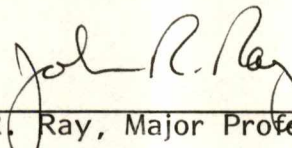
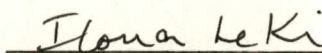


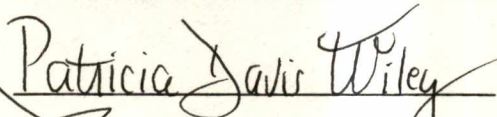
To the Graduate Council:

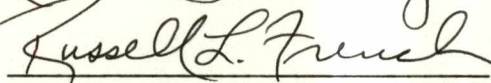
I am submitting herewith a dissertation written by James G. Ward entitled "An Application and An Analysis of the Bellon and Handler Curriculum Evaluation Framework to the English as a Foreign Language Program at the Huffco Indonesia Intensive English Language Program in Balikpapan, Indonesia." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.


John R. Ray, Major Professor

We have read this dissertation
and recommend its acceptance:

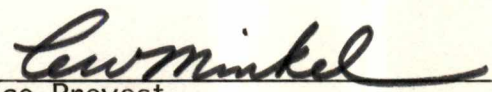

Ilona LeKi


Patricia Davis Wiley


Russell L. French


Ahmad Marik

Accepted for the Council:


Vice Provost
and Dean of The Graduate School

AN APPLICATION AND AN ANALYSIS OF THE IMPACT OF THE BELLON
AND HANDLER CURRICULUM EVALUATION FRAMEWORK
TO THE ENGLISH AS A FOREIGN LANGUAGE PROGRAM
AT THE HUFFCO INDONESIA INTENSIVE ENGLISH
LANGUAGE PROGRAM IN BALIKPAPAN, INDONESIA

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

James G. Ward

August 1987

ABSTRACT

This study was undertaken to provide English as a Foreign Language program administrators with an efficient, effective, systematic, and comprehensive guide to curriculum evaluation. The study applies the curriculum evaluation framework developed by Dr. Jerry Bellon and Dr. Janet Handler of The University of Tennessee, Knoxville, to an overseas English language teaching program and analyzes the impact of the framework.

The study was divided into two phases. In Phase 1, the Bellon and Handler curriculum evaluation framework was applied to the English as a Foreign Language program at the Huffco Indonesia intensive English Language program in Balikpapan, Indonesia, by the researcher, who was employed at the site. In Phase 2 of the study, the impact of the evaluation framework was analyzed.

Following the organization of the Bellon and Handler evaluation framework, questions were designed by the researcher and his dissertation committee for phase 1 of the study. One set of questions formed a status description. Another set of questions collected information about the program's goals, organization, operations (curriculum and instruction), and outcomes. A third set of questions addressed recommendations to improve the program under study.

The researcher attempted to answer the questions for the first phase through interviews with teachers and the administrative staff

and review of written documents of the Manpower Training and Development Department of Huffco, Indonesia, the department in charge of the intensive English program.

In a separate notebook, the researcher recorded the comments and actions of all respondents outside of the interview setting during the second phase of the study. Only the comments made directly to the researcher were recorded. Second-hand comments were not included. The reactions of respondents during the interviews were also recorded. Data were recorded under the name of the respondent. This information was used to answer the questions concerning problems that emerged during the evaluation and ways to avoid and/or solve these problems, positive results of the evaluation process, and unexpected outcomes. Suggestions were made to improve the framework.

TABLE OF CONTENTS

CHAPTER	PAGE
1. AN APPLICATION AND AN ANALYSIS OF THE IMPACT OF THE BELLON AND HANDLER CURRICULUM EVALUATION FRAMEWORK TO THE ENGLISH AS A FOREIGN LANGUAGE PROGRAM AT THE HUFFCO INDONESIA INTENSIVE ENGLISH LANGUAGE PROGRAM IN BALIKPAPAN, INDONESIA	1
Introduction	1
Statement of the Problem and Need for the Study	1
Assumptions of the Study	4
Design, Questions, Procedures, and Analysis	4
Phase 1	5
Design	5
Questions	6
Procedures	9
Phase 2	12
Design and Procedures	12
Questions	12
Definitions of Terms	13
Organization of the Study	14
2. REVIEW OF RELATED LITERATURE	16
Major Features of Curriculum Evaluation	16
Feature 1--Emphasis on the Judgment of the Worth of a Program in Order To Make Decisions To Improve the Program.	16
Feature 2--Emphasis on Program Description	18
Feature 3--Emphasis on Program Objectives	20
The Bellon and Handler Curriculum Evaluation Framework	20
Assumptions Underlying the Bellon and Handler Framework	21
General Description of the Evaluation Framework	21
Description of the Four Major Areas Evaluated in the Bellon and Handler Framework	22
Curricular Goals	23
Curricular Organization	24
Curricular Operations	25
Curricular Outcomes	26
Curriculum Evaluation Literature in Teaching English as a Second or Foreign Language	27
The Relationship of the Bellon and Handler Evaluation Framework to the Major Features of Other Approaches	30

CHAPTER	PAGE
The Relationship of the Bellon and Handler Framework to Judgmental Approaches	31
The Relationship of the Bellon and Handler Framework to Program Description Approaches	32
Status Description	32
Goals	32
Organization	33
Operations	34
Outcomes	34
The Relationship of the Bellon and Handler Framework to Program Objectives Approaches	35
Chapter Summary	35
 3. APPLICATION AND ANALYSIS OF THE BELLON AND HANDLER CURRICULUM EVALUATION FRAMEWORK: STATUS DESCRIPTION	 36
Phase 1 of the Study--Application of the Bellon and Handler Curriculum Evaluation Framework: Status Description	 36
Design	36
Questions Concerning Status Description Answered	36
Procedures Used To Collect Status Description Information	 37
Findings of Phase 1	38
Criteria for Instructional Methods	40
Establishment of an Intensive English Teaching Program	 41
Phase 2 of the Study--Analysis of the Impact of the Evaluation Framework	 48
Design and Procedures	48
Questions Answered	48
Findings of Phase 2	48
Summary of Phase 1	52
Design and Questions	52
Procedures	52
Findings	52
Summary of Phase 2	53
Design and Procedures	53
Questions	54
Findings	54

CHAPTER	PAGE
4. APPLICATION AND ANALYSIS OF THE BELLON AND HANDLER CURRICULUM EVALUATION FRAMEWORK: ANALYSIS OF INFORMATION CONCERNING GOALS, ORGANIZATION, OPERATIONS, AND OUTCOMES	56
Phase 1 of the Study--Application of the Bellon and Handler Curriculum Evaluation Framework:	
Status Description	56
Design	56
Questions Concerning Program Goals, Organization, Operations, and Outcomes	57
Goals	57
Organization	57
Curriculum	58
Classroom Instruction	58
Outcomes	58
Procedures	59
Findings	59
Information Concerning the Program's Goals	59
Information Concerning Program Organization	62
Information Concerning Program Curriculum	71
Information Concerning Classroom Instruction	75
Information Concerning Program Outcomes	75
Phase 2 of the Study--Analysis of the Impact of the Evaluation Framework	76
Design and Procedures	76
Questions Answered	76
Findings	76
Summary of Phase 1	81
Design and Questions	81
Procedures	81
Findings	82
Summary of Phase 2	83
Design and Procedures	83
Questions	83
Findings	84
5. APPLICATION AND ANALYSIS OF THE BELLON AND HANDLER CURRICULUM EVALUATION FRAMEWORK: RECOMMENDATIONS	85
Phase 1 of the Study: Recommendations	85
Phase 2 of the Study: Analysis of the Impact of the Process of Making Recommendations	89
Summary	90

CHAPTER	PAGE
6. SUMMARY OF THE STUDY, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE STUDIES	91
Summary of the Study	91
Design of the Study	91
Phase 1 of the Study	91
Design	92
Questions	92
Procedures	92
Findings	94
Phase 2 of the Study	96
Design and Procedures	96
Questions Answered	97
Procedures	97
Findings of Phase 2 of the Study: Analysis of the Impact of the Evaluation Framework	98
Conclusions	99
Conclusions Related to Evaluation Procedures	99
Conclusions Related to the Impact of the Evaluation	100
Conclusions Related to Proposed Changes in the Framework	101
Questions and Recommendations for Future Studies	102
BIBLIOGRAPHY	104
APPENDIXES	107
A. INTERVIEW FORM FOR THE ADVISOR: STATUS DESCRIPTION	108
B. INTERVIEW FORM FOR THE TEACHER SUPERVISOR AND THE NONTECHNICAL TRAINING SUPERVISOR: STATUS DESCRIPTION	110
C. INTERVIEW FORM FOR THE TEACHER SUPERVISOR, NONTECHNICAL TRAINING SUPERVISOR, AND CLASSROOM INSTRUCTORS: ANALYSIS QUESTIONS	111
D. THE NEEDS ANALYSIS	113
E. DEPARTMENTAL SUMMARY OF FINDINGS OF THE ENGLISH LANGUAGE NEEDS ANALYSIS FOR HUFFCO INDONESIA	118
F. SUMMARY OF PERSONNEL INTERVIEWED IN THE NEEDS ANALYSIS	125
G. INTERVIEW FORM FOR NEEDS ANALYSIS	127
VITA	128

CHAPTER 1

AN APPLICATION AND AN ANALYSIS OF THE IMPACT OF THE BELLON
AND HANDLER CURRICULUM EVALUATION FRAMEWORK TO THE
ENGLISH AS A FOREIGN LANGUAGE PROGRAM AT THE HUFFCO
INDONESIA INTENSIVE ENGLISH LANGUAGE PROGRAM
IN BALIKPAPAN, INDONESIA

Introduction

Cooper (1978) noted that one out of four graduates with a Master's degree in the field of Teaching English to speakers of other languages will become a program administrator within four years of graduation. Yet The Directory of Professional Preparation Programs in TESOL in the United States 1986-1988 (1986) named only one university program out of the 133 listed as offering coursework in curriculum evaluation for English as a Foreign Language programs. Thus, this study was undertaken to begin to fill this critical void within a relatively new profession. It is intended to provide English as a Foreign Language program administrators and those generally charged with curricular development with a comprehensive and systematic approach to curriculum evaluation which could lead to curricular improvement.

Statement of the Problem and Need for the Study

At the time of this research, a review of the literature concerning Teaching English as a Second or Foreign Language revealed very little research in the area of curriculum evaluation in general and no

research in the specific area under study--frameworks for curriculum evaluation for English as a Foreign Language programs and the impact of those frameworks on a program. The few studies that existed and which are reviewed in Chapter 2 were all inadequate because either they limited evaluation to testing or because they excluded important components of an evaluation process such as evaluation of goals or unintended outcomes. The review of literature included Dissertation Abstracts, the Educational Resources Information Center (ERIC), and the following foreign language education journals: Foreign Language Annals (1967-1986), Modern Language Journal (1916-1986), Language Learning (1948-1986), The TESOL Quarterly (1976-1986), and The English Language Teaching Journal (1946-1986). Moreover, the following journals dealing with the area of curriculum failed to reveal any application of a curriculum evaluation framework for English as a Foreign Language programs: Theory into Practice (1962-1986), The Review of Educational Research (1931-1986), Studies in Educational Evaluation (1975-1986), Educational Technology (1961-1986), and the CEDAR Quarterly (1974-1986). Furthermore, the review of the literature did not yield any discussion of the impact of the implementation of any framework including the specific framework utilized in this study (the Bellon and Handler framework) on an English as a Foreign Language program.

Evaluation is a process which allows decision makers to plan, organize, develop, implement, and change curricula. Without a comprehensive evaluation framework to serve as a systematic guide to

improve the curriculum of English as a Foreign Language programs, problems such as the following may arise:

1. Students' educational needs may not be met.
2. The professional needs of the program's staff may not be met.
3. Curriculum goals may not be understood or appropriate.
4. Curriculum goals may be improperly sequenced.
5. Instructional materials and/or activities may not be appropriate.
6. Procedures to assess student performance may not be efficient and/or effective.
7. The communication and decision-making processes may be inefficient and/or ineffective.
8. Conflict may develop within the organization.
9. Financial and physical resources may not be efficiently and/or effectively utilized.

Because at the time of this study very little research had been conducted in the area of evaluation of English as a Foreign Language programs and because lack of an evaluation framework could lead to serious problems, a need existed to present a comprehensive and systematic approach to evaluating an English as a Foreign Language program.

The purpose of this study was to apply such an approach--the Bellon and Handler curriculum evaluation framework--to an English as a Foreign Language program and to analyze the impact of the framework on that program. The Bellon and Handler framework was

selected by the researcher because it systematically collected and evaluated information more comprehensively, efficiently and effectively than other frameworks. (This is discussed in Chapter 2.)

Assumptions of the Study

The following assumptions were made for this study:

1. Curriculum evaluation plays an important role in administration of English as a Foreign Language programs.
2. There is a general lack of information within the Teaching English to Speakers of Other Languages profession regarding frameworks for curricular evaluation.
3. The major purpose of curriculum evaluation is to strengthen educational programs in order to improve student learning opportunities.
4. Those persons interviewed during this study provided valid and reliable data.
5. In evaluating curriculum, information concerning goals, organization, operations, and outcomes is required and must be collected in a systematic fashion.

Design, Questions, Procedures, and Analysis

The study was divided into two phases. In phase 1, the Bellon and Handler curriculum evaluation framework was applied to the English as a Foreign Language program at the Huffco Indonesia intensive English Language program in Balikpapan, Indonesia, by the

researcher, who was employed at the site. In phase 2 of the study, the impact of the evaluation framework was analyzed. The design, questions to be answered, and the procedures of both phase 1 and phase 2 are now described.

Phase 1

This section describes the design of phase 1 of the study. It also presents the questions answered in the first phase of the study. Finally, it describes the procedures used to collect the information required by the Bellon and Handler curriculum evaluation framework (status description information and information concerning program goals, organization, curriculum, classroom instruction, and outcomes).

Design

Following the organization of the Bellon and Handler evaluation framework, questions were designed by the researcher and his dissertation committee. One set of questions formed a status description. Another set of questions collected information about the program's goals, organization, operations (curriculum and instruction), and outcomes. A third set of questions addressed recommendations to improve the program under study.

The researcher attempted to answer the questions through interviews with teachers and the administrative staff and review of written documents of the Manpower Training and Development Department of Huffco Indonesia, the department in charge of the intensive English program.

Questions

The answers to the following questions constituted a status description; that is, what the program was like when the evaluation began.

Questions Used To Form a Status Description

1. What is the background history of the program?
2. What were the goals of the program when it was first established?
3. How was the program organized?
4. What was the program's curriculum?
5. What type of instructional approaches were utilized within the program?
6. How had the program been evaluated in the past?

After the status description was developed, the following questions were used to analyze the program's goals, organization, curriculum, instructional processes, and outcomes.

Questions Used To Analyze Program Goals

1. Are teachers, students, and administrative staff aware of the program goals?
2. Are the program goals based on needs assessment?
3. Do the program goals reflect worthwhile outcomes?
4. Do the program goals reflect attainable outcomes?
5. Does a process exist for regular review and refinement of goals?
6. Is there a formal process to identify both short- and long-range goals?

Questions Used To Analyze Program Organization

1. Do staff development programs exist? If so, are they adequate?
2. Are the communication patterns within the organization adequate?
3. Do personnel understand how decisions are made?
4. Are personnel prepared for their assignments?
5. Do adequate written job descriptions exist?
6. Do personnel find their work satisfying?
7. Does the program organization appear to be consistent with the goals?
8. Are sufficient personnel available for assignments?
9. Is sufficient funding available for the program?
10. Is there an adequate supply of instructional material and equipment?
11. Are the physical facilities adequate for the implementation of the instructional program?

Questions Used To Analyze Program Curriculum

1. Does a written document describing the curriculum exist?
2. Is the curriculum congruent with the curricular goals?
3. Are curricular goals adequately organized into a planned sequence?
4. Did all appropriate individuals participate in curricular development?
5. Does an ongoing process exist to identify and make needed changes in the curriculum?

Questions Used To Analyze Classroom Instruction

1. Was the content of the instructional materials adequate?
2. Were instructional methods congruent with the goals of the program?
3. Did an ongoing process exist to identify and make needed changes in instruction?
4. Were pre- and postassessment techniques adequate?

Questions Used To Analyze Program Outcomes

1. Were program goals satisfactorily achieved?
2. Were there any unintended outcomes? Were the unintended outcomes positive?
3. Does a process exist for systematically using outcome information for program improvement?

The final step in the Bellon and Handler evaluation framework was development of recommendations based on the information collected during the status description and analysis of goals, organization, curriculum, instructional processes, and outcomes. These questions are listed below.

Questions Concerning Recommendations

1. What recommendations can be made to improve program goals?
2. What recommendations can be made to improve program organization?
3. What recommendations can be made to improve program curriculum?
4. What recommendations can be made to improve program instruction?

Procedures

Two procedures were used in phase 1. The first collected status description information. The second procedure collected information concerning program goals, organization, curriculum, classroom instruction, and outcomes. Both procedures are described below.

The first procedure was used to collect the status description. The information required to answer questions 1 and 2 (concerning the background history of the program and the program's original goals) was collected through interviewing the Advisor to the Manpower Training and Development Department of Huffco Indonesia. (See Appendix A, "Interview Form for the Advisor: Status Description," for this interview form.) The Advisor also permitted the researcher to examine the files of the Manpower Training and Development Department in order to gather information about the program's history and original goals. However, only one document was useful. (This document recommended that an intensive English program be established.)

