

THE MODERN ASSESSMENTS OF ENGLISH TRAINING PROGRAMS

Nat Ployong & Asst. Prof. Dr. Sirilak Ketchaya

Suan Sunandha Rajabhat University, Bangkok, Thailand

*E-mail: *nat.pl@ssru.ac.th, **sirilak.ke@ssru.ac.th*

ABSTRACT

Assessment of learning refers to designed strategies to confirm what students learn, whether their obtained knowledge and skills have met curriculum outcomes and objectives of training programs. English training programs are offered to students in campus of Suan Sunandha Rajabhat University regularly. Active learning is the popular method required for this kind of trainings to be more effective than old passive learning method. One of the best measurements of success of the training programs depends on both strategies for assessing students learning and students' level of satisfaction. Therefore, it is necessary to be objectively measure both strategies for assessing and students' level of satisfaction in five different areas: teachers' techniques in teaching, the proper topics of teaching, the quality of classrooms and facilities, the qualification of teachers, and flexible time & schedule. The aims of this research were to survey and conclude the level of students' satisfaction in five important areas: teachers' techniques in teaching, the proper topics of teaching, the quality of classrooms and facilities, the qualification of teachers, and flexible time & schedule, as well as to provide some positive recommendations to enhance the quality of training program and how to improve the students' level of satisfaction.

This study employed a mixed research of both a qualitative research method. About ten informants was selected for focus group of qualitative method, whereas a survey quantitative research study was conducted by interviewing with 100 students who were registered with the campus English training programs. Data collection was compiled by using five scales of questionnaire for survey research and in-depth interview questions was designed for qualitative research. Statistical analysis was generated by utilizing Excel program and SPSS program. Percentage, mean, and standard deviation were important tools for data analysis and conclude the results. The findings of this research investigation revealed that the majority of students reported a high level of satisfaction on English training programs in three areas of teachers' techniques in teaching, the proper topics of teaching, the quality of classrooms and facilities and had a medium level in two areas of the qualification of teachers and flexible time & schedule. The recommendations from this study included more native English teachers to the teaching team, provide more activities, games, and events that students can learn English naturally, and allow students to select time & schedule online.

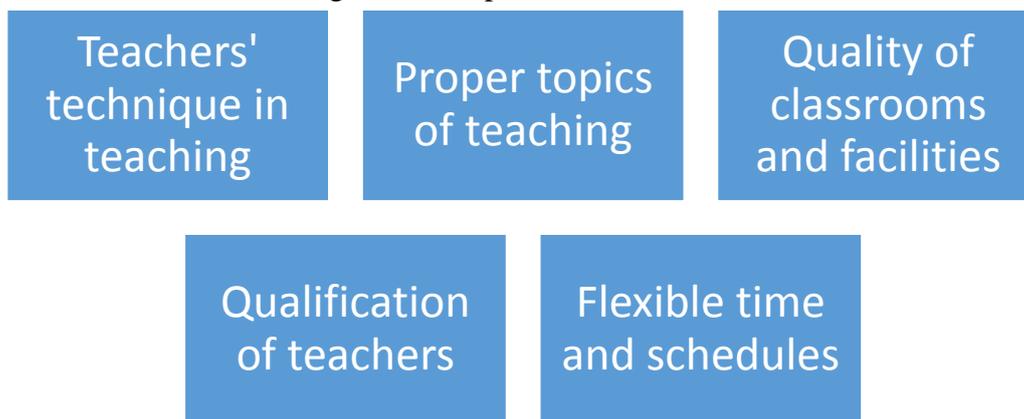
Keyword: English Training Programs, Assessment, Satisfaction, Native English Teachers

Introduction

English communication is very important and necessary for Thai students to enter ASEAN and world job market. Therefore, it is vital for Thai students to enroll in many formal and informal English training programs. Therefore, the assessment of English training program is also significant concept that many higher education organizations as well as colleges and universities must understand if they want to be competitive and grow. In today's competitive environment delivering high quality training programs in English is the key for sustainable competitive advantages. Customer satisfaction or student satisfaction in the English training programs do have a positive effect on higher education organizations' profitability and reputation. Satisfied students form the foundation of any successful business since they are the same customer satisfaction which often leads to repeat training, positive words of mouth, and brand loyalty. In other words, student satisfaction in English training program do have a positive effect on the profitability. (Nat Ployong, 2019) In order to provide highly satisfaction English training program, it is important to set up a high standard of quality English training program with a high standard of assessment of the course of the English training programs.

