A COURSE SYLLABUS EVALUATION OF FOUNDATION ENGLISH COURSES (I AND II) AT SRIPATUM UNIVERSITY, CHONBURI CAMPUS

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS (APPLIED LINGUISTICS)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2003

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Thesis
Entitled

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was submitted to the Faculty of Graduate Studies, Mahidol University
For the degree of Master of Arts (Applied Linguistics)

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ACKNOWLEDGEMENTS

The success of this thesis can been attributed to the extensive support and assistance from my major advisor, Assoc. Prof. Dr. Boosakorn Vijchulata and my co-advisor, Dr. Patama Kittidhaworn. I deeply thank Assoc. Prof. Dr. Montip Teinsuwan, who served as an external examiner, for her precious time and valuable comments on this research.

Also, special thanks go to Ajarn Russell Clark, my former co-advisor, for his professional and helpful guidance at the beginning. My sincere thanks go to Assoc. Prof Dr. Rung Jenjit and Ms. Juntana Wangkhaom for their help and encouragement. I have indeed appreciated their assistance at every stage throughout the preparation of this study.

My special thanks go to Aj.Pitsawong Tiemklee, Aj. Kusuma Kitprasert, and other colleagues at the Faculty of Liberal Arts, Sripatum University, Chonburi Campus for their help in data collection.

I am very grateful to the instructors and the second year students at Sripatum University Chonburi Campus for their helpful cooperation in completing the questionnaires.

I am indebted to Assist. Prof. Chalermwong Vajanasoontorn, Vice President of Sripatum University, Chonburi Campus, for his valuable assistance on statistical analysis. Special gratitude is forwarded to Sripatum University, Chonburi Campus for providing me financial support and opportunity to complete my study without rush.

Finally, I offer a word of sincere gratitude to my parents and friends for their love and understanding.

Soottirak Suwandecha

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A COURSE SYLLABUS EVALUATION OF FOUNDATION ENGLISH COURSES (I AND II) AT SRIPATUM UNIVERSITY, CHONBURI CAMPUS

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ABSTRACT

The purpose of this research was to investigate the effectiveness of the Foundation English Courses (I and II) in terms of three major elements and their sub-elements of the course syllabi: goals and objectives, teaching and learning process, and student assessment and the course effectiveness. The subjects were 132 second-year students and five English teachers who studied and taught, respectively, the Foundation English Courses (I and II) in the 2001 academic year. Data were collected by two sets of questionnaires for students and teachers. Statistical devices used were Cronbach's Coefficient Alpha, arithmetic mean, frequency distribution, paired *t*-test and one-way analysis of variance (ANOVA).

Results revealed that most students had a "high" opinion of the sub-element of "teachers" in the actual situation. In the expected situation, most of them had a "high" opinion on the main element "goals and objectives". Regarding the overall teachers' opinions on the actual and expected situations, all of the teachers had a "high" opinion on the sub-element "teaching methods and activities".

Results from the paired *t*-test showed that the mean scores of the students' opinions on all elements in both actual and expected situations were of statistically significant differences at $p < .05$. Concerning the teachers' opinions, the mean scores of the teachers' opinions in both actual and expected situations were of statistically significant differences at $p < .05$ on certain sub-elements.

Results from the one-way analysis of variance (ANOVA) showed that there were statistically significant differences at $p < .05$ among the mean scores of the opinions of the students from various backgrounds on certain syllabus elements.

KEY WORDS : EVALUATION / COURSE SYLLABUS/ GOALS AND OBJECTIVES/ TEACHING AND LEARNING PROCESS/ STUDENT ASSESSMENT / COURSE EFFECTIVENESS

155 p. ISBN 974-04-3302-2

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การประเมินหลักสูตรภาษาอังกฤษพื้นฐานของมหาวิทยาลัยศรีปทุม วิทยาเขตชลบุรี (A COURSE SYLLABUS EVALUATION OF FOUNDATION ENGLISH COURSES (I AND II) AT SRIPATUM UNIVERSITY, CHONBURI CAMPUS)

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บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้ เพื่อศึกษาประสิทธิผลของหลักสูตรภาษาอังกฤษพื้นฐาน1 และ 2 ของมหาวิทยาลัยศรีปทุม วิทยาเขตชลบุรี ในด้านที่เป็นองค์ประกอบสำคัญของหลักสูตรสามประการ คือ จุดมุ่งหมายและวัตถุประสงค์ กระบวนการการเรียนการสอน และ การประเมินผลการเรียนและประสิทธิผลของรายวิชา กลุ่มประชากรประกอบด้วย นักศึกษาปีที่สองจำนวน 132 คน และอาจารย์ผู้สอน 5 คน ซึ่งเคยเรียนและสอนรายวิชาภาษาอังกฤษพื้นฐาน 1 และ 2 ในปีการศึกษา 2544 เครื่องมือที่ใช้เก็บข้อมูลคือแบบสอบถามสองชุด สำหรับนักศึกษาและอาจารย์ เครื่องมือทางสถิติที่ใช้ ได้แก่ Cronbach's Coefficient Alpha, arithmetic mean, frequency distribution, paired *t*-test และ one-way analysis of variance (ANOVA)

ผลการศึกษาพบว่า นักศึกษาส่วนใหญ่มีความเห็นอยู่ในระดับ "สูง" ต่อองค์ประกอบย่อย "อาจารย์" ในสถานการณ์ที่เป็นจริง ในสถานการณ์ที่ต้องการ นักศึกษามีความคิดเห็นในระดับ "สูง" ต่อองค์ประกอบ "จุดมุ่งหมายและวัตถุประสงค์" ในขณะที่อาจารย์ผู้สอนมีความคิดเห็นในระดับ "สูง" ต่อองค์ประกอบย่อย "วิธีและกิจกรรมการสอน" ทั้งในสถานการณ์ที่เป็นจริงและสถานการณ์ที่ต้องการ

ผลจากการใช้ paired *t*-test วิเคราะห์เปรียบเทียบสถานการณ์จริงกับสถานการณ์ที่ต้องการ พบว่า นักศึกษามีความคิดเห็นต่อทุกองค์ประกอบของหลักสูตรแตกต่างกันอย่างมีนัยสำคัญที่ระดับ $p < .05$ ในขณะที่ อาจารย์มีความเห็นต่อองค์ประกอบบางองค์ประกอบของหลักสูตรแตกต่างกันอย่างมีนัยสำคัญที่ระดับ $p < .05$

ผลจากการใช้ one-way analysis of variance (ANOVA) วิเคราะห์ พบว่า นักศึกษาที่มีภูมิหลังต่างกันมีความคิดเห็นต่อองค์ประกอบบางองค์ประกอบของหลักสูตรแตกต่างกันอย่างมีนัยสำคัญที่ระดับ $p < .05$

155 หน้า. ISBN 974-04-3302-2

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CONTENTS

		Page
ACKNOWLEDGEMENTS		iii
ABSTRACT		iv
LISTS OF TABLES		ix
LISTS OF FIGURES		xii
CHAPTER		
I.	INTRODUCTION	1
	1.1 Rationale for the Study	1
	1.2 Statement of the Problem	3
	1.3 Purpose of the Study	4
	1.4 Significance of the Study	5
	1.5 Scope and Limitations of the Study	5
	1.6 Basic Assumption	5
	1.7 Definitions of Terms	5
II	LITERATURE REVIEW	7
	2.1 Definitions of Language Syllabus	7
	2.2 Definitions of Language Program Evaluation	11
	2.3 Trends in Language Program Evaluation	14
	2.4 Dimensions of Evaluation	17
	2.5 Approaches to Program Evaluation	24
	2.6 Review of Related Research	28
III	MATERIALS AND METHODS	33
	3.1 Population and Subject	33
	3.2 Instrument	33
	3.3 Methods of Opinion Assessment	35
	3.4 Procedure of Questionnaire Development	38
	3.5 Procedure of Data Collection	39
	3.6 Analysis of Data and Statistical Devices	39

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CONTENTS (continued)

		Page
IV	**RESULTS**	**41**
	4.1 General Background of the Respondents	42
	4.2 Opinion on Each Element of the Foundation English Courses	44
	4.3 Comparison of Respondents' Opinions on Elements of the Course Syllabi in terms of Actual and Expected Situations	75
	4.4 Comparison of the Students' Background and Opinion on Elements of the Syllabi regarding Actual and Expected Situations	76
	4.5 General Suggestions from Open-ended Questions	81
V.	**DISCUSSION**	**87**
	5.1 Discussion of the Levels of Opinion of Main Elements and Subelements	87
	5.2 Discussion of Levels of Opinion of Detailed Items in Each Element	88
	5.3 Discussion of Comparison of the Respondents' Opinions on the Elements of the Course Syllabi in terms of Actual and Expected Situations	94
	5.4 Discussion of Comparison of Students' Backgrounds and Elements of the Course Syllabus regarding Actual and Expected Situations	95
	5.5 Suggestions for Improving the Foundation English Courses	97

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CONTENTS (continued)

	Page
VI. CONCLUSION	**99**
6.1 Summary of the Study	99
6.2 Recommendations for Further Studies	104
BIBLIOGRAPHY	**105**
APPENDIX	
A: English Questionnaire for Second-Year Students	**110**
B: English Questionnaire for the Teachers	**122**
C: Thai Questionnaire for the Second-Year Students	**133**
D: Thai Questionnaire for theTeachers	**144**
BIOGRAPHY	**155**

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LIST OF TABLES

Table		Page
1.	General background of the student respondents	42
2.	General background of the teacher respondents	43
3.	Frequencies and percentages of students' levels of opinions on main elements with subelements of the course syllabi in terms of actual and expected situations	45
4.	Frequencies and percentages of teachers' levels of opinions on main elements with subelements of the course syllabi in terms of actual and expected situations	46
5.	Results of students' responses to four levels of opinions on the element of goals and objectives regarding actual and expected situations	47
6.	Results of students' responses to four levels of opinions on the subelement of content regarding actual and expected situations	49
7.	Results of students' responses to four levels of opinions on the subelement of teaching methods and activities regarding actual and expected situations	51
8.	Results of students' responses to four levels of opinions on the subelement of materials and resources regarding actual and expected situations	53
9.	Results of students' responses to four levels of opinions on the subelement of teachers regarding actual and expected situations	55

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LIST OF TABLES (continued)

Table		Page
10.	Results of students' responses to four levels of opinions on the subelement of learners regarding actual and expected situations	57
11.	Results of students' responses to four levels of opinions on the subelement of student assessment regarding actual and expected situations	58
12.	Results of students' responses to four levels of opinions on the subelement of effectiveness of the courses regarding actual and expected situations	60
13.	Results of teachers' responses to four levels of opinions on the element of goals and objectives regarding actual and expected situations	61
14.	Results of teachers' responses to four levels of opinions on the subelement of content regarding actual and expected situations	62
15.	Results of teachers' responses to four levels of opinions on the subelement of teaching methods and activities regarding actual and expected situations	64
16.	Results of teachers' responses to four levels of opinions on the subelement of materials and resources regarding actual and expected situations	66
17.	Results of teachers' responses to four levels of opinions on the subelement of teachers regarding actual and expected situations	68
18.	Results of teachers' responses to four levels of opinions on the subelement of learners regarding actual and expected situations	70