Information answering questions 3 through 6 (concerning organization, curriculum, instruction, and previous evaluation) was collected in interviews with the Advisor, Teacher Supervisor, and the Nontechnical Training Supervisor of the Manpower Training and Development Department of Huffco Indonesia. (See Appendix B, "Interview Form for the Teacher Supervisor and the Nontechnical Training Supervisor: Status Description," for this interview form.) The interview questions were designed by the researcher during his first 2 weeks in Balikpapan. These questions collected the information required by the

Bellon and Handler evaluation framework: program organization (administration, course organization, course length, description of students and instructors, class size, location of classes, instructional materials, and procedures to evaluate students); program curriculum documents; instructional approaches; and past program evaluation.

The results of the interviews are presented according to the questions asked in the Bellon and Handler curriculum evaluation framework. These questions are presented in the review of related literature in Chapter 2. The answers as given by the respondent to all of the questions were recorded in writing on separate sheets of paper and not on the interview form. All the responses were confidential. Only one written document was found to be relevant to this stage of the evaluation framework. It recommended that an English training program be established, and is described in detail in Chapter 3.

A second procedure was used to collect information concerning program goals, organization, curriculum, classroom instruction, and outcomes. The interview questions which collected information answering the sets of questions used to analyze the program's goals, organization, curriculum, instructional processes, and outcomes were designed by the researcher in April and May 1983. The Advisor to the Manpower Training and Development Department and one expatriate instructor who was leaving Huffco Indonesia reviewed the questions. They both suggested that the researcher include an oral introduction and/or explanation at the beginning of each section of the interview. The researcher included these introductions and explanations.

Both administrators of the intensive English language program (the Nontechnical Training Supervisor and the Teacher Supervisor, also an instructor) and all of the teaching staff--three expatriates and four Indonesians--were interviewed by the researcher. (See Appendix C, "Interview Form for the Teacher Supervisor, Nontechnical Training Supervisor, and Classroom Instructors: Analysis Questions," for the interview form.)

Because of the amount of data required, two interviews--each approximately 1 hour--were held with each individual. Respondents were interviewed privately by the researcher at the work site. The answers to all of the questions were recorded in writing as given by the respondent. All of the responses were confidential.

The first of the two analysis interviews was conducted in June 1983 and the second interview was conducted in August 1983. The researcher delayed the analysis interviews in order to develop trust between himself and those interviewed, his co-workers, and in order to review the questions originally designed. Only one written document was relevant to this stage of the framework. This document described the job responsibilities of expatriate instructors and is discussed in Chapter 3.

Phase 2

This section describes how the impact of the evaluation framework on the program was analyzed.

Design and Procedures

In a separate notebook, the researcher recorded in writing the comments and actions of all respondents outside of the interview setting. Only the comments made directly to the researcher were recorded. Second-hand comments were not included. The reactions of respondents during the interviews were also recorded. Data were recorded under the name of the respondent. This information was used to answer the questions below.

Questions

The following questions were used to analyze the information.

1. What procedural problems emerged during the evaluation process?
2. In order to avoid and/or solve these problems, what changes in the evaluation framework are suggested?
3. What were the positive results of the evaluation process?
4. Did the evaluation cause any unexpected outcomes? What were these outcomes?

The impact of the status description component of the framework is discussed in Chapter 3. The impact of the second component of the framework (analysis of the program's goals, organization, curriculum, instructional activities, and outcomes) is discussed in Chapter 4.

Definitions of Terms

Curriculum--a written document describing the planned activities that may lead to learning experiences.

Evaluation--judgment of the worth of an educational program based on a systematic collection of information.

Expatriate instructor--an instructor who is a native speaker of English living and teaching overseas.

Evaluation framework--a systematic set of relationships which guides data collection activities.

Goals--intended or desired learner outcomes.

Instruction--the interaction between teachers and students within a learning situation.

Needs--the differences between actual and desired outcomes.

Program operations--the curricular and instructional activities within a program and any activities which may directly or indirectly support the curricular and instructional programs.

Program organization--the systematic relationship between goals, personnel, equipment, material, money, time, communication systems, decision-making systems, planning, renewal activities, and outcomes.

Program outcomes--the effects of a program on the participants and on the educational setting in which the program operates.

Teaching English as a Foreign Language (TEFL)--teaching English speakers within a society where the primary language is not English: e.g., teaching English to Indonesians in Indonesia.

Teaching English as a Second Language (TESL)--teaching English to non-English speakers within an English speaking society: e.g., teaching English to Indonesians who are living in the United States.

The Bellon and Handler curriculum evaluation framework--the curriculum evaluation framework proposed by Dr. Jerry Bellon and Dr. Janet Handler in Curriculum Development and Evaluation: A Design for Improvement (1982). At the time of this study, Drs. Bellon and Handler were professors in the Department of Curriculum and Instruction, The University of Tennessee, Knoxville.

Vendors--companies contracted by Huffco Indonesia to hire personnel for Huffco Indonesia.

Organization of the Study

Chapter 1 presented an introduction; statement of the problem and need for the study; assumptions of the study; design, questions, procedures, and analysis; definitions of terms; and an overview of the organization of the study. Chapter 2 reviews the major features of curriculum evaluation which are integrated into the Bellon and Handler evaluation framework. The Bellon and Handler evaluation framework is reviewed and the relationship of this framework to other approaches is discussed. Finally, curriculum evaluation literature in the fields of Teaching English as a Second or Foreign Language is reviewed. Chapter 3 presents the questions and answers which formed the status description. Chapter 4 presents the questions and answers used to analyze the goals, organization, curriculum, instructional processes,

and outcomes of the program. Chapter 5 presents the recommendations that resulted from the status description and analysis. Chapter 6 presents a summary of the study, conclusions, and questions and recommendations for further studies.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter is divided into four major sections. First, major features of curriculum evaluation which are integrated into the Bellon and Handler curriculum evaluation framework are reviewed. Second, the Bellon and Handler evaluation framework is presented. Third, curriculum evaluation literature in Teaching English as a Second or Foreign Language is reviewed. Fourth, the relationship of the Bellon and Handler framework to the major features of other approaches to curriculum evaluation is discussed.

Major Features of Curriculum Evaluation

This section presents the major features of curriculum evaluation which are integrated into the Bellon and Handler curriculum evaluation framework. Feature 1 is the emphasis on the judgment of the worth of a program in order to make decisions to improve the program. Feature 2 is the emphasis on program description. Feature 3 is the emphasis on program objectives. The manner in which these features are integrated is discussed later in this chapter.

Feature 1--Emphasis on the Judgment
of the Worth of a Program in Order
To Make Decisions To Improve
the Program

Cronbach (1973) wrote that evaluation is "the collection and use of information to make decisions about an educational program"

(p. 44). These decisions concern improving course materials and methods, identifying student needs in order to improve instruction, selecting and grouping students, informing the student of his progress and weaknesses, and regulating administration. Cronbach (1973) emphasized that the main function of evaluation is program improvement: "the greatest service evaluation can perform is to identify aspects of the course where revision is desirable" (p. 47).

Scriven (1973) built on the work of Cronbach. First, he argued that, whatever the role of evaluation (teacher training, curriculum development, material development, etc.), the principal goal of evaluation is to determine the "real merit or worth" of something (p. 62). For example, Scriven believed that the quality of goals should be assessed. "If the goals aren't worth achieving then it is uninteresting how well they are achieved" (p. 73). Scriven not only judged the goals of a program but he also judged the program's outcomes, calling it "payoff evaluation" (pp. 74-85). These judgments are made by asking and answering questions: "evaluation attempts to answer certain types of questions about certain entities" (p. 61).

Stake (1973) developed the work of Cronbach and Scriven into a systematic procedure which describes and judges the program being evaluated. Stake's organizational framework or matrix collects information about background or antecedent conditions ("any condition existing prior to teaching and learning which may relate to outcomes"), ongoing events (transactions), and outcomes. Transactions are described as "encounters of students with teacher, student with student,

author with reader, parent with counselor" (p. 112). This information was classified as descriptive or judgmental. Thus antecedent conditions, transactions, and outcomes were judged. Stake also judged goals--"to evaluate an educational program, we must examine what teaching as well as learning intends" (p. 115).

Feature 2--Emphasis on Program Description

Like Cronbach, Scriven, and Stake, Stufflebeam (1973) believed that the purpose of evaluation is to judge the worth of a program. He also emphasized how a program is described: "Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives" (p. 129). This process includes information on decision making, the settings within which decisions are made, the intentions of decisions and the types of decisions (pp. 130-135).

Like Stake, Stufflebeam outlined an organization matrix used to systematically collect information. In Stufflebeam's matrix, four kinds of information were collected--context evaluation, input evaluation, process evaluation, and product evaluation. According to Stufflebeam, context evaluation defines the environment, describes conditions in the environment, identifies "unmet needs and unused opportunities," and describes problems within the environment (p. 136). Input evaluation is concerned with methods to utilize resources, to achieve objectives. Organizational capabilities and strategies were identified and assessed (p. 137). Process evaluation detects or predicts defects in the design

and implementation of a program, provides information for decision makers, and records procedures as they occur (p. 137). Product evaluation measures and interprets final outcomes. "Product evaluation provides information for deciding to continue, terminate, modify or refocus a change activity . . ." (p. 138).

Alkin (1973), like Stufflebeam, was concerned with program description. Alkin evaluated the program's system, planning, implementation, improvement, and certification. In systems assessment the needs of the students, community, and society are evaluated "in relation to the existing situation. Assessment, therefore, is a statement of the status of the system as it presently exists in comparison to the desired outputs or stated needs of the system" (p. 151). Program planning evaluation provides information which enables the decision maker to make planning decisions, "to select among alternative processes in order to make judgments" (p. 151). In implementation evaluation, the evaluation task is "to determine the degree to which planning descriptions of the program coincide with the implemented program" (p. 153).

Alkin also stressed the role of the evaluator as a change agent as he considers program improvement evaluation. An evaluator is "first and foremost an interventionist attempting to provide data which will lead to the immediate modification and, hopefully, improvement of the program" (p. 153). Finally, in Alkin's program certification component, the evaluator provided information to decide "whether the program should be eliminated, modified, retained, or introduced more widely" (p. 154).

Feature 3--Emphasis on Program Objectives

According to Hammond (1973), the basic evaluation question was "Is this program really effective in achieving its expressed objectives?" In order to evaluate the program's educational effectiveness, Hammond, like Stake and Stufflebeam, designed an evaluation matrix. This matrix guides an evaluator to collect information about the interaction of behaviors (psychomotor, affective, and cognitive), instruction (organization, content, method, facilities, cost) and institutional factors (students, teachers, administrators, educational specialists, family, and community) (p. 158).

Provus (1973) also focused on program objectives. Using questions as a guide, the evaluator defined the objectives of the program, looked for discrepancies between the stated objectives and the ongoing program, and provided this information to program developers.

Thus far this chapter has discussed the major features of approaches to curriculum evaluation. The Bellon and Handler curriculum evaluation framework will now be reviewed. Following this review, the relationship of the Bellon and Handler framework to other approaches will be presented.

The Bellon and Handler Curriculum Evaluation Framework

This section first reviews the assumptions underlying the Bellon and Handler curriculum evaluation framework. The evaluation framework is then described.

Assumptions Underlying the Bellon and Handler Framework

Bellon and Handler (1982, pp. 9-10) made the following assumptions concerning curriculum development and evaluation. The researcher accepted these assumptions in his study.

1. The primary purpose of curriculum development and evaluation is to strengthen educational programs in order to improve the student's learning opportunities.
2. Personnel at all levels should demonstrate a commitment to achieving agreed-upon goals if program improvement activities are to be effective.
3. Curriculum workers want educational programs to be well planned and effective.
4. Curriculum improvement is an ongoing and systematic process.

General Description of the Evaluation Framework

The Bellon and Handler evaluation framework contains three major phases: collection of information concerning the program's goals, organization, operations, and outcomes which together form a status description; analysis of the program; and formulation of recommendations for improvement.

The status description is a preliminary overview "which includes some information about program goals, organization, operations, and outcomes" and involves a combination of document analysis and interviews or surveys (Bellon & Handler, 1982, p. 12). The status description includes the following kinds of information: background of

the program, goals of the program, organization of the program including information concerning the administrative system, class size, course length, student body, location of classes, course material, curriculum, and instructional materials and approaches (pp. 18-22).

Following the status description, questions were designed to "analyze the worth and effectiveness" of the program (p. 13). These questions concerned the goals, organization, operations and outcomes of the program. Finally, recommendations were made to improve the program. The three phases were related: "the interplay of status and analysis activities makes it possible to recommend needed adjustments" (pp. 13-14).

The information forming the status description and analysis of the goals, organization, operations, and outcomes was collected by systematically answering sets of predetermined questions. Thus, the question and answer process forms a central component of the framework. "Very often, asking the right questions is one of the most important factors in carrying out an effective program improvement process" (p. 13).

Description of the Four Major Areas Evaluated in the Bellon and Handler Framework

The four major areas examined in the Bellon and Handler evaluation framework are now reviewed (goals, organization, operations, and outcomes). First, the assumptions underlying each of these areas are presented. Second, the types of information to be collected

through the questioning process and reading of written documents are reviewed.

Curricular Goals

Goals are desired outcomes of a program or "general statements of purpose which give direction to the curriculum" (Bellon & Handler, 1982, p. 10). Bellon and Handler (pp. 26-28) made the following assumptions about goals. This researcher accepted these assumptions in his study.

Assumptions Concerning Goal Evaluation.

1. Goals should represent the values of all appropriate client groups.
2. The process of developing goals should be designed to help educational institutions become renewing and future-oriented organizations.
3. Goals should be ranked according to priority.
4. Goals should be written, made public, and evaluated on a regular basis.

Types of Information Collected During Goal Evaluation. The following information should be ascertained during the evaluation: the degree to which goals are based on educational needs, the goal design process, the degree to which goals reflect worthwhile and attainable outcomes, the educational beliefs or assumptions underlying the goals, the quality of goal statements, the priority of goals, and the process to regularly review and revise goals (pp. 32-34).

Curricular Organization

The following five assumptions were made concerning program organization (pp. 40-43). This researcher also accepted these assumptions in his study.

Assumptions Concerning Program Organization.

1. Personnel should place a high priority on developing unity of purpose.
2. Personnel should have the opportunity to achieve personal goals as well as organizational goals.
3. The organization should be flexible enough to utilize the capabilities of all personnel.
4. The organization must be self-renewing.
5. Organizations should have formal systems to collect and use feedback.

Types of Information Collected During Organizational Evaluation.

In evaluating the organization, four areas were examined: resources, structure, processes, and programs (pp. 43-48). Resources were divided into four areas: human, physical, financial, and temporal. Personnel must be appropriately selected, evaluated, and utilized. Physical resources (facilities, equipment, and material) must be adequate. Financial resources must be able to provide the necessary equipment, materials, and personnel. Sufficient time must be allocated to develop the program. Structure refers to the manner in which the human, physical, financial, and temporal resources are arranged.

Organizational processes include communication, decision making, allocation of resources, planning, and ongoing and systematic renewal activities. The program is a set of goals and objectives with the resources necessary to achieve the objectives. In short, programs are developed to carry out organizational goals.

Curricular Operations

Bellon and Handler (1982) defined operations as "the curricular and instructional activities within a program" (pp. 52-57) and listed the following assumptions, which this researcher also accepted, concerning operations.

Assumptions Concerning Program Operations.

1. The daily operations should reflect a consistent and unifying focus on the attainment of goals.
2. Student learning should be the primary focus for daily operations.
3. Instructional improvement should be a systematic, high priority operations activity guided by positive assumptions about teacher behavior.
4. Administrators must assume a major leadership role.

Types of Information Collected During Operational Evaluation.

Analysis of curriculum operations begins with an evaluation of goals through reading written documents (policy manuals, curriculum guides, handbooks, reports) and surveying administrators, faculty, and students (p. 59). Assessment of instruction includes the following: "the

extent to which instructional plans reflect stated program goals, the ways that learning experiences are sequenced and the degree to which instructional approaches exhibit a consistent learning theory" (p. 61). Activities which improve the curricular and instructional process should also be evaluated: a formal system to improve instruction, a system for monitoring and revising curriculum, and programs for staff development.

Curricular Outcomes

Bellon and Handler (1982, pp. 69-70) outlined their assumptions, which this researcher also accepted, concerning evaluation of outcomes or the effects of a program on the participants in the educational setting in which the program operates.

Assumptions Concerning Program Outcomes.

1. Those responsible for planning and carrying out educational programs should consider accountability for educational outcomes as an important influence in improvement efforts.
2. The assessment of outcomes should be done objectively.
3. Cost-benefit analysis and comparative evaluations should be used sparingly and cautiously.

Types of Information Collected During Outcome Evaluation. According to Bellon and Handler (1982, pp. 70-73), the following should be included in the outcome evaluation: the achievement of both intended and unintended outcomes, the use of information from previous

development and evaluation phases, the quality of techniques to measure student progress, and the system for using the information revealed in the outcome evaluation.

Curriculum Evaluation Literature in Teaching English
as a Second or Foreign Language

Worthen and Sanders (1973) wrote that "evaluation is one of the most widely discussed but little used processes in today's educational systems" (p. 1). As this review of literature indicates, evaluation is not widely discussed or used in the fields of Teaching English as a Second or Foreign Language. A review of this literature revealed little research in the area of curriculum evaluation in general and no research in the specific area under study--curriculum evaluation frameworks for English as a Foreign Language programs. The review of literature included Dissertation Abstracts, the Educational Resources Information Center (ERIC), and the following journals concerned with foreign language education: The Foreign Language Annals (1967-1986), Modern Language Journal (1916-1986), Language Learning (1948-1983), The TESOL Quarterly (1967-1986) and the English Language Teaching Journal (1946-1986). The following journals dealing with the area of curriculum failed to reveal any application of a curriculum evaluation framework for English as a Foreign Language programs: Theory into Practice (1962-1986), The Review of Educational Research (1931-1986), Studies in Educational Evaluation (1975-1986), Educational Technology (1961-1986), and The CEDAR Quarterly (1974-

1986). Furthermore, the implementation of the specific framework utilized in this study was not discussed in the literature reviewed above.

