

**An Evaluation of Fundamental English Reading and Writing Course  
Provided at Prince of Songkla University, Hat Yai, Thailand**

**Jinlana Madtathawee**

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Master of  
Arts Degree in Teaching English as an International Language  
Prince of Songkla University**

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ชื่อวิทยานิพนธ์	การประเมินประสิทธิภาพการจัดการเรียนการสอนรายวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐาน มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่
ผู้เขียน	นางสาวจิตลดา หมัดตะหวี
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
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### บทคัดย่อ

การวิจัยนี้ มุ่งสำรวจความคิดเห็นของนักศึกษา อาจารย์ และผู้ประสานงานต่อประสิทธิภาพการจัดการเรียนการสอนรายวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐาน (FE II) ณ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่ เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแบบสอบถามนักศึกษาและแบบสัมภาษณ์อาจารย์และผู้ประสานงาน โดยการระบุมุมมองความคิดเห็นต่อวัตถุประสงค์รายวิชา เนื้อหารายวิชา หนังสือและเอกสารประกอบการเรียนการสอน การจัดการโดยทั่วไป วิธีการสอน และการประเมินผลรายวิชา ผลการวิจัยพบว่า นักศึกษาประเมินประสิทธิภาพด้านต่างๆที่เกี่ยวข้องกับการจัดการเรียนการสอนของรายวิชานี้ในระดับ “ดี” ถึงแม้จะมีความแตกต่างอยู่บ้างระหว่างคณะต่างๆ นอกจากนี้ นักศึกษาระบุปัญหาที่เกี่ยวข้องกับการฝึกการเขียนและกิจกรรมในการเรียนกลุ่มใหญ่ ในขณะที่เดียวกันอาจารย์และผู้ประสานงานรายวิชาให้ความสนใจต่อการจัดการเรียนการสอนในรายวิชานี้ อย่างไรก็ตามก็ดีอาจารย์ผู้สอน ได้ระบุถึงปัญหาที่เกี่ยวข้องกับหนังสือเรียนว่าอาจไม่เหมาะสมกับนักศึกษาที่มีความสามารถทางภาษาแตกต่างกัน ตลอดจนปัญหาการจัดกิจกรรมการสอนในกลุ่มใหญ่และการขาดวิธีการสอนที่น่าสนใจในการสอนกลุ่มใหญ่

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### ABSTRACT

This study aimed to explore the effectiveness of the Fundamental English Reading and Writing Course (FE II) provided at Prince of Songkla University, Hat-Yai by investigating from students', instructors' and course co-ordinators' point of view. Questionnaire and interview were used as the research instruments to find out their perceptions of the FE II course in terms of course objectives, syllabus, coursebook and supplementary materials, other general management, teaching techniques, and course assessment. Data analysis revealed that students perceived most aspects of the course at a "good" level despite some differences across disciplines. Besides, students identified problems related to writing practice and activities presented in large class. Most FE II instructors and the course co-ordinators reflected their satisfaction towards the general management of the course. Nevertheless, they specified problems concerning the textbook which may not be appropriate for mixed-ability students, the difficulties in organizing activities in the large class and the lack of interesting teaching techniques used in the large class.

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## CHAPTER 1

### INTRODUCTION

This study is a survey of the effectiveness of the Fundamental English Reading and Writing Course (FE II) provided at Prince of Songkla University, Hat-Yai. A questionnaire was administered to students to obtain information about their perceptions of the FE II course in terms of course objectives, syllabus, coursebook, other general management, teaching techniques, and course assessment. In addition, a semi-structured interview with instructors and course co-ordinators was used to investigate the implementation of the course and to determine its effectiveness.

The study is divided into five chapters. Chapter one consists of the rationale of the study, statement of purposes, research questions, scope and limitations of the study, significance of the study, and definitions of terms. Chapter two presents a brief review of literature and related research studies. Chapter three explains the subjects of the study, the research methodology and the data analysis. Chapter four focuses on the findings of the study and chapter five contains discussions, implications and recommendations for further study.

#### 1.1 Rationale of the study

At present, the world society is knowledge-based society, in which English language plays a vital role as the medium to acquire current knowledge and information. According to Pakir (2000), English is the dominant language on the Internet and websites for the reason that most of the information is commonly conveyed in English. The essential role of English behooves non-English speaking countries to teach their citizens English as a second language or foreign language (Crystal, 1997). English language has its place in national curriculum in most countries including Thailand. Thai undergraduate students are expected to master communication skills particularly the ability to communicate in English through listening, speaking, reading, and writing when they graduate from universities.

At Prince of Songkla University, Hat-Yai, Thailand, one aim in the PSU educational policy is to develop English language competence in PSU graduates. The Department of Languages and Linguistics, Faculty of Liberal Arts has been responsible for English language teaching and learning management for all students from different disciplines. The offered English curriculum aims to develop PSU students' essential language skills to meet their needs in future career and education.

The management of foundation English courses at Prince of Songkla University, Hat-Yai, Thailand has been developed and modified on different occasions. Before 1993, the compulsory English course catered for different disciplines (English for Specific Academic Purpose or ESAP), i.e. English for Science students 1 and 2, English for Medical Science students 1 and 2, English for Engineering students 1 and 2, English for Natural Resources students 1 and 2, and English for Management Science students 1 and 2. Although, the difference across the disciplines was thematic content, all subjects shared similar language notions, namely, instructions; description of process; description of shape, location and structure; cause-effect relationship; definition, classification and exemplification as a core. A class of 30-35 students was required to attend the 3-contact hours per week over the 15-week semester (Charumanee, 2002).

As also reported by Charumanee (2002), the number of students was a problem. This increased rapidly every year, particularly after 1990. Some groups had more than 40 students and they could not be divided into smaller groups because of the inadequate number of teachers. Likewise, new faculties were opened up and some existing faculties also expanded their new programs which led to the demand for more subject-specific English. Burdened with this heavy load, it was not possible for the department to offer any more subject-specific courses which called for teaching across different disciplines. Additionally, as a part of the university community services, the department also had other work commitments to pursue, particularly providing English courses for outside organizations. Because of this crisis, it was approved that some changes needed to be made. In 1993, the modification of the compulsory course was, hence, carried out, mainly to ease the teaching load problems.

Since all subjects shared the same core language notions, it was approved that the new instructional materials should maintain those core language notions but the thematic content should be changed from subject-specific topics to those which are considered general and of common interest to any discipline. Then, English for General Academic Purpose or EGAP was constructed with as new instructional materials which were locally produced. Moreover, the number of contact periods was reduced from 3 to 2 hours a week over the 15-week semester, one period as a lecture with about 200 students and the other as a communicative session with 30-35 students. In addition, students were also required to attend a one-hour self-study lab session on a weekly basis. This also helped in solving the problem of staff's unwillingness to teach across different disciplines, and the workload could be fairly distributed.

The above pattern was carried on until 1997 when the results of course books evaluation from the teachers' perspective were released. Charumanee (1996 as cited in Charumanee, 2002) found that the overall results were not totally positive. The majority of the teachers assessed the quality of the books as average or poor. The aspects found highly problematic were subject matter, skills practice, language functions, communicative activities/tasks, culture integration and flexibility. All the teaching staff, thus, agreed that the existing course books did not lend themselves to further revision or modification. In 1998, hence, *Language in Use*, a commercial course book, became the option for the instructional materials. This single course book aiming at integrated skills practice was used in the compulsory English course, which consisted of 2 subjects: Foundation English 1, offered in semester 1; and Foundation English 2, offered in semester 2. Classes met twice a week in group of 30-35 and a one-hour self-study lab session was still required. This pattern was practiced for 5 years until the coursebook was replaced by *Interchange 3* (the 4-skill book) in 2003. In the meantime, results from the study of "the PSU students' expectations in studying English and their learning experience" (Charumanee, 2006) showed that students' learning experience was found at a level significantly lower than their expectations specifically in terms of the individual skills practice, content, teaching and learning management, teaching techniques, teaching aids and classroom, and

assessment. Moreover, the students specified that the causes were from students themselves, teachers, teaching and learning management and the environment.

In 2008, the Foundation English courses were revised with the aim to provide more practice on individual skills. Fundamental English Speaking and Listening Course (FE I) and the Fundamental English Reading and Writing Course (FE II) are the current courses offered for this purpose. A specific coursebook is used in each course. To focus on FE II, classes now meet three periods a week, two of which are called "reading lecture" in a class of more than 150 students, and the other is called a "small session" with 35-45 students. The lectures aim at developing reading skills while the small sessions aim at improving writing skills. Moreover, students are assigned to do the self-study exercises on the Internet (virtual classroom) and work on an "external reading book" as part of the course requirements.

The Fundamental English Reading and Writing Course (FE II) has been offered for 2 years but it has never been evaluated. According to the outcomes in terms of the recorded graded and the dropout rate, students undertaking this subject had a higher dropout rate and lower grades compared with FE 1 records. In 2008, 31% of students obtained "D" grade and more than 4% did not pass. Furthermore, the dropout rate was 6.5% (Department of Languages and Linguistics, 2008). In addition to these records, informal interviews with some FE II teachers posed some doubts towards certain aspects of this course. Since teaching and learning need to be continually improved to suit learners' needs, to satisfy the institutions' expectations, and to meet the society needs, a course evaluation is an important process in the quality assurance system. This study, therefore, attempted to evaluate the Fundamental English Reading and Writing Course (FE II) in terms of course objectives, syllabus, coursebook and supplementary materials, other general management, teaching techniques, and course assessment. The evaluative comments, the problems and the suggestions were investigated from all the parties involved, namely, students, instructors, and course co-ordinators in order to bring the necessary information to improve the course.

## **1.2 Purposes of the study**

This study aimed to explore the effectiveness of the Fundamental English Reading and Writing Course (FE II) provided at Prince of Songkla University, Hat-Yai by investigating from students, instructors' and course co-ordinators' point of view. The specific objectives were as follows:

1. To find out from students, instructors and course co-ordinators the perceptions of the FE II course in terms of course objectives, syllabus, coursebook and supplementary materials, other general management, teaching techniques, and course assessment.
2. To compare the evaluative comments among students from different faculties.
3. To investigate the problems and suggestions for course improvement.

## **1.3 Research questions**

This study answered the following research questions:

1. How effective is the FE II course according to the students' point of view? Are there any significant differences among students from different faculties?
2. What are the instructors and course co-ordinators' evaluative comments on FE II course?
3. What are perceived as problems in FE II course and the suggestions for the course improvement?

## **1.4 Scope and limitations of the study**

The scope of this study was the survey of the degree of effectiveness of the Fundamental English Reading and Writing Course (FE II) in terms of course objectives, syllabus, coursebook and supplementary materials, other general management, teaching techniques, and course assessment. Problems and suggestions for course improvement were also investigated from students, instructors, and course



co-ordinators. For student subjects, the target sample was those who took the course in 2009 academic year. This current study is context-specific; therefore, the result may not be generalized to other contexts.

### 1.5 Significance of the study

Results from this study reveal students, instructors and course co-ordinators' evaluative comments towards the Fundamental English Reading and writing Course and reflect the degree of effectiveness of the course. Some suggestions for course improvement also are identified. The results of this study, hence, are expected to:

- provide a source of information for the administrators of the Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat-Yai to further improve and develop the teaching and learning management of the course;
- help guide the course co-ordinators and the instructors to consider the quality of different aspects of the course currently provided and to revise as needed;
- assist other educational institutions in evaluating their courses using the similar adopted framework.

### 1.6 Definitions of terms

The terms in this research can be defined as follows:

1. **Evaluation** is the assessment of the effectiveness or quality of the course as well as the subjects' opinions within the context of teaching and learning situation at Prince of Songkhla University, Hat-Yai, Thailand.

2. **Fundamental English Reading and Writing Course** is a compulsory English course required for all students at Prince of Songkhla University, Hat-Yai, Thailand. It is a subject in general foundation courses aiming at developing reading and paragraph writing skills.

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3. **Teaching** is the organization of teaching management of the course that consists of various kinds of activities, tasks which are experienced or used in the course. Teaching methodology, audio-visual aids, and classroom environment are also included.
4. **Coursebook** refers to the coursebook, titled *Select Reading (Intermediate)*.
5. **Supplementary materials** are additional learning materials provided in small class session. These include “How to use a dictionary”, “Our University” and other worksheets related to grammar and writing skill practice or extension of reading skill practice.
6. **External reading books** are a set of readings selected particularly for FE II students for the purpose of extensive reading. Each student is free to select only one book he/she likes to read.

**The external reading booklist recommended in 2009 academic year**

<b>Level 2: Elementary</b>
Different Worlds
Jojo's Story
Within High Fences
Apollo's Gold
The man from Nowhere
<b>Level 3: Lower-Intermediate</b>
The House by the Sea
The Ironing Man
Just Good Friends
<b>Level 4: Intermediate</b>
High Life Low Life
When Summer Comes

7. **The Large class** is the reading lecture class of 100-200 students aiming at developing reading skills.
8. **The Small class** is the writing class of 35-45 students aiming at improving writing skills.
9. **Learning Management System or LMS** is the website for the students' self-access learning that includes virtual classroom, and self-study tasks.

## CHAPTER 2

### LITERATURE REVIEW AND RELATED STUDIES

This chapter presents a brief review of literature and related studies. It covers 2.1) Education policy and strategic plans for English language teaching at tertiary level, 2.2) definitions and purpose of evaluation, 2.3) the evaluation model, 2.4) the context of the study: FE II course and 2.5) related studies.

#### **2.1 Education policy and strategic plans for English language teaching at tertiary level**

In the present worldwide society, learning foreign languages is very significant and essential, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. They also contribute to learners' development by giving learners better understanding of themselves and others which are conducive to friendship and cooperation with various countries.

Focusing on the role of English, it is quite important in many developing countries including Thailand. New technology and the adoption of the Internet have resulted in a major transition in terms of business, education, science, tourism, and technological progress, all of which demand high English proficiency. In Thailand, thus, there has been a need for the country to look into education policies and strategic plans for promoting effective English language teaching in all levels of education. The main contents included in the education policy are as follows.

- **Language for Communication:** use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately

- **Language and Culture:** use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate applications

- **Language and Relationship with Other Learning Areas:** use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

- **Language and relationship with Community and the World:** use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society (Ministry of Education, 2008)

### 2.1.1 Strategic plans for English language teaching in Thai universities

The Higher Education Commission has issued a reform of English language teaching and learning in Thai higher institutions. This reform has been done through a proposal for change made by the committee to plan for the development of the English curriculum in Thai universities. This proposal was made with the consent of the heads of the English departments and coordinators of Foundation English courses (Wiriyachitra, 2002). The following are the changes that will take place:

- There will be only one set of English scores used to consider students entering the university, which are the English language scores from the English Proficiency Test of the Ministry of University Affairs.

- Universities will use the scores from this test to place students according to their level of proficiency. Those who are weak will take a remedial course first with no credit. Those who have average proficiency will take the first compulsory English course. If they come with higher proficiency, they will be placed in the second or

third compulsory course and can take other advanced English courses to make up the required credits. A recommended score range to place student according to their level of proficiency was already made. As for English major students, English Departments can decide whether or not students should take the same compulsory language course in the General Education Curriculum as students from other faculties.

- University students who choose to take English as their language subject must take at least four compulsory English courses. Foundation courses 1 and 2 are integrated language skills and study skills courses; the others may be English for Academic Purposes (EAP) or English for Specific Purposes (ESP) courses as required by each major. Goals and standards of Foundation English courses 1 and 2 have already been proposed to use in writing a national curriculum for these courses in the near future.

- Every university student will take a National English Proficiency Test before leaving the university. This is not an exit exam and students can take it at any time and any number of times. The results will show his/her proficiency in each skill. The results will not appear in the transcripts but can be used in employment applications and for further education in Thailand. Ground work for the National University English Proficiency Test has already been planned. Research has already been carried out to examine this test: its balance, systems, skills, modes and content areas. A committee will be set up to study international standardized tests in order to select the proper profile for this test. With the research results and the selective profile, another committee will be assigned to write test specifications and test items (Wiriyaichitra, 2002).

In addition, Thai University English Foundation Courses have been framed around two goals and seven standards. The goals cover two areas in which students need to develop competence in English: social language, and academic language. Each goal is supported by standards. Upon meeting these standards, students will have developed competence to function in a basic range of academics and social contexts. The seven standards indicate more specifically what students should know and be able

to do as a result of instruction. The standards in Goal 1 focus on using English to accomplish personal and social interaction tasks, including addressing cultural differences. The standards in Goal 2 are concerned with using English to accomplish personal and academic tasks, to further study, and to promote life-long learning. Both Goals specifically target the use of learning strategies to enhance the use of English for social and academic purposes.

### **Goals and standards for English language learning at tertiary level**

**Goal 1:** To use English to communicate in social settings both inside and outside the university:

**Standard 1:** Students will use spoken and written English for personal statement, and for enjoyment and enrichment.

**Standard 2:** Students will use spoken and written English to participate appropriately in social interaction.

**Standard 3:** Students will recognize and understand cultural differences.

**Standard 4:** Students will use appropriate learning strategies to extend their communicative competence.

**Goal 2:** To use English to help achieve personal and academic goals and to promote life-long learning:

**Standard 1:** Students will use English to access and process information and to construct knowledge in both spoken and written forms.

**Standard 2:** Students will use English to participate in academic contexts.

**Standard 3:** Students will use appropriate learning strategies to acquire, construct, and apply academic knowledge and to develop critical thinking skills

(Wiriyachitra and Wudthayagorn, 2002).

### 2.1.2 Quality assurance

Quality assurance is one of the most important factors in any teaching and learning program. Evaluation of the effectiveness of a program or a course is an effort which aims to assess the achievement of the objectives and implementation of a program. Particularly, what is done through the evaluation of a program or course is to ascertain the level of knowledge achievement, skills, and attitudes of participants, problems and changes obtained after the training program. The Ministry of Education, hence, declares about education evaluation in National Education Act of B.E 2542 (1999) as follows.

Section 47: There shall be a system of educational quality assurance to ensure improvement of educational quality and standards at all levels. Such a system shall be comprised of both internal and external quality assurance. The system, criteria, and methods for quality assurance shall be as stipulated in the ministerial regulations.

Section 49: An Office for National Education Standards and Quality Assessment shall be established as a public organization, responsible for development of criteria and methods of external evaluation, conducting evaluation of educational achievements in order to assess the quality of institutions, bearing in mind the objectives and principles and guidelines for each level of education as stipulated in this Act. All educational institutions shall receive external quality evaluation at least once every five years since the last exercise and the results of the evaluation shall be submitted to the relevant agencies and made available to the general public.

Section 51: In cases where the results of the external evaluation show that an educational institution has not reached the standards required, the Office for National Education Standards and Quality Assessment shall submit to the parent organizations recommendations on corrective measures for that institution to improve its functioning within a specific period of time. In cases where corrective measures are not implemented, the Office for National Education Standards and Quality



Assessment shall submit reports to the Commission for Basic Education or the Commission for Higher Education so as to take the necessary remedial action.