To have a better and high standard of assessment of English training programs, it is important to understand the assessment itself. In fact, assessment of English training programs refers to designed strategies to ensure the best quality of training programs and to confirm that what students learn is as planned, and whether students obtained knowledge and skills which must have met curriculum outcomes and objectives of training programs. Many English training programs were designed and developed to be offered to all levels of students in campus of Suan Sunandha Rajabhat University, Bangkok, Thailand regularly. Active learning is the most popular method of effective training. Many believed that the required for this kind of trainings to be more effective than old and worn out passive learning method. There are many good qualities of measurements of success of the training programs which may depend on both strategies for assessing students learning and students' level of satisfaction. Hence, it is necessary to be objectively when measure both strategies for assessing and students' level of satisfaction in five different areas: teachers' techniques in teaching, the proper topics of teaching, the quality of classrooms and facilities, the qualification of teachers, and flexible time & schedule. (Nat Ployong, 2019) Therefore, the researchers are interested in studying the topic of the modern assessment of English training programs in Suan Sunandha Rajabhat University, Bangkok, Thailand.

Fig 1. Five important areas of assessment



Research Methodology

In order to find the results for this research study, the objectives of this research were to survey and examine the assessment of the quality of English training programs by evaluating the level of students' satisfaction in five important areas of English training programs: teachers' techniques in teaching, the proper topics of teaching, the quality of classrooms and facilities, the qualification of teachers, and flexible time & schedule, as well as to survey for some important positive recommendations in order to enhance the quality of training program and how to improve the students' level of satisfaction in the near future.

To achieve the aims of the research, this study utilized a mixed method of research, both a qualitative research method, to obtain the table of summary of the results. In fact, ten informants were chosen to be in the focus group of qualitative method, whereas a survey quantitative research study was conducted by survey interviewing with 100 students who were registered with the campus English training programs. Data collection was compiled by using self-designed Likert five scales of questionnaire for survey research. An in-depth interview questions was also developed and designed for qualitative research. Statistical analysis was

generated by utilizing Excel program and SPSS program. Percentage, mean, and standard deviation were important tools for data analysis in order to have final conclusion of the results

Findings

TABLE 1. IMPORTANCE FIVE FACTORS OF ASSESSMENTS

	Mean	S.D.	Rank
Factors			
1. Teaching technique	3.83	0.94	1
2. Flexible Time & schedules	3.64	0.97	2
3. Qualification of teachers	3.55	0.78	3
4. Proper topics of teaching	3.32	0.99	4
5. Quality of classrooms and facilities	3.26	0.81	5

Table 1, sum up, the respondents from surveying research, the five areas of factors of assessment quality of English training programs by the respondents of this research. First, the majority of respondents rated “Teaching technique” as the number one of their level of satisfaction with the mean of 3.83 and standard deviation of 0.94. Second, the majority of respondents rated “Flexible time and schedules” as the number two of their level of satisfaction with the mean of 3.64 and standard deviation of 0.97. Third, the majority of respondents rated “Qualification of teachers” as the number three of their level of satisfaction with the mean of 3.55 and standard deviation of 0.78. Fourth, the majority of respondents rated “Proper topics of teaching” as the number four of their level of satisfaction with the mean of 3.32 and standard deviation of 0.99. Finally, fifth, the majority of respondents rated “Quality of classrooms and facilities” as the number five of their level of satisfaction with the mean of 3.26 and standard deviation of 0.81.

The quality research method, however, can be reported that the majority of informants reported a high level of satisfaction on English training programs in three areas of teachers’ techniques in teaching, the proper topics of teaching, the quality of classrooms and facilities and had a medium level in two areas of the qualification of teachers and flexible time & schedule. The recommendations from this study included more native English teachers to the teaching team, provide more activities, games, and events that students can learn English naturally, and allow students to select time & schedule online.

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