
  
  
  
  
4. What are some things that you would like to change about the courses at ACE to help you learn better?
  
  
  
  
  
  
  
  
  
  
5. Please describe the effort that you feel you are making toward your learning in this class. Are you doing all the work? Do you feel motivated to take this course? Why/Why not? Please use the back of the sheet, if needed.

Thank You Very Much! ☺



## Appendix B

### TEACHER QUESTIONNAIRE - ACE RWG

#### A. Demographic Information

1. Age: \_\_\_\_\_ 2. Gender: \_\_\_\_\_
3. How many years have you been teaching EFL/ESL? \_\_\_\_\_
4. How many terms have you taught at ACE? \_\_\_\_\_
5. Please list the levels you have taught at ACE. \_\_\_\_\_

#### B. The Course

For each statement, please circle the number under the appropriate heading.

1 = *Strongly Disagree* 2 = *Disagree* 3 = *Agree* 4 = *Strongly Agree*

- |   |   |   |   |   |
|---|---|---|---|---|
| 6. The course goals and objectives are clear and appropriate.     | 1 | 2 | 3 | 4 |
| 7. There is enough time to cover all the material.                | 1 | 2 | 3 | 4 |
| 8. The course adequately prepares the students for future levels. | 1 | 2 | 3 | 4 |

#### C. The Materials

For each statement, please circle the number under the appropriate heading.

1 = *Strongly Disagree* 2 = *Disagree* 3 = *Agree* 4 = *Strongly Agree*

- |  |   |   |   |   |
|--|---|---|---|---|
| 9. The materials are interesting.  | 1 | 2 | 3 | 4 |
| 10. The materials are easy to use.   | 1 | 2 | 3 | 4 |
| 11. I often develop my own materials.                                      | 1 | 2 | 3 | 4 |
| 12. The provided materials are appropriate for the level and<br>Objectives | 1 | 2 | 3 | 4 |
| 13. Finding supplementary materials is easy.                               | 1 | 2 | 3 | 4 |

**D. The Students**

For each statement, please circle the number under the appropriate heading.

1 = *Strongly Disagree* 2 = *Disagree* 3 = *Agree* 4 = *Strongly Agree*

- |  |   |   |   |   |
|--|---|---|---|---|
| 14. The students are motivated and interested.                       | 1 | 2 | 3 | 4 |
| 15. The course serves the students' professional and academic needs. | 1 | 2 | 3 | 4 |
| 16. The students frequently participate.                             | 1 | 2 | 3 | 4 |
| 17. The students find the material interesting.                      | 1 | 2 | 3 | 4 |
| 18. The students find this course useful.                            | 1 | 2 | 3 | 4 |

**E. Teaching RWG**

For each statement, please circle the number under the appropriate heading.

1 = *Strongly Disagree* 2 = *Disagree* 3 = *Agree* 4 = *Strongly Agree*

- |   |   |   |   |   |
|---|---|---|---|---|
| 19. In this course, it's easy to make lessons interesting.  | 1 | 2 | 3 | 4 |
| 20. I often include activities that improve reading rates.  | 1 | 2 | 3 | 4 |
| 21. I often include activities that build written fluency.  | 1 | 2 | 3 | 4 |
| 22. I provide ample opportunities for my students to read.  | 1 | 2 | 3 | 4 |
| 23. I often connect my writing lessons with material from my reading lessons.                                   | 1 | 2 | 3 | 4 |
| 24. I think activities that build fluency (i.e., extensive reading, free writing) are important to this course. | 1 | 2 | 3 | 4 |
| 25. I think vocabulary development is important to this course.   | 1 | 2 | 3 | 4 |
| 26. I think the grammar instruction is essential to my students' success  | 1 | 2 | 3 | 4 |
| 27. I try to ensure that my grammar instruction is practical and related to the course readings and writings.   | 1 | 2 | 3 | 4 |

## Summary Comments

1. Please list any activities or materials that have been especially helpful in teaching this course.
2. What do you think are the courses strengths?
3. What do you think are the courses weaknesses?
4. What changes would you like to see made to this course?
5. If you have any additional comments or would like to elaborate on any of your answers above, please comment here or on the back. Your input is greatly appreciated.