To sum up, with the importance of English as a world language and the changes in the world, plus the challenges of new technology, the English language teaching and learning scenario particularly at the tertiary level in Thailand, thus, has been revised and a movement is under way to serve the learners' demand to cope with the changing global society. Such a movement involves a major emphasis on quality assurance which in part is closely related to an evaluation system for internal and external quality assurance. This study demonstrates an awareness of the importance of English language course quality as the study took a foundation English course provided at the tertiary level as the context of study to evaluate its degree of effectiveness.

## **2.2 Definitions and purpose of evaluation**

According to Brown (1986), evaluation is defined as the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness and efficiency, as well as participants' attitudes within the context of particular institutions involved. Likewise, Lynch (1996) stated that evaluation is the systematic attempt to examine or to gather information about what happens in a language program to typically serve as the basis for judgments and decisions about the program. Besides, evaluation is an intrinsic part of teaching and learning. It is important for the teacher because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students (Rea-Dickins and Germaine, 1992).

As Murphy (1991) pointed out, evaluation is the process of assessing what you are doing to see how worthwhile it is; the action may be assessed in terms of cost-effectiveness, of attainment matched to normative goals, or it may be done in a goal-free approach seeing whether what is being done has value, particularly in the participants' view, from an ethnographic perspective.

Evaluation can be defined most simply as the de-termination of the worth of a thing. In its simplest form, therefore, program evaluation consists of those activities undertaken to judge the worth or utility of a program (or alternative programs) in improving some specified aspect of an educational system (Worthen, 1990). It is essential for any educational institutions to evaluate course management in actual situation. According to Sawyer (1991), evaluations normally take place at the end of a program, when the administrators, teachers, and students need to redirect their thinking to the next term or program or project, or perhaps to a vacation. As a result, there should be the review and possible change of the teaching and learning process to suit students and instructors (Sawyer, 1991).

According to Borg and Gall (1989, cited in Darussalam 2010), evaluation of the effectiveness of a program is usually made to determine the success of an educational program or focused on the level of success, the merit of respondent, syllabus design, and content of the program, implementation and objectives achievement of the program itself. Participant's reaction towards the course, learning, behaviour, and result are four things of the effectiveness of a program that need to be measured (Dessler 1997, cited in Darussalam 2010).

As defined above, one main goal of program evaluation is: "contributing to the improvement of the program or policy" (Shackman, 2009, p.2). Moreover, program evaluation was used to investigate innovations in curricular designs and pedagogical techniques and reflect the effect of total programs (Beretta, 1986 and Ross, 2003). Evaluation, so, is the means to promote program improvement. Information gathered from the assessment of effectiveness will serve as a basis for judgement and the future direction of the program.

Darussalam (2010) sums up that the purposes of program evaluation are to recognize sizes and continuities in evaluating its effectiveness, view processes for it to reach its goals. He believes that the purpose is to highlight the objective achievement for the next alternative in decision making. It may also be a process to see, hear, observe, and document what is seen, heard, observed and completed by taking action. Common effectiveness evaluation tools used for this purpose, thus, are tests and examinations, questionnaires, observation, interviews and discussion. In a program's context, many aspects of evaluation are created that intended to measure the effect and impact. As described by Asariah Mior Shaharuddin (1991, cited in Darussalam 2010), detection program is a systematic framework for collecting and analyzing data on all events related to the implementation of the program with the purpose to improve its management.

Rea-dickins and Germaine (1992) point out that there are three principal reasons for conducting an evaluation. The first is for assessment and accountability where the information obtained can be used primarily of administrative purposes. In the second and third, evaluation can serve a developmental function where it can be used for purposes of curriculum development on the one hand and teacher self-development on the other. To be specific, Worthen (1990) describes six major purposes of program evaluation that are shown as follows:

- 1) To contribute the decisions about program installation;
- 2) To contribute the decisions about program continuation, expansion, or certification;
- 3) To contribute the decisions about program modifications;
- 4) To obtain evidence to rally support for the program;
- 5) To obtain evidence to rally opposition for the program;
- 6) To contribute the understanding of basic psychological, social, and other processes.

Worthen (1990) also adds that most program evaluators agree that program evaluation can play either a formative purpose (helping to improve the program) or a summative purpose (deciding whether a program should be continued). Pennington and Young (1989), Sharp (1990), Rea-dickins and Germaine (1992), examine the distinction between formative and summative evaluation, where formative enquires are concerned mainly with gathering data over time with a view to raising awareness and, through decisions made by teachers on what and how to teach, bringing about improvements of classroom practice. Summative evaluation, on the other hand, gives rise to evaluative judgements for purposes of decision making at project, institutional, or national level. As such they are more likely to focus on outcomes at the end of a period of instruction rather than aspects of the process of teaching and learning.

Scriven (1997, cited in Darussalam, 2010) divides the program evaluation into formative and summative. Formative evaluation is made during an ongoing program, while summative evaluation is made at the end of a program that aims to collect information as a means whether to continue or terminate a program or after a program ends to see overall effectiveness of the program.

A program or course is considered effective and successful when the following criteria are met.

Ninety percent of program participants excelled successfully (passing grade); 50% passed with distinction (honors); at least 8 out of 10 participants that were randomly selected had achieved the objectives of the program through test; the sequence of objectives had been achieved; there were no negative outcomes, throughout the 12 months following from the end of the program; there is no proof showing that students failed to perform well that requires immediate treatment.

(Pratt, 1980, cited in Darussalam, 2010, p.8)

In this current study, the purposes of evaluation are to explore the effectiveness of the course and investigate the problems and suggestions for course improvement or modifications.

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### **2.3 The Evaluation model**

In this study, the researcher adapted the context-adaptive model for program evaluation proposed by Lynch (1990) who indicates the general steps for program evaluation. The distinguished feature of the model is its flexibility in responding to the range of contextual constraints that program evaluation can encounter. The researcher, consequently, chose this model to conduct this study. The model is illustrated in Figure 2.1.

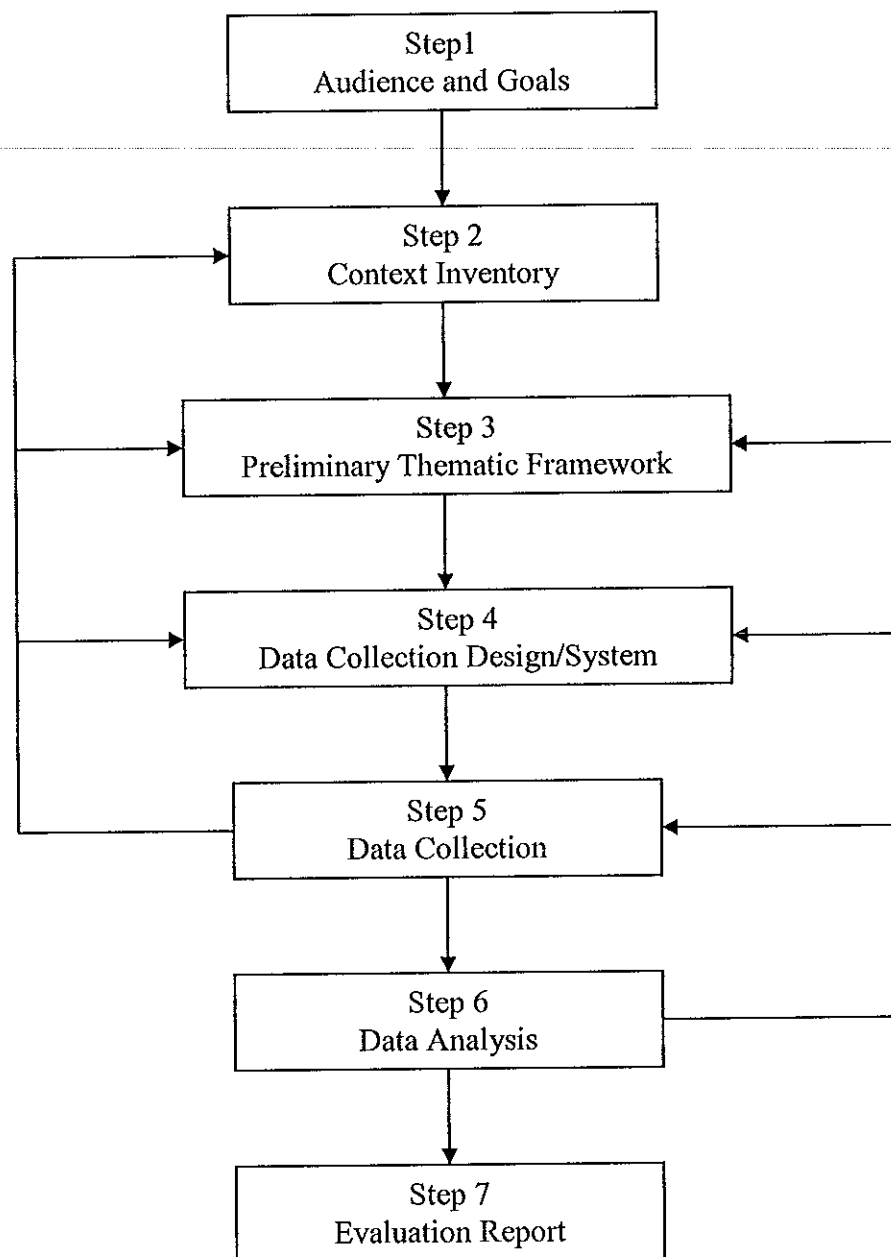


Figure 2.1: The Context-Adaptive Model for Program Evaluation (Lynch, 1990)

The first step is to determine the audience and the goals for evaluation. The particular evaluation audience and their goals for the evaluation will, to a large extent, determine the role of the evaluator. The audience may be a funding agency for the program interested primarily in determining whether the program is “successful”, administrators of the institution in which the program is being carried out, the program staffs who are interested in improving the curriculum, program developers or researchers from other setting, or a combination of these audience types. However, different audiences usually have different and quite specific reasons for requesting or being interested in the program evaluation. Hence, evaluators have to establish the goals consistent with the audiences’ needs.

The second step is context inventory that is developed after the audience for the evaluation has been specified. In this model, the context inventory surveys features characteristic of language teaching program i.e. students and teachers as well as questions fundamental to evaluation process. In other words, program objectives, program processes, and program outcomes must all be investigated in order to accomplish an effective evaluation (Lynch, 1996). This step is extremely useful at the data collection design/system step for determining the feasibility of certain types of data collection design.

The third step is preliminary thematic framework. Information from the context inventory is of particular importance in developing a program-specific thematic framework; for example, the selection process, the program students, the perspective and purpose. This preliminary framework provides a conceptualization of the program in terms of the salient issues and themes that have emerged from the determination of audience and goals and the elaboration of the context inventory that will help guide the data collection and analysis phases of the evaluation.

The fourth step is the selection of the types of data and methods for data collection that will best answer those questions. The evaluation audience and goals, context inventory, and preliminary thematic framework combine to suggest questions

that the evaluator needs to answer. McNamara (2002) stated the major methods used for collecting data during evaluations in Table 2.1.

**Table 2.1** An overview of methods used for data collection

Method	Overall Purpose	Advantages	Challenges
Questionnaires, surveys, and checklists	when need to quickly and/or easily get lots of information from subjects in a non threatening way	<ul style="list-style-type: none"> <li>-can complete anonymously</li> <li>-easy to compare and analyze</li> <li>-administer to many people</li> <li>-can get lots of data</li> <li>-many sample questionnaires already exist</li> </ul>	<ul style="list-style-type: none"> <li>-might not get careful feedback</li> <li>-wording can bias subject's responses</li> <li>-are impersonal</li> <li>-in surveys, may need sampling expert</li> <li>- doesn't get full information</li> </ul>
Interviews	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	<ul style="list-style-type: none"> <li>-get full range and depth of information</li> <li>-can be flexible with subjects</li> </ul>	<ul style="list-style-type: none"> <li>-can take much time</li> <li>-can be hard to analyze and compare</li> <li>-can be costly</li> <li>-interviewer can bias subject's responses</li> </ul>
Documentation review	when want impression of how program operates without interrupting the program; is from review of researches etc.	<ul style="list-style-type: none"> <li>-get comprehensive and historical information</li> <li>-doesn't interrupt program or subject's routine in program</li> <li>-information already exists</li> <li>-few biases about information</li> </ul>	<ul style="list-style-type: none"> <li>-often takes much time</li> <li>-information may be incomplete</li> <li>-need to be quite clear about what looking for</li> <li>-not flexible means to get data; data restricted to what already exists</li> </ul>
Observation	to gather accurate information about how a program actually operates, particularly about processes	<ul style="list-style-type: none"> <li>-view operations of a program as they are actually occurring</li> <li>-can adapt to events as they occur</li> </ul>	<ul style="list-style-type: none"> <li>-can be difficult to interpret seen behaviors</li> <li>-can be complex to categorize observations</li> <li>-can influence behaviors of program participants</li> </ul>
Case studies	to fully understand or depict subject's experiences in a program, and conduct comprehensive examination through cross comparison of cases	<ul style="list-style-type: none"> <li>-fully illustrates subject's experience in program input, process and results</li> <li>-powerful means to portray program to outsiders</li> </ul>	<ul style="list-style-type: none"> <li>-usually quite time consuming to collect, organize and describe</li> <li>-represents depth of information, rather than breadth</li> </ul>



According to Lynch (1996), evaluative information can be both qualitative and quantitative in form, and can be gathered through different methods such as observation or the administration of pencil-and-paper tests. It may have taken the form of asking students to rate their language course and teacher using a questionnaire, giving achievement tests at the beginning and end of period of instruction or having a language teaching expert from another institution visit the program and prepare a report on its strengths and weaknesses. There may be, moreover, a combination of questions to answer that require both quantitative and qualitative data.

After deciding on the type of data and methods, the evaluator could collect the data. However, some of the data may have been collected earlier during the context inventory step, so it may be necessary to revise the data collection system in the fourth step. Moreover, it is possible that new sources of important data will be discovered and that new themes may also present themselves. Besides, Sawyer (1991) pointed out that the sources of information could be from many ways i.e. test scores, students, instructors, program and university records, administrators, alumni or graduates and other programs.

Data analysis is the sixth step. The data analysis can be divided into two types: quantitative analysis and qualitative analysis. Qualitative analysis (the respondents' verbal answers in interviews, focus groups, or written commentary on questionnaires) is an iterative process of data reduction, and interpretation, whereas information other than commentary, e.g., ratings, rankings, yes's, no's, etc which need to be construed by using statistical programs are called quantitative analysis. Lynch (1996) added that qualitative data is nonlinear, iterative, and less straightforward than quantitative analysis.

Evaluation report is the last step. The goals and audience and the context inventory will influence the form of the final evaluation report, which can range from formal written reports to informal oral ones. The evaluator, however, has to communicate the findings of the evaluation honestly and successfully. Besides, the

evaluator also needs to keep record of the evaluation which can be referenced when a similar program evaluation is needed in the future. Evaluation reports should clearly describe the program being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood (Joint Committee on Standards for Educational Evaluation 1994).

Lynch (1996) highlighted that the primary audiences, particularly sponsors, may need an executive summary, highlighting the salient findings and recommending course of action. Other primary audiences: teachers and administrators may require a more informal, question-and-answer format for the communication of evaluation findings. Secondary audiences may need more background on the design and implementation of the evaluation and may be interested only in general conclusions. Finally, tertiary audiences will most likely learn of the evaluation through research reports published in journals such as *TESOL Quarterly* or *Applied Linguistics*. However, when the evaluation has multiple audiences, as it usually does, the use of multiple strategies and mixed designs provides the evaluator a variety of evidence and evaluation language.

Based on the model, this study, therefore, consisted of seven steps. First was to establish the goals and the audiences. The goals were to examine the effectiveness of the course and explore the problems and suggestions for the administrators and the teaching staffs of Languages and Linguistics Department to further improve or modify the course. Secondly, the researcher surveyed features characteristic of language teaching program i.e. students, instructors and program objectives for context inventory to serve as the framework. Third was to set the preliminary thematic framework. The researcher set the purposes, research questions, scope and limitations, and significance of the study. Fourthly, for data collection design/system, the researcher employed a questionnaire and a semi-structured interview as the instruments to obtain research data from the subjects: students, instructors, and course co-ordinators. Fifthly, the data were collected during the first semester of the 2010 academic year. Sixth was the step of data analysis. The researcher used both

quantitative and qualitative analysis to interpret the data. Finally, the results of the evaluation were released in the form of a written report. The detailed context of this study is described in section 2.4.

#### **2.4 The context of the study: FE II course**

The Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University provides 2 Foundation English courses for all students entering the university. One is Fundamental English Listening and Speaking (890-101: FE I) and Fundamental English Reading and Writing (890-102: FE II). Taking FE II as the context of this study, the components of the course are detailed as follows:

##### **Course objectives**

Students will be able to

1. read and understand the familiar content
2. read and understand language and culture with in the reading contexts
3. use the intermediate level of grammatical structures and vocabulary to write a short paragraph

##### **Course description**

Developing reading skills; building vocabulary; learning language and culture through a variety of text types; developing short paragraph writing skills.

##### **Syllabus (Course outline)**

Reading skills

- Skimming
- Scanning
- Reading for gist
- Identifying main ideas and supporting ideas

- Reading for details
- Using context clues
- Inference
- Understanding different types of paragraphs

#### Vocabulary building skills

- Dictionary skills
- Compound words
- Phrasal verbs
- Word formation
- Synonyms
- Prefixes-Suffixes
- Semantic grouping
- Connecting words
- Vocabulary and idioms in contexts

#### Language skills

- Types of sentences
- Tenses
- Reduced clauses
- Punctuation

#### Writing skills

- Personal experiences
- Current issues

#### Learning materials

- *Select Readings (Intermediate)* textbook
- Supplementary materials on “How to Use a Dictionary” and “Our University”
- Worksheets

### **Class requirements and procedure (Large and small class, and self-study)**

The course requires a 4-hour work in a week, three of which are contact hours in class while the other is a self-study outside class time. As for the three contact hours, the first two hours focusing on reading skills development are given in “large class” of 100-200 students; and the third hours focusing on writing skills development is conducted in “small class” of 35-45 students. The self-study tasks called LMS study (on-line quiz, vocabulary log and external readings) are provided on a website and students are required to access this program once a week to complete the assignment.

### **Course assessment**

From the course description of 890-102 FE II (2009), the students earn credit from the followings:

#### **How Students Earn Credit**

<b>Tasks</b>	<b>Percentage</b>
<b>Reading</b>	
Vocabulary log	4
External reading	6
Self-study	5
<b>Writing</b>	
Homework and activities	5
2 written assignments	10
<b>Midterm Examination</b>	35
<b>Final Examination</b>	35
<b>Total</b>	<b>100</b>

(890-102 Teaching Manual, 2009)

To ascertain the quality of the course, this study aimed to evaluate the Fundamental English Reading and Writing Course (FE II) in terms of course objectives, syllabus, coursebooks and supplementary materials, other general management, teaching techniques, and course assessment. The evaluative comments, the problems and the suggestions for course improvement were also investigated.

## **2.5 Related studies**

This section reviewed the research conducted in Thailand and other countries in which evaluation studies have been conducted in various contexts. Results can be briefly described below.