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LIST OF TABLES (continued)

Table		Page
19.	Results of teachers' responses to four levels of opinions on the subelement of student assessment regarding actual and expected situations	72
20.	Results of teachers' responses to four levels of opinions on the subelement of effectiveness of the courses regarding actual and expected situations	74
21.	Comparison of students' opinions on main elements with subelements of course syllabi in terms of actual and expected situations	75
22.	Comparison of teachers' opinions on main elements with subelements of course syllabi in terms of actual and expected situations	76
23.	Comparison of students' faculties and opinions on main elements with subelements of course syllabi regarding actual and expected situations	77
24.	Comparison of students' educational background and opinions on main elements with subelements of course syllabi regarding actual and expected situations	78
25.	Comparison of students' English proficiency levels and opinions on main elements with subelements of course syllabi regarding actual and expected situations	80

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LIST OF FIGURES

Figure		Page
1.	Summary of elements and subelements that constitute a method	10
2.	Systematic approach to designing and maintaining language curriculum	13
3.	The context of classroom-based evaluation	16
4.	The role of program evaluation in applied linguistics research	17
5.	The relationship of the main syllabus elements	25
6.	Evaluation in general English teaching	29

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CHAPTER I
INTRODUCTION

1.1 Rationale for the Study

In the age of information technology, a large amount of up-to-date and valuable information is rapidly spreading throughout the world. This information is mostly conveyed in English. Crystal (1997) points out that English plays a key role in such areas as international relations, the media, international travel, international safety, education, and communications because English is accepted as an international language which is most widely used by people more than any other languages. He adds that the English language teaching business has become one of the major growth industries around the world in the past decades, especially the business of teaching English as a second language or foreign language both in the English language speaking countries and the non-English speaking countries.

In Thailand, most language learners learn English as a foreign language in government and private schools, colleges and universities. English is regarded as an essential subject learned for global communication, and for accessing information. It is extremely necessary for people who are in the circles of international trade, business, politics, tourism, and, of course, education in arts and science. English language study has, thus, been placed as a compulsory subject at every level of education in Thailand by the Ministry of Education and the Ministry of University Affairs. Both ministries have been always assured that the quality of teaching and learning English is of high standard.

It has been accepted that syllabus/curriculum is the key component in teaching and learning a language since it is a guideline for instructional management (Kunchorn Na Ayutthaya, 1987).

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As it is mentioned by Robertson (1971,cited in Yalden, 1987, p. 3) who states that:

> *"...the curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupil both in and out of the school and community through classroom instruction and related programs."*

In general, curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation, and the role relationships of teachers and learners. However, they can be localized and based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation. These accounts can be subsequently modified to the curriculum in general, thus, the developmental process is ongoing and cyclical (Candlin, 1984, cited in Nunan, 1988).

In the Thai context, although there have been many curriculum reforms over the years, certain problems in the Thai foreign language teaching and learning setting have been found. The National Education Committee (1998) reports that current problems of classroom instruction involve inconvenient class timing, inappropriate academic content and skills, inadequate cultural content, unsuitable teaching and learning procedure and activities, and improper classroom management. It has been noted that most teachers use outmoded teaching methodologies and techniques and neither encourage students to analyze and synthesize what they have learnt, nor to promote self-study. Although the communicative approach has been promoted in language teaching for several years, some teachers still apply a Grammar Translation technique. In addition, modern teaching materials are scarce.

Sinlarat (1988) states that teaching and learning need to be improved and developed in accordance with social changes, the needs of the learner, and academic growth. Curriculum reform and instruction improvements are consequently emphasized to enhance educational quality. Various modern teaching methods and learner-centredness should be focused in order to equip learners with critical thinking and problem solving so that they are able to live in the real world. As a result, curriculum evaluation should be systematically conducted in order to gain better insights into how a curriculum is developed and to maintain the effectiveness of an existing curriculum (Cheupanich, 1993).

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1.2 Statement of the Problem

At Sripatum University, Chonburi Campus, the Department of General Education Studies, Faculty of Liberal Arts is responsible for teaching the general fundamental courses (humanity, science, mathematics) for students from every faculty (law, accounting, business administration, informatics, communication arts and liberal arts). The main goals of these courses are to provide the students with some basis of diverse knowledge so that they are able to increase their learning capacity, and to broaden their vision and to provide a basis for earning a living (Ministry of University Affairs, 1999). Among the language and communication courses, Foundation English I and II are the compulsory courses for first-year students.

The two Foundation English courses have been taught for several years but they have never been evaluated. The purposes of these courses are to enable students to comprehend English structures and vocabulary and to practice their language skills in order to develop their ability to use the language for actual communication in their future academic and professional lives. The way of organizing the courses and materials are based on structures and language skills practice in general. Commercial textbooks, which are normally used in the Foundation English courses, are changed from time to time as ideas and content develop. Although the Department of General Education Studies has improved its Foundation English courses, there are still many problems which affect both teachers and learners.

According to the researcher's experience, some of the major problems, which the English teachers most often face, are the large class size and the mixed-ability classes. The large number of students in each class hinders both teaching and learning processes. Moreover, the students have not only different educational backgrounds but also various levels of language proficiency. Most of them are weak in English. It is, consequently, difficult to motivate them to learn.

In addition, the English teachers, through informal discussions, indicate that the course goals of the Foundation English Courses are not specific enough and also are not clearly stated. Teaching methodologies used are not effective due to large class size and various proficiency levels of students.

The syllabi of the Foundation English Courses have occasionally been revised in accordance with the policy of the Ministry of University Affairs. However, there has

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never been an overall evaluation to improve the different elements in the course syllabus, namely the content, instructional process, teaching methods and techniques, classroom activities, and student assessment. Neither have the attitudes of both teachers and students towards the course implementation been formally assessed. Hence, this research aimed to evaluate the syllabi of the Foundation English Courses (I and II) in order to bring about improvements in the two courses.

1.3 Purpose of the Study

This study aimed to explore the effectiveness of the Foundation English Courses I and II at Sripatum University Chonburi Campus in terms of goals and objectives, teaching and learning process, and student assessment. The specific objectives were as follows:

1.3.1 To find out how the students and the teachers rated their opinions on the elements of the course syllabi of the Foundation English I and II in actual and expected situations in terms of:

1.3.1.1 course goals and objectives

1.3.1.2 teaching and learning process

1.3.1.3 student assessment and effectiveness of the courses

1.3.2 To compare the actual situations with the expected situations assessed by the student subjects in terms of the aforementioned three main elements of the course syllabi of the two Foundation English Courses

1.3.3 To compare the actual situations with the expected situations assessed by the teacher subjects in terms of the aforementioned three main elements of the course syllabi of the two Foundation English Courses

1.3.4 To find out if the opinions on the elements of the course syllabi among the students from different backgrounds (faculty, pre-university education, and English language proficiency) are of statistically significant difference.

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1.4 Significance of the Study

The results of this study were expected to:

1.4.1 provide a source of information for teachers of the courses, the Department of General Education Studies, and the administrators of the university to improve and develop the new course syllabi of Foundation English I and II;

1.4.2 assist teachers of the courses in enhancing the quality of teaching and learning;

1.4.3 lead to further studies such as the study on the development of instructional methods and techniques or the study on evaluation of other related English courses.

1.5 Scope and Limitations of the Study

This research has some limitations which are as follows:

1.5.1 The subjects of the study are the teachers and students who taught and studied the Foundation English courses only during the 2001 academic year at Sripatum University Chonburi Campus.

1.5.2 The evaluation of this study is conducted to only the Foundation English Courses I and II. Generalizations from the findings to other courses or other learners that have different educational characteristics and backgrounds are not applicable.

1.6 Basic Assumption

In this study, it was assumed that both groups of the subjects answered the questionnaire items honestly.

1.7 Definitions of Terms

The terms in this research were defined as follows:

Course evaluation: the systematic collection and analysis of all relevant information necessary to bring about improvements of the syllabus elements of the two Foundation English Courses (I and II) and to assess the effectiveness of the courses as well as the participants' opinions within the context of teaching and learning situation at Sripatum

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University, Chonburi Campus. This study adapted the evaluation model proposed by Tyler (1967) to evaluate the two Foundation English Courses. The model focused on assessing three main elements of the syllabus, which covered Purpose, Process, and Product.

Course syllabus: a statement of content that is used as a basis for conducting the Foundation English Courses (I and II) at Sripatum University Chonburi Campus and that encompasses goals and objectives, content, teaching and learning activities, materials and resources, roles of teachers and learners, and student assessment.

Foundation English Courses: the compulsory credit-required Foundation English Courses (I and II) that every first-year student at Sripatum University Chonburi Campus must take in order to strengthen the student's language ability.

Goals and objectives: rationale for conducting the Foundation English Courses (I and II). Goals are broad statements that provide general signposts for course development whereas objectives specify what learners should be able to do as a result of instruction (Nunan and Lamb, 1996). Goal statements are very general in nature and can encompass numerous subsidiary objectives. (Genesee & Upshur, 1996)

Teaching and learning processes: various kinds of learning activities, tasks, and experiences which were used in the courses. Teaching methodology and materials were also included.

Student assessment: evaluation of students' progress and achievement through the use of various kinds of tests and measurements. These ranged from quizzes, progress tests, achievement tests to attendance records.

Actual situation: the actual teaching and learning situations where both the student subjects and the teacher subjects of this study experienced with the syllabus elements of the Foundation English Courses during the 2001 academic year at Sripatum University Chonburi Campus.

Expected situation: the teaching and learning situations where both the student subjects and the teacher subjects of this study expected to experience the syllabus elements in the Foundation English Courses (I and II) in the future.

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CHAPTER II
LITERATURE REVIEW

This chapter presents a review of related literature and previous studies on language program evaluation and evaluation models under the following topics:

2.1 Definitions of language syllabus
2.2 Definitions of language program evaluation
2.3 Trends in language program evaluation
2.4 Dimensions of evaluation
    2.4.1 Goals and objectives
    2.4.2 Conceptualization of course content
    2.4.3 Teaching methods and activities
    2.4.4 Materials and resources
    2.4.5 Role of learners
    2.4.6 Role of teachers
    2.4.7 Student assessment
    2.4.8 Effectiveness of the course
2.5 Approaches to program evaluation
2.6 Review of related research

2.1 Definitions of Language Syllabus

In language teaching, the syllabus is considered to be a starting point of planning a language program rather than an activity occurring during the process. The concept of a language syllabus has been fundamental in the development of language teaching practices in the twentieth century (Richards, 1990). A properly constructed and planned syllabus is believed to bring about success in learning, since it represents a linguistically and psycholinguistically optimal introduction to the target language.

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The term “syllabus” is broadly or narrowly defined by several linguists. The following views provide an excellent overview of the range of opinions on syllabus.