Thank You ☺

## Appendix C

Word	Frequency	last	19	time	12	sound	9
mina	110	dark	19	high	12	soon	9
dracula	109	three	19	dear	12	happened	9
said	93	black	18	found	12	return	9
jonathan	85	away	18	friend	12	carriage	9
count	71	strange	18	transylvania	11	fire	9
lucy	67	ship	18	reached	11	dead	9
arthur	57	hythe	18	moved	11	vault	9
helsing	57	ran	17	help	11	hands	9
castle	55	come	17	mountains	11	coach	9
professor	41	friends	17	boxes	11	danger	9
house	41	held	16	quickly	11	round	9
vampire	40	beautiful	16	people	11	locked	9
went	39	replied	16	hear	11	cross	9
eyes	32	again	16	came	11	covered	9
terrible	30	man	16	began	11	turned	9
down	29	get	16	leave	11	sharp	9
now	28	london	16	look	11	water	8
face	27	open	16	bedroom	11	throat	8
looked	26	cried	16	lips	11	god	8
old	25	took	15	snow	11	young	8
opened	24	box	15	hand	11	gave	8
night	24	back	15	innkeeper	10	good	8
blood	24	safe	15	made	10	coffin	8
asked	24	two	15	gone	10	teeth	8
told	23	th	15	cry	10	stopped	8
red	23	lucy's	15	suddenly	10	together	8
saw	22	power	15	first	10	moving	8
window	22	slowly	14	mist	10	stood	8
day	21	dracula's	14	air	10	count's	8
tell	20	england	14	near	10	light	8
vampires	20	smiled	13	called	10	wall	8
left	20	put	13	afraid	10	sea	8
door	20	once	13	find	10	small	8
white	20	men	13	morning	9	moment	8
room	19	see	13	home	9	heard	8

road	19	quietly	13	marks	9	closed	8
long	19	spoke	12	strong	9	dust	8
read	8	west	7	women	6	bread	5
ii	8	kiss	6	book	6	oh	5
knew	8	station	6	answered	5	inn	5
fear	8	country	6	answer	5	thin	5
woke	8	fast	6	tomb	5	way	5
walked	8	empty	6	days	5	amsterdam	5
pulled	8	hill	6	hat	5	ready	5
lady	8	hold	6	far	5	own	5
name	7	chapel	6	large	5	hair	5
wooden	7	cut	6	lay	5	weeks	5
great	7	changed	6	holy	5	dreams	5
take	7	almost	6	cruel	5	follow	5
bag	7	onto	6	enter	5	pale	5
stay	7	cart	6	telegram	5	shining	5
bed	7	children	6	prisoner	5	four	5
horses	7	whispered	6	plan	5	table	5
things	7	daylight	6	drunk	5	tired	5
narrow	7	golden	6	wolves	5	smell	5
churchyard	7	another	6	talking	5	work	5
huge	7	lid	6	garden	5	vampire's	5
let	7	river	6	got	5	die	5
cold	7	faster	6	english	5	meal	5
full	7	same	6	arrived	5	1-le	5
visit	7	passage	6	1-lelsing	5	married	4
papers	7	move	6	sat	5	dawn	4
sleep	7	felt	6	head	5	big	4
returned	7	place	6	poor	5	queen	4
questions	7	later	6	story	5	grew	4
train	7	front	6	evening	5	lived	4
driver	7	asleep	6	living	5	hammered	4
ill	7	shone	6	body	5	tall	4
know	7	land	6	think	5	talk	4
harker	7	wind	6	thing	5	reaches	4
taken	7	little	6	remember	5	varna	4
sun	7	word	6	neck	5	thought	4
want	7	rest	6	carefully	5	clear	4