To begin with the overseas study was done by Kam and Lee (1984), the purpose of the study was to obtain feedback in the form of opinions from the teachers and students of the third level course (code named BB 251) of the English language proficiency program on the effectiveness of the course materials. A teacher questionnaire and a student questionnaire were administered after the course materials had been used. Of the 88 respondents, 92 percent of the students found the course useful. The students assessed exercises on vocabulary, structure, comprehension, and writing according to three criteria: interest, usefulness and difficulty. Exercises that demanded receptive skills were assessed as interesting and not difficult. Exercises that demanded productive skills were assessed as difficult. The teachers stated that the objectives of developing reading skills could be achieved though some of the objectives of developing writing skills were difficult to achieve. The teachers assessed receptive exercises as not difficult and not interesting while exercises that demanded productive skills were assessed as interesting and not difficult.

Another evaluation study was carried out by Leung (1991) who evaluated the effectiveness of the program to teach standard report writing within two courses at the Hong Kong Polytechnic. A goal was to compare two forms of classroom implementation. A dual approach: quantitative and product-oriented studies together with qualitative and process-oriented methods were employed. Information was

gathered by means of pre- and post-tests, a questionnaire, interviews and classroom observations from the Accountancy Year 1 (AC 1) and Company Secretaryship Year 1 (CS 1) English courses. It was found that the students had significantly benefited from the course.

Moreover, the study of Jung (2005) focused on the perceptions of college students and their English teachers regarding the new communication-based English curriculum and instruction in a specific university-level English program in South Korea. The study also explored the needs for future college EFL curriculum design and instructional development in the general South Korean context. The study employed a quantitative survey method. The results showed that, overall, while students generally seemed to have somewhat negative opinions, teachers seemed to have somewhat positive opinions about the effectiveness/quality of the new curriculum. Also, it was identified that the current communication-based EFL curriculum may not be aligned well with the students' desires, due to several weaknesses of the curriculum itself and constraints inherent in the institutional system behind the curriculum.

Likewise, Abdul Hamid (2008) examined if the out-of-school time program in the Student Learning Enhancement Unit (SLEU), International Islamic University, Malaysia was effective in helping students come up to track. This study was specific to the English language program involving the English language students who registered with SLEU at the beginning of each semester. Data were obtained via individual, face-to-face interviews to get a rich descriptive information. Focus-group interviews were done with both the students and administrative staff. Teachers were interviewed on an individual basis. To further strengthen the case, observations of both the administrative staff and the class were carried out. The findings were that SLEU has been successful as a unit that promotes and enhances students' learning in English language classes.

Kuppan (2008) evaluated the current BLE 2052 English for Hospitality Purposes (EHP) course at Utara Malaysia University (UUM). The aim of this study was to investigate the current language needs of the students and to determine whether the course met the actual needs of the hospitality management students in terms of course objectives, course content, teaching and learning materials, teaching methodology, time allocation and evaluation system. This study involved four teachers and sixty students of UUM and relied on data gathered from three different sets of questionnaires and interviews. The findings showed that there are some minor weaknesses in the EHP course in terms of course content, usage of materials and teaching methodology as identified by the respondents. It was found that there is a gap between the skills taught in the course and the skills required in the hospitality industry. Therefore, the findings indicated the need to revise some aspects of the course based on the current needs of the students as well as the needs of the industry.

Winn (2008) evaluated the curriculum at Qatar University by obtaining students' views on the Foundation English program in spring 2008. Students were the major stake-holders in this program and played an important role in providing information regarding curriculum development and renewal. The researcher conducted interviews with students from the Foundation English Program during May, 2008. The findings revealed that they needed more reading practice and the better access to reading materials outside the class room. Vocabulary was regarded as extremely important by students in all levels. Most students felt their writing has improved in the Foundation Program. However, they perceived the exam content as difficult and different from what they learned in class. Finally, they expressed more confidence in using English because they have improved in all 4 language skills.

Amiri (2008) evaluated ESP courses offered at MS/A and Ph.D. levels at 10 faculties of Science and Research Campus, Islamic Azad University. A questionnaire was administered to 275 students to analyze their English language needs. Another questionnaire was administered to the 18 instructors and 16 heads of departments, and interviews were conducted with instructors, to seek their evaluations of the ESP courses and what they felt the students' English language needs were. In addition, the



researcher observed different ESP classes to observe the actual classroom practices, and a general English proficiency test was also administered among the students to determine the approximate level of general English language knowledge. The results of the study demonstrated that there are mismatches between the students' perceived English language needs and the ESP courses they attend. Furthermore, both MS/A and Ph.D. students generally scored low on the English proficiency test, which requires the implementation of certain measures to address this deficiency.

Tunc (2010) aimed to evaluate the effectiveness of Ankara University Preparatory School program through the perspectives of instructors and students. To this end, the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971) was utilized. Four hundred and six students attending the preparatory school in the 2008-2009 academic year and 12 instructors teaching in the program participated in the study. The data were gathered through a self-reported student questionnaire and an interview schedule which was designed for the instructors. Besides, in order to obtain more detailed information about the preparatory school, written documents were examined. While the data based on the questionnaire were analyzed through descriptive and inferential statistics, content analysis was carried out to analyze the qualitative data. Multivariate Analysis of Variances with Pillai's Trace test was employed to investigate whether the significant differences among dependent variables and between independent variables existed. Results of the study indicated that the program at Ankara University Preparatory School partially served for its purpose. The findings demonstrated that some improvements in the physical conditions, content, materials and assessment dimensions of the program were required to make the program more effective.

Sumabuddhi and Kiatipaiboon (1984) investigated and evaluated the existing syllabus of the English program offered to first and second year students in the Faculty of Natural resources at Prince of Songkla University, Hat-Yai campus. The study focused on the English language needs, the English language required to meet the needs, and the extent to which the existing program met the students' needs. The questionnaires were administered to specific groups; namely, 30 lecturers and 84

students in the faculty of Natural Resources, 25 graduates from this faculty and 54 employers. The findings revealed that reading and writing were the most frequently features used in their everyday life. They also suggested that listening and speaking skills should be the most emphasized in the teaching because these two skills were the main problems. The approach of teaching integrated skills would be the most suitable, using each skill to support the others. In addition, another urgent need of the students was reading. As a whole, they needed to improve overall proficiency in English to get better jobs and to have a better chance to be promoted.

Sukamolson (1986) evaluated the Foundation English Program at Chulalongkorn University, Thailand using CIPP/SP Model, a mixture of CIPP, Stake and Puisse Models as a framework of the evaluation. The data collection was from two sets of questionnaires by 1418 first year students and 26 teachers. The objective was to evaluate the effectiveness of the program by using many evaluative questions. The results showed that the program could appropriately serve the needs of society, the faculties and the learners. However, the quality and appropriateness of the course content and the outcomes of the program in terms of students' achievement were only moderately satisfactory.

Charumane (2002) examined the relationship between educational policy and EFL curricula in Thai universities. The extent of professed support for government and ministerial EFL policy statements, and perceptions of the degree to which these policy statements are implemented in compulsory English courses, were investigated to identify the congruence between policy and practice. The questionnaires were administered to 18 English department heads, 226 English teachers and 381 first year students in 18 Thai public universities. The researcher also conducted a case study at one of the 18 universities surveyed. Twenty FE 1 teachers and 30 students were interviewed, and 91 periods of EF 1 classes were observed. The results revealed that there was agreement in professing strong support for EFL policy statements. The most highly supported policy statements were related to the need to use English as a basic tool for communication in the globalization era, and for communication with foreigners in work environments. However, it is noted that most of the EFL policy

statements were not implemented in the compulsory English courses in Thai public universities. This lack of congruence is mainly due to an over-emphasis on grammar and a lack of the listening, speaking, reading and writing skills practice, in compulsory English curricula. Moreover, insufficient time to develop English competence, students' low level of English proficiency, large class size, inappropriate course books, and too much teachers' explanations in Thai were other related reasons. Consequently, the implementation of the EFL policy stated by government and Ministry of University Affairs is hampered. This study also noted additional needs to improve EFL study in Thai universities such as speaking skills and listening skills practice. Other needs concern facilities and support.

Another research was carried out by Suwandecha (2002) who evaluated Foundation English Course I and II at Sripatum University, Chonburi campus. The purpose of this study was to investigate effectiveness of the course in terms of three major elements of the course syllabi: goals and objectives, teaching and learning process, and student assessment and the course effectiveness in actual and expected situations. The data were collected from 132 second year students and 5 English teachers' opinions by using two sets of questionnaires. The results revealed that most students had a "high" opinion level on the sub-element of teachers in the actual situation while most of them had a "high" opinion level on the goal and objectives element in expected situations. Regarding the overall teachers' opinions on both actual and expected situations, all the five teachers had a high opinion on the teaching methods and activities.

Charumanee (2006) examined PSU students' expectations in studying English, their English learning experience and the relationship between the expectations and the learning experience. Subjects of the study included 1,287 fourth year students from 11 faculties studying at Hat Yai Campus in the 2005 academic year. A survey questionnaire was used as the instrument for data collection. The findings were that students highly expected to practice individual language skills particularly listening and speaking, and to study English for Specific Purposes, Thai culture through English, and English culture. They also wanted to study in class with teachers,

especially the native speakers of English, in small group in which the teachers could present the lessons in an interesting and non-stressful manner. The classrooms were expected to be fully-equipped with audio visual aids. To be assessed by means other than the written tests was also expected. In practice, they experienced these aspects at a moderate level which was significantly lower than their expectations. Students added the comments that at least 3 subjects should be made compulsory with the main emphasis on speaking skills improvement. A variety of activities need to be offered. The administration of an exit test should also be considered.

Another related study was carried out by Rosjanakarin (2007) who studied the students' satisfaction with the services received, and compared the levels of satisfaction of students from different levels and disciplines towards academic management of elective courses provided by the Department of languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University. A questionnaire was used to collect data from 330 subjects registering for the Department's English elective courses in the 1<sup>st</sup> semester of 2007 academic year. It was found that students' levels of satisfaction were high on all issues: teachers, the time the courses were offered, the content of the course, audio-visual aids and materials used in the teaching and learning, application of what has been learned, venue/building/classroom, expense in learning, extra-curricular activities to enhance the learning, and teaching and learning standards. In terms of the number of the sections offered, however, the level of satisfaction was low across all the levels and faculties.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter presents the research methodology including the research subjects, research instruments, data collection and data analysis procedure.

#### 3.1 Subjects of the study

Various groups of participants were included in order to have multiple data sources. They were 3 Fundamental English Reading and Writing Course coordinators, all 18 instructors who have taught FE II course and a sample group of students who took FE II course in the 2009 academic year. The total number of students taking FE II in 2009 was 3,270. With the constraints of time and financial resources, the researcher was not able to have the total population of students participating in this study. Thus, random sampling methods were employed to obtain a sample of students to be used as the subjects in this study.

To obtain the sample size of students, the researcher employed the sampling method proposed by Krejcie & Morgan (1970: 607-610) to determine the sample size by using their Table for Determining Sample Size from a Given Population. It was determined that the sample size required to represent the 3,270 population was 346. Therefore, 346 students were used as the subjects in this study. Since each faculty had a different population size, it was necessary to divide the proportion of the subjects to represent the total population in each faculty. Thus, the quota random sampling was employed to derive the specific number of students from each faculty. The simple random sampling was later employed to obtain each subject. The total number of student subjects obtained is presented in Table 3.1.

**Table 3.1 The distribution of number of student subjects in each faculty**

	Faculty	Population	Sample size
1.	Engineering	372	39
2.	Sciences	696	74
3.	Nursing	178	19
4.	Medicine	187	20
5.	Management Sciences	583	62
6.	Dentistry	54	6
7.	Agro-Industry	154	16
8.	Natural Resources	248	26
9.	Pharmaceutical Sciences	172	18
10.	Economics	119	13
11.	Law	105	11
12.	Traditional Thai Medicine	61	6
13.	Medical Technology	45	5
14.	Liberal Arts	296	31
	<b>Total</b>	<b>3,270</b>	<b>346</b>

### 3.2 Research instruments

With the aim to reflect the triangulated data, this study employed a student questionnaire and a semi structured-interview as the instruments to obtain research data. The instruments were designed and constructed as described in the following sections.

### 3.2.1 Student Questionnaire

In this study, there was one questionnaire for student subjects. The questionnaire contained both close-ended and open-ended sections. The subjects were asked to rate their evaluative comments on certain aspects of the course in close-ended section using the specified rating scale. For the open-ended part, it consisted of questions asking for additional comments, problems and suggestions for improving the Fundamental English Reading and Writing Course (FE II).

Prior to the construction of the questionnaire, the researcher reviewed relevant literature and examined related research to establish the theoretical framework for the current study. Furthermore, the researcher informally interviewed three instructors and ten students who did not participate in the main study to gather the preliminary information about their opinions on the effectiveness of the Fundamental English Reading and Writing Course. The drafted questionnaire, then, was constructed, based on the information from the relevant literature, the related research and the interviews. The questionnaire was written in Thai to make sure it could convey the intended meaning. It was also subsequently examined for its content validity by the experienced lecturers. Taking the suggestions into account, the researcher revised the questionnaire accordingly.

The questionnaire itself consisted of the following sections:

Part 1 consisted of the checklist items for the subjects to indicate their general background information.

Part 2 contained items related to their evaluative comments on the specific aspects of the course: (1) course objectives, (2) syllabus, (3) coursebook and supplementary materials, (4) other general management, (5) teaching techniques, and (6) course assessment. The questions were designed using a rating scale expressing the degree of effectiveness of each item. The rating scale was:

4 = excellent

3 = good

2 = fair

1 = poor

Part 3 asked the subjects to indicate further opinions about strengths, weaknesses, problems and suggestions for the course improvement.

The pilot study was carried out before conducting the main study to test the reliability of the questionnaire. It was conducted at Prince of Songkla University, Hat-Yai with a group of 30 second year students who were not involve in the main study. They were students who had already taken this course in 2008 academic year. They were asked to respond to the students' questionnaire. The Cronbach Alpha was used to analyze the reliability and validity of the questionnaire. The overall reliability of the student questionnaire was .9721. The Alpha coefficient ranges in value from 0 to 1; the higher the score, the more reliable the generated scale is. Based upon the alpha scores, it could be assured that the version used in the main study was highly reliable. (See Appendix A: Research Instruments)

### **3.2.2 Semi-structured Interview**

The interview was constructed to investigate the instructors and course co-ordinators' evaluative comments about the FE II. They were questioned generally about their background information: the level of education, length of time in teaching English, and specifically about their opinions on teaching and learning management regarding FE II. Most were open-ended questions covering specific aspects of the course and also included some room for problems and suggestions to develop and improve the course. In particular, two extra-questions related to course management were raised specifically to course co-ordinators. The listed questions were written in Thai and were checked by the researcher's advisor and experienced lecturers and revised as suggested. (See Appendix A, Research Instruments)



### **3.3 Data collection**

The data were collected during the first semester of the 2010 academic year. The following procedure was adopted in administering the questionnaire and interviewing the instructors and course co-ordinators.

#### **Administering the questionnaire**

To collect the data from students, the approved questionnaire was distributed to the students sample of each faculty during the first semester of 2010 academic year. With help from some students in each faculty, the researcher arranged to meet other students and explained to them about the purpose of the study and asked for their assistance in honestly answering all the items in the questionnaire. All 346 of questionnaires were returned, representing 100 per cent of the subjects.

#### **Interviewing the instructors and course co-ordinators**

The researcher arranged the interviews with 18 instructors and 3 course co-ordinators at their convenience during the first semester of 2010 academic year. Each interview was conducted in Thai, each of which took about 45 minutes. The same set of questions was used, but the questions were not asked in the same order for each interviewee. The researcher asked for permission to take notes and audiotape all the interview sessions.

### **3.4 Data analysis**

The data in this study mainly consisted of quantitative data on the effectiveness of Fundamental English Reading and Writing Course (FE II) from the rated questionnaire, and the qualitative information from the semi-structured interviews. Further qualitative information on the problems and suggestions for the course improvement was also obtained from the open-ended questions. The data were analyzed using the following methods:

The complete questionnaires were analyzed using the program of SPSS 11.5 for Windows (Statistical Package for Social Science). The followings statistical devices were employed in analyzing the data of this study.

To answer the three research questions, the analysis procedure was as follows.

**Research question 1:** How effective is the FE II course according to the students' point of view? Are there any significant differences among students from different faculties?

To answer this research question, descriptive statistics were used to determine the average mean scores and standard deviations of evaluative comments rated by the students. A one-way analysis of variance (ANOVA) was utilized to test the statistically significant differences in the mean scores of the evaluative comments among students from different disciplines. A multiple comparison was subsequently used to further examine the relative degree of differences among disciplines. To facilitate data analysis, the mean level was interpreted as follows:

Level	Degree of effectiveness
3.26-4.00	Excellent
2.51-3.25	Good
1.76-2.50	Fair
1.00-1.75	Poor

**Research question 2:** What are the instructors and course co ordinators' evaluative comments on FE II course?

The data from the interviews of the 18 instructors and 3 course co ordinators were transcribed. Each interview was then coded, summarized into categories and described.

**Research question 3:** What are perceived as problems in FE II course and the suggestions for the course improvement?

In order to examine the perceived problems in FE II course and the suggestions for the course improvement, the data from open-ended questions were analyzed to obtain frequency, percentages and weighted score. The findings are presented in the next chapter.

## CHAPTER 4

### FINDINGS

This chapter reports the findings of the study obtained from the analysis of the returned questionnaires and semi-structured interviews. The main findings are presented in the following sections:

4.1 Evaluative comments, problems and suggestions perceived by students towards the Fundamental English Reading and Writing course (FE II),

4.2 Evaluative comments, problems and suggestions perceived by instructors, and course co-ordinators towards FE II course.

#### **4.1 Evaluative comments, problems and suggestions perceived by students towards the Fundamental English Reading and Writing course (FE II)**

Data from the questionnaire reflected students' point of view towards EF II course in terms of course objectives, syllabus, coursebook and supplementary materials, other general management, teaching techniques, and course assessment. Open-ended items revealed the perceived problems and suggestions for FE II improvement. The findings related to individual evaluative aspects, problems, and suggestions are presented below.

##### **4.1.1 Course Objectives**

As shown in Table 4.1, the students were in favor of each objective as the means was found at "good" level with the total score of 2.95. When looking at individual items, they were rated as "good" with the item means ranging from 2.86 to 3.05. The clarity of the objectives (Item 1:  $\bar{x} = 3.02$ ) and its enabling for higher study (Item 6:  $\bar{x} = 3.05$ ) were perceived with more satisfaction than others. Other aspects of objectives related to the students' current needs of English to survive in modern society (Item 2:  $\bar{x} = 2.96$ ), in daily life (Item 5:  $\bar{x} = 2.93$ ), and in their disciplines

(Item 3:  $\bar{x} = 2.91$ ) were identified as appropriate. The objectives were also found suitable for students' level of language proficiency (Item 4:  $\bar{x} = 2.86$ ).