Yalden (1984) explains that the syllabus is seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of fit between the needs and aims of the learner and the activities that will occur in the classroom. Widdowson (1984) defines the syllabus not only as a framework within which activities can be carried out but a teaching device to facilitate learning. It becomes a treat to pedagogy when it is considered as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken. Breen (1984) added that any syllabus expresses certain assumptions about language, about the psychological process of learning, and about the pedagogic and social processes within a classroom.

Van Ek (1975,cited in Nunan, 1988) lists the following as essential components of a language syllabus:

1. the situations in which the foreign language will be used, including the topics which will be dealt with;
2. the language activities in which the learner will engage;
3. the language functions which the learner will fulfil;
4. what the learner will be able to do with respect to each topic;
5. the general notions which the learner will be able to handle;
6. the specific (topic-related) notions which the learner will be able to handle;
7. the language forms which the learner will be able to use;
8. the degree of skill with which the learner will be able to perform.

Nunan (1988) states that a syllabus is a statement of content, which is used as the basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content.

Richards (1990) expands that language syllabi were traditionally expressed in terms of grammar, sentence patterns and vocabulary. However, due to a recent emergence of communicative language teaching theories, syllabi are more likely to be expressed in communicative terms.

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Richards and Rodgers (1998) defines a syllabus as the selection of language items that are to be used within a course or method. These items include both the subject matter (what to talk about) and the linguistic matter (how to talk about it). They add that a syllabus is a part of "design", one of the three major components of method as they describe a summary of elements and subelements which constitute a "method". The major components of "method" consist of "approach", "procedure", and "design". "Approach" refers to the theories about the nature of language and language learning that serve as sources of practices and principles in language teaching, while "procedure" includes the actual techniques, practices and behavior that can be observed in the classroom. "Design" encompasses several components of a language program ranging from a syllabus model to objectives of instruction, the learning and teaching activities, and the role of learner and teachers, and instructional materials. Figure 1 demonstrates a summary of elements and subelements that constitute a method as follows:

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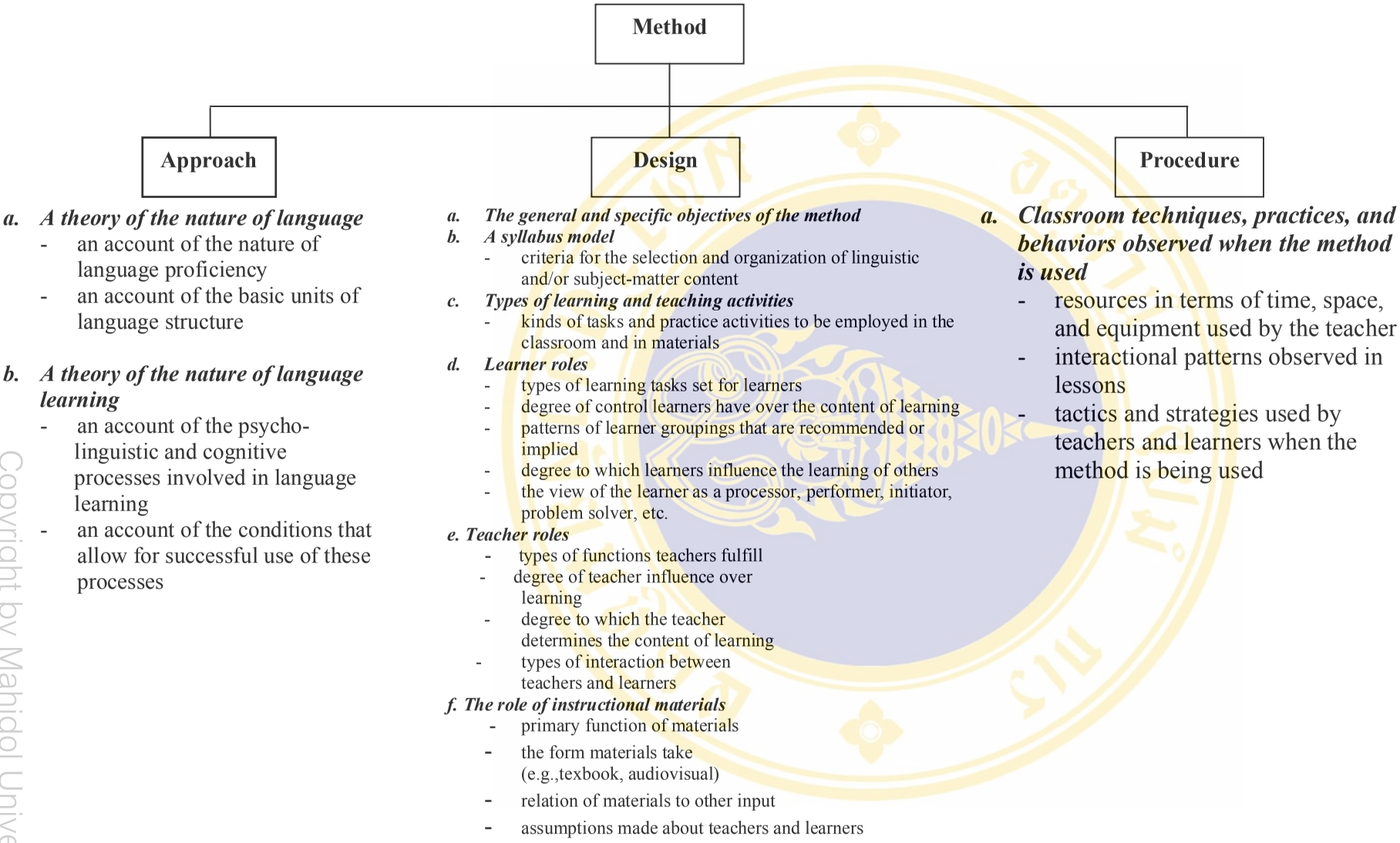

Figure 1: Summary of Elements and Subelements that Constitute a Method (Richards and Rodgers, 1998, p. 28)

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Whereas some definitions imply that syllabus content is a list of linguistic units, others are less specific about the meaning of content. Stern (1984) points out that the term syllabus varies from a narrow conception in which methodology is restricted to a much broader use in which syllabus includes content, objectives, learning experiences, and student assessment procedures as specified in Richards and Rodgers' view of design and procedure. As used here, syllabus will be defined in a broader sense of a statement of content that is used as a basis of for conducting courses and that encompasses goals and objectives, content, teaching and learning activities, materials and resources, role of teachers and learners and student assessment.

2.2 Definitions of Program Evaluation

Evaluation is a process which the evaluators use to determine what has happened during a given activity or in an institution. The purpose of evaluation is to gather detailed information to be used as a basis for judging the effectiveness of instructional facilities, curriculum, teaching personal and program supervisors, and financial resources in terms of best practices and standards in education. Program evaluation focuses primarily on program effectiveness results and deals with results, intended and unintended.

Gronlund (1981, cited in Nunan, 1992) states that evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupils. He also notes that evaluation should imply a systematic process and assumes that instructional objectives have been previously identified. It is difficult to explore the nature and extent of pupil learning without previously determined objectives. However, Nunan (1992) argues that Gronlund circumscribes evaluation in terms of learning outcomes and presents an extremely narrow input-output view of evaluation. Nunan states that evaluation refers to a wider range of processes which may or may not include assessment data. The data resulting from evaluation assist in deciding whether a course needs to be modified or altered in any way so that the objectives may be achieved more effectively. If certain learners cannot achieve the goals and objectives set for a course, it is essential to determine why it is so. Also, the result of a

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course evaluation brings about some idea about what measures might be taken to remedy any shortcomings. Thus, evaluation is not only a simple process of obtaining information, but it is also a decision-making process.

Worthen and Sanders (1973) provide a broader perspective; that is, evaluation is seen as the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, object or the potential utility of alternative approaches designed to attain specific objectives.

Brown (1995) defines program evaluation as the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved. He also proposes his own model of curriculum components, which is designed to help in developing consensus among teachers about the essential elements of curriculum, and how these components interact in particular teaching situations. The model provides both a set of stages for logical program development and a set of components for the improvement and maintenance of an already existing language program. It is clearly seen from the model that all the elements are interacted by bi-directional arrows to each other as well as to a cyclical evaluation process. It also implies that the heart of the systematic approach to language curriculum design is evaluation which includes, connects and gives meaning to all the other elements. Figure 2 illustrates Brown's systematic approach to designing and maintaining language curriculum.

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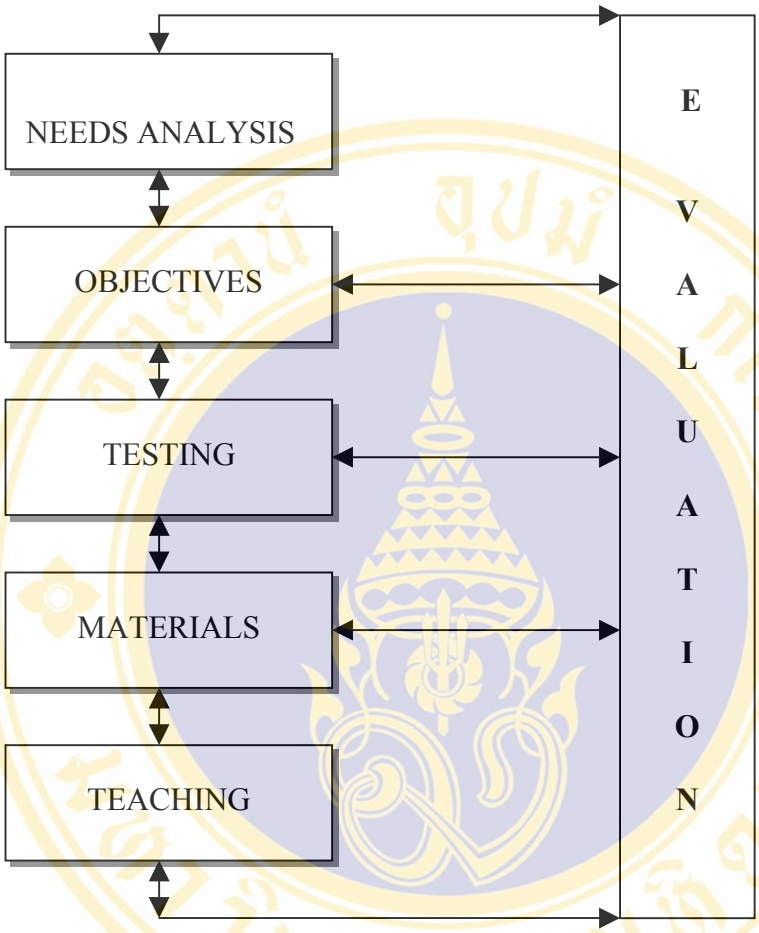

Figure 2 : Systematic approach to designing and maintaining language curriculum (Brown, 1995, p. 20)

Rea-Dickins and Germaine (1998) add that evaluation should be principled, systematic and ask relevant questions. It is about forming judgement, and providing evidence about the worth of something. Response to evaluation highlights the utilization function of evaluation in professional practice. It is thus intended bring about immediate policy shaping and is expected to be influential in short-term decision making.