woman	7	perhaps	6	husband	5	destroyed	4
letter	7	stop	6	wake	5	circle	4
wife	4	wife	4	garlic	4	placed	3
understand	4	understand	4	wanted	4	doors	3
alone	4	alone	4	died	4	kissed	3
waiting	4	waiting	4	voice	4	sadly	3
became	4	became	4	bought	3	watched	3
seen	4	seen	4	right	3	end	3
slept	4	slept	4	wide	3	already	3
hours	4	hours	4	meet	3	jumped	3
years	4	years	4	enemies	3	send	3
port	4	port	4	drove	3	sent	3
mirror	4	mirror	4	times	3	longer	3
words	4	words	4	broke	3	july	3
shouted	4	shouted	4	bird	3	thick	3
broken	4	broken	4	new	3	town	3
reading	4	reading	4	library	3	june	3
higher	4	higher	4	music	3	can't	3
wait	4	wait	4	shadows	3	slow	3
stake	4	stake	4	peace	3	ha	3
decided	4	decided	4	29th	3	six	3
met	4	met	4	worried	3	mad	3
still	4	still	4	bistriz	3	forever	3
steps	4	steps	4	darkness	3	harkers	3
sitting	4	sitting	4	dress	3	stone	3
looking	4	looking	4	east	3	doctor	3
flight	4	flight	4	tears	3	walk	3
earth	4	earth	4	drink	3	seruth	3
sky	4	sky	4	quiet	3	travelled	3
able	4	able	4	surprise	3	touched	3
wrote	4	wrote	4	truth	3	heart	3
received	4	received	4	gold	3	jonathan's	3
budapest	4	budapest	4	week	3	plans	3
moonlight	4	moonlight	4	climbed	3	don't	3
coming	4	coming	4	hundreds	3	arid	3
silent	4	silent	4	catherine	3	hammer	3
brought	4	brought	4	early	3	closer	3
happy	4	happy	4	immediately	3	stepped	3

destroy	4	destroy	4	powers	3	walls	3
shut	4	shut	4	walking	3	live	3
late	3	business	2	several	2	buried	2
moon	3	completely	2	leaving	2	forget	2
sleeping	3	lights	2	child	2	street	2
believe	3	welcomed	2	helped	2	iii	2
arms	3	borgo	2	fifty	2	birds	2
important	3	carried	2	leaning	2	church	2
passed	3	given	2	singing	2	ow	2
disappeared	3	smile	2	say	2	fears	2
unlocked	3	hen	2	escape	2	ma	2
forward	3	pointed	2	mind	2	true	2
books	3	europe	2	led	2	ng	2
windows	3	short	2	buy	2	standing	2
news	3	thank	2	brightly	2	love	2
surprised	3	september	2	heap	2	returning	2
invited	3	waited	2	sure	2	heavy	2
agree	3	flowers	2	stronger	2	pieces	2
keep	3	clothes	2	knows	2	lost	2
reach	3	bee	2	stories	2	terribl	2
animal	3	mina's	2	fingers	2	hurried	2
needed	3	vama	2	won	2	spent	2
lamp	3	paler	2	galloping	2	afternoon	2
angry	3	pass	2	minutes	2	loved	2
falling	3	fought	2	lie	2	showed	2
others	3	flow	2	mountain	2	piece	2
stranger	3	terribly	2	letters	2	journey	2
stones	3	lot	2	hospital	2	passages	2
helsirig	3	use	2	servant	2	floor	2
hypnotize	3	difficult	2	stairs	2	arthur's	2
ever	3	life	2	write	2	shaving	2
rich	3	worked	2	wer	2	give	2
tombs	3	dressed	2	sunset	2	stayed	2
keys	2	repeated	2	yet	2	didn't	2
howling	2	october	2	howled	2	noticed	2
drinking	2	upstairs	2	key	2	notice	2
i'll	2	become	2	laughed	2	throats	2
sign	2	care	2	saying	2	dog	2