**Table 4.1 Comparisons of evaluative comments related to course objectives**

Course objectives	Total (N=346)		F	Sig.
	$\bar{x}$	SD		
1. The clarity of the objectives	3.02	0.49	1.6	0.080
2. Relevance to the students' current needs of English to survive in modern society	2.96	0.67	2.49	<b>0.003**</b>
3. Relevance to students' specific disciplines	2.91	0.66	1.89	<b>0.030*</b>
4. Compatibility with students' English competence	2.86	0.63	2.46	<b>0.003**</b>
5. Enabling students for daily life use	2.93	0.72	1.69	0.062
6. Enabling students for high studies	3.05	0.71	1.48	0.123
<b>Total</b>	2.95	0.47	2.53	<b>0.002**</b>

However, when the means scores were compared across the faculties, the statistically significant differences were found overall and in items 2, 3, and 4. The multiple comparisons (as shown in Appendix B: Table 4.1a) further revealed that the Natural Resources (F8) and Law (F11) students perceived the objectives related to the students' needs of English to survive in modern society (Item 2), in their specific disciplines (Item 3), and the suitability with students' English proficiency (Item 4) at a significantly less satisfactory level than the others. Overall, the Natural Resources (F8), Pharmaceutical Sciences (F9) and Law (F11) students perceived the overall course objectives at a less satisfactory level than the others.

Accordingly, it can be said that even though students evaluated the course objectives within a range of "good" level, a few faculties identified a lower degree of satisfaction.

#### 4.1.2 Syllabus

As shown in Table 4.2, the students were in favor of each skill practice specified in syllabus as the means were found at “good” level with the total score of 2.67. When looking at individual items, they were rated as “good” with the item means ranging from 2.63 to 2.72. Grammar study (Item 3:  $\bar{x} = 2.72$ ) were perceived with more satisfaction than the others. Reading skills (Item 1:  $\bar{x} = 2.68$ ) and vocabulary building skills (Item 2:  $\bar{x} = 2.65$ ) were identified as appropriate. Writing skills were also found suitable for students’ practice (Item 4:  $\bar{x} = 2.63$ ).

**Table 4.2 Comparisons of evaluative comments related to skills practice specified in syllabus**

Skills practice	Total (N=346)		F	Sig.
	$\bar{x}$	SD		
1. Reading skills	2.68	0.53	1.52	0.110
2. Vocabulary building skills	2.65	0.52	0.99	0.463
3. Grammar study	2.72	0.56	2.10	<b>0.014*</b>
4. Writing skills	2.63	0.72	0.75	0.71
<b>Total</b>	2.67	0.49	1.22	0.263

When the means scores were compared across the faculties, the statistically significant difference was found in item 3 only. As shown in Appendix B: Table 4.2a, the multiple comparisons further revealed that Dentistry students (F6) stated the highest degree of satisfaction in grammar study with a significantly more satisfactory level than the other except Sciences (F2), Nurse (F3), and Medicine students (F4). In contrast, Natural Resources students (F8) perceived grammar study at a significantly less satisfactory than some faculties.

### 4.1.3 Coursebook and supplementary materials

The findings in this section cover the evaluative comments on the following aspects: *Select readings (Intermediate)* textbook, supplementary materials, and self-study which includes on-line quiz, vocabulary log, external reading.

#### 4.1.3.1 *Select readings (intermediate)* textbook

The results recorded in Table 4.3 show that the students were in favor of *Select readings (intermediate)* textbook as the means was found at “good” level with the total score of 2.85. When looking at individual items, it is seen that they were rated as “good” with the item means ranging from 2.75 to 2.98. The three most satisfied aspects were the good correspondence with the specified objectives (Item 1:  $\bar{x} = 2.98$ ), the good appeal of the book’s layout (Item 8:  $\bar{x} = 2.96$ ), and its substantial content for higher study (Item 4:  $\bar{x} = 2.92$ ). Moreover, the general quality was good and was perceived suitable for the course (Item 9:  $\bar{x} = 2.89$ ). The content was arranged appropriately (Item 7:  $\bar{x} = 2.81$ ), and it suited the students’ level of language proficiency (Item 5:  $\bar{x} = 2.80$ ). Besides, the topics were various, up-to-date and interesting (Item 6:  $\bar{x} = 2.79$ ), which suited the students’ current needs (Item 2:  $\bar{x} = 2.76$ ) and were useful for their future careers (Item 3:  $\bar{x} = 2.75$ ).

**Table 4.3 Comparisons of evaluative comments related to *Select readings (Intermediate)* textbook as identified by students**

<i>Select readings (intermediate) textbook</i>	Total (N=346)		F	Sig.
	$\bar{x}$	SD		
1. The correspondence between textbook content and course objectives	2.98	0.57	1.02	0.435
2. The relevance of content to students' needs	2.76	0.65	1.75	<b>0.050*</b>
3. The substantial of content for students' future career	2.75	0.75	1.72	0.055
4. The substantial of content for students' higher study.	2.92	0.71	1.31	0.202
5. The textbook's match with students' language competence	2.80	0.71	1.55	0.099
6. A variety of current, interesting topics/content	2.79	0.72	1.90	<b>0.029*</b>
7. Sequence of the content chapters	2.81	0.66	1.14	0.323
8. Appeal of the book's layout	2.96	0.73	1.79	<b>0.044*</b>
9. Appropriateness of the book's overall quality	2.89	0.65	1.66	0.068
<b>Total</b>	2.85	0.49	2.10	<b>0.014*</b>

When the means scores were compared across the faculties, the statistically significant differences were found overall and in items 2, 6, and 8. As shown in Appendix B: Table 4.3a, the multiple comparisons further revealed that the Medicine students (F4) perceived the relevance of content to students' needs (Item 2), a variety of current, interesting topics/content (Item 6), the appeal of the book's layout (Item 8), at a significantly more satisfactory level than some faculties while Sciences (F2) and Nursing (F3) students perceived the appeal of the content and the layout (Item 6 and 8) significantly better than many faculties.



#### 4.1.3.2 Supplementary materials

In general, the students of all faculties were satisfied with supplementary material as the means was found at “good” level with the total score of 2.89. Each item was assessed at “good” level with the item means ranging from 2.86 to 2.93. Materials on “How to use a dictionary” (Item 1:  $\bar{x} = 2.93$ ) and “Identifying topic and main idea” (Item 3:  $\bar{x} = 2.91$ ) were perceived with more satisfaction than the others. The overall quality of the supplementary materials was satisfactory (Item 5:  $\bar{x} = 2.89$ ). “Our university” (Item 2:  $\bar{x} = 2.88$ ), and “Paragraph writing” (Item 4:  $\bar{x} = 2.86$ ) were also identified as appropriate.

Further, when the means scores were compared across the faculties, the statistically significant differences were not found. This means students from all the faculties agreed that supplementary materials were appropriate.

**Table 4.4 Comparisons of evaluative comments related to supplementary materials**

Supplementary materials	Total (N=346)		F	Sig.
	$\bar{x}$	SD		
1. How to Use a Dictionary	2.93	0.72	0.95	0.502
2. Our University	2.88	0.70	0.93	0.520
3. Identifying Topic and Main idea	2.91	0.70	0.76	0.699
4. Paragraph Writing	2.86	0.71	0.13	0.198
5. The overall quality of the supplementary materials	2.89	0.68	1.04	0.409
<b>Total</b>	2.89	0.56	1.18	0.292

### 4.1.3.3 Self-study

As shown in Table 4.5, students rated each type of self-study exercises at “good” level with the total score of 2.93. When looking at individual items, they were rated as “good” with the item means ranging from 2.88 to 3.00. Vocabulary log (Item 2:  $\bar{x} = 3.00$ ) was perceived at a better level than on-line quiz (Item 1:  $\bar{x} = 2.92$ ) and external reading (Item 3:  $\bar{x} = 2.88$ ). To further elaborate, the self-study assignments were well-linked with the course objectives helping students to develop their English ability. The tasks were interesting and matched the students’ level of proficiency. The task instructions were also clear and easy to follow.

**Table 4.5 Comparisons of variance of evaluative comments related to self-study**

Self-study assignments	Total (N=346)		F	Sig.
	$\bar{x}$	SD		
1. On-line quiz	2.92	0.56	1.38	0.166
2. Vocabulary log	3.00	0.62	3.65	<b>0.000**</b>
3. External reading	2.88	0.54	2.73	<b>0.001**</b>
<b>Total</b>	2.93	0.50	2.87	<b>0.001**</b>

When the means scores were compared across the faculties, the statistically significant differences were found overall and in items 2, and 3. As shown in Appendix B: Table 4.5a, the multiple comparisons further revealed that Natural Resources (F8) and Pharmaceutical Sciences (F9) students identified vocabulary log (Item 2) and external reading (Item 3) at a significantly less appropriate level than the other six faculties. Also, Law students (F11) considered vocabulary log (Item 2) at a significantly lesser degree of satisfaction than the other six faculties. However, Dentistry students (F6) perceived the vocabulary log activity at a significantly more satisfactory level than the other six faculties while Medicine students (F4) perceived the external reading activity at a significantly more effective level than the other six faculties.

#### 4.1.4. Other management

This section presents the students' evaluative comments on large class management and small class management.

##### 4.1.4.1 The large class management

As seen in Table 4.6, the students evaluated the large class management overall at "good" level with the total score of 2.73. Among all the scores, the class time (Item 2:  $\bar{x} = 2.90$ ) and the quality of classroom equipment (Item 2:  $\bar{x} = 2.90$ ) were more positively perceived compared with the idea related to the degree at which large class promoted learning (Item 1:  $\bar{x} = 2.64$ ). However, students agreed in evaluating that the management of class-size (100-200 students) was only fair (Item 4 :  $\bar{x} = 2.41$ ).

When the means scores were compared across the faculties, there were no statistically significant differences in their opinions which mean all students agree that the large class management was generally good except for the unsatisfied large class size.

**Table 4.6 Comparisons of evaluative comments related to the large class management**

The large class management	Total (N=346)		F	Sig.
	$\bar{x}$	SD		
1. Promotion of learning in large class	2.64	0.73	1.23	0.254
2. Quality of the equipment in the classroom, such as LCD, computer and a microphone	2.90	0.69	0.86	0.596
3. The class time (two periods per week)	2.95	0.72	1.46	0.133
4. Suitability of class size (100-200 students)	2.41	0.79	1.11	0.352
<b>Total</b>	<b>2.73</b>	<b>0.54</b>	<b>1.26</b>	<b>0.237</b>

#### 4.1.4.2 The small class management

The results in Table 4.7 indicate that the students evaluated the quality of the small class management overall as “good” with the total score of 3.01. Each item was assessed at “good” level with the item means ranging from 2.77 to 3.18. Promotion of learning in small class (Item 1:  $\bar{x} = 3.18$ ) was perceived with the most satisfaction. The suitability of class-size (35-45 students) (Item 2:  $\bar{x} = 3.06$ ) and the quality of the classroom equipment, such as an over head-projector and a microphone (Item 4:  $\bar{x} = 3.03$ ) were identified as more appropriate than the matter of class time (one period per week) (Item 3:  $\bar{x} = 2.77$ ).

**Table 4.7 Comparisons of evaluative comments related to the small class management**

The small class management	Total (N=346)		F	Sig.
	$\bar{x}$	SD		
1. Promotion of learning in small class	3.18	0.69	1.82	0.040*
2. Quality of the equipment in the classroom, such as an over head-projector and a microphone	3.03	0.66	0.57	0.877
3. The class time (one period per week)	2.77	0.85	2.56	0.002**
4. Suitability of class-size (35-45 students)	3.06	0.73	0.91	0.546
<b>Total</b>	3.01	0.52	1.64	0.073

Further, when the means scores were compared across the faculties, the statistically significant differences were found overall and in items 1 and 3. As shown in Appendix B: Table 4.7a, the multiple comparisons further revealed that the Pharmaceutical Sciences students (F9) assessed the degree of learning in small class (Item 1) significantly lower than the other nine faculties. As for the judgement of having class time of 1 period a week (Item 3), the pairs of differences were various. Students from faculties of Sciences (F2), Medicine (F4), Management Sciences (F5), Dentistry (F6), and Economics (F10) stated this as significantly more effective than many other faculties.

#### 4.1.5 Teaching techniques

This section includes the students' evaluative comments on teaching techniques in the large class and in the small class.

##### 4.1.5.1 Teaching techniques in the large class

The results recorded in Table 4.8 show that the students were satisfied with the teaching techniques in the large class as the means were found at "good" level with the total score of 2.77. Each item was assessed at "good" level with the item means ranging from 2.60 to 2.87. The three most satisfied aspects were the well instructional sequence (Item 6:  $\bar{x} = 2.87$ ), the relevance of teaching techniques and activities for reading skills (Item 1:  $\bar{x} = 2.84$ ), and the appropriateness of presentation techniques and content of the lesson (Item 2:  $\bar{x} = 2.82$ ). Moreover, the teaching techniques and activities supported learner-centeredness; the teachers explained clearly and gave students opportunities for asking questions and expressing opinions (Items 3, 7 and 12:  $\bar{x} = 2.81$ ). The teaching materials or aids were appropriate and effective (Item 9 :  $\bar{x} = 2.80$ ), and the activities developed reading competence (Item 4:  $\bar{x} = 2.77$ ). Teachers explained lessons with appropriate speed (Item 8:  $\bar{x} = 2.74$ ) using the appealing presentation (Item 5:  $\bar{x} = 2.68$ ). Also, teachers encouraged interaction among students (Item 11:  $\bar{x} = 2.64$ ) and used a wide variety of reading activities in large class (Item 10:  $\bar{x} = 2.60$ ).

**Table 4.8 Comparisons of evaluative comments related to teaching techniques in the large class**

Teaching techniques in the large class	Total (N=346)		F	Sig.
	$\bar{x}$	SD		
1. Relevancy of teaching techniques and activities for reading skills	2.84	0.66	2.26	0.007*
2. Appropriateness of presentation techniques and content of the lesson	2.82	0.65	1.16	0.309
3. The use of teaching techniques to support learner-centeredness	2.81	0.69	1.66	0.068
4. Development of students' reading competence	2.77	0.65	2.41	0.004**
5. The appeal of teacher's presentation	2.68	0.73	2.16	0.011*
6. The sequence / organization of instruction	2.87	0.66	1.75	0.050*
7. The clarity of explanation	2.81	0.72	2.32	0.006*
8. Appropriateness of the speed of the lesson presentation	2.74	0.67	1.48	0.122
9. Appropriateness and effectiveness of teaching materials / aids	2.80	0.62	1.34	0.188
10. A variety of reading activities in class	2.60	0.71	1.08	0.378
11. Encouraging interaction among students during the practice	2.64	0.76	1.23	0.259
12. Giving students opportunities for asking questions and expressing opinions	2.81	0.72	1.39	0.161
<b>Total</b>	2.77	0.47	2.38	0.005*

When the means scores were compared across the faculties, the statistically significant differences were found overall and in items 1, 4, 5, 6, and 7. The multiple comparisons (as shown in Appendix B: Table 4.8a) further revealed that Medicine students (F4) perceived the overall effectiveness of teaching techniques in large class at a significantly higher degree than many other faculties while those from faculties of Natural Resources (F8), Pharmaceutical Sciences (F9), and Law (F11) assessed the degree of effectiveness significantly lower than many other faculties.

#### 4.1.5.2 Teaching techniques in the small class

In general, the students of all faculties were satisfied with teaching techniques in the small class as the means were found at “good” level with the total score of 2.93. When looking at individual items, it is seen that all of them were rated as “good” with the item means ranging from 2.78 to 2.99. Encouraging interaction among students during pair or group work and giving students opportunities to ask questions and express opinions (Items 12 and 13:  $\bar{x} = 2.99$ ) were perceived at the highest degree compared with other aspects. Besides, the promotion of the learner-centeredness (Item 3:  $\bar{x} = 2.98$ ), the relevance between teaching techniques and writing activities, and the instruction sequence (Items 1 and 7:  $\bar{x} = 2.97$ ) were identified as good. The presentation techniques suited the content of the lesson, enabling students to develop writing competence (Items 2 and 4:  $\bar{x} = 2.96$ ). Instruction in small class was well-linked with large class and was well-presented (Items 5 and 6:  $\bar{x} = 2.95$ ). Furthermore, the teachers could explain clearly and understandably (Item 8:  $\bar{x} = 2.93$ ), using appropriate and effective teaching materials (Item 10:  $\bar{x} = 2.89$ ). The small class was well-paced (Item 9:  $\bar{x} = 2.86$ ) with a variety of writing activities (Item 11:  $\bar{x} = 2.78$ ).

**Table 4.9 Comparisons of evaluative comments related to teaching techniques in the small class**

Teaching techniques in the small class	Total (N=346)		F	Sig.
	$\bar{x}$	SD		
1. Relevancy of teaching techniques and activities for writing skills	2.97	0.65	1.39	0.161
2. Appropriateness of presentation techniques and content of the lesson	2.96	0.66	1.12	0.345
3. The use of teaching techniques to support learner-centeredness	2.98	0.69	1.53	0.105
4. Development of students' writing competence	2.96	0.66	1.20	0.277
5. Relevancy of content to learning in the large class	2.95	0.67	0.74	0.728
6. The appeal of teacher's presentation	2.85	0.71	1.60	0.083
7. The sequence / organization of instruction	2.97	0.68	1.79	0.044*
8. The clarity of explanation	2.93	0.75	1.25	0.240
9. Appropriateness of the speed of the lesson presentation	2.86	0.71	1.00	0.452
10. Appropriateness and effectiveness of teaching materials / aids	2.89	0.67	0.67	0.789
11. A variety of writing activities in class	2.78	0.70	0.18	0.295
12. Encouraging interaction among students during pair or group work	2.99	0.76	0.85	0.608
13. Giving students opportunities for asking questions and expressing opinions	2.99	0.71	1.46	0.131
<b>Total</b>	2.93	0.50	1.42	0.150



When the means scores were compared across the faculties, the statistically significant differences were found in item 7 only. The multiple comparisons (as shown in Appendix B: Table 4.9a) revealed that Pharmaceutical Sciences (F9) and Law (F11) students perceived a lesser degree of effectiveness of effectiveness of the instructional sequence than those from many different faculties.

#### 4.1.6 Course assessment

As shown in Table 4.10, the students were satisfied with course assessment as the means was found at “good” level with the total score of 3.08. Among all the items, the appropriateness of the score weight (Mid-term, Final, Assignments), the number of assignment (Items 4 and 8:  $\bar{x} = 3.12$ ), and the clarity of grading criteria (Item5:  $\bar{x} = 3.11$ ) were more positively perceived compare with the assigned score for each assignment (Item 7:  $\bar{x} = 3.06$ ), and the clarity of the scoring criteria for each assignment (Item 6:  $\bar{x} = 3.05$ ). The requirements for course assignment were clear (Item 1:  $\bar{x} = 3.03$ ) the ideas related to whether the test reflected the content learned (Item 3:  $\bar{x} = 2.99$ ) and whether the assessment methods were correspondent with the course objectives (Item 2:  $\bar{x} = 2.96$ ) were identified at a lower degree of satisfaction.