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In this study, evaluation is defined as the systematic collection of and analysis of all related information necessary to promote the improvement of a course curriculum and assess its effectiveness as well as the participants' attitudes within the context of the particular institution involved.

2.3 Trends in Language Program Evaluation

Beretta (1992) claims that books and journals on evaluation of language teaching programs were scarce in the early of 1990s, compared to publications on program evaluation in the general field of education. However, the situation of language program evaluation in the later half of the 1990s is quite different. Rea-Dickins and Germaine (1998) states that after Alderson and Beretta's 1992 collection published, several other publications have emerged and indicated a growing concern on evaluation. With such interest in evaluation, evaluation is also more conspicuous in other ways in teachers' professional lives as they become accountable not only to those in the institutions within which they work but also to external parties.

Rea-Dickins and Germaine (1998) also observe a shift towards multiple methods in evaluation in the 1990s, from reliance on test results to collection of data sources via tests, performance tasks, classroom observation, questionnaires and interviews. In addition, they identify motivations in the recent evaluation studies in different aspects, ranging from the need to provide information on impact of language intervention to the quality maintenance and development in teaching practice, or combination of both.

Some recent small-scale evaluation studies in the late 1990s revealed another trend in English language education. These studies demonstrated an awareness of integrating evaluation in teaching practice and of the importance of systematic evaluation at the heart of a program. There is a growing realization of the need to integrate evaluation practice in the micro level as a means of contributing directly to curriculum and individual professional development. In addition, the design and the intention of the authors are to be inclusive and collaborative, involving any program participants where possible.

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In most cases, language program evaluation involves making decisions about instruction or plans for instruction, although making decisions about students is also regarded important. Language program evaluation relies on many different kinds of information. Information ranges from student achievements to student behaviors in class, their attitudes toward school or themselves, their goals and needs concerning the outcomes of language learning, their work habits, learning styles, and strategies. Professional and physical resources in the school are often considered in language evaluation. Also, teachers' language proficiency, their professional qualifications, instructional preferences and attitudes, and availability can affect the effectiveness of instructional methods. Availability of class space, time, and instructional technology can also determine the effectiveness of language objectives and methods. (Genesee & Upshur, 1996)

More than anyone else, teachers are involved in language evaluation. They might be in the position of making the actual decisions, collecting information for the administrators who will make decisions, or assist others in making decisions. Although other participants such as parents, other teachers, school principals or administrators, and students themselves are important in evaluation, teachers often consult and collaborate with these participants as part of the evaluation process.

Genesee and Upshur (1996) propose their classroom-based evaluation approach to teachers with different kinds of specific classroom contexts, claiming that it is adaptable to suit the specific characteristics and goals of a variety of classroom settings. However, teachers need to identify the purpose for evaluation. They also have to understand and be able to describe these aspects of their language classrooms in order to plan an appropriate and effective evaluation. Figure 3 illustrates the aspects of teaching and learning that play a role in classroom-based evaluation.

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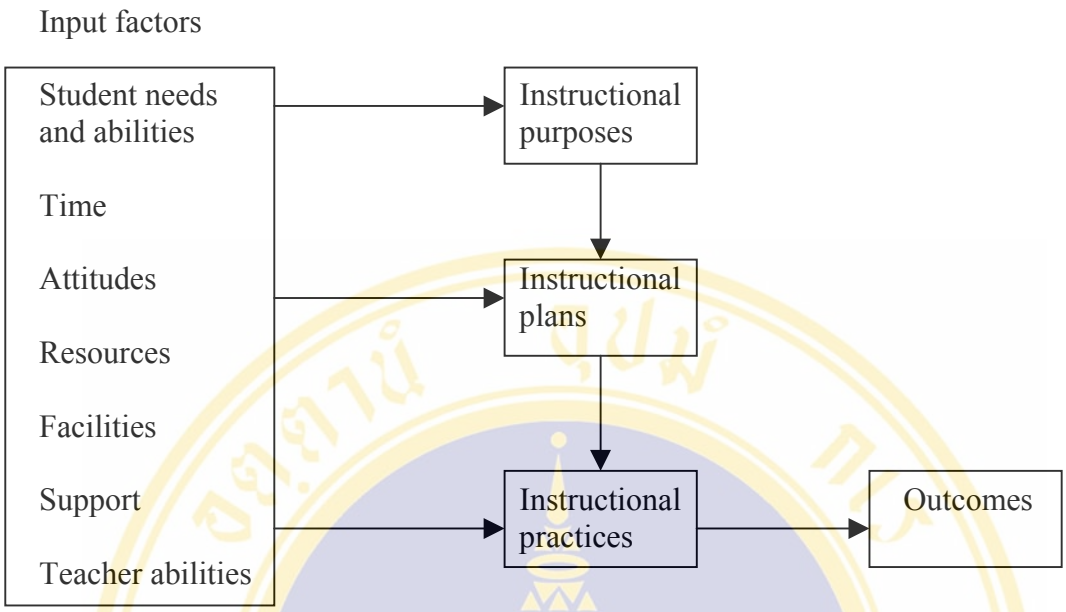

Figure 3 : The Context of Classroom-based Evaluation (Genesee and Upshur, 1996, p. 15)

The three central components of instruction are purposes, plans, and practices. The purposes are the instructional objectives which shape instructional plans. The instructional plans, in turn, present a means for realizing instructional objectives. Instructional practices are how the plans are put into affect and what leads to actual outcomes. The input factors can influence teaching and learning in the classroom. These input factors and central components are the focus of the evaluation because it may be necessary or desirable to change one or all of them in order to ensure more effective teaching and better learning.

Lynch (1996) believes that program evaluation can play a key role in applied linguistics research. There are several areas where the results from the evaluation can intersect with and inform other applied linguistics inquiry. In order to accomplish an effective evaluation, program objectives, program processes, and program outcomes must be all investigated. This also takes other areas of applied linguistics into consideration as illustrated by Lynch in Figure 4.

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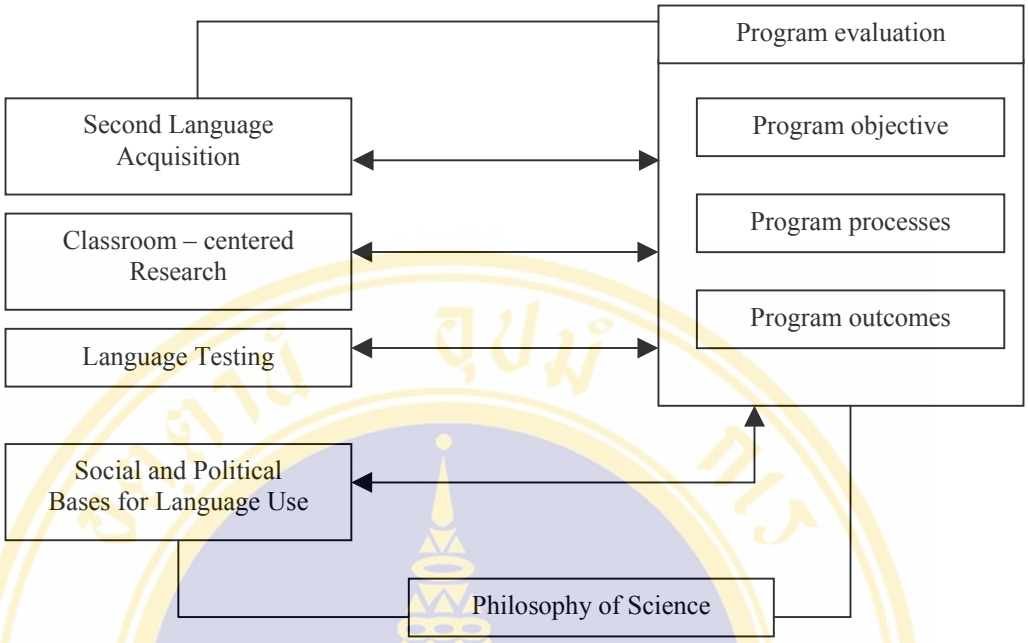

Figure 4 : The Role of Program Evaluation in Applied Linguistics Research (Lynch, 1996, p. 176)

Classroom-centered research provides information for evaluating what happens inside the program and reflects second language acquisition (SLA) theory. Language testing provides information for evaluating program outcomes and informs SLA theory and the refinement of program objectives. In turn, SLA theory can reflect program objectives and classroom methods. Lynch adds that the program objectives, processes and outcomes need to be understood within the sociopolitical context of the program, thus the social and political bases for language use must be involved. The philosophy of science has been a great concern in the evaluation, arising from the need to seek research methodologies that look at the program from both inside and outside.

2.4 Dimensions of Program Evaluation

During the past two decades, there has been a shift in the foreign language curriculum from a focus on the structural properties of the target language to an emphasis on the expression and comprehension of meaning. It is believed that language learners can develop greater L2 communicative proficiency through instruction that provides a sufficient amount of comprehensible input as well as opportunities for meaningful production of the target language. (Krashen, 1982, 1985)

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Although several methods have been developed, they all seem to conform to the principles of the Communicative Approach, focusing more on the learners' communicative ability than on their linguistic knowledge. Most language teachers today accept that each individual learner is different in terms of personality including motivation, attitude and self-esteem, educational experience, cognitive, social and affective maturity and cultural background.

According to the teaching context at Sripatum University, Chonburi Campus, the emphasis of the Foundation English program is on general English use. The approach that teachers apply is generally communicative and the syllabuses are organized around grammar and skills that students would need to effectively use English in their higher studies. In order to evaluate the Foundation English program, a number of dimensions need to be considered.

2.4.1 Goals and objectives

According to Graves (1996), goals refer to general statements of the overall, long-term purposes of the course, while objectives express the specific ways in which the goals will be achieved. Goals and objectives provide sense of direction and a coherent framework for the teacher in planning and teaching the course. These components will beneficially help teachers to conceptualize content according to students' needs and their purpose of learning a language. In addition, clear goals and objectives give the teacher a basis for determining what activities are appropriate for the course. They also provide a framework for evaluation of the effectiveness of an activity.

Stern (1992) proposes four types of goals for language learners: proficiency goals, cognitive goals, affective goals, and transfer goals. Proficiency goals contain general competence, mastery of the four skills, or mastery of specific language behavior. Cognitive goals involve mastery of linguistic and cultural knowledge. Affective goals embrace achieving positive attitudes and feelings about the target language, achieving confidence as a user of the language, and achieving confidence in oneself as a learner. Transfer goals include learning how to learn so that one can call upon learning skills gained in one situation to meet learning future challenges. In

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short, goals may address not only the attainment of knowledge and skills but also the development of attitude and awareness.

The formulation of objectives provides the check as to whether the goals will be addressed. (Graves, 1996) To formulate objectives, one should think of objectives that are congruent with the goals and that are not too narrow in unnecessary detail. According to Nunan (1988), objectives are a particular way of formulating of content and activities. Therefore, formulating objectives depends on how one conceptualizes the content of the course. Objectives may be stated in terms of what students will do in the course.