wondered	2	agreed	2	today	2	minor	2
tried	2	shapes	2	ice	2	stakes	2
kilometres	2	angrily	1	tore	1	lonely	1
welcome	2	shawl2	1	reason	1	answering	1
unpleasant	2	parts	1	jumped-down	1	building	1
opposite	2	chance	1	languages	1	licked	1
whiteteeth	2	dripping	1	carry	1	step	1
metres	2	hungry	1	holes	1	shout	1
feel	2	jet	1	hem	1	hearts	1
resting	2	thunder	1	mothers	1	blew	1
filled	2	troubled	1	silence	1	countries	1
travelling	2	armies	1	shook	1	hung	1
weather	2	pocket	1	newspaper	1	hide	1
hypnotized	2	touch	1	shore	1	nowhere	1
arm	2	washed	1	getting	1	laugh	1
leant	2	bite	1	children's	1	heads	1
speaking	2	smells	1	bigger	1	calls	1
coins	2	opening	1	shawl	1	eyed	1
nails	2	sick	1	easily	1	dreaming	1
ground	2	visited	1	quit	1	plants	1
smelt	2	side	1	unless	1	iron	1
dictionary	2	grey	1	listen	1	written	1
shouting	2	enjoyed	1	crowded	1	rut	1
cloud	2	gardens	1	dangerous	1	nut	1
attack	2	razor	1	begun	1	let's	1
clearly	2	burning	1	laughter	1	nigh	1
kill	2	taking	1	entered	1	busy	1
shoes	2	guest	1	shave	1	moye	1
breathe	2	jam	1	hit	1	burned	1
shape	2	hag	1	family	1	mouth	1
threw	2	trains	1	hire	1	moments	1
food	2	tops	1	asking	1	lightning	1
warm	2	watch	1	easier	1	railway	1
fresh	2	fat	1	meant	1	teacher	1
balcony	2	yesterday	1	dinner	1	oldest	1
nearly	2	rivers	1	winter	1	brightly-coloured	1



drank	2	fan	1	streets	1	sever	1
remembered	2	following	1	restless	1	ques	1
bright	1	ê	1	chest	1	wrecked	1
holding	1	finished	1	o'clock	1	raised	1
seven	1	glass	1	lone	1	riot	1
changing	1	august	1	close	1	followed	1
wear	1	making	1	autumn	1	man's	1
sad	1	beginning	1	smiling	1	screamed	1
accepted	1	shouldn't	1	winding	1	usual	1
mile	1	greatest	1	german	1	lood	1
grown	1	painful	1	sale	1	wife's	1
planning	1	oxer	1	better	1	second	1
funeral	1	misc	1	lease	1	save	1
kisses	1	begin	1	straight	1	necks	1
prayer	1	soft	1	sister	1	hunted	1
twice	1	noise	1	carrying	1	middle	1
reminded	1	maps	1	sides	1	wings	1
eaten	1	started	1	houses	1	homes	1
just	1	bags	1	ale	1	lots	1
post	1	shaw	1	happening	1	liked	1
rests	1	using	1	message	1	studied	1
excited	1	photograph	1	ide	1	eastern	1
crying	1	sham	1	faintedt4	1	lawyer	1
remind	1	explained	1	tombs10	1	sailors	1
chair	1	storm	1	forgotten	1	churchyard- stay	1
chain	1	becoming	1	fixed	1	envelopes	1
prayed	1	deep	1	twisted	1	ace	1
travel	1	breath	1	4th	1	taught	1
heat	1	death	1	knife	1	4borses	1
18th	1	harmed	1	thoughts	1	eating	1
dream	1	eat	1	bedrooms	1	wrong	1
wants	1	aid	1	powerful	1	hotel	1
gate	1	shouts	1	flew	1	worry	1
hiding	1	map	1	dons	1	wood	1
cross5	1	examined	1	russian	1	fight	1
fast-moving	1	wet	1	thinking	1	slipped	1
decide	1	clouds	1	crossed	1	fortunately	1