**Table 4.10 Comparisons of evaluative comments related to course assessment**

Course assessment	Total (N=346)		F	Sig.
	$\bar{x}$	SD		
1. The clarity of requirements for course assessment	3.03	0.61	1.15	0.317
2. The match between assessment and course objectives	2.96	0.60	1.40	0.157
3. The test's reflection of the learned content	2.99	0.60	1.09	0.363
4. The appropriateness of the score weight (35% for Mid-term test, 35% for Final test and 30% for other assignments)	3.12	0.69	1.46	0.132
5. The clarity of grading criteria	3.11	0.71	2.42	<b>0.004**</b>
6. The clarity of the scoring criteria for each assignment	3.05	0.61	3.07	<b>0.000**</b>
7. The appropriateness of the weight of score for each assignment	3.06	0.60	2.55	<b>0.002**</b>
8. The appropriateness of the number of assignments	3.12	0.59	3.31	<b>0.000**</b>
<b>Total</b>	3.08	0.54	3.45	<b>0.000**</b>

Furthermore, when the means scores were compared across the faculties, the statistically significant differences were found overall and in items 5, 6, 7, and 8 which were mainly related to grading, scoring criteria and number of assignments. The multiple comparisons (As shown in Appendix B: Table 4.10a) further revealed that the Natural Resources (F8) and Pharmaceutical Sciences (F9) students perceived these items at the much less satisfactory level compared with many others.

#### 4.1.7 Summary of students' evaluative comments towards different aspects of FE II and the differences across the faculties.

As a whole, students taking FE II course in 2009 academic year were satisfied with the course in all aspects as these were rated at "good" level ( $\bar{x} = 2.67-3.08$ ). The top three aspects satisfactorily perceived were those related to course assessment (Table 4.10:  $\bar{x} = 3.08$ ), small class management (Table 4.7:  $\bar{x} = 3.01$ ), and course objectives (Table 4.1:  $\bar{x} = 2.95$ ). Being assessed at a satisfactory level, the aspects involving skills practice; however, were found at the lowest score (Table 4.2:  $\bar{x} = 2.67$ ) compared with the others. Looking closely at individual items, it was seen that the only one item found "unsatisfied" was related to large class size rated at "fair" level (Table 4.6: Item 4:  $\bar{x} = 2.41$ ).

When the levels of evaluative comments were compared across the different faculties, a number of significant differences can be observed. Such differences were the judgements on course objectives, skills practice, coursebook, self-study, small class management, teaching techniques in large class and small class, and course assessment. Although these were perceived within a range of "good" level, students from the faculties of Natural Resources, Law and Pharmaceutical Sciences rated the degree of effectiveness much lower than the others. Within the same context, the students from the faculties of Medicine, Dentistry, and Nursing viewed these aspects at a much higher degree of effectiveness.

In fact, there were two aspects perceived with no significant differences across the disciplines: supplementary materials and large class management. As mentioned earlier, that the large class size was not favorable among students, it can be generalized that students agree in posing some doubts on the quality of large class management.

#### 4.1.8 The students' perceived problems and suggestions for FE II improvement

A large number of students (277-293 as illustrated in Tables 4.11-4.13) identified some strengths, drawbacks and provided some suggestions for the improvement. The analysis showed that the students could observe both strengths and weaknesses of the course. Some strengths are presented in Table 4.11. Many students stated the reading and writing skills development as the strongest aspect, followed by the appropriateness of the course assessment. These findings are relevant to their evaluative comments in 4.1.2, 4.1.3.2, and 4.1.6.

**Table 4.11 Rank of strengths stated by students**

Rank	Strengths	Frequency	Percent
1	Reading and writing skills development	97	35.0
2	Appropriateness of the course assessment	40	14.5
3	Grammar and structures development	31	11.2
4	Enabling students for future careers	27	9.7
5	Vocabulary development	25	9.0
6	Enabling students for higher studies	24	8.7
7	Enabling students for daily life use	21	7.6
8	Self-study development	12	4.3
	<b>Total</b>	<b>277</b>	<b>100</b>

Even though they perceived certain aspects as beneficial, 289 students expressed their concerns as illustrated in Table 4.12. The main problems perceived by students were related to learning in the large class particularly the learning atmosphere. The highest number of students (Rank 1) revealed that attending “lectures” and doing only exercises in the textbook were not motivating. As there were a large number of students in the large class, teachers could not hold all the students’ attention resulting in some misbehavior in class, for example, talking and not paying attention. Some students (Rank 2) complained that learning in the large class was very boring. Some students also found writing assignment, vocabulary and some subject matter content in the textbook too difficult (Rank 3 and 4). They indicated that they lacked basic writing skill and the required writing activities were beyond their proficiency level. In addition, a few commented that the two texts in reading part of mid-term and final examinations were too long, and about the same number of students also complained about the required external reading which was too long and difficult for their level. The ranks of problems stated by students are shown in Table 4.12.

**Table 4.12 Rank of students’ perceived problems related to FE II course**

Rank	Problems related to FE II	Frequency	Percent
1	Ineffective teaching and learning in the large class	114	39.4
2	Boring atmosphere in the large class	50	17.3
3	The difficulty of writing assignments	48	16.6
4	The difficulty of the vocabulary and subject matter content in the textbook	43	14.9
5	Long and difficult external reading	19	6.6
6	Long and difficult texts in examinations	15	5.2
	<b>Total</b>	289	100

As students noted the problems, they expressed some suggestions they believed could help improve the quality of FE II. According to Table 4.13, the more interesting techniques were the most needed in large class (Rank 1), followed by the desire for a variety of activities which help arouse their interest (Rank 2). Some indicated the need for basic writing skill (Rank 3). Some students recommended the change of coursebook to suit their language ability (Rank 4). Other suggestions were related to the need for current and useful materials (Rank 5 and 6), the individual work on writing assignments (Rank 7), the change of external reading task to suit their language level (Rank 8), and the balanced proportion between the amount of content and the available class time (Rank 9).

**Table 4.13 Rank of students' suggestions for the FE II course improvement**

Rank	Suggestions	Frequency	Percent
1	More interesting techniques in the large class	76	25.9
2	A variety of activities in the large class	45	15.4
3	More emphasis on basic writing skill	41	14
4	The change of coursebook to accommodate students' language ability	39	13.3
5	The feasibility of course content for future study and future work	26	8.8
6	More current supplementary materials and resources	21	7.2
7	Individual writing assignments needed (not in pair or in group)	20	6.8
8	The change of external reading task to suit students' language level	14	4.8
9	The balanced proportion between the amount of content and the available class time	11	3.8
	<b>Total</b>	293	100

## **4.2 Evaluative comments, problems and suggestions perceived by instructors and course co-ordinators towards FE II course**

Turning now to instructors and course co-ordinators' point of view, their evaluative comments, the identified problems and suggestions are described in the following sections.

### **4.2.1 Evaluative comments from instructors and course co-ordinators' point of view**

Data from the semi-structured interview reflected instructors and course co-ordinators' point of view towards EF II course in terms of course objectives, syllabus, coursebook, supplementary materials, self-study exercises, large and small class management, teaching techniques, and assessment. The findings are presented in Table 4.14.

**Table 4.14 Instructors and course co-ordinators' evaluative comments on FE II course**

Aspects	Instructors				Course co-ordinators			
	A		N		A		N	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Course objectives	16	88.9	2	11.1	3	100	0	0
2. Skills practice specified in course outline	16	88.9	2	11.1	3	100	0	0
3. <i>Select readings (Intermediate) textbook</i>	3	16.7	15	83.3	1	33.3	2	66.7
4. Supplementary materials	18	100	0	0	3	100	0	0
5. Self-study; online-quiz, vocabulary log and external reading	18	100	0	0	3	100	0	0
6. The large class management	14	77.8	4	22.2	2	66.7	1	33.3
7. The small class management	18	100	0	0	3	100	0	0
8. Teaching techniques in the large class	6	33.3	12	66.7	1	33.3	2	66.7
9. Teaching techniques in the small class	17	94.4	1	5.6	3	100	0	0
10. Course assessment	18	100	0	0	3	100	0	0

A = Agree, N = Not agree

Following the summary in Table 4.14, the instructors and course co-ordinators' evaluative comments will now be described, with some quotes (**in bold**) taken from the interview transcripts to further elaborate the results. (I refers to instructors and C refers to course co-ordinator)

Commencing with course objectives, most of them agreed that course objectives were appropriate (I = 88.9%, C = 100%). The objectives of the course suited the level of university students. They covered the necessary skills. They were clearly introduced. **The course objectives were specified clearly and the course could also help students to improve their reading and writing skills (I1). The**



course objectives were relevant to the students' current needs of English to survive in modern society and enable students for higher studies (I6). However, a couple of instructors did not approve of the course objectives. One mentioned that the course aimed at the level that was beyond most students' proficiency level (I5).

Concerning skills practice specified in course-outline, most of them (I = 88.9%, C = 100%) mentioned that the course helped build up and review fundamental knowledge of English for the first-year students. The attempt to integrate several aspects of English language, ranging from grammatical structures, vocabulary, reading and writing skills made the course substantial. The weight of skills practice was appropriate and well-distributed (I16). These skills practice covered all skills students needed. I think if the students can master all that is written in the course outline, their English will be good (I8).

Moving on to *Select readings (Intermediate)* textbook, this textbook might be inappropriate for the mixed-ability class (I = 88.3%, C = 66.7%). I really dislike the book. The topics do not interest me and my students. Some vocabulary in the book cannot be used in daily-life. This commercial book was good for teaching reading, but its content and vocabulary were too difficult for weak students (I17). However, some instructors and course co-ordinators commented that the textbook was appropriate for the course. For me, this book was appropriate for this course and the topics were interesting (I4).

Next are supplementary materials. All of the instructors and course co-ordinators were satisfied with them (100% of instructors and course co-ordinators). I had no problems with supplementary materials; however, I sometimes added some information my students lack (I15). Supplementary materials suited the course and they were beneficial for teaching and learning (I18).

Related to self-study, 100% of instructors and course co-ordinators mentioned that self-study activities; namely, online-quiz, vocabulary log and external reading were beneficial as they helped promote independent learning as well as improved

students' language skills development. **Self-study activities were useful for students. If they did the activities by themselves, their English would be improved (I7).**

As for the large class management, most of the instructors and course co-ordinators (I = 77.8%, C = 66.7%) agreed that management related to the large class administration, overall, was appropriate; however, large class size was a big problem in teaching. **The large class size made it difficult to ask information questions and opinions questions (I8). The large class made it difficult for me to get students' answers (I10).** On the other hand, 100% of instructors and course co-ordinators were satisfied with the small class management. They found it easy to teach in class with no more than 40 students. **The small class made it easy for me to get to know my students (I1). I could monitor all students in class (I13).**

To focus on co-ordinating, the three course co-ordinators were highly satisfied with FE II course administration. They did not reveal any problems involving FE II course management. **I thought, we succeeded in the management of FE II course (C1). We did not face any serious problems concerning the teaching management (C2).**

Considering teaching techniques in the large class, almost all instructors and course co-ordinators were unsatisfied with their teaching in the large class (66.7% of instructors and course co-ordinators). All the instructors needed to follow the procedure described in the teaching manual. Most of them argued that teaching in large class was one-way communication (from the instructors to students only). There was a lot of content to be covered in the limited time causing the fast pace of the class leading to some degree of frustration. **In lecture class, students played a passive role. An instructor was the active presenter while students were the silent audience (I13). I cannot give students more time to do activities. I have to follow the teaching schedule and cover what I have to (I16). I have got no time to make interaction with students. I only use yes/no questions to ask them to check their understanding (I11).**

Relating to teaching techniques in the small class, most instructors and all course co-ordinators agreed that teaching in the small class was effective (I = 94.4%, C = 100%). **In the writing class, I can check students' understanding all the time and I can also monitor progress of the individuals (I2).** However, some instructors faced some problems related to the connection of content to learning in large class. **If my students missed the reading class, they always did not understand about the lesson that I taught in small class. Quite often, I had to review the reading lesson again and it was time-consuming (I17).**

Turning now to the final aspect, the course assessment, the weight of score, the requirements for course assessment were deemed appropriate (100% of instructors and course co-ordinators). **The course assessment was specified clearly and it was appropriate for this course (I9). The tests could reflect the individual students' language ability (C1). The number of assignments was suitable for the course (I9).**

#### **4.2.2 Problems and suggestions for course improvement stated by instructors and course co-ordinators.**

Responses from the interviews further reveal the shared problems among instructors and course co-ordinators. The two serious problems were related to the issues of large class size and difficulty of content. Most of them mentioned that large class size affected the teaching techniques and activities used in the class. It was difficult for them to organize activities and monitor individual students' progress in the over-sized class (100-200 students) consisting of students of different language proficiency. **Large class did not provide much opportunity for me to do anything other than lecture (I5) Controlling the large class is not an easy task for me (I7). I could walk to the students who sat close or at the aisle seats only (I12). The students who sat in the back of the room may not pay attention to what I taught because they were always asleep (I13).** In addition, they shared the same problems related to students' misbehavior such as lacking attendance or not paying attention or participation in class. **The students were always absent and they did not pay**

enough attention (I6). They talked a lot with their partners, but when I asked them, they responded with too soft voice (I11). Some students always took a nap in the class (I14).

They further pointed out that some writing assignments given in a small class were too difficult. Majority of the instructors agreed that the time allotted for paragraph writing practice in class was insufficient. They had to spend a lot of time in class reviewing grammatical structure and gave students some model paragraphs. Very often, instructors had to assign writing as homework and this caused the low proficient students not making any progress. In addition, some instructors complained that students still could not transfer what they learned from the large class into small class. For weak students, writing assignments were very difficult and had to be done outside the class time (I2). I had to show them many writing samples otherwise they could not do their assignments (I18). They could not remember what they learnt in large class and could not transfer or make use of it in small class work (I14). In students' writing, most of them just put sentences together without logic or coherence (I3).

Besides writing difficulty, the difficulty of the vocabulary and subject matter content in the textbook was one of the serious problems for instructors. I think vocabulary and sentence structures in the reading texts are too complicated and are very difficult for the low proficiency students, so the coursebook may not be inappropriate for them (I5). I had to translate the text for them line by line because they did not know any words in the sentence (I6).

As instructors and course co-ordinators noted the problems, they expressed some suggestions for FE II improvement. They recommended that the coursebook and some activities in the small class should be changed or modified to suit the mixed-ability class. The current coursebook should be changed to suit mixed-ability students. We should choose the commercial books of which its content and vocabulary are more useful in daily-life (I1). In the new textbook, there should be a variety of topics which are interesting for both teachers and students (I5).

**The writing activities are too difficult for them, so we should change or modify those activities (I3). The writing practice should start from “sentence writing” (I17).**

In addition, most instructors said that they would like to have a chance to employ a variety of teaching techniques and activities to arouse students' interest in the large class. **We should provide more opportunity for students to participate with us and their classmates during the reading practice (I13). I would like my students to discuss or share some ideas about the lesson they are studying. I would like to assign students to study the lesson by themselves before class and then present what they learn in class (I16).**

It can be concluded that instructors and course co-ordinators specified problems and suggestions mainly related to the large class issues. They encountered problems about how to effectively teach in class with a large number of students. Also, they found the teaching of writing in the small class sometimes out of control because of the too limited time. Their suggestions are related to the large class teaching methodology and the appropriate learning materials.

#### **4.3 Summary of the main findings**

The overall results reveal that students, instructors and course co-ordinators agreed that the course is satisfactory. The students perceived most aspects of the course at a good level even though some faculties assessed some points more or less effective than others. The instructors and course co-ordinators were also satisfied with most aspects of the course.

However, they also face the same problems related to teaching and learning in large class. While most instructors seem to be dissatisfied with students' unfavorable learning behaviours and also with their own presentation in the large class, students do not seem to enjoy large class atmosphere and teaching techniques either. It is also found in this study that the current textbook used may not be appropriate for students

of different language proficiency. Besides, some writing assignments were too difficult and the instructors did not have enough time for writing practice. In addition, students complained about length and difficulty of external reading and texts in examination.

Regarding the suggestions for course improvement, students and instructors suggested that the course should emphasize the practice of fundamental writing skill. The course content should allow students to apply it in their future study and in their future work. In addition, the coursebook should suit their language ability and should be interesting to them. There should be more current materials for supplementary exercises. Students also expected the teachers to employ a variety of teaching methods and activities in class particularly in the large class. Most of them needed teaching methods and activities that should arouse their interest. The amount of content should also be appropriate with the class timing in each session. As for the instructors, they recommended that coursebook and some activities in the small class should be changed or modified to suit the mixed-ability class. Also, they would prefer to have an opportunity to employ a variety of teaching techniques in the large class to motivate and to activate their students to be active learners. The table 4.15 shows the summary of the main findings.

Table 4.15 Summary of main findings

S = students, I = Instructors, C = Course co-ordinators

Aspects	Evaluative comment			Problem	Suggestion
	S	I	C		
1. Course objectives	✓	✓	✓	-	Some objectives aiming too high need to be adjusted (I). More emphasis on basic writing skill (S)
2. Skills practice specified in course outline	✓	✓	✓	-	Coursebook should be changed to accommodate students' language ability or mixed-ability class and the content should be applicable in their future study and future work. (S and I) More current supplementary materials and resources. (S)
3. <i>Select readings (Intermediate)</i> textbook	✓	✗	✗	The difficulty of the vocabulary and subject matter content (S and I)	The change of external reading task to suit students' language level. (S) The balanced proportion between the amount of content and the available class time. (S)
4. Supplementary materials	✓	✓	✓	-	Introduce basic writing. (S)
5. Self-study; online-quiz, vocabulary log and external reading	✓	✓	✓	Long and difficult external reading (S)	More interesting techniques and a variety of activities to arouse students' attention. (S and I)
6. The large class management	✓	✓	✓	Difficulty for class management (I and C)	Introduce basic writing. (S)
7. The small class management	✓	✓	✓	Not enough time for writing practice (I and C)	More interesting techniques and a variety of activities to arouse students' attention. (S and I)
8. Teaching in the large class	✓	✗	✗	Ineffective teaching and learning; boring atmosphere (S) No variety of teaching techniques and activities used in the class (I) Students' misbehaviors (I)	Introduce basic writing (S) Individual writing assignments (S) The change and modification of some activities to suit the mixed-ability class. (I)
9. Teaching in the small class	✓	✓	✓	The difficulty of writing assignments, not suit students' English competence (S and I)	Introduce basic writing (S) Individual writing assignments (S) The change and modification of some activities to suit the mixed-ability class. (I)
10. Course assessment	✓	✓	✓	Long and difficult texts in examination (S)	-

## CHAPTER 5

### SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter includes the main findings of the study, a discussion of the findings, implications of the study, and recommendations for further studies. These are presented in the following sections.

- 5.1 Summary of the main findings
- 5.2 Discussion of the main findings
- 5.3 Implications of the study
- 5.4 Recommendations for further studies

#### 5.1 Summary of the main findings

##### 5.1.1 The perceptions of FE II course's effectiveness

The students rated all aspects at "good" level. When their evaluative comments were compared across faculties, statistically significant differences were identified. Although the judgement was generally within the "good" range, the views were statistically significant different for the items related to course objectives, language skills practice, the textbook, the self-study of vocabulary log and external reading, and the teaching techniques in large class, and course assessment.

As for instructors and course co-ordinators, they considered the course objectives, skills practice, supplementary materials, self-study, large class and small class management, teaching techniques in small class and the assessment as appropriate aspects of the course. However, there were some drawbacks. One weakness was caused by the employed textbook which might not be appropriate for the mixed-ability class. Another was the over-sized class (100-200 students) consisting of students of different language proficiency.