There are several kinds of objectives that teachers are familiar with such as knowledge content objectives, skill content objectives, performance or behavioral objectives, and attitude and awareness objectives. However, Saphier and Gower (1987) categorize five kinds of objectives as follows:

1. Coverage objectives articulate what will be covered.
2. Activity objectives articulate what the student will do.
3. Involvement objectives articulate how to increase student involvement and interest.
4. Mastery objectives articulate what students will be able to do as a result of their time in class.
5. Critical thinking objectives articulate which learning skills students will develop.

These types of objectives are all interrelated. The first three concerns what students will do, while the last two involve what they will have to master.

2.4.2 Conceptualization of course content

The organization of course content is another important factor to consider. When teachers conceptualize content, they are figuring out which aspects of language and language learning they will include, emphasize, and integrate in their course. (Graves, 1996) The content should be well organized according to syllabus, cohesion, structures, functions, topics, and skills. The sequencing of the content should be based on the degree of complexity, usability, authenticity, and flexibility. In addition, the language content and skill areas should fit the level and the needs of learners.

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According to Richards and Rodgers (1998), language teaching was still heavily influenced by a structural view of language two decades ago. The content was organized around grammatical structures and vocabulary. However, much has changed in recent years in the fields of applied linguistics and language acquisition as well as in language teaching approaches. The proficiency movement, the concepts and various models of communicative competence, the emergence of ESP, the development of language teaching methods, and the diversification of the English learner population have all provided the teachers with many options to consider in deciding what will be the backbone of their courses. (Canal 1983; Hutchinson and Waters 1987; Richards1990; Savignon 1983; Yalden 1987; Graves 1996)

At present, a teacher depends much more on each individual context, involving a number of factors such as who the students are, their goals and expectations in learning English, the teacher's own conception of what language is and what will best meet the students' needs, the nature of the course, and the institutional curriculum. Sometimes, the boundaries between content categories are conceptually overlapped and are not exclusive from each other. The teachers have to figure out which ones are more appropriate for their courses and how they will integrate them.

2.4.3 Teaching methods and activities

Different language teaching approaches create different kinds of learning and teaching activities in the classroom. For example, teaching activities that focus on grammatical accuracy may differ from those focusing on communicative skills. Communicative language teaching practitioners often use the same information-gap and information-transfer tasks with learners, but each learner has different information needed to complete the task. In addition, differences in activity types may involve different arrangements and groups of learners. A method that uses problem-solving or information-exchange activities may involve pair work rather than group work. As a result, activity types include the primary categories of learning and teaching activity which the method advocates (Richards & Rodgers, 1998).

2.4.4 Materials and resources

Teaching materials and resources are a key component in most language programs. These may include textbooks, visuals, realia, and out-of-classroom

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resources such as other speakers of the language, radio and television programs, films, field trips, and so on. Of these resources, textbooks play the most important role in the language syllabus. For many programs, a textbook already exists for a course and it becomes the basis for the course's syllabus. If a textbook is to be adopted, prospective texts should be examined for their suitability and compatibility with the syllabus. At present, most major educational publishers offer textbooks in different levels for the commonly taught languages. These levels are likely to be structurally focused and organized but contain some situational and skill content. (Krahnke, 1987)

The role of instructional materials within a method or instructional system reflects decisions concerning the primary goals of materials, the form of materials, the relation of materials to other input sources, and the abilities of the teachers. (Richards & Rodgers, 1986) The role of materials within an individualized instructional system might include the following specifications:

1. Materials will allow learners to progress at their own rates of learning.
2. Materials will allow for different styles of learning.
3. Materials will provide opportunities for independent study and use.
4. Materials will provide opportunities for self-evaluation and progress in learning.

Some teachers use materials as their primary teaching resource, while, in some situations, materials serve to supplement the teachers' instruction. For learners, materials are the important source of contact with the language apart from the teacher. As a result, the role and uses of materials in a language program are a significant dimension of language syllabus development (Richards, 2001).

2.4.5 Role of learners

Learners play a significant role in the classroom-based evaluation. A method can reflect explicitly or implicitly to what extent the learners contribute to the learning process in the classroom. This can be seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, the degree to which learners influence the learning to others, and the view of learners as processors, performers, initiators, and problem-solvers. (Richards & Rodgers, 1998)

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Learners are expected to internalize linguistic rules that will help them use the language on their own. They are also given choices regarding types of activities, amount of practice, and language skills or mediums in which activities are carried out. In addition, communicative goals have increased the learners' role by encouraging them to share responsibility in the learning process, the content, and the outcomes (Dubin & Olshtain, 1986). Since the communicative language teaching and the learner-centredness are emphasized, learners must learn to function effectively in pairs and small groups, teaching each other, or discovering answers to problems together.

2.4.6 Role of teachers

Teachers also play a key role in classroom-based evaluation as the learner roles are closely connected to the teacher's status and function. Some methods are totally dependent on the teacher as a source of knowledge and direction. Others consider the teacher's role as catalyst, consultant, guide, and model for learning. Teacher roles are related to the following issues: the types of function teachers are expected to fulfill; the degree of control the teacher has over how learning takes place; the degree to which the teacher is responsible for determining the content of what is taught; and the interactional patterns that develop between teachers and learners (Richards & Rodgers, 1998).

The teacher facilitates while learners develop their control of the target language. The teacher is expected to possess proficiency of both target and native languages in order to analyze and explain language difficulties. They are also expected to be expert observers to point out the learners' learning and cognitive styles and guide them to suitable language activities. On the other hand, affective theories consider the role of teacher in several ways. For example, they play additional roles as a resource person who equips learners with supplementary materials and as an evaluator who match learners' needs with those set out in the program (Dubin & Olshtain, 1986).

2.4.7 Student assessment

For most teachers, student assessment includes the assessment of students' proficiency, progress, or achievement. Teachers create some kinds of student assessment when developing a course, ranging from formal tests to informal

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assessments. Test results can serve a variety of different functions within a language program. Hughes (1989) discussed four purposes for testing: to measure proficiency, to diagnose specific strengths and weaknesses, to place students in a course or program, and to assess their achievement in a course or program.

Brown (1996) divides these four categories of tests into two different functions. Proficiency and Placement tests help administrators and teachers to make program-level decisions. Diagnostic and achievement tests, on the other hand, help teacher to make classroom-level decisions. The same testing instrument may be used for more than one purpose. However, tests are not the only means teachers have to assess their students. Classroom activities can be used to assess the students' participation and portfolio approach can help assess when they put together a portfolio of their work. Teachers may involve their students in deciding what should be assessed and how (Hull, 1992). Brown (1996) believes that tests can and should be integral parts of the larger curriculum in a language program. Although tests may be isolated for purposes of study, they should not be separated from the language teaching and learning processes that are going on in the same context. As he puts "testing" as an interrelated component into a systematic design of language curriculum he proposes.

2.4.8 Effectiveness of the course

One overall question of interest in most program evaluations is to what degree the program is considered effective. To evaluate the effectiveness of any language programs, each of syllabus elements must be considered as a potential source of information that can be fed into the evaluation procedures. This information is gathered to determine the effectiveness of the program so as to improve each of the program elements and the ways that they work together.

The syllabus elements under the present study include goals and objectives, teaching and learning process, as well as student assessment and course effectiveness. The element of the teaching and learning process consists of five subelements: course content, teaching methods and activities, materials and resources, roles of teachers and roles of learners. The element of the student assessment and course effectiveness consists of two subelements: student assessment and course effectiveness. In evaluating these elements of the syllabus, the evaluator's major concern with regard to

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effectiveness is to what degree the original perceptions of students were accurate. To address this major concern, it is essential to determine whether there has been any change in the program according to what the students need. Then there should be an investigation into what can be done to best understand and serve the needs of students (Brown, 1995).

2.5 Approaches for Program Evaluation

Historically, a number of approaches to program evaluation have been suggested in the educational literature. Brown (1989) introduces four main approaches: goal-attainment approaches, static-characteristic approaches, process-oriented approaches, and decision-facilitation approaches.

Goal-attainment approaches are those which focus on the goals and instructional objectives of a program with the purpose of determining whether they have been achieved. The leading scholars of this approach include Tyler (1949) and Hammond (1973).

Tyler (1949) points out that the focus of a program evaluation is to determine whether the objectives have been achieved and whether the goals have been met. From his perspective, programs should be established on explicitly defined goals, specified in terms of society, students, and subject matter and on measurable behavioral objectives. Tyler's thinking was considerably complex. For example, the development of goals and objectives involves not only the instructional materials but also the students, the subject matter, society considerations, philosophy of education and learning philosophy. Ongoing course improvement, moreover, requires continuous evaluation of the student's progress congruent with the realization of educational objectives. The process of learning and teaching refers to any learning activities that students will have to experience in the classroom, while product covers the results from various kinds of tests that the teacher uses to assess the students' proficiency or achievements. Tyler (1967) illustrates the relationship of the main syllabus elements as follows:

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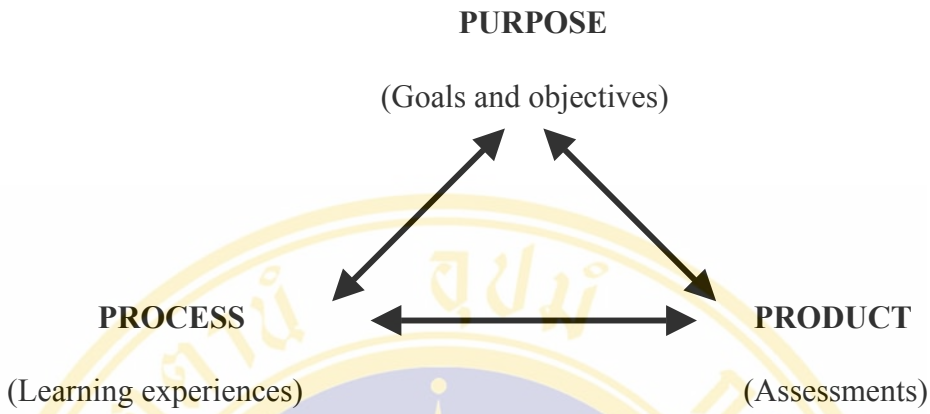

Figure 5 : The relationship of the main syllabus elements (Tyler, 1967, p. 110)

Hammond (1973) includes the following five steps when he describes details of the goal-attainment approach.

1. identifying precisely what is to be evaluated;
2. defining the descriptive variables;
3. stating objectives in behavioral terms;
4. assessing the behavior described in the objectives;
5. analyzing the results and determining the effectiveness of the program.

Static characteristic approaches are mostly conducted by outside experts in order to determine the effectiveness of a particular program. This forces a program to gather its records by sending those experts to visit the facility to examine the records as well as the static characteristics. Then a report is written based on their observation, and submitted to the authority. This type of evaluation is linked to institutional accreditation.

A notable shift from goal-attainment approaches to **process-oriented approaches** began when evaluation procedures were realized to be equally as important as the program's goals and objectives because the data obtained undergo the evaluation procedures can facilitate syllabus changes and improvements. Notable advocates of these approaches are Scriven (1967) and Stake (1967).