madam	1	needs	1	it's	1
highest	1	boat	1	fastest	1
paper	1	ones	1	it's	1
north	1	ago	1	fastest	1
safer	1	pear	1	happen	1
balcony34	1	course	1	invitation	1
dying	1	midnight	1	bring	1
price	1	watching	1	city	1
dropped	1	opt	1	girl	1
hog	1	wine	1	poweiful	1
try	1	putting	1	stairway	1
climb	1	trees	1	mean	1
harm	1	ask	1	shine	1
killed	1	tomorrow	1	fine	1
breakfast	1	failed	1	crowd	1
next	1	paid	1	rats-ran	1
running	1	dates	1	enemy	1
flail	1	money	1	fill	1
caught	1	signed	1	lock	1
lucky	1	darling	1	nearest	1
faces	1	point	1	shock	1
hall	1	englishman	1	pushed	1
half	1	ten	1	tight	1
hack	1	dies	1	screams	1
went-on	1	answers	1	fainted	1
fallen	1	please	1	pretty	1
nearer	1	victims	1	lifted	1
victim	1	professor	1	men's	1
listening	1	dated	1		
anger	1	quickly	1	<b>Count:</b>	<b>Total:</b>
peacefully	1	letteter	1	<b>1442</b>	<b>5257</b>
foreign	1	staying	1		
photographs	1	every	1		
sudden	1	pockets	1		
sailed	1	even	1		
feet	1	wore	1		
grow	1	forgotten	1		

## Appendix D

### Dracula

#### Introductory notes

- (1) Who was Dracula?
- (2) What happened to a person who was attacked by a vampire?
- (3) What special powers did vampires have?
- (4) How did people protect themselves against vampires?
- (5) What three things had to be done to destroy vampires?

#### Section 1: The Road To Castle Dracula

Comprehension questions: True/False/Not given

- (1) Jonathan's job only involved finding homes for wealthy people.
- (2) Count Dracula didn't want to spend much money on his house.
- (3) Jonathan would have preferred not to have gone to Transylvania.
- (4) Jonathan didn't enjoy the train journey.
- (5) All the people in Transylvania are afraid of vampires.
- (6) The innkeeper told Jonathan that he must go to Castle Dracula.
- (7) Jonathan didn't like Transylvania.
- (8) On the way to Castle Dracula on the coach, Jonathan was very scared.
- (9) When Jonathan arrived at Castle Dracula he was very tired.

#### Language Work

- (1) Which tense is mostly used to tell the story?
- (2) Underline all the examples of the past simple in paragraph 3.
- (3) At the bottom of page 6, which tense is used to give background information?
- (4) Which verb form comes after "decided"? (page 7)
- (5) Which verb form comes after "stopped"? (page 7)

#### Section 2: A Prisoner In The Castle

Complete the sentences by putting a word from the book in the gap.

- (1) The first room that Count Dracula took Jonathan to didn't have any \_\_\_\_\_.
- (2) Jonathan's dreams that night were strange and \_\_\_\_\_.
- (3) Dracula said that he couldn't live in a house that was \_\_\_\_\_.
- (4) Dracula's nails were long and \_\_\_\_\_.
- (5) There wasn't a \_\_\_\_\_ in Jonathan's bedroom.
- (6) Jonathan found that all the doors in the castle were \_\_\_\_\_.

#### Section 3: The Vampires

Answer the following questions. They are in the same order as the text.

- (1) What did Jonathan do during the day?
- (2) What did Count Dracula ask Jonathan every evening?

- (3) What did Jonathan want the young women to do to him?
- (4) Where did Jonathan spend the day on 19<sup>th</sup> May?
- (5) What did Jonathan realise Count Dracula wanted to do to him?
- (6) What happened to the vampires during the day?
- (7) What did Jonathan see in Count Dracula's room?
- (8) How many boxes were in the chapel?
- (9) What colour was Dracula's hair when Jonathan saw him in the chapel?
- (10) What did Jonathan put in his pocket before he climbed down the wall?

#### Language work

Find 2 examples of the passive in the last paragraph of section 3 and underline them.

#### Section 4: A Visit To Hythe

Answer the following questions with TRUE/FALSE or NOT GIVEN. They are in the same order as the text.

- (1) Lucy's husband was not at home when Mina visited her.
- (2) Lucy was afraid of the thunder.
- (3) The ship that arrived was very old.
- (4) Mina asked Lucy about the two red marks on her throat.
- (5) Mina enjoyed the train journey to Budapest.
- (6) Jonathan said that he would stay with Mina for the rest of his life.
- (7) Mina was surprised that Count Dracula was in London.