Each of the following curriculum evaluation studies was judged by the researcher to be inadequate. These inadequacies are noted below.

The English Language Programs Division of the United States Information Agency has developed guidelines for English as a Foreign Language program evaluation. Two types of questions (those used to gather data and those used to evaluate) were listed under the following fifteen categories: goals, texts, supplementary materials, language laboratory, time allotted for courses, testing, methodology, teacher qualifications, the director of courses, teacher training, students, physical resources, support staff, salaries, and class size. The guidelines were thus a list of 185 questions specifically concerned with English as a Foreign Language programs supported by the United States Information Agency. These guidelines were inadequate because they did not include the background history of the program or program outcomes. Furthermore, it would have been too complex a task to attempt to gather information to answer 185 questions.

Campbell, Bernbrock, Frelick, and Hilferly (1983) reported on the formative evaluation of the University of California of Los Angeles/China Exchange Program at Zhongshan University, People's Republic of China, at the 1983 International TESOL conference in Toronto, Canada. They identified five steps in the evaluation process: identification and organization of decision makers, selection of evaluation questions, selection and implementation of evaluation methods (interview and

questionnaires), data analysis, and the publication of results. The use of criterion and domain referenced testing and evaluation was stressed. While this study viewed evaluation as a process, it was inadequate because it equated evaluation with testing and because it did not include a status description.

In September 1979 the Alaska Department of Education published a booklet of criteria to assess bilingual-bicultural educational programs. The booklet was divided into the following sections: philosophy, management, staff preparation and in-service, program, materials and resources, program evaluation, and community development. Each section contained statements which were followed by a rating scale ranging from one (not started) to five (achieved). There were a total of 40 statements in the booklet. No studies were available, however, concerning the implementation of this booklet.

Todesco (1983) presented a paper at the 1983 international TESOL conference entitled "Determining Needs in Evaluation of Adult Students: The Needs Analysis Approach." In this paper, Todesco described evaluation as a two-stage process: needs identification and testing. Todesco's view of evaluation was inadequate because it excluded a status description and an analysis of program goals, organization, and operations, and it equated evaluation with testing.

Chesterfield (1982) conducted a curriculum evaluation of a bilingual Head Start program (a preschool curriculum for Spanish speaking children). This evaluation was inadequate because he equated evaluation with pre- and posttests and experimental design.

Kelly (1981) evaluated the curriculum of a bilingual secretarial course at Wubonsee Community College in Illinois. As with Chesterfield (1982), he equated evaluation with testing. He also did not present a curriculum evaluation framework.

Richards (1984) noted that because the focus of the language classroom is on language "much of what has been written about curriculum issues in language teaching in the last thirty years has focused primarily on how to specify the language content of a course or method" (p. 3). Thus, language analysis has been the professional focus. He wrote that evaluation determines if goals have been achieved. He then described formative and summative evaluation. He did not provide information concerning the application of any framework.

The Relationship of the Bellon and Handler Evaluation Framework to the Major Features of Other Approaches

The Bellon and Handler evaluation framework utilized all three features previously discussed: the emphasis on the judgment of the worth of a program in order to make decisions to improve the program, the emphasis on program description, and the emphasis on program objectives. This section discusses how these three features are addressed in the Bellon and Handler framework and how the Bellon and Handler framework is thus a more comprehensive, efficient, and effective framework than the approaches suggested by Scriven, Stake, Stufflebeam, Alkin, Hammond, or Provus.

The Relationship of the Bellon and Handler Framework to Judgmental Approaches

As previously noted, Scriven and Stake built on the work of Cronbach and emphasized that evaluators judge the worth or merit of a program. The Bellon and Handler framework consistently judged various aspects of a program. For example, as goals were evaluated, the following judgmental question was asked: Do the goals reflect worthwhile outcomes? As the program organization was evaluated, the information was collected about the adequacy of staff development programs, staff size, communication patterns, staff preparation, job descriptions, funding, supply of instructional material, and physical facilities. Judgments were also made as to whether or not personnel find their work satisfying.

As the curriculum was evaluated, information was collected about the congruency of curriculum and goals and the organization and sequencing of curricular goals. The following two questions were also judgmental--Did all appropriate individuals participate in curricular development? Does an ongoing process exist to identify and make needed changes in the curriculum? As classroom instruction was evaluated, the content, methods, and assessment techniques were judged to be adequate or inadequate. As the program outcomes were examined, the evaluator asked if the goals had been adequately achieved and if the unintended outcomes were positive. Finally, as a result of the judgments above, recommendations were made by the evaluators. One strength of the Bellon and Handler framework is that

it consistently made judgments in all phases of data collection--goals, organization, operations, and outcomes.

The Relationship of the Bellon and Handler Framework to Program Description Approaches

The Bellon and Handler framework is highly descriptive and is thus similar to Stufflebeam (1973), Stake (1973), Scriven (1973), Hammond (1973), Provus (1973), and Alkin (1973). The descriptive qualities of the framework are now examined according to the components of the framework--status description, goals, organization, operations, and outcomes. The strengths of the Bellon and Handler framework are also noted.

Status Description

As has been noted, Stake's approach collected information about antecedent conditions and Stufflebeam's approach included information about the environment being evaluated. However, the Bellon and Handler framework was more efficient, effective, and comprehensive in gathering background information because it specified (1) information to be collected (program history, original goals, organization, curriculum, instructional approaches) and (2) how to collect it (by asking and answering questions).

Goals

Bellon and Handler (1982) note that "virtually all leading curriculum development models begin with a goal setting stage" (p. 34).

Thus, it is logical that "evaluation models and frameworks exhibit a similar consistency in addressing goals or intended outcomes" (p. 34). As previously noted, Hammond (1973) and Provus (1973) described the congruence of goals and objectives and Scriven (1973) and Stake (1973) extended the analysis to include assessment of the quality of the goals.

As already noted, the Bellon and Handler framework also evaluated goals. However, the framework was more efficient, effective and comprehensive because it not only evaluated the congruence of goals and outcomes but also assessed the quality of goals.

Organization

Bellon and Handler (1982) wrote that "although most major evaluation frameworks imply the need for organizational evaluation, very few have given specific attention to this phase [organization] of the evaluation process" (p. 49). Stufflebeam (1973) evaluated decision making as did the Bellon and Handler framework. Stufflebeam (1973), in his input evaluation component, also included information on organizational capabilities and strategies. However, Stufflebeam (1973) did not explain or define capabilities and strategies. The Bellon and Handler framework, on the other hand, specified the organizational information to be collected (staff development programs, communication patterns, decision making patterns, etc.) and how it was to be collected (by asking and answering evaluation questions).

Operations

Stake (1973), Stufflebeam (1973), and Alkin (1973) all addressed the issue of operations evaluation. Stake evaluated one aspect of operations during the transaction component of his matrix. In the process evaluation component of his matrix, Stufflebeam addressed the issue of curriculum operations as the evaluation attempted to predict or detect flaws in the design or implementation of a program. Alkin, in the program implementation component of his model, was concerned with operational issues. Hammond (1973) examined various aspects of the instructional process. The Bellon and Handler framework defined the operations (curriculum and instruction) more clearly than these other models by specifying the exact information to be collected (congruency of curriculum to goals, sequential planning of goals, assessment instruments, for example).

Outcomes

The product evaluation component of Stufflebeam's approach addressed the issue of outcome evaluation. Provus (1973), in comparing stated goals with the ongoing program, focused on outcome evaluation. Stake also judged the outcomes of the program in his evaluation matrix. Scriven also included outcome evaluation in his approach, calling it "payoff evaluation." The Bellon and Handler framework was more comprehensive than the above approaches. The framework not only determined if the goals were achieved, but also identified any unintended outcomes. It also assessed the program's ability to systematically use outcome information for program improvement.

The Relationship of the Bellon and Handler Framework to Program Objectives Approaches

This relationship was discussed in the previous section under Outcomes.

Chapter Summary

This chapter first examined the major features of approaches to curriculum evaluation which were integrated into the Bellon and Handler evaluation framework. These features included an emphasis on the judgment of the worth of a program in order to make decisions to improve the program, an emphasis on program description, and an emphasis on program outcomes. The Bellon and Handler framework was then reviewed. The literature concerning curriculum evaluation in the fields of Teaching English as a Second or Foreign Language was also reviewed. It was concluded that, at the time of this study, very little research about curriculum evaluation frameworks existed in these fields of study. Finally, the relationship of the Bellon and Handler framework to the major features of other approaches was presented. It was concluded that the Bellon and Handler framework was more comprehensive, efficient, and effective than these other approaches and therefore better suited for use in evaluating English as a Foreign Language programs.

CHAPTER 3

APPLICATION AND ANALYSIS OF THE BELLON AND HANDLER
CURRICULUM EVALUATION FRAMEWORK:
STATUS DESCRIPTION

This chapter examines the status description and is organized into two parts. Phase 1 is the application of the Bellon and Handler curriculum evaluation framework. Phase 2 is an analysis of the impact of the evaluation framework. The design of the study, research questions, research procedures, and findings are presented.

Phase 1 of the Study--Application of the Bellon and Handler
Curriculum Evaluation Framework: Status Description

Design

Questions were designed by the researcher and his dissertation committee. These questions followed the Bellon and Handler evaluation framework and formed a status description of the program at the time of the researcher's arrival in Balikpapan. These are the questions answered in this chapter.

Questions Concerning Status
Description Answered

The questions answered in this portion of phase 1 are as follows.

1. What is the background history of the program?
2. What were the goals of the program when it was first established?

3. How was the program organized?
4. What is the program's curriculum?
5. What type of instructional approaches were utilized within the program?
6. How had the program been evaluated in the past?

Procedures Used To Collect Status Description Information

Information required to answer the first two questions above, which concern the background history of the program and the program's original goals, was collected by interviewing the Advisor to the Manpower Training and Development Program. (Appendix A, "Interview Form for the Advisor: Status Description," was the interview form used.) One written document, discussed in Chapter 2, was found to be relevant to this stage of the study ("Recommendations for an English Language Training Program Master Plan for Huffco Indonesia"). This document was written by the Advisor. The Advisor was the only individual who could answer the first two questions above because he was the only respondent with personal first-hand knowledge of events. Questions 3 through 6 above were answered by the information provided by the Advisor, Teacher Supervisor, and the Nontechnical Training Supervisor of the Manpower Training and Development Department of Huffco Indonesia in separate interviews. Appendix B ("Interview Form for the Teacher Supervisor and the Nontechnical Training Supervisor: Status Description") was the interview form used.

The research questions collected information required by the Bellon and Handler framework concerning program administration, course organization, course length, description of students and instructors, class size, location of classes, instructional materials, procedures to evaluate students, program curriculum documents, instructional approaches, and past program evaluation. The answers as given by respondents to the questions, which were confidential, were recorded on separate sheets of paper and not on the interview form. The interviews were conducted in March 1983.

Findings of Phase 1

1. What is the background history of the program?

The Manpower Training and Development Department first began English as Foreign Language classes in 1975. The majority of these classes were held in Bakak, not Balikpapan. In 1980, the Huffco General Manager commissioned a study by a specialist in Teaching English as a Foreign Language. The report, "Recommendations for an English Training Program Master Plan for Huffco Indonesia" (1980, pp. 23-26), cited five problems created by the inability of some employees of Huffco Indonesia to communicate effectively in English. The problems, which together formed a need for an English program, were as follows.

a. Manpower Flexibility. A number of departments were experiencing manpower difficulties due to a lack of personnel with a good enough command of English to effectively fill supervisory positions.

As the Advisor stated, "You can't promote people who can't communicate with people from the Houston office."

b. Job Efficiency. Operations were running at less than maximum efficiency because of communication problems. Employees did not understand their expatriate co-workers, supervisors, and trainers. The Advisor stated that "We had equipment breakdown because some employees didn't understand the directions or couldn't read the repair manual."

c. Time Utilization. Managers, superintendents, and supervisors had to spend time correcting subordinates' English and interpreting incomprehensible communications. The Advisor noted that "We had a lot of complaints from expatriates about the time they had to spend correcting the English of memos and reports."

d. Technical Training. Technical training was slower and less effective than it might have been because of the poor English ability of many trainees. The expatriate staff trained in English and many of the manuals and instructional materials used were available only in English. According to the Advisor, "A lot of our expatriate trainers had to simplify the material to the point that the technical information became meaningless."

e. Contractual Problems. Huffco Indonesia was contractually obligated to provide English language instruction to Indonesian employees.

Criteria for Instructional Methods

The document "Recommendations for an English Training Program Master Plan for Huffco Indonesia" established four criteria for instructional methods (pp. 26-27).

a. The amount of active participation by the student should increase so that the student does as much language practice as possible. As the Advisor explained in the interview, "we need a trainee-centered and not a teacher-centered classroom."

b. The emphasis on oral skill classes should be on group and pair classroom activities. As the Advisor commented in the interview, "These kinds of activities are inherently more interesting to trainees."

c. Students should be practicing the kind of communications they would encounter in their daily jobs. As the Advisor stated in the interview, "They shouldn't be doing dialogs about shopping in New York because that has nothing to do with their work."

d. Students should be encouraged to develop an independent learning style: "the language class should give students the skills to enable them to continue learning once they are out of the classroom" (p. 27). In the interview the Advisor explained that "Employees should be able to read drilling and production journals in their free time."

Establishment of an Intensive English Teaching Program

As a result of the previously mentioned 1980 report, Huffco Indonesia established an intensive English language program in

Balikpapan. Under the leadership of the English as a foreign language consultant mentioned above, local Indonesian universities were contacted in May and June 1980 and potential instructors were interviewed. English as a foreign language textbooks were ordered from commercial publishers. In July and August 1980 expatriate instructors were interviewed and five were selected. Five Indonesian instructors were hired. The English as a foreign language consultant organized a two-week training program for Indonesian instructors. An English language proficiency/placement test written by the English as a foreign language consultant was completed in August 1980. The test included a grammar section, reading section, writing section, and listening comprehension section. In September, October and November, 1980, all 1,200 Huffco, Indonesia, employees were given the placement test and assigned a proficiency level (from Level 1, the lowest, to Level 7 the highest). In January 1981, the first intensive English course was held.

2. What were the goals of the program when it was established?

According to the previously mentioned 1980 report, the program had the following two goals.

a. To provide English language instruction to meet the daily job-related language needs of Indonesian employees.

b. To provide training in communication skills. "It is crucial that an employee understand that he must initiate a conversation even if he is in a subordinate position so that information can be conveyed without the supervisor having to 'dig out' the information" (p. 26).

3. How was the program organized?

Administration of courses. The program was administered by a Teacher Supervisor who reported to the Nontechnical Training Supervisor. According to the Teacher Supervisor, administrative responsibilities were to schedule classes, to schedule tests, and to arrange transportation for students.

Organization of courses. According to the Teacher Supervisor and the Nontechnical Training Supervisor, the program was divided into seven levels based on the placement test developed by the English as a Foreign Language consultant previously mentioned. Level 1 was the lowest proficiency level with Level 7 the highest. Each level consisted of the following classes: a "core course" (focusing on listening, speaking, reading and writing skills), a reading course, a writing course, an oral skills course (focusing on listening and speaking skills) and a course entitled "Projects." Instructors were free to teach any skill during the "Projects" course. During any 6-week period, as many as four intensive levels were operating simultaneously; that is, one Level 1, one Level 2, one Level 3, and one Level 4 were all being held. A typical Monday through Friday program schedule was as follows:

7:35 - 9:05 Core Course

9:20 - 10:50 Reading

11:05 - 12:00 Projects

12:00 - 13:00 Lunch

13:00 - 14:45 Oral skills

15:00 - 16:00 Writing

In addition, two classes were also held Saturday mornings from 7:35 a.m. to 12:00 noon.

Course length. Each course was 6 weeks in length.

Students. According to the Teacher Supervisor and the Nontechnical Training Supervisor, all Huffco Indonesia employees--from the Jakarta, Badak, and Balikpapan operations--were possible students and thus classes were a mix of employees from all company departments. A review of the organization chart of Huffco Indonesia indicated that Jakarta departments included Information Systems, Human Resources and Development, Finance, Administration, Internal Audit, Engineering and Design, Engineering, and Logistics. Balikpapan departments included Exploration, Civil Construction, Contracts, Medical, Employee Relations, and the Community Center. Badak--where drilling and production sites were located--included Logistics (Warehouse, Transportation, Local Purchasing, and Customs), Maintenance (Mechanical, Electrical and Instrumentation, and Corrosion), Production, Loss Prevention, and Drilling.

Huffco Indonesia had approximately 1,300 employees. According to the Individual Development Plan developed by the Manpower Training and Development Department, approximately 1,200 Indonesian employees were scheduled to take English classes in 1983. Supervisors nominated subordinates for a specific level in the intensive English program. The Teacher Supervisor and the Nontechnical Training Supervisor screened the nominees to determine if they were nominated by their supervisors for the correct level. According to both the

Teacher Supervisor and the Nontechnical Training Supervisor, supervisors sometimes nominated students for the wrong level. The educational background of students varied from elementary education to university levels. Students, almost all males, were between 20 to 50 years old.

Instructors. When the researcher arrived in March 1982, there were five Indonesian instructors and three expatriate instructors. As the interviews indicated, two Indonesian instructors had had some coursework in Teaching English as a Foreign Language. Three expatriate instructors had Master's degrees in Teaching English as a Foreign language. All expatriate instructors were hired for Huffco Indonesia by a vendor company, Overseas Technical Services, based in London, England, with offices in Singapore, Jakarta, and Balikpapan.