Scriven's model (1967) contributes a number of principles that have promoted a process-oriented approach to program evaluation. He originates the distinction

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between formative and summative evaluations. He advocates the importance of evaluating the degree of attainment of the program's goals, but questions the worth of these goals. He remarks that evaluators must remain open to other possibilities that could be further studied. Also, he advocates goal-free evaluation; that is, the evaluators should not only limit themselves to studying the expected goals of the program but also recognize and study unexpected outcomes which may occur.

Stake (1967) is another advocate of process-oriented approaches, best known for Countenance Model of evaluation. The basic elements of this model begin with a rationale, then focus on descriptive operations and end with judgmental operations at three different levels: prior conditions, interactions between participants and outcomes. He reveals that evaluators engage in both pure description and judgmental activities and that they should realize the distinction between the two operations. He also notes the interactions between participants, which should be dynamic, as opposed to the prior conditions and outcomes, which are relatively static.

Another view of program evaluation is that it should serve the purpose of decision-making. In **decision-facilitation approaches**, the evaluator's job is to gather information for the administrators of a program who make ultimate judgements and decisions not for the evaluators themselves.

The CIPP model of evaluation is one of well-known examples of decision-facilitation approaches. Advocated by Stufflebeam et al (1971), CIPP is an acronym for Context, Input, Process, and Product. Context evaluation involves the rationale for objectives while input evaluation is concerned with utilization of resources for achieving objectives. In the stage of process evaluation, periodic feedback is investigated for decision-making. Product evaluation implicates measurement and interpretation of attainments during and at the end of a program. Stufflebeam further defines evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives. He adds that evaluation is performed in the service of decision-making; hence, it should provide information useful for decision-makers. Evaluation is also seen as a cyclic, continuing process and must be implemented through a systematic program.

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The Discrepancy Model, proposed by Provus (1971), is another decision-facilitation model. The model advocates five stages of program evaluation:

1. program description stage
2. program installation stage
3. treatment adjustment stage
4. goal achievement analysis stage
5. cost-benefit analysis

After having reviewed literature on various approaches for program evaluation, the researcher of this present study adapted the evaluation model of Tyler (1967) as the framework for the evaluation of the two Foundation English Courses taught at Sripatum University, Chonburi Campus. The model is based on the systematic approach and focuses on purpose, process and product which match all aspects of the course elements. Tyler is one of the well-known educationists as mentioned in Stufflebeam and Madaus (1989), who say that Tyler is significant in the fields of educational testing, curriculum development, and evaluation. His past work shows his keen realization of the necessity of including teachers in the systematic process of course planning, development and evaluation. His work has influenced other works on the improvement of the course and student learning.

Tyler's approach involves comparison of intended outcomes and actual outcomes; however, this kind of comparison does not necessitate the setting up of experimental and control groups (Beretta, 1992). The nature and process of curriculum development which were made by Tyler brought about a revival in curriculum studies throughout the 1950s. Tyler summarizes his approach into the following four fundamental questions that must be answered when developing any curriculum and plan of instruction:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

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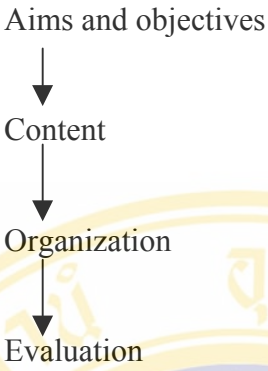
Richards (2001) has reduced these questions to a simple model:



2.6 Review of Related Research

In the later half of the 1990s, a number of publications and research in language teaching evaluation have increased. Most of the small-scale evaluation research shows the awareness of integrating evaluation into teaching practice and the importance of systematic evaluation as the center of the program. This section reviews the research conducted in Thailand and overseas, which are related to the present research.

The overseas research of evaluation studies is first reviewed. Swan (1986) conducted an ESP course evaluation at the Papua New Guinea University of Technology. The researcher claimed that general ELT courses tend to have formless and unspecific aims compared to ESP courses. Figure 4 summarizes "Evaluation in General English Teaching" as follows:

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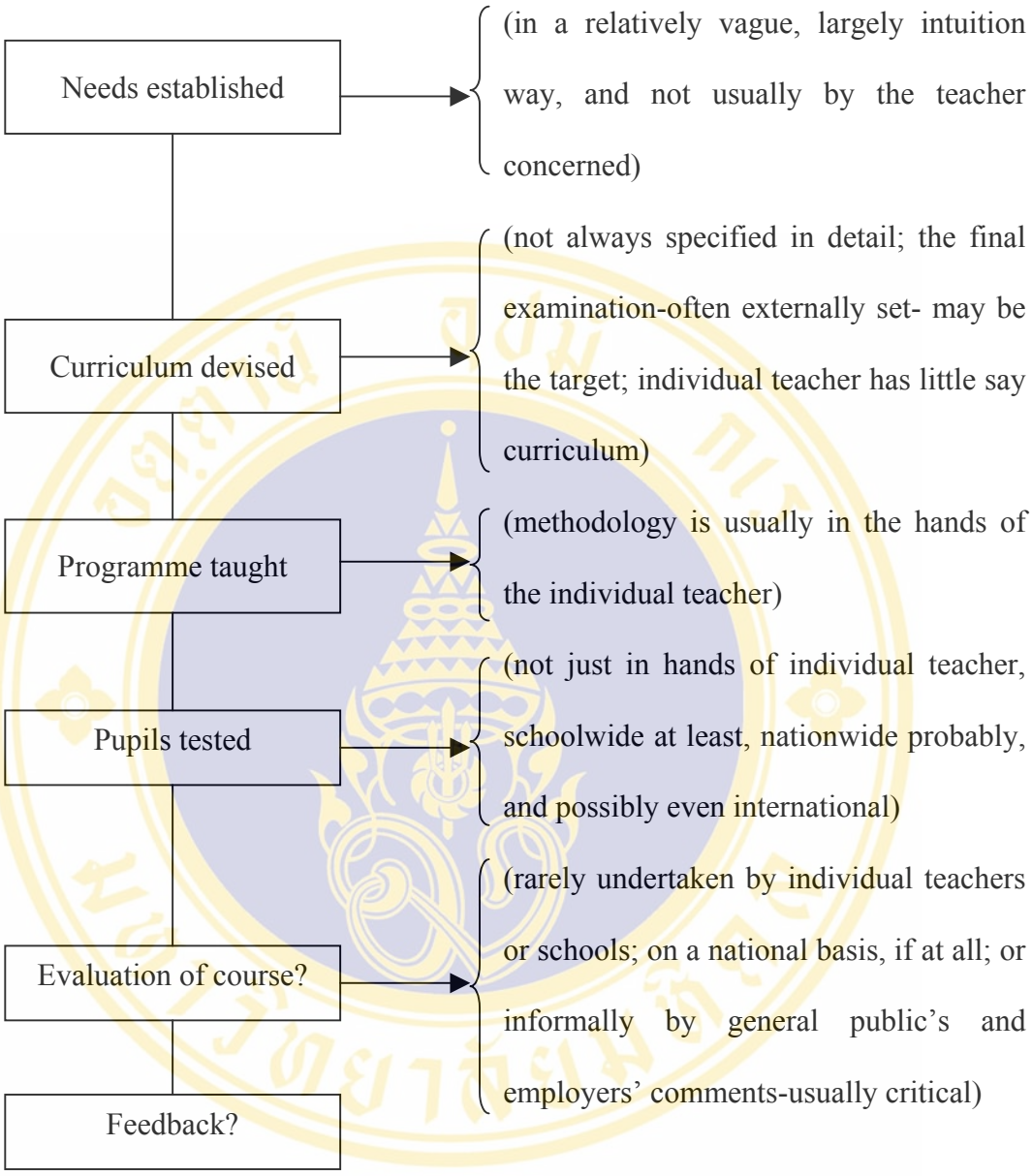

Figure 6: Evaluation in General English Teaching (Swan, 1986, p. 469)

Although ESP courses have much more identifiable objectives than ELT courses, little attention has been paid to ESP course evaluation. Swan examined possible reasons for this gap in ESP theory and evaluated those procedures. The instruments used were questionnaires and interview. The research subjects were taken from Swan's students at the Papua New Guinea University of Technology.

Palmer (1986) evaluated students' and teachers' attitudes toward an input-based German language program. Three research experiments of one-year input-based

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language teaching programs based on Krashen's theory of second language acquisition were conducted at the University of Utah. The program outcomes evaluated were compared with the results obtained from traditional programs, applying Richards and Rodgers' evaluation framework.

Pacek (1996) carried out a developmental evaluation of an ELT INSET Program to find out the effects on practice in the classroom. The instruments included questionnaires and group discussions. The research was summative but indicated that formative and presumably collaborative evaluation also took place during the INSET program itself.

Murphy (1996) played a role as an evaluator in English language projects where he was involved in training teachers to carry out their own evaluations. The research focused on the process of learning and how practitioners become proficient users of the techniques and methods described. The researcher introduced developmental uses of evaluation and involved the teaching practices with evaluation.

Kiely (1998) conducted an evaluation of the EAP program that was carried out by teachers in a British university. The purpose of the evaluation was a combination of program improvement and accountability to both managers and students. The first part of the study examined the evolution of the evaluation of English language education. It discussed about the developments of English language teaching evaluation and pedagogy that could promote investigation and dialogue in the language classroom. The second part presented a case study of such an evaluation. The researchers established the structure of evaluation and discussed the issues arising in the evaluative dialogue between teachers and students. They considered how this form of evaluation might be further researched and developed to improve the program effectiveness.

In the Thai context, research on program evaluation was found as follows.

Sukamolson (1986) evaluated the Foundation English Program of Chulalongkorn University Language Institute. The study applied a mixture of CIPP model, Stake's countenance and Puissance Technique as the framework of the study. The data was collected from 1418 students and 26 teachers, by using tow sets of questionnaires. Program objectives were subdivided into evaluative questions, criteria were set and compared, congruence-discrepancy analyses were conducted, and the appropriateness

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of the material content was also evaluated. Suggestions were also given for improvement of the Program.

Chonsongkran (1989) evaluated the effectiveness of the curriculum of the master's degree for Education offered by the Department of Education, Chulalongkorn University. The data were collected from 198 graduate students of different programs and departments, by using questionnaires. The results revealed that the majority of the students were satisfied with the curriculum at a moderate level. Most of the students joined the program for more than four semesters.

Puttasongkran (1997) studied the effectiveness of the English Business Communication program at Sripatum University. The CIPP model was applied as the framework of the study. The research subjects consisted of 36 teachers, 25 fourth-year students, 33 graduate students, and 33 graduate's bosses. The data was collected using questionnaires. It was found that in terms of Context, the program goals were evaluated. In terms of Input, curriculum framework, content, characteristics of the teachers, and materials and resources were taken into consideration. Process consisted of teaching and learning process as well as measurement and evaluation. Regarding Product, the effectiveness of the program was evaluated in terms of cognitive, affective, and skill domains.