#### Language work

Put in the missing prepositions

- (1) To stay \_\_\_\_\_ someone (p20)
- (2) \_\_\_\_\_ the morning (p20)
- (3) There was a mist \_\_\_\_\_ the sea (p20)
- (4) Something strange \_\_\_\_\_ someone (p21)
- (5) To be full \_\_\_\_\_ something (p21)
- (6) To stop \_\_\_\_\_ a moment (p21)
- (7) To sit \_\_\_\_\_ someone (p23)
- (8) To receive a letter \_\_\_\_\_ someone (p23)
- (9) \_\_\_\_\_ 1<sup>st</sup> September (p 24)
- (10) \_\_\_\_\_ once (p25)

**Section 5: How Lucy Died**

## Language work

Find examples of the following tenses

- (1) present perfect (p26)
- (2) past continuous (p26)
- (3) past continuous (p28)
- (4) past perfect (p28)

“He said he would return if anything happened to Lucy” is an example of reported speech. What words did the professor actually use?

**Section 6: The Beautiful Lady of Hythe**

## Language work

- (1) Find an example of the present perfect in the second paragraph. Do we know when it happened? What effect do you think it had on people living in Hythe at the time?
- (2) Find examples of the past perfect in the second paragraph. Did these events happen before or after the children were found?
- (3) Find all the modal verbs you can find on page 31? What form of the verb comes after a modal verb?
- (4) Find an example of the first conditional on page 33. What word is used instead of “will”?
- (5) Find all the adjectives on p34 and p35. How many can you find?

**Section 7: The House of The Vampire**

## Language work

- (1) Find an example of the 1<sup>st</sup> conditional on p36. What word is used instead of “will”.
- (2) In the second paragraph on p37, underline an example of the present continuous. Does Dracula usually live in this house? Why can’t we say Dracula is “having a house in London”?
- (3) In the last paragraph on p38, find three examples of the passive. Why is the passive used here?

**Section 8: The Flight Of The Vampire**

## Language work

Fill in the gaps with the correct preposition

- (1) \_\_\_ Transylvania (p43)
- (2) Be \_\_\_ danger (p43)
- (3) \_\_\_ the Black Sea (p43)
- (4) \_\_\_ the box (p43)
- (5) Travelling \_\_\_ ship (p44)
- (6) \_\_\_ land (p44)

Answer the following questions

- (1) Find an example of the first conditional at the bottom of p44. Is this a real possibility?
- (2) Find three examples of the first conditional at the top of p45.
- (3) Look at the bottom of p45. Which article do we use before the name of a river?
- (4) Find all the modal verbs at the top of p46. What form of the verb follows a modal verb?

### **Section 9: The Return To castle Dracula**

What do you think will happen to Count Dracula at the end of the book?

What can you remember about the book?

In two teams, make 10 questions to ask the other team about the book.

## Appendix E

### Speed Reading 5: The Inuit

Name: \_\_\_\_\_

**A. Main ideas.** *Read the sentences. Then mark them **MI** for main ideas or **SD** for supporting details.*

1. The Inuit are native people from Canada, Greenland, and North America.	_____
2. Summer only lasts 3 months where the Inuit live.	_____
3. The Inuit live a more modern lifestyle now, but they try to hold onto their traditions.	_____
4. Sometimes the Inuit boil their food and sometimes they do not cook it at all.	_____
5. The Inuit use small boats for hunting and big boats when they travel as a family.	_____
6. The Inuit have traditional ways of building houses, making clothes, and hunting for food that they have used for thousands of years.	_____
7. Today, the Inuit use guns and modern knives.	_____
8. The Inuit believe it is very important to keep their languages alive.	_____
9. The Inuit snow houses are round and not very high.	_____
10. The Inuit want to teach their children about their traditions so that they don't lose them.	_____