Class size. Class size varied from 9 to 25 students.

Location of classes. The majority of classes were held in air-conditioned portacamps at the Manpower Training and Development Department office in Balikpapan.

Instructional material. The selection of instructional material was left completely to the discretion of the individual instructor. Specific materials were not assigned to any level or course. Commercially produced instructional material designed for English for General Purposes classrooms was purchased by the Manpower Training and Development Department and stored in one of the teacher's offices. This material included texts to teach listening, speaking, reading, and writing skills (110 titles were in the library, many with multiple copies). The

teacher's office was also supplied with a photocopy machine which was available to all instructors.

Instructional approaches. The Teacher Supervisor said that he "explains a lot of things" and answers students' questions (in Indonesian) concerning grammar. He said that the students read aloud and then answered comprehension questions orally and in writing. He also played the cassette tapes that accompanied the textbook and had students follow along with their books open and closed. He said that he did a lot of oral drill work in class. Thus, this instructor generally followed the text and also used a grammar translation/explanation approach.

One of the three expatriate teachers said that he did "whatever is in the book" and that he supplemented the textbook by writing his own fill-in-the-blank exercises. The second expatriate said that he used the overhead projector in class to display samples of student writing and had the class correct it. This instructor also said that he used "a lot of pair and group work" activities. When asked to describe these activities, he said that students plan vacation trips, complete dialogs, and do role play activities. The third expatriate said that she did whatever was in the book but that she also wrote crossword puzzles for the class. Thus, the expatriate teachers also followed the textbook and supplemented the text with pair and group work that was not related to work experiences, writing activities, fill-in-the-blank worksheets, and crossword puzzles.

One Indonesian instructor said that he had students listen and repeat and perform the oral drills in the textbook. His students also read aloud in class. A second Indonesian instructor said that he used the group and pairwork activities (role play and group discussion) and that he had learned these approaches from expatriates when he taught in an Indochinese refugee program. When asked to describe these activities, he said that they discuss topics such as how to find a good job and role-play situations in the textbook. A third Indonesian instructor said that he had students read aloud individually and in groups and then write the answers to comprehension questions. The fourth Indonesian said that he explained the grammar to the class in Indonesian. He translated from English to Indonesian and Indonesian to English. Students also had to translate and also to do fill-in-the-blank exercises written by the instructor. Thus, two Indonesian instructors had students read aloud. One used a grammar explanation/translation approach. One used group and pairwork activities. One followed the oral drills in the textbook.

Assessment of students. As previously mentioned, when employees were hired by Huffco Indonesia they were given an English language placement test and assigned to a proficiency level. During the first week of class they were given the same test a second time. During the last week of the 6-week intensive course they were given the same test a third time. Thus, employees were given the same test three times and the same test functioned as both a placement and proficiency instrument. The test consisted of listening comprehension,

grammar, reading, and vocabulary sections and is examined in greater detail in Chapter 4. The Teacher Supervisor set a minimum score for entrance into each level. The Teacher Supervisor assigned two instructors to score the examinations. The only criterion used in advancing an employee to the next level was the score on the third in the series of tests.

4. What was the program's curriculum?

A written document specifying the curriculum did not exist and the previously described 1980 report commissioned by Huffco Indonesia had not been distributed to either the administrative or teaching staff.

5. What type of instructional approaches were utilized with the program?

As noted earlier, the Teacher Supervisor followed the textbook activities and supplemented the text with grammar explanations and translations. The expatriate instructors also followed the textbook but did not supplement the text exclusively with grammar explanations and translations. Instead, the expatriate instructors used pair and group work activities or writing activities with an overhead projector or worksheets or crossword puzzles. Two of the Indonesian instructors had students read aloud. One explained and translated grammar, while another used oral drill work. One Indonesian instructor used group and pairwork activities.

6. How had the program been evaluated in the past?

The program had never been previously evaluated.

Phase 2 of the Study--Analysis of the Impact of the Evaluation Framework

Design and Procedures

In a separate notebook, under the name of each respondent, the researcher first recorded in writing the comments and actions of all respondents after the interviews had been concluded. Second-hand comments (rumors or information not based on first-hand knowledge) were not recorded. Only comments made directly to the researcher were recorded. Second, the researcher recorded the reactions of the respondents during the interviews.

Questions Answered

The following four questions analyzed the information collected.

1. What procedural problems emerged during the evaluation process?
2. In order to avoid and/or solve these problems, what changes in the evaluation framework are suggested?
3. What were the positive results of the evaluation process?
4. Did the evaluation cause any unexpected outcomes? What were these outcomes?

Findings of Phase 2

This section examines problems that emerged during the status description component of the framework and possible solutions to those

problems. Positive results of this stage of the evaluation process will be described. Finally, unexpected outcomes of the status description stage are presented. All comments were recorded by the researcher in writing.

1. What problems emerged during the preparation of the status description?

The incidents described below indicate two problems. First, conflicts developed because an employee and not an outside consultant evaluated the program. Second, the role of the employee as an evaluator was not adequately defined and described to company employees.

The Nontechnical Training Supervisor did not want the researcher to read department files stating that they were confidential. However, the Advisor--the Nontechnical Training Supervisor's superior--gave the researcher access to these files as he believed that they were not confidential. The Advisor's decision antagonized the Nontechnical Training Supervisor as she believed that employees "must follow the chain of command." During the interview, the Nontechnical Training Supervisor repeatedly asked the interviewer to rephrase or explain the question. Thus, conflicts developed because the role of the evaluator as a company employee was not clearly defined.

The Advisor hired the researcher, as he put it, "to shake up" the teachers. "They are not doing their job." The Advisor made this comment to at least one expatriate teacher. A rumor developed (which was later reported to the researcher by the expatriate teachers) that someone was going to lose his/her job. While the researcher reassured

expatriate teachers that no one was going to be dismissed, the researcher was immediately viewed apprehensively by the expatriate teachers. Again, because the researcher's role was not adequately described, conflict developed.

One expatriate teacher was professionally offended that the researcher was conducting an evaluation. He believed that because he had a Master's degree that he was professionally competent to conduct an evaluation. During the interview he said that he could "do the same thing."

The Teacher Supervisor discussed his interview with the other Indonesian teachers. He told them some of the specific questions that he was asked. He checked to see if his answers concerning the background history of the program were correct. (They were.) This will be discussed further under the question, "What were the positive results of the evaluation process?" The Nontechnical Training Supervisor criticized the Teacher Supervisor for doing this. She commented that these questions were confidential. The Teacher Supervisor reported this to the researcher who then explained to the Nontechnical Training Supervisor that the questions were not confidential. The answers given to the researcher were confidential. She did not reply to this explanation.

2. In order to avoid and/or solve these problems, what changes in the evaluation framework are suggested?

The researcher suggests that a preevaluation component be added to the framework. Before the process of collecting information to form

a status description begins, the evaluator should meet with personnel working in the program being evaluated and (a) define evaluation and the role of the evaluator; (b) describe the goals of evaluation; (c) describe each phase of the evaluation framework being used; (d) exchange information about professional and personal lives; and (e) answer any questions that may be asked. The five steps above may reduce or eliminate rumors and suspicion within the organization.

3. What were the positive results of the evaluation process?

Some of the attitudes of the Indonesian instructors towards their jobs began to change in a positive way. Three of the Indonesian instructors later commented to the researcher that the teachers were not generally asked questions and that they felt that this represented a new and positive attitude. During the interviews three respondents made comments such as "it's interesting that you want to know this," and "thanks for showing an interest."

4. Did the evaluation cause any unexpected outcomes? What were these outcomes?

The attitude of the Nontechnical Training Supervisor towards the researcher eventually grew from antagonism, resulting from the problems described in question 1 above, to open hostility. This hostility is described in the next chapter.

Summary of Phase 1

Design and Questions

Six questions which followed the Bellon and Handler evaluation framework were designed by the researcher. These questions described the current status of the program and gathered information concerning the following: background history of the program, goals of the program when it was first established, and the program's organization, curriculum, instructional approaches, and previous evaluation.

Procedures

Interview was the main procedure used by the researcher. The Advisor, Teacher Supervisor, and the Nontechnical Training Supervisor were interviewed. Appendix A is the interview form for the Advisor. Appendix B is the interview form for the Teacher Supervisor and the Nontechnical Training Supervisor. Responses, which were confidential, were recorded in writing on separate sheets of paper and not on the interview form. One written document was found by the researcher and used in the collection of information concerning the status description. This document outlined the need for an intensive English program as well as the criteria for instructional methods.

Findings

English teaching first began in 1975. In 1980 a report was commissioned to make recommendations concerning English teaching. As a

result of this study, an intensive English teaching program was established. The goals of the program were to provide job-related English language instruction and to provide training in communication skills.

The program was administered by a Teacher Supervisor who reported to the Nontechnical Training Supervisor. The 6-week program was divided into seven levels. Students took the following courses each day--core, reading, projects, oral skills, and writing. Students--almost all males between 20 and 50 years old from all departments--attended the courses and were nominated by their supervisors for a specific level. Nominees were screened by the Teacher Supervisor and the Nontechnical Training Supervisor to determine if they were nominated for the correct level.

There were five Indonesian and three expatriate instructors. Classes ranged from 9 to 25 students and were held in air-conditioned portacamps. No instructional materials or approach were specified by the Teacher Supervisor or Nontechnical Training Supervisor. Instructional materials and approaches varied from teacher to teacher. Students were assessed by a test instrument developed by Huffco Indonesia personnel. The same test served as both a proficiency and a placement tool. The program had never been previously evaluated.

Summary of Phase 2

Design and Procedures

Under the name of each respondent, in a separate notebook, the comments and actions taken by all respondents after the interview were

recorded by the researcher. Only comments made to the researcher by the respondents were recorded. The researcher also recorded the reactions of the respondents during the interviews.

Questions

Four questions were designed by the researcher. These questions concerned problems that developed during the preparation of the status description and possible solutions to these problems, positive results of the evaluation, and unexpected outcomes of the evaluation.

Findings

Two problems emerged during the preparation of the status description. Because an employee and not an outside consultant evaluated the curriculum, conflict developed. Second, the exact role of an employee as an evaluator was not adequately defined and described to company employees. For example, the Nontechnical Training Supervisor did not want the researcher to read department files since she believed they were confidential. Second, a rumor spread that because the researcher was hired someone was going to lose their job. Third, one expatriate teacher who felt he was professionally competent to conduct an evaluation was professionally offended that the company hired an outsider. Fourth, a conflict surfaced between the Teacher Supervisor and the Nontechnical Training Supervisor.

In order to avoid or solve these problems, the researcher proposed that a preevaluation component be added to the evaluation

framework. Before the evaluation begins, the evaluator should define and describe the goals of evaluation for those working in the organization being evaluated. The phases of the framework should be described. The evaluator and the program's personnel should exchange information about professional and personal matters. The evaluator should also answer any questions.

A positive result of the evaluation was that three of the Indonesian instructor's attitudes towards their jobs began to change in a positive way. They believed that the process of asking questions and listening to answers represented a positive approach. An unintended and negative impact of the evaluation was that the Nontechnical Training Supervisor became antagonistic, and later hostile, towards the researcher.

CHAPTER 4

APPLICATION AND ANALYSIS OF THE BELLON AND HANDLER
CURRICULUM EVALUATION FRAMEWORK: ANALYSIS OF
INFORMATION CONCERNING GOALS, ORGANIZATION,
OPERATIONS, AND OUTCOMES

This chapter examines the second component of the Bellon and Handler curriculum evaluation framework--analysis of information concerning goals, organization, operations and outcomes. First, phase 1 of the study is examined. The study's design, research questions, and collection procedures are described and phase 1 findings are presented. Phase 2 analyzes the impact of the evaluation framework.

Phase 1 of the Study--Application of the Bellon
and Handler Curriculum Evaluation Framework:
Status Description

Design

Interview questions which followed the framework under study were designed by the researcher in April and May 1983 and collected information concerning program goals, organization, operations (curriculum and instruction), and outcomes. The interview questions were first reviewed by the Advisor to the Manpower Training and Development Department and one expatriate instructor who was leaving Huffco Indonesia. Both suggested that an oral introduction and/or explanation be given at the beginning of each section of the interview and this was included by the researcher. The researcher also reviewed

the department's files and located one relevant written document--the job description for expatriate English teachers.

Questions Concerning Program Goals, Organization, Operations, and Outcomes

Goals

1. Are students, teachers, and administrative staff aware of the program goals?
2. Are the program goals based on a needs assessment?
3. Do the program goals reflect worthwhile outcomes?
4. Do the goals reflect attainable outcomes?
5. Does a process exist for a regular review and refinement of goals?
6. Is there a formal process to identify both short- and long-term goals?

Organization

1. Do staff development programs exist? If so, are they adequate?
2. Are communication patterns within the organization adequate?
3. Do personnel understand how decisions are made?
4. Are personnel prepared for their assignments?
5. Do adequate job descriptions exist?
6. Do personnel find their work satisfying?
7. Does the program organization appear to be consistent with the goals?

8. Are sufficient personnel available for their assignments?
9. Is sufficient funding available for the program?
10. Is there an adequate supply of instructional materials and equipment?
11. Are the physical facilities adequate for the implementation of the instructional program?

Curriculum

1. Does a written document describing the curriculum exist?
2. Is the curriculum congruent with curricular goals?
3. Are curricular goals adequately organized into a planned sequence?
4. Did all appropriate individuals participate in curricular development?
5. Does an ongoing process exist to identify and make needed changes in the curriculum?

Classroom Instruction

1. Was the content of the instructional materials adequate?
2. Were the instructional methods congruent with the goals of the program?
3. Did an ongoing process exist to identify and make needed changes in instruction?
4. Were pre- and postassessment techniques adequate?

Outcomes

1. Were program goals satisfactorily achieved?

2. Were there only unintended outcomes? Were the unintended outcomes positive?
3. Does a process exist for systematically using outcome information for program improvement?

Procedures

Two 1-hour confidential interviews were held with each respondent. The first interview was conducted in June 1983 and the second interview was conducted in August 1983. The interviews were delayed in order to develop trust between the researcher and those interviewed, his co-workers. Respondents were interviewed privately by the researcher at the work site. The answers to all of the questions as given by the respondent were recorded in writing. (See Appendix C for interview forms.) The following persons were interviewed by the researcher: both administrators of the Intensive English language program (the Nontechnical Training Supervisor and the Teacher Supervisor, who was also an instructor) and all of the teaching staff--three expatriates and four Indonesians.

Findings

Information Concerning the Program's Goals

1. Are students, teachers, and administrative staff aware of the program goals?

As noted in the review of literature, the program originally had two stated goals: to provide English language instruction to meet the

daily job-related language needs of Indonesian employees and to provide training in communication skills. However, only two out of all the respondents (both expatriate instructors) referred to job-related English needed to communicate with expatriates. The third expatriate referred to "making trainees aware of the American culture." The majority of respondents did not view the intensive program courses as related and therefore goals were limited to specific courses and not to an overall program.

Two of the Indonesian respondents said that the program goal was to teach grammar and a third stated that the goal was to teach listening and speaking skills. The fourth Indonesian instructor said that he did not know the goal of the program but that he thought that it "might be to teach them how to read short stories." Two of the Indonesian instructors also felt that the intensive English program should help employees get a promotion--"the more English they can speak, the better their chances for a better paying job." Thus, the majority of instructors related goals (to teach grammar, listening and speaking and reading) to the specific courses offered in the program and described in the status description.

2. Are the program goals based on a needs assessment?

When asked how the program's goals were developed, all said that the Advisor had set the program's goals. Two of the expatriate instructors said that they did not know how to determine program goals and that that was not their job. Both of these individuals said that they were classroom teachers and did not want to be involved with

administration because they both thought administrators were easily fired. The third expatriate instructor said that she did not have any interest in goal development because that was "an administrator's job." Each of the Indonesian instructors asked the researcher to explain what a needs assessment was and how the process worked. The researcher then defined a needs analysis and gave an example. All four of the interviewees then commented that the company needed such a process.

3. Do the program goals reflect worthwhile outcomes?

When asked if the program goals they named were worthwhile, all but one felt that the goals were worthwhile (one said that he did not know if his goal of teaching short stories was worthwhile). Three instructors--two expatriate and one Indonesian--added that more than one 6-week course was needed if the goals they named were to be achieved.

4. Do the goals reflect attainable outcomes?

When asked if the goals that they had named could be achieved, two expatriate instructors said yes but added that they believed that many employees enrolled in the intensive program did not work with expatriates and thus did not speak English at work. The expatriate that indicated that teaching culture was the main goal stated that the goal was attainable because "they are exposed to Americans when they work." The two respondents who said that the program's goal was to teach grammar also qualified their answers. "If the teacher teaches the grammar well, they will reach that goal." The respondent who

said that the program goal was to enable employees to receive a promotion added that he knew of someone who was promoted because of his proficiency in English. One respondent said that he did not know what the goal was but that he supposed that it was to learn to read short stories. He added that this goal was not achieved because "they don't do their homework. Trainees are very lazy."

Students were not surveyed to determine if they were aware of the goals as permission to survey employees was not granted.

5. Does a process exist for a regular review and refinement of goals?

6. Is there a formal process to identify both short- and long-range goals?

When asked the two questions above, all respondents said no.

Information Concerning Program Organization

1. Do staff development programs exist? If so, are they adequate?

All of the respondents stated that they were given no in-service training. The Nontechnical Training Supervisor said that "we don't need any training because expats are all experts." All the other interviewees indicated that they wanted some type of in-service training program to, as one Indonesian instructor said, "maintain professionalism." Two Indonesian instructors asked if the researcher could arrange training. The Teacher Supervisor had been sent to the United States to attend a 6-week summer training program in Teaching English

as a Second Language. He said that "this opportunity should be given to one employee every year. You don't understand the language until you get involved with the culture."