Harndensirikul (2000) undertook an evaluation of the Educational Officer Curriculum, Educational Affair, Directorate of Education and Training. The study applied Tyler's 3P Model which consisted of Purpose, process, and product as the study's framework. The research subjects were 20 teachers and 61 graduate officers from the institution in the 1998-1999 academic year. The questionnaire was used as the main instrument of this research. The findings showed that the goals and objectives were highly appropriate. The course process consisted of course content, teaching and learning process, measurement and evaluation. It was found that the course content was considered appropriate at a high level. Teaching and learning process were appropriate in all aspects except activities and outside-class practice, which were found insufficient. The student assessment was also found appropriate. In short, the goals and objectives of the program were achieved.

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Sukamolson (2002) evaluated the effectiveness of the English Flexible learning program at Chulalongkorn University. The Flexible Learning program was used with the course of Foundation English I taught in the 2002 academic year. The research applied the CIPP model as the framework of the study. The research subjects were 10 male and 14 female students. The data was collected using seven-point Likert scale questionnaires. The obtained results recommended that the program should improve the web-based instruction, computer-aided instruction, documents, student assessment, and distance learning.

In conclusion, research on overseas program evaluation demonstrate an awareness of integrating evaluation with professional practice and the importance of having systematic evaluation at the heart of the program of language learning. However, most of the Thai evaluation research is based on the evaluation models already proposed by Western scholars in the educational evaluation field. The research of Thai scholars mostly aims to evaluate the effectiveness of the program in order to bring about the outcomes for further development in the future.

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CHAPTER III
MATERIALS AND METHODS

This chapter describes the populations and subjects, the instrument, the methods of opinion assessment, the procedure of questionnaire development, the procedure of data collection, the analysis of data and the statistical devices used.

3.1 Population and Subject

The subjects were two groups of population: 5 English teachers and 132 second-year students who already took the Foundation English I and II during the 2001 academic year. The teacher subjects were the instructors who taught the Foundation English I and II in the 2001 academic year and designed and implemented the course syllabi. The student subjects were the second-year students who had passed the two Foundation English Courses and were taking the English Language Skills Course (ENG 222). These students were eligible to provide their opinions on these two courses which they had already taken. The opinions of the overall 137 subjects were assessed through the use of questionnaire.

3.2 Instrument

To conduct a program evaluation, various means can be used to collect data such as conducting interviews and observations, examining school documents, or distributing questionnaires. This study used questionnaire as an instrument to obtain research data from the subjects' opinions on the elements of the syllabi of the two Foundation English Courses. Two sets of questionnaires were distributed to two groups of subjects—the English teachers and the second-year students. The questionnaires were structured based on Tyler's evaluation model (1967), but they were slightly adapted. Instead of comparing intended outcomes with actual outcomes in terms of the opinions of the subjects, the questionnaires of this study were constructed to compare the actual outcomes with the expected outcomes.

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Both sets of questionnaires consisted of three parts. The details of both questionnaires are as follows:

Part I: There were 3 items in the student's questionnaire and 4 items in the teacher's questionnaire. This part consisted of both the checklist and fill-in-the blank items for the subjects to indicate their general background information. The teacher subjects were asked to indicate the level of education, length of time in teaching English, experience and length of extra training, while the student subjects were asked to indicate the faculty, the level of education, and the self-perception of their English language proficiency.

Part II: There were overall 68 items. These items were categorized according to three main elements and their subelements regarding the actual and expected situations. The subjects were asked to rate their opinions on each item based on the 4-point scale measurement. The following are the three main elements, their subelements, including the number of items of those elements.

1. Goals and objectives (7 items)
2. Teaching and learning process (44 items)
   - 2.1 Content (12 items)
   - 2.2 Teaching methods and activities (9 items)
   - 2.3 Materials and resources (7 items)
   - 2.4 Teachers (10 items)
   - 2.5 Learners (6 items)
3. Student assessment and effectiveness of the courses (17 items)
   - 3.1 Student assessment (12 items)
   - 3.2 Effectiveness of the courses (5 items)

In addition, an open-ended question was included following the questionnaire items of each syllabus element for additional comments or suggestions.

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Part III: There were 3 items. This part consisted of three open-ended questions asking the subjects to indicate the strengths, weaknesses and additional suggestions for improving the Foundation English Courses (I and II).

3.3 Methods of Opinion Assessment

This section describes the methods of opinion assessment in Part II and Part III.

3.3.1 Method of opinion assessment of main elements and subelements in Part II

The method of opinion assessment in Part II of both questionnaires was adapted from Brown's method (1996). To categorize the levels of opinions, the cut-point of the range of scores obtained from each syllabus element was first determined to separate the "Low" level from the "Average" level. The central tendency was employed to determine the range of the scores for the "Average" level. The following was the criterion for determining the levels of opinions. The cut-point was determined at 60%. The range of the "Average" level fell between 60 % - 79%. The level of opinion of above 80% was considered to be "High". Take the element " Goals and Objectives" as an example. This element contained 7 items and the range of scores from minimum to maximum fell between 7-28. The 60% cut-point was equivalent to the score 16.8, while the range of the "Average" level fell between 16.9 - 22.4. Any score that was above 22.5 was considered to be "High". The sum of scores obtained on all the items in each syllabus element measured the respondents' favorableness toward the given viewpoint. According to the criterion mentioned above, the scores obtained from each element and subelements in both actual and expected situations were interpreted within the range as follows:

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1. Goals and objectives

Level of Opinion	Range of Score
High	22.5 - 28.0
Average	16.9 - 22.4
Low	7.0 - 16.8

2. Teaching and learning process

2.1 Content

Level of Opinion	Range of Score
High	38.5 - 48.0
Average	28.8 - 38.4
Low	12.0 - 28.7

2.2 Teaching methods and activities

Level of Opinion	Range of Score
High	28.9 - 36.0
Average	21.6 - 28.8
Low	9.0 - 21.5

2.3 Materials and resources

Level of Opinion	Range of Score
High	22.5 - 28.0
Average	16.9 - 22.4
Low	7.0 - 16.8

2.4 Teachers

Level of Opinion	Range of Score
High	32.1 - 40.0
Average	24.0 - 32.0
Low	10.0 - 23.9

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2.5 Learners

Level of Opinion	Range of Score
High	19.3 - 24.0
Average	14.4 - 19.2
Low	6.0 - 14.3

3. Student assessment and effectiveness of the courses

3.1 Student assessment

Level of Opinion	Range of Score
High	38.5 - 48.0
Average	28.8 - 38.4
Low	12.0 - 28.7

3.2 Effectiveness of the courses

Level of Opinion	Range of Score
High	16.1 - 20.0
Average	12.0 - 16.0
Low	5.0 - 11.9

3.3.2 Method of opinion assessment of detailed items in each element in Part II

To assess the subjects' opinions on each detailed item of each element in terms of both actual and expected situations, a 4-point scale was employed. The following is the 4-point scale value and its interpretation.

Rating scale of opinions on *actual* situation:

1 = strongly disagree

2 = disagree

3 = agree

4= strongly agree

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Rating scale of opinions on *expected* situation:

1 = unimportant

2 = less important

3 = important

4 = very important

The above scale value with its mean range is shown below.

Scale value (Level of opinion)	Mean ranges
4	3.50 – 4.00
3	2.50 – 3.49
2	1.50 – 2.49
1	1.00 – 1.49

3.3.3 Method of opinion assessment of open-ended questions

The responses from the open-ended questions in Part II and Part III of the questionnaires were collected to find the frequency counts and percentages of each response. The frequencies and percentages of those responses were then ranked according to an ascending order to find out the generally expressed opinions and desires of both groups of subjects.

3.4 Procedure of Questionnaire Development

Before the construction of the questionnaire, the relevant literature was reviewed and related research was examined to establish the content and the appropriate form of the questionnaire. In addition, discussions with the English teaching staff of Sripatum University, Chonburi Campus and the researcher's advisory committee facilitated the drafting of the questionnaire. The drafted questionnaire was also examined for its content validity and revised by the advisory committee. Next the revised version of the questionnaires was translated into Thai to avoid any ambiguity and misinterpretation when completed by the respondents. The questionnaires with a Thai version were edited and approved by the Thai advisors as well.

The questionnaires were then piloted in order to establish the reliability and validity, using the Cronbach's alpha coefficient. The reliability of each part of the

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questionnaire was calculated. It was found that the reliability of the part "goals and objectives" was 0.8, "content" 0.9, "teaching methods and activities" 0.7, "materials and resources" 0.8, "teachers" 0.9, "learners" 0.7, "student assessment" 0.9, and "effectiveness of the courses" 0.7. The overall reliability was 0.9. Any ambiguity found was eventually eliminated.

3.5 Procedure of Data Collection

To be certain of getting all the required subjects, the questionnaires, after piloted, was distributed to the student subjects on the last day of class of ENG 222 by the researcher herself. The subject teachers helped facilitate the distribution of the questionnaires and also the researcher explained to the students how to fill in the questionnaires and informed the significance of the study to motivate them to answer all items truthfully. Each part of the completed questionnaire was calculated for reliability and validity. The reliability of the part "goals and objectives" was found to be 0.7, "content" 0.8, "teaching methods and activities" 0.7, "materials and resources" 0.7, "teachers" 0.9, "learners" 0.7, "student assessment" 0.9, and "effectiveness of the courses" 0.7. The overall reliability of the whole questionnaire was 0.9.

3.6 Analysis of Data and the Statistical Devices

The data obtained from the questionnaires were analyzed using the program of SPSS 9.0 for Windows. The statistical devices used for descriptive data were means, standard deviations, frequencies and percentages. The paired *t*-test and one-way analysis of variance (ANOVA) were used to test a statistically significant difference at $p < .05$. The following were statistical devices used with their purposes:

3.6.1 Cronbach's Coefficient Alpha estimated the lower bound of the reliability of the questionnaires.

3.6.2 Arithmetic Means determined the average mean scores of the opinions on goals and objectives, teaching and learning process, and student assessment as rated by the respondents.

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3.6.3 Frequency Distribution indicated the analysis of the responses to the questionnaires concerning the subjects' opinions on each syllabus element.

3.6.4 Paired *t*-tests tested the mean scores of the opinions of student group and teacher group on the actual and expected situations.

3.6.5 One-way Analysis of Variance (ANOVA) tested the statistically significant differences in the mean scores of the opinions on syllabus elements among various groups of the student subjects.

3.6.6 Scheffe test was used to test a statistically significant difference in the mean scores of the opinions of any two groups of the student subjects.

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CHAPTER IV
RESULTS

This chapter reports the findings of the study from the following research objectives:

1. to find out how learners and teachers rated their opinions on the elements of the course syllabi of Foundation English Courses (I and II) in the actual and expected situations;
2. to compare the actual situations with the expected situations assessed by the student subjects in terms of the three main elements of the course syllabi of the two Foundation English Courses;
3. to compare the actual situations with the expected situations assessed by the teacher subjects in terms of the three main elements of the course syllabi of the two Foundation English Courses and;
4. to find out if the opinions on the elements of the course syllabi among the students from different backgrounds (faculty, pre-university education, and English language proficiency) are of statistically significant difference.