**B. Summarizing.** *Choose the best summary.*

- a. The Inuit live in a very cold climate, but over thousands of years they have come up with ways to live in this environment. They build houses out of branches and earth or ice and snow, they wear thick clothing, and they build different kinds of boats to help them travel and catch animals for food.
- b. The Inuit have abandoned many of their traditional ways. Instead of living in small groups of several families, they now live in cities and towns. Instead of making their knives and tools out of stone and animal bones, they now use modern guns and knives.
- c. The Inuit were the first people to inhabit Canada, Greenland, and the north of America. They live differently today than the way they had lived for thousands of years. However, the Inuit want to keep their old culture. They want to keep their language alive, and they teach their children about old Inuit customs, such as building houses, finding food, and making clothes.
- d. One type of traditional Inuit houses were made of snow and ice. The houses were small and round and the Inuit could build them quickly, which made them good for when they were travelling from one place to another. They were not cold. They were warm, because the door was small. This prevented cold air from getting in and it prevented warm air from getting out. They heated these houses with a lamp. They used the lamp for light, heating, and cooking.

## Appendix F

### 1. \_\_\_\_\_

Safiya Charles  
Sunday, 12 July 2015  
8109 views

PHNOM PENH (Khmer Times) – Middle school students sit in a huddle. There is nervous laughter and eye contact as they hesitate over words.

One girl looks down embarrassingly. “They call me buffalo,” she says as her classmates snicker, “because the buffalo has black skin.” Another girl says her friend has used lotions to make her skin whiter.

On the wall of their classroom are school-selfies. Although there are a few fair faces in the class of 26, only one girl has colored her skin brown.

More and more, Cambodians are turning to whitening creams to change their appearance. From cheap homemade creams to pricey high-end injections, there’s something to fit every budget—and business is booming.

The whitening industry is valued at \$13 billion in the Asia-Pacific region alone. Walk through your local supermarket’s health and beauty aisle and it will be difficult to find an item that doesn’t contain whiteners. But things aren’t as simple as just applying a lotion.

In a country where most people are naturally brown and black, the idea that white is beautiful and black is ugly is damaging, both physically and mentally.

### 2. \_\_\_\_\_

KeathaChuk is a 19-year-old high school senior and former skin-bleacher.

“No Khmer person thinks brown skin is beautiful,” he says while shaking his head. “In the magazines, the models have perfect white skin.”

Lifting his arm, he reveals a scar. “You see,” he says pointing to it, “it takes a long time to heal.”

This is a common side-effect of whitening creams that contain acids. As the cream weakens the skin’s outer layer, the user’s skin begins to get lighter, leaving behind skin that is very sensitive to sunlight.

“I [had] very white skin, and I always only stayed at home and got no sun. Didn’t go outside, didn’t go anywhere.”



### 3. \_\_\_\_\_

The concept of beauty begins at an early age. Children learn about beauty by observing everything around them - their environment, families, TV and movies.

By the age of five, they can already recognize its importance. Although no research has yet been done in Cambodia, a famous experiment performed in the United States during the 1940s tested ideas about race and skin color.

In the Clark Experiment, black children between the ages of three and seven were shown four dolls, all the same except for skin color. The children were asked to identify the race of each doll and which they preferred, as well as which doll was 'nice' and which was 'bad'.

A majority of black children preferred to play with the white doll and believed it was the 'nice' doll, often selecting the darker dolls as 'bad' even though they looked more similar to themselves.

Additionally, when children were asked to color a drawing with their own skin tone, they often chose a lighter color than their skin color. Its finding was that this made the black children feel inferior and it damaged their self-esteem.

SaporRendall, head of the first modeling agency in Phnom Penh, is very familiar with Cambodian media and fashion industry standards. Although her agency includes models with various skin tones, she says she has seen things change over the past 15 years.

"If you're working in the entertainment industry it's not good to be black. It is quite difficult [because] most clients only want fair skin. You don't really see many [dark] people on TV. I don't see TV hosts that have dark skin. I don't see people in the movies that have dark skin. I always see fair skin, but it's not healthy," she said.

Mr. Chuk says his desire for whiter skin began in the ninth grade when he was just 16 years old. He wanted the white skin he saw in magazines and movies, shown off by his favorite superstars.