### 5.1.2 Problems and suggestions for course improvement

The main problems perceived by students are related to learning in the large class. In the large class, listening to "lecture" was not favorable among students. Some revealed that attending lectures and doing only exercises in the textbook were not motivating. They also found vocabulary and some grammar study in the textbook too difficult. As there were a large number of students in the large class, teachers could not hold all the students' attention resulting in some misbehavior in class. In the small class, writing skill practice was considered difficult. Many students indicated that they lack basic writing skill and the required writing activities were beyond their proficiency level. Likewise, they also complained about the required external reading which was too long and difficult for their level.

According to FE II instructors and course co-ordinators, most mentioned that it was difficult for them to organize activities and monitor individual students' progress in the large class. They shared the same problems related to students' misbehaviors such as lacking attendance or not paying attention or participation in class. They further stated the vocabulary and subject matter content in the textbook and some writing assignments were too difficult.

All of the parties in this study; namely, students, instructors, and course co-ordinators indicated various suggestions to increase the effectiveness of FE II teaching and learning. Students suggested that the course content should allow students to apply it in their future study and in their future work. The coursebook should suit their language ability and should be interesting to them. There should be more current materials for supplementary exercises. In the same way, almost all of the instructors and course co-ordinators recommended that the coursebook should be changed or modified to suit the mixed-ability class. Students also expected the teachers to employ a variety of teaching methods and activities in class particularly in the large class. Having the balanced proportion of the amount of content within the specified time in each session was strongly proposed. Likewise, the instructors and course co-ordinators stated that they needed a chance or a circumstance in which a

variety of teaching techniques and activities could be used to arouse students' attention specifically in the large class. They did not want to just "give lecture". The students further specified that the course should emphasize the practice of fundamental writing skill. This view is relevant to the instructors and course coordinators' comment that some activities in the small class especially the writing tasks were too difficult for many students who did not have the basic writing skills (e.g. sentence construction). Most instructors suggested that some tasks should be revised or modified to suit the mixed-ability class.

## **5.2 Discussion of the main findings**

The findings concerning the degree of effectiveness and the problems toward FE II course are discussed below.

### **5.2.1 The evaluative comments towards FE II**

The overall results reveal that students share evaluative comment towards the effectiveness of FE II course. They agreed that FE II course is satisfactory. This is congruent with the findings of Rosjanakarin (2007) that the students' levels of satisfaction toward academic management of English courses in general education provided by the Department of languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University were high in all issues: teachers, the time the course were offered, the content of the course, audio-visual aids and materials used in the teaching and learning, and application of what has been learned. Likewise, Suwandecha (2002) stated that most students at Sripatum University, Chonburi campus had a "high" opinion level on the teachers' presentations in the actual situation and most of them had a "high" opinion level on the goal and objectives elements in expected situations in Foundation English Course (I and II). Regarding the overall teachers' opinions on both actual and expected situations, all the five teachers had a high opinion on the teaching methods and activities.

However, considering the significant differences of the degree of satisfaction among faculties, it was found that the levels of satisfaction of most aspects were significantly different. It can be noted that the students from the faculties of Natural Resources, Pharmaceutical Sciences, and Law perceived most aspects at a lesser degree of satisfaction while those from the faculties of Nursing, Medicine, and Dentistry perceived most aspects with more satisfaction than others. These differences may be related to students' different language ability. Those who are more proficient seem to evaluate the course at a higher degree of effectiveness and are more satisfied compared with those who are less proficient. In contrast, Rosjanakarín (2007) study found that students from different levels and faculties did not have significantly different levels of satisfaction toward elective courses.

## **5.2.2 The problems obstructing the success of FE II**

With respect to the questionnaire responses presented in Table 4.12 and the problems stated by instructors and course co-ordinators, a variety of problems occurred in FE II course in the current teaching situation. The problems are related to teaching in large class, inappropriate coursebook, and mixed-ability class. Each problem will now be described.

### **5.2.2.1 Teaching in the large class**

Although all the parties involved are satisfied with this course, they also face the same problems related to teaching techniques in large class. While most instructors seem to be dissatisfied with their own teaching or presentation in large class, students do not seem to enjoy the large class atmosphere either. Besides, as there were a large number of students in large class, teachers could not hold all the students' attention resulting in some misbehavior in class, for example, talking, not paying attention, taking a nap and being absent. In this case, therefore, it may be said that the over-sized class can lead to the unfavorable results in English language teaching. This is partly consistent with the findings of Jimakorn and Singhasiri' study (2006) which discussed that Thai teachers thought that teaching in large classes was

difficult in several aspects such as the relationships of teachers and students, monitoring and giving feedback and assessment. According to Xu's (2001) study about problems and strategies of teaching English in large classes in the People's Republic of China, she found that individual students feel they cannot get enough attention from the teacher, and they feel it is unlikely to be asked to stand up and answer a question; therefore they tend to be more relaxed than they should be and less attentive to the teacher. Students feel they cannot have two-way communication with the teacher; and that they rarely have chances to practice what they have been learning. Some students feel uneasy if they cannot be the "early birds" for the seats in the few front rows of the classroom.

Similarly, in Cuseo's empirical case (2007), it was found that large class size increases faculty reliance on the lecture method of instruction. Moreover, large classes reduce students' level of active involvement in the learning process, the frequency and quality of instructor interaction with and feedback to students, students' depth of thinking inside the classroom. In addition, students' academic achievement (learning) and academic performance (grades) are lowered in courses with large class size. Finally, students report less course satisfaction in large-sized classes. This is consistent with the observational findings which reflect the results of research on students' course perceptions, which indicate that students in large classes report the lowest degree of satisfaction on course-evaluation questions relating to the quality of student instructor and student-student interaction (Feldman, 1984).

Based on the findings, all parties in the current study were more satisfied with teaching in small class than teaching in large class. The result is similar to the finding identified by Carbone and Greenberg (1998). They surveyed students in large introductory courses, and discovered that these students reported lower levels of course satisfaction than smaller-sized classes. In contrast, the findings of Todd (2006) who compares the discourse of two parallel classes, one large and one small by investigating talking time, use of L1, use of student names, questioning, feedback, directives and discipline. The findings show that there are actually few differences concerning classroom discourse between large and small classes in terms of the use of

student names and the strength and impersonality of directives. For the other issues which primarily concern teacher-student interaction, there are no clear differences between large and small classes.

However, in Musigrungsi' s (2009) study of changing strategies and techniques in teaching English in a Thai University, she stated that in a two-hour lesson with a large number of students (150-200), the instructor was limited in the kind of options that could be employed. It was difficult to implement activities that required the students to interact among themselves and with the instructor. Lecture seemed to be the choice for the instructors, but what made the lecture interesting depended on many elements such as the instructors' ability to lecture and present via PowerPoint. Whatever strategies the instructors chose, they were to increase the students' reading ability.

Additionally, teachers in Touba (1999) and Todd's (2006) study suggested ways to deal with large classes. For example, teaching management should be well-planned and well-organized. Teachers may come into the classroom a bit earlier and talk with a few students; they may move around the classroom while giving the lecture or move towards one or two students and tell the whole class what they have just talked about; they may also stay briefly in the classroom after the lesson to make themselves approachable, accessible and available. Moreover, teaching in large classes may be suitable for teaching receptive skills such as reading and listening. If the school or university cannot avoid teaching in large classes, they need to provide sessions where students can practice in small groups and consult with their teachers.

With reference to the results of this study, it is quite essential for the administrators to understand teachers' attitudes and their beliefs as well as the nature of language learning and teaching. Also, teachers themselves may need to be trained in how to teach and manage in large classes.

### 5.2.2.2 Inappropriate coursebook

The evaluative comments on the coursebook imply that the current textbook used may not be appropriate for students of different language proficiency and the vocabulary and subject matter content in the textbook was too difficult. Thus, using the same textbook across different faculties or disciplines may not be relevant to students' needs or lacks. As stated by Peng (2006), some students may find the topics in content-based or theme-based syllabi dull, strange, or meaningless; whereas others find them enjoyable, familiar or interesting. The findings of the present study are also congruent with the study of Charumanee (1996) reporting that evaluative comments for Foundation English 1 and Foundation English 2 coursebooks were not satisfactory, with most comments indicating "fair", "inadequate" or "totally lacking" in the aspects related to subject matter, language functions, skills development, flexibility and culture integration. Likewise the findings from Kayapinar (2009) study show that in general, the coursebook packages do not represent the teachers' expectations and they do not meet the needs of learners in the teaching process. Khaonoona (2010) evaluated coursebook for speaking skill for English major undergraduate students in Songkhla and found that all the three books were rated between "unsatisfactory" and "good" level.

To facilitate students' learning, the current textbook should be reconsidered. The content and structure of a syllabus is related to the objectives of the learner or of society and these can be better determined by the teachers instructing the particular classes and authorities at universities. The process of resource and coursebook development could support and facilitate the teaching and learning process by meeting the needs of the learners and developing the teaching repertoire of the teachers ( McGrathand, 2006; Kayapinar, 2009).

### 5.2.2.3 Mixed-ability class

It is obvious that mixed-ability class in this present study can lead to the problems about the teaching techniques and activities in class particularly some writing tasks. Çopur (2005) pointed out some problems in mixed-ability class concerning effective learning, materials, participation, interests, and discipline. Svärd (2006) stated that the teachers she interviewed agreed on the same type of difficulties with mixed-ability classes; it is hard to keep everyone's attention, hard to motivate everyone. The teacher feels that he/she does not have enough time to help all students, the students can be easily bored, and planning the lesson to meet all students' different needs is time consuming. Based on the FE II course assignments, instructors assign students pair or group work to do writing activities. This solution was also in agreement with Šimanová's (2010) research and application; he found out that the best solutions for a mixed ability class are to let students work in pairs or small groups, and to often vary the groupings. The groupings depends on a type of activity – sometimes it lets weak students work with strong students, sometimes in groups of different language ability, sometimes strong with strong and weak with weak. Although it is time-consuming, it is appropriate to differentiate tasks in order to satisfy both strong and weak students. As he found out, it is necessary to vary the lessons as much as possible to keep students engaged all the time. He tries to bring different activities for each lesson, often activities which ask for students' opinions, and ideas. Next solution is to adapt the course book materials

### **5.3 Implications of the study**

The findings of this study may be helpful for those involved in the development of foundation English course such as English instructors, course coordinators, and administrators. Implications drawn from this study involve action or consideration that should be taken into account for the purpose of improving FE II course. The followings are recommended.

#### **5.3.1 Course objectives and syllabus**

The stated objectives and the course outline shown in the syllabus could be maintained for the most part. One specific point that deserves attention is related to some objectives which seem to be beyond students' competence. These may need to be adjusted.

#### **5.3.2 Coursebook and supplementary materials**

The findings related to the perceptions of *Select readings (Intermediate)* textbook imply that it may not be appropriate for students from different faculties who are likely to have different language proficiency and different expectations to study the same textbook. It is, thus, recommended that the current coursebook be revised, supplemented, or replaced. Unlike the coursebook, the supplementary materials and the self-study tasks were perceived with more satisfaction. To be specific, they perceived that the self-study tasks enhance independent learning as well as improve students' language skills development. These should, then, be continually provided. In addition, more options of external readings should be available, that is, different graded readers, from which students can choose the one that is understandable or readable to them.



### **5.3.3 The Large and the small class management**

Management both in the large and the small class management were identified as appropriate except for large class size which was unsatisfactory to all involved. In this case, moreover, it may be said that the over-sized class can lead to the other problems in FE II course such as teaching techniques in large class or students' misbehaviors. Therefore, this issue may need to be addressed promptly and immediate action is desired.

### **5.3.4 Teaching techniques in the large and the small class**

Both students and instructors were unsatisfied with the teaching techniques in the large class. They faced many problems when teaching and learning in this over-sized class. If the large class of 100-200 students has to be continued, the most urgent thing to do is to have a variety of teaching techniques and interesting activities which can arouse students' interest and maintain their attention. The use of computer technology in large class may be "a must". The teacher-training on teaching large class can be a priority in improving the course quality. As for the small class currently offered, this could be continued in the way it has been practiced. However, in small class, some changes related to "paragraph writing" are needed. Based on the students and instructors' complaints, basic writing skill (e.g. Sentence construction) is in urgent need.

### **5.3.5 Course assessment**

Perceived as the most satisfactory aspect by students, the currently stated course assessment could be mostly maintained for all parts. However, a specific point may be reconsidered. This concerns the two texts in the reading part of the mid-term and the final examinations which seem to be too long. This may need to be adjusted to suit the specified time.

#### 5.4 Recommendations for further studies

Based on this study, some issues have not been examined because of some constraints and limitations. In order to confirm the findings and to find out points that have not been covered in the current study, some areas are recommended for further study.

1. This study was carried out with the subjects who took the course during the past years. There would be more coverage if the views from students who are currently doing this course are included and compared across the time as well.

2. This study intended to examine only FE II course effectiveness. It would be interesting to investigate the degree of effectiveness of the Fundamental English Speaking and Listening (FE I) Course. Evaluative results from both courses can reflect the overall quality of the compulsory English courses provided at PSU, Hat-Yai.

3. One main problem found in this study is related to teaching techniques in the large class. It would be interesting to design an in-depth study such as case study or classroom observation to reveal classroom events and factors affecting teaching quality in large class. Knowing the causes of the problems can help instructors, course co-ordinators and administrators of the Department of Languages and Linguistics find the proper solutions to the problems.

4. This study indicated some doubts towards the use of the *Select readings (Intermediate)* coursebook with students from all disciplines. It is recommended that the future research on FE II coursebook evaluation should be conducted to confirm the results of this study and to investigate in depth about all features of this particular coursebook.

5. The results illustrate the difficulty of teaching and learning “paragraph writing”. Thus, it may be helpful to investigate or measure students’ level of English writing proficiency and identify the problematic aspects or areas of writing. The obtained findings will assist the curriculum developer to design the writing practice / tasks that would help push the students up from the right level.

6. This study employed a systematic evaluation framework to address a number of interesting issues related to the quality of a fundamental English course offered at tertiary level. The results and the adapted framework may be taken as a guideline to assess the quality of foundation English courses in other educational institutions.

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**APPENDIX A**  
**RESEARCH INSTRUMENTS**

(a.)

**Student Questionnaire**

**An Evaluation of Fundamental English Reading and Writing Course**

**Prince of Songkla University, Hat-Yai**

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**Instructions**

1. This questionnaire is designed to evaluate the effectiveness of the fundamental English reading and writing course (FE II) provided at Prince of Songkla university, Hat-yai campus.
2. The respondents are Prince of Songkla university students.
3. The questionnaire is divided into 3 parts:-  
Part 1: General background of students  
Part 2: Evaluative comments towards the fundamental English reading and writing course (890-102)  
Part 3: Problems and suggestions for course improvement
4. Please give your honest opinions for the benefit of developing the quality of the fundamental English reading and writing course.
5. Please answer all questions, particularly problems and suggestions in open-ended questions.

Thank you very much

(Ms. Jinlana Madtathawee)

An M.A student in Teaching English as an International Language Program

Faculty of Liberal Arts, Prince of Songkla University

## Questionnaire

### An Evaluation of Fundamental English Reading and Writing Course Prince of Songkla University, Hat-Yai

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#### Part 1      General background of students

**Instruction** Please tick (✓) in the appropriate boxes  below that represent your fact.

#### 1. Gender

 Male

 Female

#### 2. Faculty

 Engineering

 Natural Resources

 Sciences

 Pharmaceutical Sciences

 Nursing

 Economics

 Medicine

 Law

 Management Sciences

 Traditional Thai Medicine

 Dentistry

 Medical Technology

 Agro-Industry

 Liberal Arts

#### 3. Your level of English language proficiency

	Excellent	Good	Fair	Poor	Very poor
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4. Your Fundamental English Reading and Writing Grade

 A     B+     B     C+     C     D+     D     E

**Part 2**      **Evaluative comments towards the fundamental English reading and writing course (890-102)**

**Instruction** Please tick (✓) in the appropriate box  below to indicate the level of evaluative comment toward the Fundamental Reading and writing course.

**1) Course objectives**

No.	How do you evaluate FE II course objectives?	Level of evaluative comment			
		Excellent	Good	Fair	Poor
		4	3	2	1
1.1	The clarity of the objectives				
1.2	Relevance to the students' current needs of English to survive in modern society				
1.3	Relevance to students' specific disciplines				
1.4	Compatibility with students' English competence				
1.5	Enabling students for daily life use				
1.6	Enabling students for high studies				

## 2) Syllabus

No.	How do you evaluate the various skills specified in the course outline?	Level of evaluative comment			
		Excellent	Good	Fair	Poor
		4	3	2	1
<b>2.1 Reading skills</b>					
2.11	Skimming				
2.12	Scanning				
2.13	Reading for gist				
2.14	Identifying main ideas and supporting ideas				
2.15	Reading for details				
2.16	Using context clues				
2.17	Inference				
2.18	Understanding different types of paragraphs				
<b>2.2 Vocabulary building skills</b>					
2.21	Dictionary skills				
2.22	Compound words				
2.23	Phrasal verbs				
2.24	Word formation				
2.25	Synonyms				
2.26	Prefixes-suffixes				
2.27	Semantic grouping				
2.28	Connecting words				
2.29	Vocabulary and idioms in contexts				
<b>2.3 Language skills</b>					
2.31	Types of sentences				
2.32	Tenses				
2.33	Reduced clauses				
2.34	Punctuation				
<b>2.4 Writing skills</b>					
2.41	Personal experiences				
2.42	Current issues				

## 3) Coursebook and supplementary materials

No.	How do you evaluate coursebook and supplementary materials?	Level of evaluative comment			
		Excellent	Good	Fair	Poor
		4	3	2	1
<b>3.1 Select Readings (Intermediate) textbook</b>					
3.11	The correspondence between textbook content and course objectives				
3.12	The relevance of content to students' needs				
3.13	The substantial of content for students' future career				
3.14	The substantial of content for students' higher study.				
3.15	The textbook's match with students' language competence				
3.16	A variety of current, interesting topics/content				
3.17	Sequence of the content chapters				
3.18	Appeal of the book's layout				
3.19	Appropriateness of the book's overall quality				
<b>3.2 Supplementary materials</b>					
3.21	How to Use a Dictionary				
3.22	Our University				
3.23	Identifying Topic and Main idea				
3.24	Paragraph Writing				
3.25	The overall quality of the supplementary materials				



## 3) Coursebook and supplementary materials (Continued)

No.	How do you evaluate coursebook and supplementary materials?	Level of evaluative comment			
		Excellent	Good	Fair	Poor
		4	3	2	1
<b>3.3 Self-study</b>					
<b>On-line quiz</b>					
3.31	Relevancy of on-line quiz for course objectives				
3.32	Compatibility with students' English competence				
3.33	Presentation format on the website.				
3.34	The clarity of the process of making on-line quiz				
<b>Vocabulary log</b>					
3.35	Relevancy of vocabulary log for course objectives				
3.36	Development of students' vocabulary building skills				
3.37	The clarity of the process of making vocabulary log				
<b>External reading</b>					
3.38	Relevancy of external reading for course objectives				
3.39	Compatibility with students' English competence				
3.310	The interesting of the story				
3.311	The appropriateness of questions about stories.				