2. Are the communication patterns within the organization adequate?

None of the respondents indicated that they felt that their supervisor communicated adequately with them. The Nontechnical Training Supervisor said that her superior "stays in his office. I find out that I have a report due but no one told me to do it." The Teacher Supervisor said that his supervisor was in her office "most of the time. She doesn't know what books are used or how people are teaching." Six instructors commented that they had never had a teacher's meeting, with five viewing regular meetings as beneficial and one saying she did not care to attend any meetings if they were held.

All three of the expatriate instructors commented on the manner in which the term's teaching schedules were prepared by their superiors. All commented that they were usually given the term's daily teaching schedule the first day the trainees arrived for class and that this was not satisfactory. All three stated that they could prepare materials if they knew in advance what they were going to teach. All three of the expatriates stated that they did not want to see or communicate with their supervisor, one because she "is so disorganized," another because "she messes everything up" and the third because she "wants to be left alone. No one seems to know what is going on."

All four of the Indonesian instructors stated that they had never been shown a copy of their efficiency report. This indicates a problem in the organization's communication processes. All four indicated that company policy required that they read and sign a copy of the efficiency report. One instructor commented that "I know my rights and I have a right to see that report." He said that he had asked his supervisor for a copy but was told that his efficiency report was confidential. Another said that he never saw his efficiency report but did not care because "I just need to know how to prepare my lectures on grammar." The Advisor confirmed that policy required that the report be read and signed. However, he said that the Nontechnical Training Supervisor knew the policy. "The teachers have got to get her to do her job properly."

3. Do personnel understand how decisions are made?

All of those interviewed said that they did not understand how decisions were made. The Nontechnical Training Supervisor said that she was told what to do and not consulted. The Teacher Supervisor said the "decisions are just announced." One expatriate instructor said that "decisions are not announced." Another expatriate instructor said that "when decisions are announced, they are changed but we are never told that they were changed." The third expatriate instructor said that she did not understand how decisions were made but that "the place is such a mess I don't want to know. I just want to keep out of it and be left alone to teach and collect my salary." One Indonesian instructor said that "when I go to ask, I am told to come

back later." Another said "they don't tell us anything." A third Indonesian instructor commented that he only wanted to prepare his grammar lectures, and a fourth said that he did not know how decisions were made but that "this place is so disorganized that what is policy today is not policy tomorrow."

4. Are personnel prepared for their assignments?

The Advisor said in the interview that it was the job responsibility of the expatriate instructors to organize a program that "teaches job-related English communicatively. If that means writing books, that is what they should be doing. I'm not going to do it for them and they should be smart enough to figure out that that is what needs to be done." He also indicated that they should be training the Indonesian staff. "They are not doing their job. Instead of getting organized and giving training programs, they just sit around all day and complain." When asked if they had read their job description, the Advisor replied that he did not know but assumed they had. "It's here if they want to see it."

The expatriate instructors, on the other hand, said that their job was to teach English with the books that the Advisor had purchased. When the researcher checked this information with the Advisor, the Advisor told the researcher that he had ordered the books so that the expatriates could "get ideas to design the curriculum and teaching materials."

5. Do adequate job descriptions exist?

Both of the administrators--the Nontechnical Training Supervisor and the Teacher Supervisor--said that they had read their job

descriptions and were satisfied. However, all of the instructors--both expatriate and Indonesian--said that they were never shown a job description or that they did not know or think one existed.

The researcher located a written job description for expatriates while reviewing the office files of the Manpower Training and Development Department. According to the document, the "basic function" of expatriates was "upgrading the English program and training Indonesian employees in the English language in class as well as on the job." The specific duties were listed as follows: upgrading curriculum, preparing teaching and testing material, teaching English in class, correcting test papers, evaluating students, consulting with colleagues and supervisors on student progress, consulting with national (Indonesian) colleagues and supervisors on the selection and improvement of teaching methods, and participating in teacher training seminars to upgrade methodology and teaching techniques.

6. Do personnel find their work satisfying?

The Nontechnical Training Supervisor said that she was satisfied because she was originally hired as a secretary and was promoted to become an English teacher and then the Nontechnical Training Supervisor, all within two years. However, all of the others interviewed indicated that they were dissatisfied. The Teacher Supervisor said that he felt like a secretary and that "no one tells me what is going on here." All three expatriate instructors commented that the atmosphere at work was depressing because, as one said, "no one tells us what's going on."

All three expatriate instructors said that the most important consideration was the salary and the leave period. (Instructors worked 6 days a week for 12 weeks and then were flown--at company expense--to Singapore for 12 days of leave.) All three expatriate instructors indicated that they would not complain or make an effort to change the situation because they were afraid that they would be fired. All three reported stories they said they had heard of personnel being dismissed and told to leave Indonesia within a few days. As one interviewee said, "we don't rock the boat here." Two of the three expatriates, in explaining why they were dissatisfied, commented that teachers were reluctant to share ideas or materials they had made. All four of the Indonesian instructors also commented that both expatriate and Indonesian teachers did not communicate with each other.

One Indonesian instructor said that he was satisfied with his job because it gave him a chance to teach grammar, his favorite subject. While the other three Indonesian instructors indicated that they were not satisfied with their work, they all noted that they were making what they considered a good salary and that they could not make as much money teaching in the public or private school systems.

7. Does the program organization appear to be consistent with the goals?

The courses offered--a core course teaching all language skills, reading short stories, a projects course, and an oral skills course--and the commercial textbooks used in the class did not appear to the researcher to be directly related to either of the two goals of

providing job-related English and communication skills. Commenting on the lack of relationship between the goals and text materials, the Advisor said, "things don't look consistent and they are not." The Advisor, however, felt that the expatriates "should know that this is not what I had in mind when I set this up. They should be writing materials. And they should know without me having to tell them."

8. Are sufficient personnel available for assignments?

The Nontechnical Training Supervisor, the Teacher Supervisor and all four of the Indonesian instructors said that the teaching staff was large enough. However, all three of the expatriates said that there were not enough teachers available because of the leave schedule. All expatriate instructors, as previously noted, worked 6 days a week for 12 weeks and then had a 12-day break. However, as the three expatriate staff mentioned, all three were on a different work/leave cycle. Thus, as all three noted, one teacher was consistently absent for 2 of the 6 weeks of an intensive program. Furthermore, all expatriate instructors commented that because the Manpower Training and Development Department offered classes in Badak (another town and the operational site of Huffco Indonesia), one instructor was also sent to Badak which had a different work/leave schedule. All three said that this situation not only "confused students" but that it also caused at least one teacher to teach all but one class period in a day. (Two of the expatriates also said that they had at one time or another taught every class period in a day because teachers were on leave or in Badak.)

9. Is sufficient funding available for the program?

All those interviewed said that they were satisfied with their salaries. Indonesian instructors were paid approximately \$800 a month. The company was also responsible for housing, food, and transportation. Expatriate instructors were paid \$42,000 a year salary and \$35 a day expense money. The company also provided housing and cars and drivers. According to the Advisor to the Manpower Training and Development Department, he was given \$39,000 for audiovisual equipment and \$20,000 for books in 1981. The Advisor said that there were no plans to reduce the budget.

10. Is there an adequate supply of instructional materials and equipment?

Instructional Materials. In this geographically remote setting, there appeared to be an adequate supply of materials and all of those interviewed said that there was an adequate supply. A physical inspection by the researcher revealed the following. The intensive program was supplied with three overhead projectors, two VHS video players, one commercially produced English as a Foreign Language video series, two slide projectors with five commercially produced slide/sound shows, five tape recorders and one language lab with fifteen booths. Three commercially produced listening comprehension programs were available in the lab.

Over 500 English as a Foreign or Second Language books (110 titles) were available for classroom use. The books and tapes were not assigned to any specific level or course. During the interviews,

two expatriates stated that failure to assign specific material to a specific level had been a problem. As one respondent commented, one instructor "uses the same text at different levels. Some students are promoted to a higher level and end up with the same book." When asked if they had discussed this problem among themselves both said that they had but that "no one has authority to assign a text to a specific level." One commercially produced text series concerned the petroleum industry. One expatriate instructor had prepared a slide/sound show on a drilling site for classroom use in the intensive program.

Equipment. Again, there appeared to be an adequate supply. A photocopy machine was located in the teachers' office. Three other photocopy machines were available in another portacamp. The Manpower Training and Development Department also had one word processor and computer operator. Each instructor had an electric typewriter.

11. Were the physical facilities adequate for the program?

All those interviewed believed that the facilities were adequate. A physical examination of the work site by the researcher revealed the following. All portacamps were air-conditioned. Eight portacamps were available for classroom instruction and all had blackboards. Two others were used as teachers' offices which also held the over 500 texts mentioned above and one photocopy machine. Another portacamp was used to store multiple copies of commercially produced classroom textbooks. The Manpower Training and Development Department also

had an air-conditioned library stocked with textbooks, slide/sound shows and videos related to the petroleum industry, especially to drilling and production operations. None of these materials were being used by the English instructors.

Thus far this study has examined the program's goals and organization. It will now examine the program's curriculum and will refer to written documents.

Information Concerning Program Curriculum

1. Does a written document describing the curriculum exist?

As noted, one document, "Recommendations for an English Language Training Program Master Plan for Huffco Indonesia," existed. However, it described a proposed program and not the program under operation and none of those interviewed were aware of it.

2. Is the curriculum congruent with the curricular goals?

As noted in the review of related literature, the "Recommendations for an English Language Training Program Master Plan for Huffco Indonesia" listed two goals: (a) to provide English language instruction to meet the daily job-related language needs of Indonesian employees, and (b) to provide training in communication skills.

A needs analysis would determine the job-related language needs of employees. However, no formal company-wide needs analysis had been conducted. As the Advisor told the researcher in an interview, he felt that it was the duty of the expatriate instructors to "translate

the goals of job-related needs into instructional material and communicative activities." The Advisor said that it was the job responsibility of the expatriate instructor to "figure out the trainee's needs."

3. Are curricular goals adequately organized into a planned sequence?

As there were only two goals--to teach job-related English and to teach communication skills--sequences was not an issue.

4. Did all appropriate individuals participate in curricular development?

As a company-wide formal needs analysis was not conducted, the researcher judged that all appropriate individuals did not participate.

5. Does an ongoing process exist to identify and make needed changes in the curriculum?

An ongoing process did not exist to identify and make needed changes in the curriculum. The Advisor told the researcher that it was the researcher's responsibility (as part of his job) to "make the curriculum work. I brought you here to shake the teachers up, get them organized, and get them to work."

Information Concerning Classroom Instruction

1. Is the content of instructional materials adequate?

One goal of the program was to teach job-related language. The content of short stories, the English for General Purposes textbooks, and the group and pair work activities were not related to the language of the petroleum industry.

2. Are instructional methods congruent with the goals of the program?

The methods of grammar explanation/translation, oral reading and drill work were not congruent with the goals of teaching communication skills. Pair and group work activities were congruent with this goal.

3. Does an ongoing process exist to identify and make needed changes in instruction?

No ongoing process existed to identify and make needed changes in instructional approaches. As the Advisor told the researcher, "You organize the others to train the Indonesians in communicative, job-language teaching."

4. Are pre- and postassessment techniques adequate?

As noted in the status description, the placement and the end-of-the-course test were identical. The test consisted of listening comprehension, grammar, reading, and vocabulary sections. The researcher read the test, listened to the listening comprehension tape, and observed the test being administered. From this information, it was concluded that:

- a. There was a minimum of two typographical errors per test page.
- b. The grammar test section was a multiple choice format. Six of the questions did not have a correct answer for trainees to select. The reading section, also a multiple choice format, had three questions without a correct answer.

- c. Some sections of the test did not have directions. When administering the test, some instructors gave directions while others did not.
- d. None of the test questions referred to the oil industry in general or Huffco Indonesia specifically.
- e. The listening section tapes had several inaudible sections. Also, one voice was used for conversation representing two or more people.

In addition, during interviews instructors made the following comments. Three Indonesian and two expatriate instructors said that copies of the test had been stolen by trainees. Two expatriate and two Indonesian instructors said that the reading selections on the test (on the Great Depression and the preservation of a threatened species of monkeys) were culture bound, related to what the test writer was interested in and not related to the petroleum industry. Two of the interviewees said that none of the questions were about the oil industry and that reading selections should relate to Huffco Indonesia. The three expatriates also commented that the test did not measure memo or report writing and did not contain an oral interview. All three felt that speaking skills should be included in assessment. All three of the expatriates and three of the Indonesian instructors said that one test should not determine if the trainee passed or failed a level. (The Nontechnical Training Supervisor and the Teacher Supervisor said that they had never thought about this comment. Both said that the

Advisor set up the system and that they, as the Nontechnical Training Supervisor commented, "only need to carry out the system.")

5. Do administrators assume a major leadership role?

Administrators did not assume a major leadership role as indicated by the facts that (a) teachers' meetings were not held, (b) classes were not observed, and (c) both expatriate and Indonesian instructors indicated in the interviews that they did not know how decisions were reached.

Information Concerning Program Outcomes

1. Were program goals satisfactorily achieved?

Because communication skills and job-related skills were not taught, program goals were not satisfactorily achieved.

2. Were there any unintended outcomes? Were the unintended outcomes positive?

One unintended and negative outcome was the negative attitude expressed by (a) the Advisor toward the expatriate staff, and (b) the expatriates toward the administrators. These attitudes were previously noted.

3. Does a process exist for systematically using outcome information for program improvement?

The interviews and written documents revealed no such process.

Phase Two of the Study--Analysis of the Impact of the Evaluation Framework

Design and Procedures

As in the development of the status description, the researcher recorded in a separate notebook the comments and actions of respondents after the interviews had been completed. The comments were recorded under the names of each respondent. Second-hand comments were not recorded. Only comments directly made to the researcher by the respondents were recorded. The researcher also recorded the reactions of the respondents during the interviews.

Questions Answered

The following five questions analyzed the information collected.

1. What problems emerged during the evaluation process?
2. In order to avoid and/or solve these problems, what changes in the evaluation framework are suggested?
3. What were the positive results of the evaluation process?
4. Did the evaluation cause any unexpected outcomes? What were the outcomes?
5. What conclusions can be drawn about the overall impact of the evaluation?

Findings

This section discusses problems encountered during the evaluation and possible solutions to these problems. The positive results of the

evaluation process are also described. Unexpected outcomes of the evaluation are mentioned. All comments were recorded by the researcher in writing.

1. What problems emerged during the evaluation process?

Both problems below concerned the communication processes within the company and are continuations of the problems that developed while the status description was being conducted.

- a. The Nontechnical Training Supervisor became openly hostile towards the researcher after instructors came to her and asked for copies of their job descriptions and efficiency reports. She again told the researcher that this was confidential information. She added, "Remember that expatriates come and go but I will always be here." She was also resentful that the evaluator was asking her subordinates and supervisors questions about the program. She told the researcher that "this is my program, not yours. Remember that I am the boss, not you." As with the status description, during the interview she also repeatedly asked the researcher to explain or rephrase the question.
- b. The Teacher Supervisor went to the Nontechnical Training Supervisor and requested that a needs analysis be planned. She refused and there was a conflict between these two employees. (The Teacher Supervisor made this request after the researcher's interview with him. He had asked the researcher to explain a needs analysis.)

- c. One Indonesian instructor, who may have been influenced by his wife, the Nontechnical Training Supervisor, became hostile towards the researcher following the interviews. Like the Nontechnical Training Supervisor, he said that the researcher should remember that expatriates did not make a career out of working for Huffco Indonesia.

2. In order to avoid and/or solve these problems, what changes in the evaluation framework are suggested?

During this phase of the evaluation framework, regular meetings should be held between the personnel within the organization being evaluated and the evaluator in order to (a) describe the stage of process being used, (b) report on the findings (without quoting anyone) of the evaluation, (c) ask for comments on the findings, (d) attempt to resolve conflicts, and (e) answer any questions that may be asked. Had the researcher held regular meetings with the staff, the problems described above may have been solved. (When the evaluator requested meetings, the Nontechnical Training Supervisor denied the request and said to remember that she was "the boss.")

3. What were the positive results of the evaluation process?

During the evaluation process a number of positive changes occurred in the program. These changes were a result of teachers discussing the interviews among themselves. The changes below took place over a 9-month period. Results a and b below relate to communication patterns within the company. Results c through j relate to changes made in the organization and operations of the program.

- a. The very act of asking individuals the same questions and listening to and recording their responses was viewed by most instructors and the Teacher Supervisor as a positive change in company attitudes. As one expatriate instructor noted, "this creates a fresh and more open atmosphere." Another stated that the evaluation was a "good attempt to listen to us for a change." An Indonesian commented that "maybe things will improve around here now."
- b. Following the interviews, teachers began to talk with each other about the questions they were asked and the answers that they gave. They also compared answers to see if they agreed. As one Indonesian told the researcher, "previously we rarely spoke to one another about the courses or materials."
- c. The Teacher Supervisor had the placement/proficiency test retyped to correct typographical errors. The listening section was rerecorded.
- d. Semiregular, informal staff meetings were held between the Teacher Supervisor and the classroom instructors. (The Nontechnical Training Supervisor was informed of these meetings but did not attend.) At these meetings problems were discussed and solutions were suggested.
- e. Instructors were given the term's teaching schedules in advance of the first day of class. Instructors were

pleased by this decision. As one said, "at least someone is planning."