He began whitening a year later. After seeing a neighbor's positive results, he took matters into his own hands. Without a job and money of his own to purchase bleach, he found a way to buy his supply.

Each day, his mother sent him to school with \$2.50, so he took one dollar out and bought whitening cream. He says this behavior is common among young students, many of whom bleach their skin as well. Without money to support their whitening habits, they are more likely to buy cheaper home-made products.

### 4. \_\_\_\_\_

Sometimes costing less than a dollar, these products are unregulated and untested. The results can be tragic, from burns and disfiguration to death.

Although Mr. Chuk still whitens his skin, he insists that it is very minimal compared to his past habit and says he has stopped bleaching heavily because of his family's concerns for his health.

"Before, I'm putting the cream on every day, maybe one day I put two times. Now, I do just a little, only lotions like Nivea and Vaseline," he said.

Most supermarkets sell lotions that don't have long-lasting effects instead of whitening creams that contain harmful chemicals. Some dangerous creams have chemicals like hydroquinone, which has been found to cause cancer in animals.

But the psychological damage remains, and international companies like Vaseline, Dove and Nivea have profited on Asia's dislike of dark skin.

In 2010, Dove launched the very successful 'Dove Movement for Self-Esteem' in the United States and Europe. According to their mission, they aimed to "create a world where beauty is a source of confidence and not anxiety".

The campaign included women of all different colors and shapes and celebrated their natural beauty. However, in Asia, the same company advertises only one kind of beauty, one that is indeed a source of anxiety for many, producing millions of whitening creams each year.

Professor SekSisokhom, head of the psychology department at the Royal University of Phnom Penh, believes it is this outside influence that has encouraged so many people to whiten their skin in Cambodia.

"They [Cambodians] observe that most of the richer people have white color. White color is good in terms of beauty. You can have money, jobs, be powerful," Professor Sisokhom said.

"They consider that the black and brown colors are farmers or people in the province. [They believe] blacks are only the poor, the robbers, the drug users."

## **I. Headings**

*Match the headings to their sections*

- A. Beauty at an Early Age
- B. Cambodia's Whitening Problem
- C. How It's Made
- D. Perfect White Skin
- E. Unregulated Industry
- F. The Rise to Popularity

## **II. Paragraphs 1-6**

*Check all the statements that are true*



## Appendix G

	5 points	4 points	3 points	2 points	1 point
Completion	The student wrote 200 words and directly addressed all parts of the task.	The student wrote 200 words and addressed most, but not all, parts of the task.	The student wrote between 100-199 words and/or did not address all parts of the task.	The student wrote between 50-99 words and/or did not directly address the task.	The student wrote less than 50 words and/or the essay is completely off-topic
Paragraphing	All paragraphs have a clear main idea / topic sentence and no irrelevant ideas are included.	Paragraphs were used throughout the essay but features like topic sentences may occasionally be missing or one or two irrelevant ideas may be included.	Paragraphs were used throughout the essay but features like topic sentences may frequently be missing or irrelevant ideas may often be included.	Some paragraphing was attempted but was minimal with little cohesion and main ideas might not be clear.	Paragraphs were not attempted.
Grammar Use	Less common sentence structures (conditionals and relative clauses) were used regularly (at least once per paragraph) and errors did not cause confusion for the reader.	Less common sentence structures (conditionals and relative clauses) were used regularly (at least once per paragraph). Errors sometimes caused confusion for the reader.	Less common sentence structures (conditionals and relative clauses) were used less than once per paragraph and/or errors caused confusion for the reader about half of the time.	Less common sentence structures (conditionals and relative clauses) were rarely attempted and/or errors were frequent and confusing.	Less common sentence structures (conditionals and relative clauses) were not attempted.
Vocabulary Use	The student used 10 items taught throughout the term. Errors did not cause confusion for the reader	The student used 10 items taught throughout the term. Errors sometimes caused confusion for the reader	The student used 5-9 items taught throughout the term and/or errors often caused confusion for the reader	The student used less than 5 items that were taught throughout the term and/or errors were frequent and always caused confusion for the reader.	The student did not try to use any items that were taught during the term.