## 4) The Large and the small class management

No.	How do you evaluate the large and the small class management?	Level of evaluative comment			
		Excellent	Good	Fair	Poor
		4	3	2	1
<b>4.1 Teaching and learning management in the large class</b>					
4.11	Promotion of learning in the large class				
4.12	Quality of the equipment in the classroom, such as LCD, computer and a microphone				
4.13	The class time (two periods per week)				
4.14	Suitability of class size (100-200 students)				
<b>4.2 Teaching and learning management in the small class</b>					
4.21	Promotion of learning in the small class				
4.22	Quality of the equipment in the classroom, such as an over head-projector and a microphone				
4.23	The class time (one period per week)				
4.24	Suitability of class-size (35-45 students)				

## 5) Teaching techniques

No.	How do you evaluate teaching techniques in FE II?	Level of evaluative comment			
		Excellent	Good	Fair	Poor
		4	3	2	1
<b>5.1 Teaching techniques in the Large class</b>					
5.11	Relevancy of teaching techniques and activities for reading skills				
5.12	Appropriateness of presentation techniques and content of the lesson				
5.13	The use of teaching techniques to support learner-centeredness				
5.14	Development of students' reading competence				
5.15	The appeal of teacher's presentation				
5.16	The sequence / organization of instruction				
5.17	The clarity of explanation				
5.18	Appropriateness of the speed of the lesson presentation				
5.19	Appropriateness and effectiveness of teaching materials / aids				
5.110	A variety of reading activities in class				
5.111	Encouraging interaction among students during the practice				
5.112	Giving students opportunities for asking questions and expressing opinions				
<b>5.2 Teaching techniques in the small class</b>					
5.21	Relevancy of teaching techniques and activities for writing skills				
5.22	Appropriateness of presentation techniques and content of the lesson				
5.23	The use of teaching techniques to support learner-centeredness				

## 5) Teaching techniques (Continued)

No.	How do you evaluate teaching techniques in FE II?	Level of evaluative comment			
		Excellent	Good	Fair	Poor
		4	3	2	1
5.24	Development of students' writing competence				
5.25	Relevancy of content to learning in the large class				
5.26	The appeal of teacher's presentation				
5.27	The sequence / organization of instruction				
5.28	The clarity of explanation				
5.29	Appropriateness of the speed of the lesson presentation				
5.210	Appropriateness and effectiveness of teaching materials / aids				
5.211	A variety of writing activities in class				
5.212	Encouraging interaction among students during pair or group work				
5.213	Giving students opportunities for asking questions and expressing opinions				

## 6) Course assessment

No.	How do you evaluate the course assessment?	Level of evaluative comment			
		Excellent	Good	Fair	Poor
		4	3	2	1
6.1	The clarity of requirements for course assessment				
6.2	The match between assessment and course objectives				
6.3	The test's reflection of the learned content				
6.4	The appropriateness of the score weight (35% for Mid-term test, 35% for Final test and 30% for other assignments)				
6.5	The clarity of grading criteria				
6.6	The clarity of the scoring criteria for each assignment				
	Vocabulary log				
	External reading				
	Self-study				
	Homework & activities				
6.7	Assignments				
	The appropriateness of the weight of score for each assignment				
	Vocabulary log (4%)				
	External reading (6%)				
	Self-study (5%)				
6.7	Homework & activities (5%)				
	Assignments (10%)				

## 6) Course assessment (Continued)

No.	How do you evaluate the course assessment?	Level of evaluative comment			
		Excellent	Good	Fair	Poor
		4	3	2	1
6.8	The appropriateness of the number of assignments				
	Vocabulary log (2 pieces)				
	External reading (1 piece)				
	Self-study (1 piece)				
	Homework & activities (2 pieces)				
	Assignments (2 pieces)				

**Part 3** Problems and suggestions for Fundamental Reading and Writing course improvement

**Instruction** Please express your opinions on these questions

1) What are the strengths of the Fundamental Reading and Writing course?

.....  
.....  
.....  
.....

2) What are the weaknesses of the Fundamental Reading and Writing course?

.....  
.....  
.....  
.....

3) What would you suggest for the Fundamental Reading and Writing course improvement?

.....  
.....  
.....  
.....

(b.)

แบบสอบถาม

เรื่อง การประเมินประสิทธิภาพการจัดการเรียนการสอนรายวิชาการอ่านและเขียนภาษาอังกฤษ  
พื้นฐาน

(Fundamental English Reading and Writing)

มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่

คำชี้แจง

1. แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อใช้ประเมินรายวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐาน มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่
2. ผู้ตอบแบบสอบถาม คือ นักศึกษามหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่
3. แบบสอบถามแบ่งเป็น 3 ตอน ดังนี้:-  
ตอนที่ 1: ข้อมูลทั่วไปของผู้ตอบ  
ตอนที่ 2: ความคิดเห็นต่อวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐาน (890-102)  
ตอนที่ 3: ปัญหาและข้อเสนอแนะเพื่อการปรับปรุงรายวิชา
4. โปรดแสดงความคิดเห็นของท่านตามความเป็นจริง เพื่อประโยชน์ในการพัฒนาคุณภาพของรายวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐานให้มีประสิทธิภาพยิ่งขึ้น
5. โปรดแสดงความคิดเห็นของท่านในทุกข้อคำถามโดยครบถ้วนทั้ง 3 ตอน โดยเฉพาะความคิดเห็นเกี่ยวกับปัญหาที่พบและคำแนะนำในการจัดการเรียนการสอน

ขอบคุณที่ให้ความอนุเคราะห์

(นางสาว จิลลนา หมัดตะทิว)

นักศึกษาระดับปริญญาโท สาขาการสอนภาษาอังกฤษเป็นภาษานานาชาติ

คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์



## แบบสอบถาม

เรื่อง การประเมินประสิทธิภาพการจัดการเรียนการสอนรายวิชาการอ่านและเขียนภาษาอังกฤษ

พื้นฐาน

(Fundamental English Reading and Writing)

มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบ

คำชี้แจง โปรดใส่เครื่องหมาย (✓) ลงในช่อง  หน้าข้อความที่ตรงกับข้อมูลเกี่ยวกับตัวท่าน

## 1. เพศ

 ชาย หญิง

## 2. คณะ

 วิศวกรรมศาสตร์ ทรัพยากรธรรมชาติ วิทยาศาสตร์ เกษตรศาสตร์ พยาบาลศาสตร์ เศรษฐศาสตร์ แพทยศาสตร์ นิติศาสตร์ วิทยาการจัดการ แพทย์แผนไทย ทันตแพทยศาสตร์ เทคนิคการแพทย์ อุตสาหกรรมเกษตร ศิลปศาสตร์

## 3. ความสามารถในการใช้ภาษาอังกฤษของท่าน

	ดีมาก	ดี	พอใช้	อ่อน	อ่อนมาก
การฟัง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การพูด	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การอ่าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การเขียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4. ผลการเรียนวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐาน (Fundamental English Reading and Writing)

 A  B+  B  C+  C  D+  D  E

ตอนที่ 2      ความคิดเห็นต่อวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐาน (890-102)  
 คำชี้แจง      โปรดแสดงความคิดเห็นของท่านที่มีต่อรายวิชาการอ่านและเขียนภาษาอังกฤษ  
 พื้นฐาน (Fundamental English Reading and Writing) ในแต่ละหัวข้อ  
 ข้างล่างนี้ โดยใส่เครื่องหมาย (√) ลงในช่อง  ที่ตรงกับระดับความคิดเห็น  
 ของท่าน

1) วัตถุประสงค์รายวิชา

ที่	ท่านประเมินวัตถุประสงค์รายวิชาที่กำหนดไว้อย่างไร	ระดับการประเมิน			
		ดีมาก	ดี	พอใช้	น้อย/ควรปรับปรุง
		4	3	2	1
1.1	ความชัดเจนของวัตถุประสงค์รายวิชา				
1.2	ความสอดคล้องของวัตถุประสงค์รายวิชากับความต้องการของนักศึกษาในสังคมปัจจุบัน				
1.3	ความสอดคล้องของวัตถุประสงค์รายวิชากับสาขาของนักศึกษา				
1.4	ความเหมาะสมของวัตถุประสงค์รายวิชากับระดับความสามารถทางภาษาของนักศึกษา				
1.5	วัตถุประสงค์รายวิชามุ่งให้นักศึกษานำความรู้ไปใช้ใน ชีวิตประจำวันได้				
1.6	วัตถุประสงค์รายวิชามุ่งให้นักศึกษานำความรู้ภาษาอังกฤษไป ประกอบการเรียนในระดับสูงขึ้นได้				

## 2) เนื้อหาตามเค้าโครงรายวิชา

ที่	ท่านประเมินการฝึกทักษะต่างๆที่ระบุใน เค้าโครงรายวิชา (Course Outline) อย่างไร	ระดับการประเมิน			
		ดีมาก	ดี	พอใช้	น้อย/ควรปรับปรุง
		4	3	2	1
<b>2.1 ทักษะการอ่าน (Reading skills)</b>					
2.11	การอ่านกวาด (Skimming)				
2.12	การอ่านเก็บ (Scanning)				
2.13	การจับหัวข้อและใจความสำคัญ (Reading for gist)				
2.14	การแยกประเด็นหลักและประเด็นรอง (Identifying main ideas and supporting ideas)				
2.15	การอ่านเก็บรายละเอียด (Reading for details)				
2.16	การใช้บริบทในการอ่าน (Using context clues)				
2.17	การอนุมาน (Inference)				
2.18	การอ่าน โดยอาศัยความเข้าใจ โครงสร้างของย่อหน้าแบบต่างๆ (Understanding different types of paragraphs)				
<b>2.2 ทักษะการเพิ่มพูนวงศัพท์ (Vocabulary building skills)</b>					
2.21	การใช้พจนานุกรม (Dictionary skills)				
2.22	คำประสม (Compound words)				
2.23	กริยาวลี (Phrasal verbs)				
2.24	การสร้างคำ (Word formation)				
2.25	คำที่มีความหมายเหมือนหรือคล้ายคลึงกัน (Synonyms)				
2.26	หน่วยเติมศัพท์ (Prefixes-suffixes)				
2.27	การจัดกลุ่มคำตามความหมาย (Semantic grouping)				
2.28	คำเชื่อมต่างๆ (Connecting words)				
2.29	ศัพท์และสำนวนในบริบท (Vocabulary and idioms in contexts)				

## 2) เนื้อหาตามเค้าโครงรายวิชา (ต่อ)

ที่	ท่านประเมินการฝึกทักษะต่างๆที่ระบุใน เค้าโครงรายวิชา (Course Outline) อย่างไร	ระดับการประเมิน			
		ดีมาก	ดี	พอใช้	น้อย/ควรปรับปรุง
		4	3	2	1
<b>2.3 ทักษะทางภาษา (Language skills)</b>					
2.31	ชนิดของประโยค (Types of sentences)				
2.32	กาล (Tenses)				
2.33	ประโยคลดรูป (Reduced clauses)				
2.34	เครื่องหมายวรรคตอน (Punctuation)				
<b>2.4 ทักษะการเขียน (Writing skills)</b>					
2.41	ประสบการณ์ส่วนตัว (Personal experiences)				
2.42	เหตุการณ์ปัจจุบัน (Current issues)				

## 3) ตำราเรียนและเอกสารเสริมบทเรียน

ที่	ทำนประเมินตำราเรียนและเอกสารเสริมบทเรียนในระดับใด	ระดับการประเมิน			
		ดีมาก	ดี	พอใช้	น้อย/ควรปรับปรุง
		4	3	2	1
<b>3.1 หนังสือ Select Readings (Intermediate)</b>					
3.11	ความสอดคล้องของเนื้อหากับวัตถุประสงค์ของรายวิชา				
3.12	เนื้อหาในแบบเรียนตรงตามความต้องการปัจจุบันของนักศึกษา				
3.13	เนื้อหาเป็นประโยชน์ต่อการประกอบอาชีพของนักศึกษาในอนาคต				
3.14	เนื้อหาเป็นประโยชน์ต่อการศึกษาระดับที่สูงขึ้นไป				
3.15	ระดับความยากง่ายของเนื้อหาเหมาะสมกับระดับความสามารถทางภาษาของนักศึกษา				
3.16	หัวข้อเรื่องที่อ่านมีความหลากหลาย ทันสมัย และน่าสนใจ				
3.17	การจัดลำดับเนื้อหามีการเรียบเรียงอย่างเหมาะสม				
3.18	รูปเล่มของหนังสือสวยงามน่าใช้				
3.19	ความเหมาะสมโดยรวมของคุณภาพหนังสือ Select readings กับรายวิชานี้				
<b>3.2 เอกสารเสริมบทเรียน</b>					
3.21	How to Use a Dictionary				
3.22	Our University				
3.23	Identifying Topic and Main idea				
3.24	Paragraph Writing				
3.25	ความเหมาะสมและคุณภาพโดยรวมของเอกสารเสริมบทเรียน				

## 3) ตำราเรียนและเอกสารเสริมบทเรียน (ต่อ)

ที่	ท่านประเมินตำราเรียนและเอกสารเสริมบทเรียนในระดับใด	ระดับการประเมิน			
		ดีมาก	ดี	พอใช้	น้อย/ควรปรับปรุง
		4	3	2	1
<b>3.3 การศึกษาด้วยตนเอง (Self-study)</b>					
<b>On-line quiz</b>					
3.31	ความสอดคล้องของ on-line quiz กับวัตถุประสงค์ของรายวิชา				
3.32	ความเหมาะสมของ on-line quiz กับระดับความสามารถทางภาษาของนักศึกษา				
3.33	รูปแบบการนำเสนอบน website				
3.34	ความชัดเจนของขั้นตอนในการทำ on-line quiz				
<b>Vocabulary log</b>					
3.35	ความสอดคล้องของกิจกรรม vocabulary log กับวัตถุประสงค์ของรายวิชา				
3.36	แบบฝึกหัด vocabulary log ช่วยเพิ่มพูนวงศัพท์				
3.37	ความชัดเจนของขั้นตอนในการทำ vocabulary log				
<b>External reading</b>					
3.38	ความสอดคล้องของ external reading กับวัตถุประสงค์ของรายวิชา				
3.39	ความเหมาะสมของหนังสือเรียนนอกเวลาที่กำหนดกับระดับความสามารถทางภาษาของนักศึกษา				
3.310	ความน่าสนใจของเนื้อเรื่อง				
3.311	ความเหมาะสมของคำถามเกี่ยวกับเนื้อเรื่องที่อ่าน				

## 4) การจัดการเรียนการสอนแบบกลุ่มใหญ่และกลุ่มย่อย

ที่	ท่านประเมินการจัดการเรียนการสอน แบบกลุ่มใหญ่และกลุ่มย่อยอย่างไร	ระดับการประเมิน			
		ดีมาก	ดี	พอใช้	น้อย/ควรปรับปรุง
		4	3	2	1
<b>4.1 การเรียนการสอนแบบกลุ่มใหญ่ (Large class)</b>					
4.11	การเรียนในกลุ่มใหญ่ช่วยส่งเสริมการเรียนรู้				
4.12	คุณภาพของอุปกรณ์ในห้องเรียน เช่น LCD, คอมพิวเตอร์ และ ไมโครโฟน				
4.13	การจัดเวลาเรียน สัปดาห์ละ 2 คาบ				
4.14	ความเหมาะสมของจำนวนนักศึกษาต่อห้องเรียน (100-200 คน)				
<b>4.2 การเรียนการสอนแบบกลุ่มย่อย (Small class)</b>					
4.21	การเรียนในกลุ่มย่อยช่วยส่งเสริมการเรียนรู้				
4.22	คุณภาพของอุปกรณ์ในห้องเรียน เช่น over head-projector และ ไมโครโฟน				
4.23	การจัดเวลาเรียน สัปดาห์ละ 1 คาบ				
4.24	ความเหมาะสมของจำนวนนักศึกษาต่อห้องเรียน (35-45 คน)				

## 5) วิธีการสอน

ที่	ท่านประเมินวิธีการสอนในรายวิชาการอ่านและเขียน ภาษาอังกฤษพื้นฐานอย่างไร	ระดับการประเมิน			
		ดีมาก	ดี	พอใช้	น้อย/ควรปรับปรุง
		4	3	2	1
<b>5.1 การสอนในกลุ่มใหญ่ (Large class)</b>					
5.11	วิธีและกิจกรรมการสอนสอดคล้องกับวัตถุประสงค์ในการฝึกทักษะการอ่าน				
5.12	วิธีและกิจกรรมการสอนเหมาะสมกับเนื้อหาในบทเรียน				
5.13	วิธีและกิจกรรมการสอนสนับสนุนการเรียนการสอนที่มีผู้เรียนเป็นศูนย์กลาง				
5.14	วิธีและกิจกรรมการสอนส่งเสริมให้นักศึกษาเกิดการพัฒนาทางการอ่าน				
5.15	นำเสนอบทเรียนน่าสนใจ ชวนให้ติดตาม				
5.16	สอนตามลำดับขั้นตอน				
5.17	อธิบายชัดเจน เข้าใจง่าย				
5.18	สอน/อธิบายบทเรียนด้วยความเร็วเหมาะสม				
5.19	ใช้สื่อการสอนที่เหมาะสมและมีประสิทธิภาพ				
5.110	มีกิจกรรมหลากหลายในการฝึกทักษะการอ่าน				
5.111	สร้างปฏิสัมพันธ์ในกลุ่มผู้เรียนจากการร่วมกิจกรรมการฝึกภาษา				
5.112	เปิดโอกาสให้นักศึกษาซักถามและแสดงความคิดเห็น				
<b>5.2 การสอนในกลุ่มย่อย (Small class)</b>					
5.21	วิธีและกิจกรรมการสอนสอดคล้องกับวัตถุประสงค์ในการฝึกทักษะการเขียน				
5.22	วิธีและกิจกรรมการสอนสอดคล้องกับเนื้อหา				



## 5) วิธีการสอน (ต่อ)

ที่	ท่านประเมินวิธีการสอนในรายวิชาการอ่านและเขียน ภาษาอังกฤษพื้นฐานอย่างไร	ระดับการประเมิน			
		ดีมาก	ดี	พอใช้	น้อย/ควรปรับปรุง
		4	3	2	1
5.23	วิธีและกิจกรรมการสอนสนับสนุนการเรียนการสอนที่มีผู้เรียนเป็นศูนย์กลาง				
5.24	วิธีและกิจกรรมการสอนส่งเสริมให้นักศึกษาเกิดการพัฒนาทางการเขียน				
5.25	เนื้อหาสอดคล้องกับการเรียนในกลุ่มใหญ่				
5.26	นำเสนอบทเรียนน่าสนใจ ชวนให้ติดตาม				
5.27	สอนตามลำดับขั้นตอน				
5.28	อธิบายชัดเจน เข้าใจง่าย				
5.29	สอน/อธิบายบทเรียนด้วยความเร็วเหมาะสม				
5.210	ใช้สื่อการสอนที่เหมาะสมและมีประสิทธิภาพ				
5.211	มีกิจกรรมหลากหลายในการฝึกทักษะการเขียน				
5.212	สร้างปฏิสัมพันธ์ในกลุ่มผู้เรียนจากการร่วมกิจกรรมการฝึกภาษา โดยการทำงานคู่และงานกลุ่ม				
5.213	เปิดโอกาสให้นักศึกษาซักถามและแสดงความคิดเห็น				

## 6) การวัดและประเมินผลรายวิชา

ที่	ทำนประเมินการวัดและการประเมินผลรายวิชาในระดับใด	ระดับการประเมิน			
		ดีมาก	ดี	พอใช้	น้อย/ควรปรับปรุง
		4	3	2	1
6.1	ความชัดเจนของหลักเกณฑ์ในการวัดและประเมินผลการเรียน				
6.2	การประเมินผลการเรียนสอดคล้องกับวัตถุประสงค์ของรายวิชา				
6.3	การวัดผลการเรียนตรงตามเนื้อหาที่เรียน				
6.4	ความเหมาะสมของสัดส่วนคะแนน (การสอบกลางภาค (35%) ปลายภาค (35%) และคะแนนเก็บ (30%))				
6.5	ความชัดเจนของเกณฑ์การตัดเกรด				
6.6	ความชัดเจนของการเกณฑ์การให้คะแนนแต่ละชิ้นงาน Vocabulary log				
	External reading				
	Self-study				
	Homework & activities				
	Assignments				
6.7	ความเหมาะสมของสัดส่วนคะแนนในแต่ละชิ้นงาน Vocabulary log (4%)				
	External reading (6%)				
	Self-study (5%)				
	Homework & activities (5%)				
	Assignments (10%)				

## 6) การวัดและประเมินผลรายวิชา (ต่อ)

ที่	ท่านประเมินการวัดและการประเมินผลรายวิชาในระดับใด	ระดับการประเมิน			
		ดีมาก	ดี	พอใช้	น้อย/ควรปรับปรุง
		4	3	2	1
6.8	ความเหมาะสมของจำนวนชิ้นงาน				
	Vocabulary log (2 ชิ้น)				
	External reading (1 ชิ้น)				
	Self-study (1 ชิ้น)				
	Homework & activities (2 ชิ้น)				
	Assignments (2 ชิ้น)				

ตอนที่ 3 ปัญหาและข้อเสนอแนะเพื่อการปรับปรุงรายวิชา  
 คำชี้แจง กรุณาตอบคำถามต่อไปนี้โดยใช้ความคิดเห็นของท่าน

1) ในความคิดเห็นของท่าน จุดเด่นของรายวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐานคืออะไร

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2) ในความคิดเห็นของท่าน จุดด้อยของรายวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐานคืออะไร

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3) ท่านมีข้อเสนอแนะใดบ้าง ในการแก้ปัญหาและพัฒนาการจัดการวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐาน

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(c.)