- f. The expatriates were given written copies of their job descriptions. They were surprised that they received them. Two commented that the company was opening its communication processes. All expressed surprise at reading that their duties included curriculum development, consulting with Indonesian colleagues on the selection and improvement of teaching methods, and participation in teacher-training seminars.
- g. The 1980 report that established the intensive program was distributed to the teaching staff. Two expatriates commented that they agreed that the program should teach job-related English and communication skills. Another expatriate said that he would continue to run his class his way. No one else commented on the report.
- h. Expatriate instructors were given the same work/leave schedules, eliminating the problems described earlier.
- i. Expatriate instructors began to develop material that taught communication skills and job-related English.
- j. The Teacher Supervisor requested that the expatriate teachers observe and work with Indonesian instructors and then conduct a training seminar. All three expatriate teachers observed classes, and met with the Indonesian teachers following the observation. One training seminar was then conducted by the expatriate instructors.

4. Did the evaluation cause any unexpected outcomes? What were these outcomes?

- a. Staff conflict was previously discussed.
- b. Huffco Indonesia requested that a needs analysis be conducted. Appendix F describes the needs analysis.

Summary of Phase 1

Design and Questions

The researcher designed and carried out two 1-hour confidential interviews with the Nontechnical Training Supervisor, the Teacher Supervisor, three expatriate teachers, and four Indonesian teachers. Appendix C is the interview form. A review of department files by the researcher found only one relevant written document, the job description for the three expatriate English teachers. Twenty-nine questions gathered information about the program's goals, organization, operations, and outcomes.

Procedures

Interview was the main procedure used by the researcher. The Nontechnical Training Supervisor, Teacher Supervisor, and all three expatriates and all four Indonesian instructors were interviewed. Two 1-hour interviews were conducted, the first in June 1983 and the second in August 1983. The researcher delayed the interviews in order to develop trust between himself and those interviewed, his co-workers.

Findings

Interviews indicated that teachers and the administrative staff were unaware of the stated goals of the program. None of those interviewed indicated that goals they named were based on a needs assessment and all indicated that the Advisor had set the goals. All instructors except one indicated that the goals they had named were worthwhile. Most said that the goals they named were attainable. All respondents said that goals should be regularly reviewed and refined but that they were not. Furthermore, all indicated that there was no formal process to identify short- and long-range goals.

No in-service training was given to the teaching staff. None of the respondents indicated that their supervisor communicated with them. All three expatriates commented that they were dissatisfied by the manner in which the teaching schedule was distributed. All four Indonesian instructors stated that they had never been shown a copy of their efficiency report. All respondents indicated that they did not understand how decisions were made.

The Advisor was dissatisfied with the job performance of all the expatriate instructors. The expatriate respondents said that they had never seen their written job descriptions. The researcher did, however, locate this document. All respondents, except the Nontechnical Training Supervisor, said that they were dissatisfied with their work. The three expatriate instructors felt that there were not enough teachers available because teachers were on leave. All respondents indicated that they were satisfied with their salaries and that there was an

adequate supply of instructional materials. All indicated that facilities were adequate. An ongoing process to make needed changes did not exist.

The content of instructional material did not relate to the language used in the petroleum industry. Instructional methods were not congruent with teaching communication skills. The placement/proficiency test had many typographical errors. Some questions had more than one answer. Some test sections did not have any directions. The listening section tape had several inaudible sections.

Administrators did not assume a major leadership role. One unintended and negative outcome was the negative attitudes expressed by the Advisor toward the expatriate staff and the expatriates toward the administrators.

Summary of Phase 2

Design and Procedures

As in the status description, the researcher recorded the comments and actions of the respondents after completion of the interview. Only comments made directly by the respondents to the researcher were recorded. The reactions of the respondents during the interview were also recorded.

Questions

In order to analyze information, five questions were designed by the researcher. These questions concerned the problems encountered

during the evaluation and possible solutions: the positive results of the evaluation, the unexpected outcomes of the evaluation, and the conclusions that could be drawn about the overall impact of the evaluation.

Findings

Three major problems emerged during the evaluation process. First, the Nontechnical Training Supervisor, who at first was antagonistic towards the researcher, eventually became openly hostile. Second, a conflict developed between the Teacher Supervisor and the Nontechnical Training Supervisor. Third, one Indonesian instructor, who may have been influenced by his wife, the Nontechnical Training Supervisor, became hostile toward the researcher. Regular meetings among the staff were proposed by the researcher to reduce or eliminate these problems. In these proposed meetings the evaluator would continue to describe the evaluation process, report on findings without quoting anyone, ask for comments on the findings, and answer questions.

Ten positive results of the evaluation were listed and described, such as revision of the test instrument and distribution of job descriptions. Two unexpected results were mentioned. First, staff conflict developed. Second, Huffco Indonesia requested that a needs analysis be conducted.

CHAPTER 5

APPLICATION AND ANALYSIS OF THE BELLON AND HANDLER
CURRICULUM EVALUATION FRAMEWORK: RECOMMENDATIONS

The Bellon and Handler curriculum evaluation framework has three major phases: collection of information concerning the program's goals, organization, operations, and outcomes which together form a status description; analysis of the program; and formulation of recommendations for improvement. Chapter 3 presented the status description and Chapter 4 presented an analysis of the program. This chapter examines the final phase of the framework, recommendations for improvement. In Phase 1 of the study, 11 recommendations were made. All of the recommendations were implemented by Huffco Indonesia during or after the evaluation. In Phase 2, the impact of the process of presenting recommendations was analyzed.

Phase 1 of the Study: Recommendations

1. A needs assessment should be conducted. As noted in the review of related literature, the Bellon and Handler framework asks questions concerning the educational needs assessment. Because "goals should emerge from the identification of existing needs," needs assessment is a process "which should precede the establishment of educational goals" (Bellon & Handler, 1982, p. 32). It was also noted that the Advisor stated in his interview that a needs assessment was not carried out before the program was established. Thus, a needs

assessment should be carried out and goals then set. The goals should also be written, made public, and evaluated on a regular basis (Bellon & Handler, 1982, p. 28).

As previously noted, Huffco Indonesia did eventually conduct an English language needs assessment. Appendix F describes this needs assessment.

2. Current courses should be reviewed after the needs analysis is completed and goals are determined. Appropriate changes in program organization and operations should then be made.

In 1986 Huffco Indonesia reviewed courses, designed new goals, and proposed a new curriculum. (Huffco Indonesia English Language Program--Needs Analysis, Curriculum Outline, Goals and Objectives, 1986).

3. Staff development programs should be established. As noted in Chapter 4, all those interviewed except one said that in-service programs were needed.

As previously noted, the Teacher Supervisor requested that expatriate instructors observe Indonesian instructors and conduct training programs.

4. Regular meetings should be held between: (a) the teachers themselves, (b) teachers, the Nontechnical Training Supervisor, and the Teacher Supervisor, (c) the expatriate teachers and the Advisor, and (d) the Advisor and the Nontechnical Training Supervisor and Teacher Supervisor.

As noted in Chapter 4, instructors requested that regular meetings be held in order to obtain information about many aspects of the program. All those interviewed also complained that they did not understand the decision-making process and that information was not disseminated. (When asked if their work was satisfying, all but one indicated that it was not. The most commonly cited reason for not enjoying work was lack of communication.) During the evaluation process, teachers did meet informally to discuss the interviews.

5. Instructors should be shown copies of their efficiency reports. As noted in Chapter 4, this is company policy, and from the comments of instructors, it was evident that failure to follow this policy created resentment.

Employees were eventually given copies of their efficiency reports.

6. Instructors should be given the term's teaching schedules in advance of the first day of class. As noted in Chapter 4, instructors stated that they needed time to prepare materials.

Again, instructors were eventually given the term's teaching schedules before the first day of class.

7. The document establishing the intensive program, "Recommendations for an English Language Training Program Master Plan for Huffco Indonesia," should be distributed to the administrative and teaching staff.

The document was distributed.

8. Both the Indonesian and expatriate staff should be given written job descriptions. As noted in Chapter 4, the Advisor said the role of the expatriates was to design a curriculum and write materials and train the Indonesian teachers. On the other hand, the expatriates said their job was to teach from the books ordered by the Advisor. The Advisor and expatriates need to agree on a job description.

As previously noted, the expatriate teachers did begin to write materials and train Indonesian teachers. Job descriptions were also distributed.

9. Expatriate instructors should have the same work/leave schedule. As noted in Chapter 4, one teacher was consistently absent for 2 of the 6 weeks of the intensive program because the leave schedule was not coordinated. This disruption could be eliminated if teachers all took leave simultaneously.

As a result of the evaluation, instructors were placed on the same schedules.

10. The following changes should be made in the placement/proficiency test:

- a. The test needs to be retyped to eliminate typographical errors.
- b. The listening comprehension section should be rerecorded to eliminate the inaudible sections. Three voices should be used: one for directions and two other for the dialogs.
- c. Each test section should have written directions.

- d. The test should be uniformly administered.
- e. All test questions should have a correct answer.
- f. After the needs analysis is completed and the goals are developed, the test should be reevaluated to determine if it is appropriate as a placement instrument.

As noted in Chapter 4, recommendations a through e were implemented as a results of the evaluation.

11. After the needs analysis is completed and the goals are developed, appropriate evaluation systems should be developed to evaluate student course progress.

The 1986 report mentioned in the second recommendation calls for the development of a new evaluation system.

Phase 2 of the Study: Analysis of the Impact
of the Process of Making Recommendations

1. The fact that all recommendations were implemented indicates that Huffco Indonesia agreed that the proposed changes were necessary.

2. Recommendations which did not require approval from higher authorities were acted on by the Teacher Supervisor immediately (such as revisions in the test). Other recommendations, relating to a needs analysis, required more time to implement. Permission from higher authorities in the company was required and reports requesting and describing a needs analysis had to be prepared.

3. The researcher was influential in implementing the recommendations but did not have the authority to implement. The Teacher Supervisor had the authority which he exercised.

Summary

In Phase 1, 11 recommendations were presented. Ten of the recommendations were implemented during the evaluation. The second recommendation was implemented 2 years later. A needs assessment should be conducted. Current courses should then be reviewed to set goals. Changes in program organization and operations should then be made. Staff development programs should be established. Regular meetings should be held. Efficiency reports should be shown to instructors. Teaching schedules should be given to instructors before the first day of class. The document establishing the intensive program should be distributed to the teaching and administrative staff. Written job descriptions should be given to the teaching staff. All expatriate teachers should have the same work/leave schedule. The placement/proficiency test should be revised in major ways. After the needs analysis is completed and goals are developed, this test should be reevaluated and new evaluation systems should be developed if necessary. In Phase 2, the impact of the process of designing recommendations was analyzed.

CHAPTER 6

SUMMARY OF THE STUDY, CONCLUSIONS, AND
RECOMMENDATIONS FOR FUTURE STUDIESSummary of the Study

Because very little program evaluation research has been conducted concerning English as a Foreign Language programs and because lack of an evaluation framework may lead to serious problems, a need existed for a systematic and comprehensive curriculum evaluation model for English as a Foreign Language programs. Thus, the purposes of this study were, first, to apply the Bellon and Handler curriculum evaluation framework to an English as a Foreign Language program and, second, to analyze the impact of the framework on that program.

Design of the Study

The study was divided into two phases. In phase 1, the Bellon and Handler evaluation framework was applied to the Huffco Indonesia intensive English program in Balikpapan, Indonesia. In phase 2, the results of the application were analyzed.

Phase 1 of the Study

This section summarizes the design, questions, procedures, and findings of phase 1 of the study.

Design

Three sets of questions, which were designed by the researcher and his committee, were answered in phase 1. The answers to the first set formed a status description. The second set of questions analyzed the programs goals, organization, curriculum, instruction, and outcomes. The third set of questions concerned recommendations for program improvement.

Questions

Figure 1 is a summary of the questions answered in phase 1. The answers to these questions form a status description: analysis of the goals, organization, operations (curriculum and instruction), and outcomes of the program and recommendations for program improvement.

Procedures

Procedures used to collect the data of phase 1 of the study were as follows. The following were interviewed by the researcher to gather information for the status description--the Advisor, Teacher Supervisor, and the Nontechnical Training Supervisor. The following were interviewed to gather information about the goals, organization, operations, and outcomes of the program--the Nontechnical Training Supervisor, the Teacher Supervisor, and three expatriate and four Indonesian instructors (see Appendixes A and B for the interview forms).

Status Description

1. What is the background history of the program?
2. What were the goals of the program when it was established?
3. How was the program organized?
4. What was the program's curriculum?
5. What type of instructional approaches were utilized within the program?
6. How had the program been evaluated in the past?

Analysis of the Goals, Organization, Curriculum, Classroom Instruction, and OutcomesGoals

1. Are teachers, students, and administrative staff aware of the program goals?
2. Are the program goals based on a needs assessment?
3. Do the program goals reflect worthwhile outcomes?
4. Do the program goals reflect attainable outcomes?
5. Does a process exist for a regular review and refinement of goals?
6. Is there a formal process to identify both short- and long-range goals?

Organization

1. Do staff development programs exist? If so, are they adequate?
2. Are communication patterns within the organization adequate?
3. Do personnel understand how decisions are made?
4. Are personnel prepared for their assignments?
5. Do adequate written job descriptions exist?
6. Do personnel find their work satisfying?
7. Does the program organization appear to be consistent with the goals?
8. Are sufficient personnel available for assignments?
9. Is sufficient funding available for the program?
10. Is there an adequate supply of instructional materials and equipment?
11. Are the physical facilities adequate for the implementation of the instructional program?

Curriculum

1. Does a written document describing the curriculum exist?
2. Is the curriculum congruent with curricular goals?
3. Are curricular goals adequately organized into a planned sequence?
4. Did all appropriate individuals participate in curricular development?
5. Does an ongoing process exist to identify and make needed changes in the curriculum?

Classroom Instruction

1. Was the content of the instructional materials adequate?
2. Were the instructional methods congruent with the goals of the program?
3. Did an ongoing process exist to identify and make needed changes in instruction?
4. Were pre- and postassessment techniques adequate?

Outcomes

1. Were program goals satisfactorily achieved?
2. Were there any unintended outcomes? Were the unintended outcomes positive?
3. Does a process exist for systematically using outcome information for program improvement?

Recommendations for Program Improvement

1. What recommendations can be made to improve program goals?
2. What recommendations can be made to improve program organization?
3. What recommendations can be made to improve program curriculum?
4. What recommendations can be made to improve program instruction?
5. What recommendations can be made to improve program outcomes?

Figure 1. Phase 1 Questions.

Prior to conducting the interviews, the interview questions were reviewed by the Advisor and one expatriate teacher who was leaving Indonesia. They both suggested that the research include oral introductions and/or explanations at the beginning of each section of the interview and the researcher accepted this suggestion.

The files of the Training Department were also reviewed. Only two documents were relevant to the study. One recommended that an English training program be established. The other was the job description for expatriate instructors.

Findings

First the findings of the status description are presented. Second, the findings concerning the program's goals, organization, operations (curriculum and instruction), and outcomes are reviewed.

Status Description Findings. Huffco Indonesia first taught English to employees in 1975. A 1980 report recommended that an intensive English teaching program be established to teach job-related English language instruction and to provide training in communication skills. The program was administered by a Teacher Supervisor who reported to the Nontechnical Training Supervisor. Seven levels were offered from beginning to advanced levels of proficiency. The following daily courses were included in the Monday through Saturday program--core, reading, projects, oral skills, and writing. Each training period was 6 weeks.

The students were almost all males between 20 and 50 years old. They were nominated for training by their supervisors. The Teacher

Supervisor and the Nontechnical Training Supervisor screened the nominees to determine if they were nominated for the correct level. There were three expatriate and five Indonesian teachers. Class size ranged from 9 to 25 students and were held in air-conditioned portacamps.

The Teacher Supervisor and the Nontechnical Training Supervisor did not specify the use of any instructional materials or approaches. The same test served as a placement and as a proficiency tool. The program had never been previously evaluated.

Findings That Analyze Program Goals, Organization, Operations, and Outcomes. The following findings analyzed the goals, organization, operations, and outcomes of the program. Both the teachers and the administrative staff were unaware of the stated goals of the program. No needs assessment had been conducted. All teachers said that the goals that they named were attainable. All respondents said that goals should be regularly reviewed and refined. All also indicated that there was no formal process to identify short- and long-range goals.

The teaching staff was not given in-service training. None of the respondents believed that their supervisor communicated with them. All expatriate teachers said that the manner in which the term's daily teaching schedule was distributed (the day class began) was unsatisfactory. All Indonesian teachers stated that they were never shown a copy of their efficiency report. All respondents said that they did not understand how decisions were made. The Advisor was

dissatisfied with the work done by all the expatriate teachers. Expatriate teachers said that they had never seen their written job descriptions. Because the work/leave schedule was different for each expatriate instructor, the three expatriate instructors believed that the program needed a larger teaching staff. All teachers were satisfied with their salaries. All teachers also believed that facilities and instructional materials were adequate.

An ongoing process to make required changes in the program did not exist. The content of instructional material did not relate to the language used in the petroleum industry. Instructional methods were not congruent with teaching communication skills. The placement/proficiency test had at least two typographical errors per page. Some test questions had more than one correct answer. Some sections did not have any directions. The listening section tape had several inaudible sections. Administrators did not assume a major leadership role. One unintended and negative outcome was the negative attitudes expressed by the Advisor toward the expatriate staff and the expatriate staff toward the administrators.

Phase 2 of the Study

This section summarizes the design, procedures, questions, and findings of phase 2.

Design and Procedures

The researcher recorded in a separate notebook the comments and actions of all respondents outside of the interview setting. Only

comments made by respondents directly to the researcher were included. The reactions of respondents during the interviews were also recorded. Data were recorded under the name of each respondent.

Questions Answered

Figure 2 is a summary of the questions answered in phase 2. These questions identified problems that arose during the evaluation and possible solutions to those problems; the positive results of the evaluation, the unintended outcomes of the evaluation, and conclusions about the overall impact of the evaluation on the program.

1. What problems emerged during the evaluation process?
2. In order to avoid and/or solve these problems, what changes in the evaluation framework are suggested?
3. What were the positive results of the evaluation process?
4. Did the evaluation cause any unexpected outcomes? What were these outcomes?
5. What conclusions can be drawn about the overall impact of the program?

Figure 2. Phase 2 Questions.

Procedures

In phase 2 of the study, the impact of the evaluation framework on the program was analyzed from the information provided during the interviews and by observing the actions taken by respondents during the evaluation process. Comments made by respondents outside of the interview were recorded in writing by the researcher. This analysis concerned problems that emerged during the evaluation and possible solutions to these problems. Positive results of the evaluation were also analyzed. Finally, unexpected outcomes were analyzed.

Findings of Phase 2 of the Study: Analysis of the Impact of the Evaluation Framework

This section first examines the impact of the framework during the status description phase. Second, the evaluation framework's impact on the study of the goals, organization, operations, and outcomes of the program is reviewed.

Impact During the Status Description. Two problems developed. First, some instructors and the Nontechnical Training Supervisor viewed the researcher suspiciously. Second, the Nontechnical Training Supervisor did not want the researcher to review department files. In order to solve these problems, a preevaluation component should be added to the evaluation framework. Before the evaluation begins, evaluation should be defined by the evaluator for those employed by the organization being evaluated. The evaluator should outline the goals of evaluation. Both the evaluator and the program's personnel should exchange information about professional and personal matters. Finally, the evaluator should answer questions.

A positive result of the evaluation process was that teachers began to talk more openly with one another. An unexpected and negative outcome was that the evaluator was unable to gain the trust, confidence, or cooperation of two teachers. Had a preevaluation meeting been held, this problem may not have developed.

Impact During the Analysis of Program Goals, Organization, Operations, and Outcomes. Two problems emerged during the implementation of the second component of the evaluation. First, the

Nontechnical Training Supervisor became openly hostile toward the researcher. Second, a conflict developed between the Teacher Supervisor and the Nontechnical Training Supervisor. In order to avoid or solve these problems, regular meetings should be held in order to describe the evaluation process, report findings, ask for comments on the findings, attempt to resolve conflicts, and answer questions.

A number of positive changes were made in the program during the evaluation process involving the placement/proficiency test, staff meetings, teaching schedules, job descriptions, circulation of a written document, scheduling of leave periods for expatriates, instructional materials, and class observation and training workshops. An unexpected and negative outcome was that conflict developed within the organization. An unexpected and positive outcome was the Huffco Indonesia conducted an English language needs analysis which is described in Appendix F.

Conclusions

This section discusses three sets of conclusions. The first relates to research procedures, the second to the impact of the evaluation, and the third to proposed changes in the framework.

Conclusions Related to Evaluation Procedures

The following conclusions were made about the interview procedure, the major procedure used in this study. These conclusions relate to attitudes and issues.

1. Attitudes of personnel working in the organization being evaluated can change spontaneously and quickly. Following the interviews, most teachers and the Teacher Supervisor indicated that the company was now willing to listen to them.
2. Issues never previously considered by program staff members may be discussed during and after the interview process. On one hand, this consideration of issues can create organizational conflict. On the other hand, it can create organizational change.
3. Personnel may check their assumptions and facts following an interview and this can promote more open communication within an organization.
4. An employee acting as an evaluator can create conflict within an organization.
5. The role of an employee acting as an evaluator was not adequately defined and described for other company employees.

Conclusions Related to the Impact of the Evaluation

1. The evaluation process may cause personal conflicts which may adversely affect the evaluation and the program. Conflicts between the researcher and the Nontechnical Training Supervisor, between the researcher and one expatriate teacher, and between the Teacher Supervisor and the Nontechnical Training Supervisor were described in Chapters 3 and 4.

2. Organizational conflicts may be resolved during the evaluation process. For example, Chapters 3 and 4 noted that teachers believed the evaluation opened channels of communication that did not previously exist.
3. During the evaluation process, positive changes can occur in the organization before formal recommendations are made. Chapter 4 details 10 major changes made in the organization as the evaluation was being conducted.
4. Overall, the framework was efficient, effective, and comprehensive.

Conclusions Related to Proposed Changes in the Framework

The problems encountered during phase 1 of the study and described in Chapters 3 and 4 may be solved if:

1. Meetings are held before the status description is prepared.
2. Meetings are held periodically during the evaluation process.

These meetings should include the evaluator(s) and the appropriate teaching and administrative staff of the program being evaluated. These meetings should describe the evaluation process, present findings without directly quoting any respondent, ask for comments on these findings, attempt to resolve any conflicts, and answer any questions.

Questions and Recommendations
for Future Studies

This section contains questions and recommendations for future research. The answers to the questions below will assist in the development of a more efficient and effective evaluation framework. This study was conducted within the environment of a private, profit-making company in one country. The answers to number 1 below concern the applicability of the Bellon and Handler framework in a wider variety of English as a Foreign Language programs.

1. Is the framework acceptable in all overseas situations? In which overseas situations is it most acceptable? Least acceptable? What factors make the framework less acceptable?

To determine the appropriateness of the framework in a variety of situations, the study should be replicated: (a) in other private profit-making company programs overseas, (b) in overseas public school systems, (c) in overseas government-sponsored programs (such as programs supported by the Agency for International Development). Results should then be compared and contrasted to determine the extent to which the framework is appropriate.

This study suggested a number of changes in the evaluation framework. Question 2 below concerns these changes.

2. What are the strengths and weaknesses of the changes in the evaluation framework proposed in this study? How can those weaknesses be corrected?

The study should be replicated and the impact of the proposed changes in the evaluation framework on the program should be analyzed to determine their appropriateness in the other settings noted in number 1 above.

Further changes in the framework may be necessary. Question 3 below concerns these possible changes.

3. What further changes should be made in the evaluation framework when used overseas? What problems do these changes create? How can these problems be solved?

Other research methods may be necessary in other situations. Question 4 addresses these alternate methods.

4. In overseas situations, what other research methods may be used to study the application and impact of the evaluation framework? What are the strengths and weaknesses of these methods? Which research methods are most appropriate and effective?

In this study the researcher was a foreigner residing in the country in which the study was conducted. Question 5 concerns the impact of the nationality of the evaluator.

5. Does the nationality of the evaluator have a significant impact on the evaluation framework? Is the impact positive or negative? How can problems be avoided or solved?

The researcher was a company employee in this study. Question 6 concerns the issue of the role of the evaluator.

6. What are the advantages and disadvantages of the evaluator being a content specialist? evaluation specialist? company employee? outside consultant?

BIBLIOGRAPHY

BIBLIOGRAPHY

- Alaska Department of Education. (1979). Promising practices critical for excellence, bilingual-bicultural education. P. 8.
- Alkin, M. (1973). Evaluation theory development. In B. R. Worthen & J. Sanders (Eds.), Educational Evaluation: Theory and Practice (p. 372). Worthington, OH: Charles A. Jones Publishing Company. (Reprinted from Evaluation Comment, 1967, 2, 2-7)
- Bellon, J., & Handler, J. R. (1982). Curriculum development and evaluation: A design for improvement. Dubuque, IA: Kendall/Hunt Publishing Company.
- Campbell, R. (1982, October). UCLA-ESL applied linguistic participation in design, development and evaluation of three English language centers in the People's Republic of China, 1979-1983. P. 15.
- Campbell, R., Bernbock, C., Frelick, A., & Hilferty, A. (1983, March). Formative Evaluation, Second Phase Program Development. Paper presented at the International TESOL Convention, Toronto, Canada.
- Chesterfield, R. (1982). An evaluation of the Head Start bilingual, bicultural curriculum development project. (ERIC Document Reproduction Service No. ED 212 391)
- Cooper, S. (1978, June). The thesis and dissertation in graduate ESL programs. TESOL Quarterly, 12(2), 131-138.
- Cronbach, L. (1973). Course improvement through evaluation. In B. R. Worthen & J. Sanders (Eds.), Educational Evaluation: Theory and Practice. Worthington, OH: Charles A. Jones Publishing Company. (Reprinted from Teachers College Record, 1963, 64, 672-683)
- Frank-McNeil, J. (1986). Directory of professional preparation programs in TESOL in the United States 1986-1988. Washington, DC: TESOL.
- Frisbie, T. (1980, April). Recommendations for an English language training program master plan for Huffco Indonesia. P. 47.
- Hammond, R. (1973). Evaluation at the local level. In B. R. Worthen & J. Sanders (Eds.), Educational Evaluation: Theory and Practice (p. 372). Worthington, OH: Charles A. Jones Publishing Company. (Reprint--no other information available)

- Huffco Indonesia English language program--needs analysis curriculum outline, goals and objectives. (1986). (No other information available)
- Kelly, M. (1981). A plan to develop and compare two vocational education models for limited English proficiency students. (ERIC Document Reproduction Service No. ED 272 844)
- Provus, M. (1973). Evaluation of ongoing programs in the public school system. In B. R. Worthen & J. Sanders (Eds.), Educational Evaluation: Theory and Practice (pp. 372). Worthington, OH: Charles A. Jones Publishing Company. (Reprinted from NSSE 68th Yearbook, Part II, 1969, pp. 242-283.
- Richards, J. (1984, June). Language curriculum development. RELC Journal, 15(1), 1-29.
- Scriven, M. (1973). The methodology of evaluation. In B. R. Worthen & J. Sanders (Eds.), Educational Evaluation: Theory and Practice (p. 372). Worthington, OH: Charles A. Jones Publishing Company. (Reprinted from Perspectives of Curriculum Evaluation (AERA Monograph 1), 1967, Chicago: Rand McNally and Company, pp. 39-83)
- Stake, R. (1973). The countenance of educational evaluation. In B. R. Worthen & J. Sanders (Eds.), Educational Evaluation: Theory and Practice. Worthington, OH: Charles A. Jones Publishing Company. (Reprinted from Teachers College Record, 1967, 68, 523-540)
- Stufflebeam, D. (1973). An introduction of the PDK book: Educational evaluation and decision making. In B. R. Worthen & J. Sanders (Eds.), Educational Evaluation: Theory and Practice. Worthington, OH: Charles A. Jones Publishing Company. (Reprinted from a paper presented at the Eleventh Annual PDK Symposium on Educational Research, The Ohio State University, June 1970)
- Todesco, A. (1983, March). Determining needs in evaluating adult students: The needs analysis approach. Paper presented at the International TESOL Convention, Toronto, Canada.
- United States Information Agency. Guidelines for evaluation of English teaching programs. Washington, DC: U.S. Government Printing Office.
- Worthen, B. R., & Sanders, J. (1973). Educational evaluation: Theory and practice. Worthington, OH: Charles A. Jones Publishing Company.

APPENDIXES

APPENDIX A

INTERVIEW FORM FOR THE ADVISOR: STATUS DESCRIPTION

Name of Interviewee _____

Date of Interview _____

The first part of this interview is to confirm the information contained in the English teaching report you wrote in 1980 to the General Manager and also to gain some information on the organization of the current program. Your answers are confidential. The interview will take about one hour.

Questions Concerning the 1980 Report

1. What kind of English teaching program did Huffco Indonesia have before the intensive program was established?
2. Please describe some problems created by the inability of some employees to effectively communicate in English.
3. What criteria for instructional methods did you establish for the program?
4. What were the goals of the program when it was established? Who was aware of these goals?
5. How did you locate instructors? materials?
6. How did you place students into levels?
7. How did you develop a proficiency test? How is the test organized?
8. How and when was the proficiency test originally administered?
9. When was the first intensive course held?

Status Description Questions

This next set of questions will give me an idea about how the program is currently organized and run.

10. Who is now in charge of administering the program? What are the job duties?
11. How many class levels are there?
12. What are the courses in each level?
13. What classroom materials are used in each course?
14. How are students assessed while they are in the program?
15. What departments do students come from? How are students selected for the intensive program?
16. How many students are trained each year?
17. What is the educational background, sex, and age of students?
18. About how many students are in each course? Where are the classes held?
19. Does a written document exist that describes the current curriculum?
20. What instructional approaches are used in the classes?
21. Has the program ever been formally evaluated?

APPENDIX B

INTERVIEW FORM FOR THE TEACHER SUPERVISOR
AND THE NONTECHNICAL TRAINING SUPERVISOR:
STATUS DESCRIPTION

Name of Interviewee _____

Date of Interview _____

This interview is to give me some general information concerning how the intensive English program is currently organized. This interview will take about forty-five minutes to one hour and your answers are confidential.

1. Who is now in charge of administering the program? What are the job duties?
2. How many class levels are there?
3. What are the courses in each level?
4. What classroom materials are used in each course?
5. How are students assessed while they are in the program?
6. What departments do students come from? How are students selected for the intensive program?
7. How many students are trained each year?
8. What is the educational background, sex and age of students?
9. About how many students are in each course? Where are the classes held?
10. Does a written document exist that describes the current curriculum?
11. What instructional approaches are used in the classes?
12. Has the program ever been formally evaluated?

APPENDIX C

INTERVIEW FORM FOR THE TEACHER SUPERVISOR, NONTECHNICAL
TRAINING SUPERVISOR, AND CLASSROOM INSTRUCTORS:
ANALYSIS QUESTIONS

Name of Interview _____

Job Title _____

Date of Interview _____

These two interview will provide me with information concerning four major areas of the intensive program: the goals of the program, how the program is organized, a description of the curriculum and classroom instruction and the outcomes or the results of the program. These two interviews will each take about an hour and your answers are confidential.

These questions concern the goals of the program.

1. What in your opinion are the goals of the intensive program?
2. How were these goals developed?
3. Do you think these goals are worthwhile?
4. Can these goals be achieved?
5. Are these goals regularly reviewed and refined?

These questions concern program organization.

6. Do any in-service training programs exist? Do you think they are adequate?
7. Do you feel that your supervisor communicates adequately with you?
8. Do you believe that you understand how decisions are made?

9. Do you have a written job description?
10. Are you personally satisfied with your job?
11. Do you think the department has enough staff members?
12. Do you think there is enough money available to conduct a successful English teaching program?
13. Is there enough instructional material available to you?
14. Are you satisfied with the physical facilities?

The next set of questions concerns the program's curriculum.

15. Do you know of any written curriculum document?
16. Do you believe that the goals are logically or sequentially planned?
17. Do you think everyone who should have participated in developing the curriculum did participate?
18. Does a process exist to change the curriculum?

The next set of questions will give me some information about the instructional processes used in the intensive program.

19. Are the subjects in the textbooks adequate?
20. How do you teach each of the following classes: Core, Reading, Projects, Oral Skills?
21. Do you assess students when they enter your class? How?

The last set of questions is about the outcomes of the program.

22. Do you believe that the goals of the intensive program are satisfactorily achieved?
23. Did you notice anything happen during or at the end of the program that surprised you?

APPENDIX D

THE NEEDS ANALYSIS

A major recommendation of this study presented in Chapter 5 was that an English language needs analysis be conducted. An unexpected and unintended result of the researcher's study was that Huffco Indonesia requested that such a needs analysis be conducted. This appendix describes the needs analysis conducted by the researcher for Huffco Indonesia and its findings.

A Manpower Planning and Development Taskforce was established by Huffco Indonesia in May 1985. The researcher was reassigned by Huffco Indonesia from the Manpower Training and Development Department to this taskforce. Five assumptions were outlined in "A Plan for an English Language Needs Analysis and Language Learning Program Evaluation for Huffco Indonesia" (1980, pp. 2-3).

1. Any program should be based on clearly defined needs.
2. Program goals should be based on a needs analysis.
3. An English language teaching program should teach the English required by employees to efficiently perform daily work assignments.

4. The success of an English language training program should be determined by the following:
 - a. The degree employees successfully perform their daily work assignments.
 - b. The employee's ability to achieve a sufficiently high test of English as a Foreign Language (TOEFL) score to qualify for overseas training.
5. English language performance standard should be based on a needs analysis and clearly defined goal statements.

The researcher interviewed 58 Huffco Indonesia personnel. These personnel represented all of the 23 departmental sections in Balikpapan, Badak, and Jakarta. All department chiefs and section heads were interviewed as well as all expatriate advisors to Huffco Indonesia who were at a management level. In addition, each interviewee was asked if there were other personnel in his department who should be interviewed (see Appendix F, "Summary of Personnel Interviewed in the Needs Analysis," for a list of personnel interviewed).

A set of interview questions was designed by the researcher to determine the English language needs of Huffco Indonesia employees as they performed their daily responsibilities. The questions elicited the following information: job-related listening and speaking activities, job-related reading activities, and job-related writing activities (see Appendix G, "Interview Form for Needs Analysis," for the interview form). These questions were reviewed by the Chief and the Advisor of the Manpower Planning and Development Taskforce and revised. A

memorandum was sent to all department managers outlining the procedures for conducting the needs analysis. All managers in Jakarta, Balikpapan, and Badak were contacted by phone and appointments were scheduled. Because of the work/leave schedules of employees in Balikpapan and Badak, three trips were scheduled to both of these areas. The interviews were conducted in private in the employees' offices and responses were recorded in writing on separate sheets of paper by the researcher. The interview questions and answers were then attached together. Responses were grouped--department by department--under three headings: job-related listening and speaking activities, reading activities, and writing activities (see Appendix E, "Departmental Summary of Findings of the English Language Needs Analysis for Huffco Indonesia," for a summary of the results).