### Semi-structured Interview

1. How do you evaluate course objectives?
2. How do you evaluate the various skills specified in the course outline?
3. How do you evaluate the effectiveness of the following aspects?
  - Teaching techniques in the large class
  - Teaching techniques in the small class
  - Comparing between teaching techniques in the large class and the small class
  - Teaching Materials (coursebook, supplementary materials, power point)
  - Activities in the large class and the small class
4. Are you able to give students opportunities for asking questions and expressing opinions? Why?
5. Do you think the provided activities related to course objectives?
6. In your opinion, are reading and writing skills practice appropriate for the students? Why or why not?
7. Do you have any problems during teaching? And how do you solve those problems?
  - The large class: students, equipment, class time
  - The small class: students, equipment, class time
  - Comparing between the large and the small class
8. How would you evaluate the coursebook?
9. How would you evaluate the supplementary materials?
10. What are your evaluative comments on self-study tasks?
11. What do you think about the course assessment?
  - The number of assignments
  - The quality of the tests (pattern, difficulty, length, suitability)
  - The grading criteria

12. In your opinion, to what degree is the course useful for students in their future?
13. In your opinion, what are the strengths and weaknesses of the Fundamental Reading and Writing course?

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14. What do you see as problems in the Fundamental Reading and Writing course? And why?
15. What would you suggest for the improvement of the Fundamental Reading and Writing course?

(d.)  
แบบสัมภาษณ์

1. ท่านมีความคิดเห็นอย่างไรกับวัตถุประสงค์รายวิชาวิชาการอ่านและเขียนภาษาอังกฤษ  
พื้นฐานที่ได้กำหนดไว้
2. ท่านมีความคิดเห็นอย่างไรกับเค้าโครงรายวิชาวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐานที่  
ได้กำหนดไว้
3. ในรายวิชานี้ กิจกรรม/วิธีการสอนของท่านเป็นอย่างไร
  - การสอนกลุ่มใหญ่
  - การสอนกลุ่มย่อย
  - เปรียบเทียบระหว่างกลุ่มใหญ่และกลุ่มย่อย
  - สื่อการสอน (หนังสือ, เอกสารเสริม, power point)
  - กิจกรรมในกลุ่มใหญ่และกลุ่มย่อย
4. ท่านได้เปิด โอกาสให้นักศึกษาซักถามหรือไม่ เพราะเหตุใด
5. ท่านคิดว่ากิจกรรมในชั้นเรียนสอดคล้องกับวัตถุประสงค์รายวิชาหรือไม่
6. ในความคิดเห็นของท่าน การฝึกทักษะการอ่านและการเขียนของนักศึกษามีความเหมาะสม  
หรือไม่ หรือควรปรับปรุงเพิ่มเติมอย่างไร
7. ในระหว่างที่สอนประสบปัญหาอะไรบ้าง และท่านมีวิธีการแก้ไขปัญหานั้นอย่างไร
  - กลุ่มใหญ่: นักศึกษา, อุปกรณ์, เวลาเรียน
  - กลุ่มย่อย: นักศึกษา, อุปกรณ์, เวลาเรียน
  - เปรียบเทียบระหว่างนักศึกษากลุ่มใหญ่และกลุ่มย่อย

8. ท่านมีความคิดเห็นอย่างไรต่อหนังสือเรียน (Select Readings) กรุณาประเมินความเหมาะสม
9. ท่านมีความคิดเห็นอย่างไรต่อเอกสารเสริมบทเรียน กรุณาประเมินความเหมาะสม
10. ความเห็นต่องานที่มอบหมายให้นักศึกษาศึกษาด้วยตนเอง ได้ผลหรือไม่ หวังพอใจแค่ไหน ควรปรับอย่างไร
11. ในความคิดเห็นของท่าน วิธีการวัดประเมินผลการเรียนสอดคล้องตามเค้าโครงรายวิชาหรือไม่
- จำนวนของชิ้นงาน
  - สัดส่วนของคะแนน
  - คุณภาพข้อสอบ (รูปแบบ, ความยากง่าย, ความยาว, เหมาะสมหรือไม่)
  - เกณฑ์การตัดเกรด
12. ในความคิดเห็นของท่าน นักศึกษาสามารถนำความรู้ที่ได้รับจากรายวิชานี้ไปใช้ประโยชน์ในอนาคตได้มากน้อยเพียงไร
13. ในความคิดเห็นของท่าน อะไรคือจุดเด่นและจุดด้อยของรายวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐาน
14. ในความคิดเห็นของท่าน อะไรคือปัญหาที่สำคัญและควรเร่งแก้ไขปรับปรุงมากที่สุด เพราะเหตุใด
15. มองโดยภาพรวมแล้ว ท่านมีคำแนะนำใดบ้างในการปรับปรุงและพัฒนารายวิชาการอ่านและเขียนภาษาอังกฤษพื้นฐานให้มีประสิทธิภาพมากยิ่งขึ้น



**APPENDIX B**  
**MULTIPLE COMPARISONS**

**Note**

<b>Faculty</b>	<b>Symbol</b>
Engineering	F1
Sciences	F2
Nursing	F3
Medicine	F4
Management Sciences	F5
Dentistry	F6
Agro-Industry	F7
Natural Resources	F8
Pharmaceutical Sciences	F9
Economics	F10
Law	F11
Traditional Thai Medicine	F12
Medical Technology	F13
Liberal Arts	F14



Items	Aspects	Facilities													
4	Compatibility with students' English competence F1 ( $\bar{x} = 3.03$ ) F2 ( $\bar{x} = 2.89$ ) F3 ( $\bar{x} = 3.05$ ) F4 ( $\bar{x} = 2.85$ ) F5 ( $\bar{x} = 2.89$ ) F6 ( $\bar{x} = 2.83$ ) F7 ( $\bar{x} = 2.94$ ) F8 ( $\bar{x} = 2.54$ ) F9 ( $\bar{x} = 2.78$ ) F10 ( $\bar{x} = 2.54$ ) F11 ( $\bar{x} = 2.27$ ) F12 ( $\bar{x} = 3.00$ ) F13 ( $\bar{x} = 2.40$ ) F14 ( $\bar{x} = 3.03$ )	F1 $\bar{x} = 3.03$	F2 $\bar{x} = 2.89$	F3 $\bar{x} = 3.05$	F4 $\bar{x} = 2.85$	F5 $\bar{x} = 2.89$	F6 $\bar{x} = 2.83$	F7 $\bar{x} = 2.94$	F8 $\bar{x} = 2.54$	F9 $\bar{x} = 2.78$	F10 $\bar{x} = 2.54$	F11 $\bar{x} = 2.27$	F12 $\bar{x} = 3.00$	F13 $\bar{x} = 2.40$	F14 $\bar{x} = 3.03$
		0.002	0.012	0.006	0.013	0.002	0.015	0.041	0.032	0.020	0.003	0.000			
	Total F1 ( $\bar{x} = 3.06$ ) F2 ( $\bar{x} = 2.99$ ) F3 ( $\bar{x} = 3.04$ ) F4 ( $\bar{x} = 3.06$ ) F5 ( $\bar{x} = 3.00$ ) F6 ( $\bar{x} = 2.92$ ) F7 ( $\bar{x} = 3.05$ ) F8 ( $\bar{x} = 2.63$ ) F9 ( $\bar{x} = 2.73$ ) F10 ( $\bar{x} = 2.90$ ) F11 ( $\bar{x} = 2.56$ ) F12 ( $\bar{x} = 3.14$ ) F13 ( $\bar{x} = 2.90$ ) F14 ( $\bar{x} = 3.03$ )	F1 $\bar{x} = 3.06$	F2 $\bar{x} = 2.99$	F3 $\bar{x} = 3.04$	F4 $\bar{x} = 3.06$	F5 $\bar{x} = 3.00$	F6 $\bar{x} = 2.92$	F7 $\bar{x} = 3.05$	F8 $\bar{x} = 2.63$	F9 $\bar{x} = 2.73$	F10 $\bar{x} = 2.90$	F11 $\bar{x} = 2.56$	F12 $\bar{x} = 3.14$	F13 $\bar{x} = 2.90$	F14 $\bar{x} = 3.03$
		0.000	0.001	0.001	0.002	0.001	0.006	0.004	0.004	0.010	0.010	0.010	0.010	0.001	0.001
		0.001	0.004	0.010	0.004	0.004	0.004	0.004	0.004	0.004	0.004	0.010	0.010	0.030	0.004

Table 4.2a Multiple comparison of skills practice specified in syllabus as identified by students

Items	Aspects															
	Faculties															
3	Grammar study	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14	
		$\bar{x} = 2.67$	$\bar{x} = 2.89$	$\bar{x} = 2.86$	$\bar{x} = 2.84$	$\bar{x} = 2.61$	$\bar{x} = 3.25$	$\bar{x} = 2.64$	$\bar{x} = 2.43$	$\bar{x} = 2.71$	$\bar{x} = 2.71$	$\bar{x} = 2.71$	$\bar{x} = 2.52$	$\bar{x} = 2.63$	$\bar{x} = 2.55$	$\bar{x} = 2.73$
		0.039				0.003						0.038				
		0.016				0.007		0.021	0.001	0.037	0.048	0.010	0.050	0.036	0.036	0.040
			0.000	0.011	0.014											



Items	Aspects	Faculties													
	Appeal of the book's layout	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14
8	F1 ( $\bar{X} = 2.95$ ) F2 ( $\bar{X} = 3.08$ ) F3 ( $\bar{X} = 3.26$ ) F4 ( $\bar{X} = 3.25$ ) F5 ( $\bar{X} = 3.05$ ) F6 ( $\bar{X} = 2.83$ ) F7 ( $\bar{X} = 2.88$ ) F8 ( $\bar{X} = 2.73$ ) F9 ( $\bar{X} = 2.78$ ) F10 ( $\bar{X} = 2.85$ ) F11 ( $\bar{X} = 2.82$ ) F12 ( $\bar{X} = 2.33$ ) F13 ( $\bar{X} = 2.40$ ) F14 ( $\bar{X} = 2.84$ )	$\bar{X} = 2.95$	$\bar{X} = 3.08$	$\bar{X} = 3.26$	$\bar{X} = 3.25$	$\bar{X} = 3.05$	$\bar{X} = 2.83$	$\bar{X} = 2.88$	$\bar{X} = 2.73$	$\bar{X} = 2.78$	$\bar{X} = 2.85$	$\bar{X} = 2.82$	$\bar{X} = 2.33$	$\bar{X} = 2.40$	$\bar{X} = 2.84$
	F1 ( $\bar{X} = 2.95$ ) F2 ( $\bar{X} = 3.08$ ) F3 ( $\bar{X} = 3.26$ ) F4 ( $\bar{X} = 3.25$ ) F5 ( $\bar{X} = 3.05$ ) F6 ( $\bar{X} = 2.83$ ) F7 ( $\bar{X} = 2.88$ ) F8 ( $\bar{X} = 2.73$ ) F9 ( $\bar{X} = 2.78$ ) F10 ( $\bar{X} = 2.85$ ) F11 ( $\bar{X} = 2.82$ ) F12 ( $\bar{X} = 2.33$ ) F13 ( $\bar{X} = 2.40$ ) F14 ( $\bar{X} = 2.84$ )	0.033	0.014	0.015	0.041	0.006	0.006	0.041	0.017	0.018	0.043	0.046	0.043	0.046	
	Total F1 ( $\bar{X} = 2.89$ ) F2 ( $\bar{X} = 2.96$ ) F3 ( $\bar{X} = 3.05$ ) F4 ( $\bar{X} = 3.05$ ) F5 ( $\bar{X} = 2.85$ ) F6 ( $\bar{X} = 2.89$ ) F7 ( $\bar{X} = 2.69$ ) F8 ( $\bar{X} = 2.68$ ) F9 ( $\bar{X} = 2.67$ ) F10 ( $\bar{X} = 2.79$ ) F11 ( $\bar{X} = 2.53$ ) F12 ( $\bar{X} = 2.54$ ) F13 ( $\bar{X} = 2.60$ ) F14 ( $\bar{X} = 2.85$ )	$\bar{X} = 2.89$	$\bar{X} = 2.96$	$\bar{X} = 3.05$	$\bar{X} = 3.05$	$\bar{X} = 2.85$	$\bar{X} = 2.89$	$\bar{X} = 2.69$	$\bar{X} = 2.68$	$\bar{X} = 2.67$	$\bar{X} = 2.79$	$\bar{X} = 2.53$	$\bar{X} = 2.54$	$\bar{X} = 2.60$	$\bar{X} = 2.85$
	F1 ( $\bar{X} = 2.89$ ) F2 ( $\bar{X} = 2.96$ ) F3 ( $\bar{X} = 3.05$ ) F4 ( $\bar{X} = 3.05$ ) F5 ( $\bar{X} = 2.85$ ) F6 ( $\bar{X} = 2.89$ ) F7 ( $\bar{X} = 2.69$ ) F8 ( $\bar{X} = 2.68$ ) F9 ( $\bar{X} = 2.67$ ) F10 ( $\bar{X} = 2.79$ ) F11 ( $\bar{X} = 2.53$ ) F12 ( $\bar{X} = 2.54$ ) F13 ( $\bar{X} = 2.60$ ) F14 ( $\bar{X} = 2.85$ )	0.040	0.033	0.030	0.014	0.023	0.023	0.040	0.014	0.023	0.023	0.040	0.033	0.023	

















Table 4.10a Multiple comparison of course assessment as identified by students

Items	Aspects	Faculties															
		F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14		
5	The clarity of grading criteria F1 ( $\bar{x} = 3.33$ ) F2 ( $\bar{x} = 3.15$ ) F3 ( $\bar{x} = 3.21$ ) F4 ( $\bar{x} = 3.25$ ) F5 ( $\bar{x} = 3.18$ ) F6 ( $\bar{x} = 3.33$ ) F7 ( $\bar{x} = 3.31$ ) F8 ( $\bar{x} = 2.69$ ) F9 ( $\bar{x} = 2.61$ ) F10 ( $\bar{x} = 3.31$ ) F11 ( $\bar{x} = 2.91$ ) F12 ( $\bar{x} = 2.83$ ) F13 ( $\bar{x} = 3.00$ ) F14 ( $\bar{x} = 2.97$ )	$\bar{x} = 3.33$	$\bar{x} = 3.15$	$\bar{x} = 3.21$	$\bar{x} = 3.25$	$\bar{x} = 3.18$	$\bar{x} = 3.33$	$\bar{x} = 3.31$	$\bar{x} = 2.69$	$\bar{x} = 2.61$	$\bar{x} = 3.31$	$\bar{x} = 2.91$	$\bar{x} = 2.83$	$\bar{x} = 3.00$	$\bar{x} = 2.97$		
		0.000	0.004	0.013	0.007	0.003	0.041	0.005	0.003	0.009	0.002	0.002	0.005	0.006	0.009		
		0.000	0.003	0.009	0.005	0.002	0.027	0.003	0.002	0.002	0.002	0.005	0.006	0.006	0.009		
		0.028															
		6	The clarity of the scoring criteria for each assignment F1 ( $\bar{x} = 3.25$ ) F2 ( $\bar{x} = 3.18$ ) F3 ( $\bar{x} = 3.20$ ) F4 ( $\bar{x} = 3.24$ ) F5 ( $\bar{x} = 3.00$ ) F6 ( $\bar{x} = 3.23$ ) F7 ( $\bar{x} = 3.28$ ) F8 ( $\bar{x} = 2.78$ ) F9 ( $\bar{x} = 2.60$ ) F10 ( $\bar{x} = 3.18$ ) F11 ( $\bar{x} = 2.65$ ) F12 ( $\bar{x} = 2.90$ ) F13 ( $\bar{x} = 2.96$ ) F14 ( $\bar{x} = 2.85$ )	$\bar{x} = 3.25$	$\bar{x} = 3.18$	$\bar{x} = 3.20$	$\bar{x} = 3.24$	$\bar{x} = 3.00$	$\bar{x} = 3.23$	$\bar{x} = 3.28$	$\bar{x} = 2.78$	$\bar{x} = 2.60$	$\bar{x} = 3.18$	$\bar{x} = 2.65$	$\bar{x} = 2.90$	$\bar{x} = 2.96$	$\bar{x} = 2.85$
				0.002	0.003	0.018	0.009	0.011	0.024	0.008	0.008	0.043	0.007	0.029			
				0.000	0.000	0.002	0.001	0.011	0.001	0.001	0.001	0.001	0.007	0.007	0.007	0.007	0.007
				0.003	0.007	0.015	0.009	0.009	0.008	0.008	0.008	0.008	0.029	0.029	0.029	0.029	0.029
				0.005	0.011	0.044	0.023			0.021							







**VITAE**

**Name** Miss Jinlana Madtathawee  
**Students ID** 5211120022

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**Education Attainment**

<b>Degree</b>	<b>Name of Institution</b>	<b>Year of Graduation</b>
Bachelor of Art (English)	Thaksin University	2007