The results of the needs analysis (Appendix F) were distributed through the company mail system to all those who were interviewed. The researcher then contacted, by phone or personal meeting, each individual who was originally interviewed. They were asked if the information was correct. In four cases the researcher had recorded a journal name improperly. In more than half of the other cases the interviewee added more information. The final results were then distributed through the company mail system to all those interviewed. Nonmanagers and supervisors were not included in the survey because of time limitations imposed by the Manpower Training and Development Taskforce; the cost of travel between Balikpapan, Badak, and Jakarta;

and the different work/leave schedules of Badak personnel (14 days on work site and 10 days leave).

Analysis of the data identified the following English language needs:

1. All departments except Human Resources and Development and the Community Center required employees to read some type of manual in English. The manuals included company procedures manuals and commercially produced technical manuals.

Twelve departments or sections identified 28 professional English language journals that should be regularly read by employees. In addition, employees in Logistics (Local Purchasing) needed to read and understand advertisement literature.

2. All departments required some employees to write memos and reports in English.

Outside of routine memorandums the following specialized writing needs were identified during the interviews:

- a. Internal Audit--Report subjects were confidential and thus a separate class was requested by the department head.
- b. Administration--Written summaries of the weekly management meeting had to be prepared.
- c. Finance--Procedures manuals had to be maintained.
- d. Engineering and Design--Graphs and charts must be explained in writing.
- e. Contracts--According to Indonesian law, contracts must be bilingual.
- f. Exploration--Specialized geological reports must be written.

Twenty of those interviewed indicated that they were spending what they considered as too much time writing or editing reports and short memorandums for subordinates. Fifty-six said that this was costly to the company as it reduced the time available for managers to perform their duties. Thirty-five said that the inability to organize a report or memorandum was a problem and when asked what the major problem was, 25 said it was writing in circles or not coming to the point and 10 said they could not think of why at the moment. Forty-one said that employees used too many flowery words and phrases. Forty-eight said that the grammar was so below average that they could not understand the message. All individuals surveyed said that as long as Huffco Indonesia was associated with expatriates, English should remain the written language of company communications.

3. In addition to mentioning general work-related discussions between expatriates and Indonesians, the following specialized oral language needs were identified by interviewees.

- a. Exploration and Engineering--Oral presentations were given to professional organizations and International Joint Venture (IJV) management meetings.
- b. Internal Audit--Personnel orally communicated with noncompany auditors.
- c. Exploration, Civil Construction, and Drilling (Field)--Company radio operators communicated with expatriates in English.

APPENDIX E

DEPARTMENTAL SUMMARY OF FINDINGS OF THE ENGLISH LANGUAGE
NEEDS ANALYSIS FOR HUFFCO INDONESIA

JAKARTA

Information Systems			
<u>Section</u>	<u>Job Related Listening/Speaking Activities</u>	<u>Job Related Reading Activities</u>	<u>Job Related Writing Activities</u>
	All positions communicate with expatriates in Information Systems and with end users.	Memo, report, telex, technical manuals, technical journals.	Memo, report, telex, system documentation reports, status reports.
Human Resources and Development			
	All positions communicate with Huffco expatriates.	Training (brochures, announcements); <u>Training and Development Journal</u> , <u>International Management</u>	Memo, Formalities (special reports with statistics, urgency letters about work permits of appeal letters on work permits); Relations (requests for approval or policy change); Compensation (annual salary, survey report, monthly summary report on salary).
Finance			
	All positions communicate with Huffco expatriates. Many communicate with external auditors.	Financial procedures manual, <u>Journal of Accountancy</u> , FASB.	Reports (monthly, financial, special project); maintain procedures manual; monthly report, financial. Treasury writes proposals, replies to IOV questions.
Administration			
	Relations (Public/Government Relations Supervisor); General Services Coordinator both communicate with expatriates	Administration Services (housing, transportation, office services); Two journals should be read but are not currently available: <u>Administration Management</u> and <u>Management</u> .	Monthly report, preparation of minutes on weekly management meetings, announcements.

Internal Audit			
<u>Section</u>	<u>Job Related Listening/Speaking Activities</u>	<u>Job Related Reading Activities</u>	<u>Job Related Writing Activities</u>
	Many employees communicate with external auditors	Contracts; all procedures manuals; <u>The Internal Auditor</u> ; auditing reference books; computer manuals.	Memo, telex special project reports, quarterly reports.
Engineering and Design			
	All employees communicate with Hufco expatriates and consultants.	Procedures manuals, technical books, individual subscriptions to <u>Chemical Engineering</u> , <u>Pipeline and Gas Journal</u> , <u>Hydrocarbon Processing</u> , <u>Journal of Petroleum Technology</u> .	Four head engineers - mechanical, electrical and instrumentation, civil and process - write monthly reports; test run reports; proposals; justifications. Technical reports contain graphs.
Engineering			
	Oral presentation to IJV (Lead engineers)	<u>Oil and Gas Journal</u> , <u>World Oil</u> , <u>Petroleum Engineer</u> , <u>Drilling Engineer</u>	Monthly reports, Project reports, IJV reports, Well completion reports, Economic justifications
Logistics			
	All section heads (Procurement; Formalities/Shipping; Material/Inventory; Communications/Electronics; Planning/Procedures/Administration) and one staff function (Export licensing) communicate with expatriates.	Procedures manuals, contracts <u>Oil and Gas Journal</u> , news letters, computer manuals, multistock manual.	Planning/Procedures/Administration Coordinator writes biweekly report for logistics; contracts; procedures; job descriptions; Proposals; project evaluations.

Drilling (Balikpapan Office)			
<u>Section</u>	<u>Job Related Listening/Speaking Activities</u>	<u>Job Related Reading Activities</u>	<u>Job Related Writing Activities</u>
	Engineers communicating with expatriate Managers, Supervisors, Senior Engineers. Engineers communicate with expatriates in Geology, Production Engineering as well as expatriate service company and vendor sales representatives. Engineers - all vendor training programs such as drilling fluid technology, electric logging technology and interpretation, downhole drilling tools technology, cementing and fracing technology, formation testing technology, directional drilling technology are in English. Drilling materials technicians - communicate with expatriate vendors, Huffco Engineers, Superintendent. - act as liason between expat supervisors and Logistics (warehouse and procurement). Draftsmen, clerks (technical) - communicate with expatriate engineers, superintendents. Secretaries - communicate with expat managers, superintendents, engineers, vendor service companies by phone and in person.	Engineers - all technical reports, technical papers, manuals (service company technical manual, Huffco and IOOC drilling manuals, computer instruction manuals) daily drilling reports; Drilling materials technicians - correspondence from vendors, Logistics (procurement), government regulations. Clerks (technical) reorganize drilling report data onto completion report forms. Draftsman - none. Secretaries - should read what they type and proof their own work.	Engineers - drilling programs, engineering reports, memos. Drilling materials technicians - memos, material requisition forms. Clerks (technical) - reorganize drilling report data onto completion report forms. Draftsman - none. Secretaries - should read they type and proof their own work.

Production			
<u>Section</u>	<u>Job Related Listening/Speaking Activities</u>	<u>Job Related Reading Activities</u>	<u>Job Related Writing Activities</u>
	Engineers and Supervisors communicate with expatriate in Production, facilities Engineering, all sections of Maintenance and Maintenance Service company representatives.	Superintendents, Head Supervisors, Senior Supervisors, Supervisors, Assistant Supervisors read memos/reports, equipment operations manuals, brochures on new equipment, trade journals such as <u>Oil and Gas Journal</u> , <u>World Oil</u> , <u>Petroleum Engineering</u> , <u>Production and Technology Journal</u> , <u>Ocean Industry</u> and electrical, metallurgical, mechanical and chemical journals.	Daily and monthly reports by production engineering and operations employees. Summary-of-meetings and safety reports are also written (Supervisors rotate in writing these reports).
Loss Prevention			
	Group leaders, assistant group leaders communicate with expatriates in Drilling and Maintenance.	Junior Staff and group leaders read National Fire Code (NFC) as reference. Occupational Safety and Health (OSHA) leaflets, Hufco Safety Manual. Safety Engineers - technical reports, <u>Oil and Gas Journal</u> .	Junior Staff prepare reports (inspection, accident) fire, monthly, translation of police reports).
Drilling (Field)			
	Toolpushers, Rig Engineers communicate with superintendents by radio phone. Drillers, tool pushers, rig engineers communicate with expatriates at site. This includes expat services specialists - cementing, electric logging, fishing tool, others. Drill Tool Shop Supervisors - expatriate superintendents; engineers by radio/telex drill tool shop expeditors - expat superintendents; engineers by radio and telex; drill tool shop clerks - expatriate superintendents.	Toolpushers, drillers - drilling report; Hufco drilling manual (one on every rig). (IOOC) International Organizational Drilling Contractors manual; drillers read instructions on memo pinned up on wall if written by expat; engineers-drilling manual, technical data on drilling procedures, specialized tools and services; drill shop supervisors - reports, memos; drill tool shop supervisor equipment manuals.	Engineers drilling program proposals, report on events; tool pushers fill in drilling report form; driller and tool pusher - fill in tour sheet or shift report; drill tool shop supervisor - prepare reports (progress, personnel, payroll, inventory).

BALIKPAPAN

Exploration			
<u>Section</u>	<u>Job Related Listening/Speaking Activities</u>	<u>Job Related Reading Activities</u>	<u>Job Related Writing Activities</u>
	Junior Geologists communicate with expatriate service company contractors and Hufco expatriates in Drilling, Engineering, Operations, Production. Oral presentations to professional organizations.	IAGI, LGPN, GEA, AAPG, SEG, Journal of Petroleum Technology, Oil and Gas Journal, Society of Professional Well Log Analysis, Bulletin of the Geological Society of Malaysia, technical reports.	All geological studies and well proposals. Daily, weekly, monthly, annual, biannual reports.
Civil Construction			
	Co-ordinators communicate in field with expatriates in Civil Construction and managers; four location construction supervisors communicate with expatriate drilling supervisors.	Senior Engineers - ASTM standards, specifications.	
Contracts (Balikpapan and Jakarta)			
<u>Section</u>	<u>Job Related Listening/Speaking Activities</u>	<u>Job Related Reading Activities</u>	<u>Job Related Writing Activities</u>
	Communicate with expatriate consultants, contractors, Hufco Indonesia management.	Procedures manuals, contracts, clerks file in English, <u>Guide to Contracts System</u> .	Three types of monthly reports submitted by coordinator : BKKA (drafted by SASF clerk), management (drafted by coordinator) and internal (drafted by coordinator); memo; telex to JKA and contractors; letters to contractors and government; contract scope of work. Contracts now to be bilingual. Translation policy not yet set by Hufco Indonesia.

BADAK

Logistics			
<u>Section</u>	<u>Job Related Listening/Speaking Activities</u>	<u>Job Related Reading Activities</u>	<u>Job Related Writing Activities</u>
Warehouse	Discussing problems over phone with expatriate end-users; requests from expatriate end-users at the warehouse; radio communication with expatriates at rigs.	Procurement manual, memo, telex, catalogs, manuals (operating, computer, multistock) In process of writing purchasing computerized systems/manual.	Memo, monthly report, telex to Singapore, Jakarta, US; contracts.
Transportation	Discussing problems with expatriates over the phone; load master discussing procedures with expatriates.	Memo, telex.	Memo; daily, weekly, monthly reports (project justification, accident); operating schedules; contracts.
Local purchasing	Communicates with expatriate end-user.	Memo, telex, books on purchasing, catalogs.	Memo (daily, weekly, monthly, revised delivery, incorrect materials, design changes, discrepancy, damage); forms (purchase orders, material requisitions); Overages, Shortages, and Damages (OSD) forms, catalogs, brochures.
Customs	Communicates with arriving expats at airport, discussing personal effects problems.	Memo, telex,	Telex to Singapore and Jakarta; procedures reports; contracts.
Maintenance			
Mechanical	Communicates with expatriate supervisors.	Memo, manual.	Reports.
Electrical/Instrumentation	Communicates with expatriate supervisors.	Code manuals in pipeline and welding, technical drawings.	Reports.
Corrosion	Lab communicates with expatriates in drilling, contractors.	Bulletins, journals, books.	One junior engineer, two supervisors write reports, special studies reports on engineering assigned on unscheduled basis.

Medical			
<u>Section</u>	<u>Job Related Listening/Speaking Activities</u>	<u>Job Related Reading Activities</u>	<u>Job Related Writing Activities</u>
	Doctors listen to symptoms. Following videos available but not used by doctors - toxicology, toxic shock, syndrome, bacteremic shock, emergency room management and acute management, major burns, minor burns. Following cassette tapes and books available but not used by doctors : an eight volume series each containing six listening tapes. All staff communicate with expatriate Medical Advisor.	Over 100 textbooks in English. Nurses and doctors read medical charts. Following journals available to clinic but not currently read by doctors - <u>Jama</u>, <u>Medical Progress</u>, <u>Medical Digest</u>, <u>North American Medical Journal</u> (12 in a series). Over 40 journals are received by Medical Advisor monthly. Forty to fifty key medical articles are sent by Houston to the Medical Advisor. Following manuals are in English : x-ray, spectrophotometer, spirometer, EKG, literature on new equipment and medicines. Fifteen newly ordered items of medical equipment have English manuals.	Monthly report written by clinic administrator; accident reports; Annual Review of Medical facilities by Consulting Medical Director, Dr. B. Fianz; All extranational referrals.
Employee Relations			
	Expat Affairs, personnel, Formalities communicate with expatriates, often answering questions over the phone - Placement and Development Section head contacts expatriates in other departments about vacant positions and planning.	Superintendent, Section Heads, Administrative and Clerks read personnel policy guide.	Section Heads (Expat Affairs, Compensation, Placement and Development) and Superintendents write monthly report and memos. Secretary writes routine memos, telex, asking air fare quotations, medical information, making reservations, asking about leave request status. Placement and Development Section head writes recruitment progress reports and report to DGM and VP on recruitment of nationals in the US.
Community Center			
	Life guards, barber, beautician, receptionist, cashier, waiters, bartenders, bowling alley workers employees all communicate with expatriates.	Kitchen staff and bartenders read recipe books.	Administrative Assistant writes monthly report and weekly report; letters to club members, hotels and vendors; memos

APPENDIX F

SUMMARY OF PERSONNEL INTERVIEWED IN THE NEEDS ANALYSIS

Jakarta (18 interviewees)

1. The heads of the following departments were interviewed.

Information Systems, Human Resources and Development, Finance, Administration, Internal Audit, Engineering and Design, Engineering, Logistics

2. The heads of the following departments referred the researcher to one other individual in their department who was then interviewed.

Information Systems, Finance, and Logistics

3. The expatriate advisors to the following departments were interviewed.

Information Systems, Human Resources and Development, Finance, Administration, Internal Audit, Engineering and Design, Engineering

Balikpapan (14 interviewees)

1. The heads of the following departments were interviewed.

Exploration, Civil Construction, Contracts, Medical, Employee Relations, Community Center

2. The heads of the following departments referred the researcher to one other individual in their department who was then interviewed.

Exploration, Civil Construction

3. The head of the Medical Department referred the researcher to two other Medical Department personnel.

3. The expatriate advisors to the following departments were interviewed.

Exploration, Contracts, Civil Construction, and Medical

Badak (26 interviewees)

1. The head of the Logistics Department and the chief of the following sections were interviewed.

Warehouse, Transportation, Local Purchasing, Customs

2. The chief of the Warehouse Section referred the researcher to two other warehouse personnel.

3. The head of the Maintenance Department and the chief of the following sections were interviewed.

Mechanical, Electrical/Instrumentation, Corrosion

4. The head of the following departments were also interviewed.

Production, Loss Prevention, Drilling (Field), Drilling (Office)

5. The head of the Production Department referred the researcher to three other employees. The head of the Drilling (Field) and Drilling (Office) each referred the researcher to two other employees.

6. The expatriate advisors to the following departments were interviewed.

Electrical/Instrumentation, Corrosion, Drilling (Field), Production

Total Huffco Indonesia Personnel Interviewed: 58

APPENDIX G

INTERVIEW FORM FOR NEEDS ANALYSIS

Name of Interviewee _____

Department and Job Title _____

Date and Place of Interview _____

As you know from company memos and our phone conversations, the Manpower Planning and Development Taskforce is conducting a survey to determine the English language needs of Huffco Indonesia employees. All departmental managers, section chiefs, and expatriate advisors are included in the survey. This interview will take about 30 minutes and the results are confidential. You will not be quoted by name in any report unless you want to be.

1. About how many personnel in your department/section use English--speak it, read it, or write it--on a regular basis?
2. What job positions are required to speak regularly with expatriate advisors?
3. Who else might your subordinates speak English to?
4. What specifically do your subordinates need to read in English?
5. Are there any professional journals that are read? That should be read but are not read?
6. What specifically do your subordinates write in English?
7. Do you spend much time editing or rewriting your subordinates' memos and reports? What are some of their major writing problems?
8. Is there anything you would like to add?
9. Is there anyone else in your department you think I should speak to?

VITA

James G. Ward was born on June 28, 1951, at Fort George G. Meade, Maryland. His elementary education was in Pittsburgh, Pennsylvania; high school in Detroit, Michigan, and Nashville, Tennessee. He holds a Bachelor of Arts degree from The University of Tennessee, Knoxville, a Master's degree in Teaching English as a Second Language from The University of Illinois, and an Educational Specialist degree in curriculum and instruction from The University of Tennessee, Knoxville. He worked for seven years in Bangkok, Thailand, at the secondary and university levels, and two years in Balikpapan, Indonesian, for Huffco Indonesia. At the time of this study, he was a Foreign Service Officer in the United States Information Agency and was the English Teaching Officer assigned to Ankara, Turkey. Previous to his assignment to Turkey, he was a worldwide English Teaching Officer based in Washington, DC.