The results obtained from the two sets of the questionnaires are described in the following sections:

4.1 General background of the respondents

4.2 Opinion on each element of the Foundation English Courses

4.3 Comparison of respondents' opinions on elements of the course syllabi in terms of actual and expected situations

4.4 Comparison of respondents' background and opinion on elements of the course syllabi regarding actual and expected situations

4.5 General suggestions from open-ended questions

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4.1 General background of the student and teacher respondents

The results of background information from both groups of subjects are presented in Table 1 and 2.

Table 1 General background of the student respondents (N_1 = 132)

General background	*f*	%
Faculty		
Accounting	16	12.2
Business administration	56	42.3
Law	3	2.3
Informatics	49	37.1
Communication arts	1	0.8
Liberal arts	7	5.3
Total	132	100.0
Pre-university education		
High school	89	67.4
Non-compulsory education	9	6.8
Vocational certificate	32	24.2
Higher vocational certificate	2	1.6
Total	132	100.0
English language proficiency		
Excellent	8	6.1
Good	11	8.3
Fair	86	65.2
Poor	27	20.5
Extremely poor	0	0.0
Total	132	100.0

Table 1 indicates that most of the respondents were from the faculty of Business Administration (42.3%), followed by those from Informatics (37.1%), Accounting (12.2%), Liberal Arts (5.3%), Law (2.3%), and Communication Arts (0.8%) respectively.

Most of the respondents had obtained the high-school level before they entered Sripatum University (67.4%), followed by those who obtained the vocational certificate (24.2%), the non-compulsory education (6.8%), and the higher vocation educational certificate (1.6%) respectively.

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With regard to the respondents' proficiency in English as perceived by each individual, most students indicated that their English proficiency was fair (65.2%) whereas 20.5% ascribed that they were poor, 8.3% were good, and 6.1% were excellent respectively.

Table 2 General background of the teacher respondents ($N_2 = 5$)

General background	*f*	%
Highest education		
Bachelor's degree	0	0.0
Master's degree	5	100.0
Doctoral degree	0	0.0
Total	5	100.0
Teaching experience		
Less than 5 years	1	20.0
6-10 years	1	20.0
11-15 years	1	20.0
More than 16 years	2	40.0
Total	5	100.0
Extra language teaching training		
Once	1	20.0
Twice	0	0.0
Three times	2	40.0
More than three times	2	40.0
Total	5	100.0

Table 2 shows that 100 percent of the teachers obtained Master's degree. As for their teaching experience, it can be seen that 40 percent of the teachers had more than 16-year teaching experience; 20 percent had less than five- year teaching experience; 20 percent had teaching experience about 5-10 years; and another 20 percent had teaching experience about 11-15 years.

In terms of extra language teaching training, it is found that 40 percent teachers took the extra teaching training three times; another 40 percent were trained in language teaching more than three times, while 20 percent of the teachers experienced extra language teaching training only once.

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4.2 Opinions on main elements with subelements of the course syllabi of the Foundation English Courses in terms of actual and expected situations

The method of opinion assessment in Part II of both questionnaires was adapted from Brown's method (1996). To categorize the levels of opinions, the cut-point of the range of scores obtained from each syllabus element was first determined to separate the "Low" level from the "Average" level. The central tendency was employed to determine the range of the scores for the "Average" level. The following was the criterion for determining the levels of opinions. The cut-point was determined at 60%. The range of the "Average" level fell between 60 % - 79%. The level of opinion of above 80% was considered to be "High".

Table 3 shows that **in the actual situation**, the overall students (N_1 = 132) had an "average" level of opinions on each element of the course syllabi for the two Foundation English Courses, except the subelement "teacher", which was rated at a "high" level by the majority of the students (60.6%). **In the expected situation**, the result was in the opposite. The majority of the students (68.2% - 77.7%) had a "high" opinion on most of the elements except the subelement "teaching methods and activities", which was rated at an "average" level by a high percentage of students (84.1%).

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Table 3 Frequencies and percentages of students' levels of opinions on main elements with subelements of the course syllabi in terms of actual and expected situations (N_1 = 132 students)

Elements of Course Syllabi	Levels of Students' Opinions						Total	
	Low		Average		High			
	f	%	*f*	%	*f*	%	*f*	%
1. Course goals and Objectives								
Actual situation	1	0.8	79	59.8	52	39.4	132	100.0
Expected situation	0	0.0	30	22.7	102	77.7	132	100.0
2. Teaching and learning process								
2.1 Content								
Actual situation	2	1.5	79	59.8	51	38.6	132	100.0
Expected situation	0	0.0	42	31.8	90	68.2	132	100.0
2.2 Teaching methods and activities								
Actual situation	1	0.8	69	52.3	62	47.6	132	100.0
Expected situation	21	15.9	111	84.1	0	0.0	132	100.0
2.3 Materials and resources								
Actual situation	9	6.8	74	56.1	49	37.1	132	100.0
Expected situation	0	0.0	38	28.3	94	71.2	132	100.0
2.4 Teachers								
Actual situation	1	0.8	51	38.6	80	60.6	132	100.0
Expected situation	1	0.8	36	27.3	95	72.0	132	100.0
2.5 Learners								
Actual situation	13	9.8	86	65.2	33	25.0	132	100.0
Expected situation	5	3.8	63	47.7	64	48.5	132	100.0
3. Student Assessment and Course Effectiveness								
3.1 Student assessment								
Actual situation	2	1.5	71	53.8	59	44.7	132	100.0
Expected situation	0	0.0	39	29.5	93	70.5	132	100.0
3.2 Course effectiveness								
Actual situation	9	6.8	73	55.3	50	37.9	132	100.0
Expected situation	0	0.0	40	30.3	92	69.7	132	100.0

In Table 4, **in the actual situation**, the teachers had a "low" level of opinions on most of the elements except the subelement "teaching methods and activities", which was rated at a "high" level by all the teachers (100.0%). Forty percent of the teachers rated their opinions at an "average" level and another forty percent rated at a "high" level on the subelement "teachers". In the **expected situation**, the majority of teachers (100% - 60%) rated their opinions on most of the elements at a "high" level, except

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the subelement "content", which was rated at a "low" level by a large number of the teachers (80%). Another subelement "materials and resources" was rated at an "average" level by the majority of the teachers (60%), while forty percent of the teachers rated at a "high" level.

Table 4 **Frequencies and percentages of teachers' levels of opinions on main elements with subelements of the course syllabi in terms of actual and expected situations (N_2 = 5 teachers)**

Elements of Course Syllabi	Levels of Teachers' Opinions							
	Low		Average		High		Total	
	f	%	*f*	%	*f*	%	*f*	%
1. Course goals and Objectives								
Actual situation	3	60.0	1	20.0	1	20.0	5	100.0
Expected situation	0	0.0	2	40.0	3	60.0	5	100.0
2. Teaching and learning process								
2.1 Content								
Actual situation	5	100.0	0	0.0	0	0.0	5	100.0
Expected situation	4	80.0	1	20.0	0	0.0	5	100.0
2.2 Teaching methods and activities								
Actual situation	0	0.0	0	0.0	5	100.0	5	100.0
Expected situation	0	0.0	0	0.0	5	100.0	5	100.0
2.3 Materials and resources								
Actual situation	4	80.0	1	20.0	0	0.0	5	100.0
Expected situation	0	0.0	3	60.0	2	40.0	5	100.0
2.4 Teachers								
Actual situation	1	20.0	2	40.0	2	40.0	5	100.0
Expected situation	0	0.0	2	40.0	3	60.0	5	100.0
2.5 Learners								
Actual situation	4	80.0	0	0.0	1	20.0	5	100.0
Expected situation	0	0.0	1	20.0	4	80.0	5	100.0
3. Student Assessment and Course Effectiveness								
3.1 Student assessment								
Actual situation	2	40.0	2	40.0	1	20.0	5	100.0
Expected situation	0	0.0	2	40.0	3	60.0	5	100.0
3.2 Course effectiveness								
Actual situation	4	80.0	1	20.0	0	0.0	5	100.0
Expected situation	0	0.0	1	20.0	4	80.0	5	100.0

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Table 5 – 20 show the results of both student and teacher subjects' responses to four levels of opinions on each subelement of the main elements in the course syllabi of the two Foundation English Courses regarding actual and expected situations.

To compare the actual situation with the expected situation assessed by the students and teachers followed the levels of opinion below:

Levels of opinion	Actual situation	Expected situation	Levels of opinion
4	strongly agree	very important	4
3	agree	important	3
2	disagree	less important	2
1	strongly disagree	unimportant	1

The levels of opinions above were interpreted on the following mean ranges.

Level of opinion	Mean ranges
4	3.50 – 4.00
3	2.50 – 3.49
2	1.50 – 2.49
1	1.00 – 1.49

Table 5 Results of *students'* responses to four levels of opinions on the element of *goals and objectives* regarding actual and expected situations (N_1 = 132)

Goals and objectives	Level of Students' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. clear and understandable										
Actual situation	0	0	13	9.8	96	92.7	23	17.4	3.08	.52
Expected situation	0	0	4	3.0	68	51.5	60	51.5	3.12	.58
2. related to learners' needs										
Actual situation	0	0	15	11.4	86	65.2	31	23.5	3.12	.58
Expected situation	0	0	4	3.0	60	45.5	68	51.5	3.12	.58

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Table 5(cont.) Results of *students'* responses to four levels of opinions on the element of *goals and objectives* regarding actual and expected situations (N_1 = 132)

Goals and objectives	Level of Students' Opinions								$\bar{x}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
3. appropriate to specified groups of learners										
Actual situation	1	0.8	11	8.3	91	68.9	29	22.0	3.12	.57
Expected situation	1	0.8	8	6.1	58	43.9	65	49.2	3.42	.64
4. flexible										
Actual situation	0	0	23	17.4	85	64.4	24	18.2	3.01	.60
Expected situation	0	0	4	3.0	69	52.3	59	44.7	3.42	.55
5. applicable to learners' desired work										
Actual situation	1	0.8	15	11.4	71	53.8	45	34.1	3.71	.67
Expected situation	0	0	3	2.3	41	31.1	88	66.7	3.64	.53
6. applicable to learners' higher study										
Actual situation	1	0.8	9	6.8	69	52.3	53	40.2	3.32	.63
Expected situation	0	0	0	0	45	34.1	87	65.9	3.66	.48
7. promote a positive attitude toward language learning										
Actual situation	2	1.5	9	6.8	90	68.2	31	23.5	3.14	.59
Expected situation	1	0.8	7	5.3	65	49.2	59	44.7	3.88	.62

Table 5 shows that in the **actual situation**, students' opinions on all the items of the main element "goals and objectives" were rated at the level of "agree" to "strongly agree" ($\bar{x}$ = 3.01 - $\bar{x}$ = 3.71). **Item 5** was rated at the level of "strongly agree" ($\bar{x}$ = 3.71), while the other items were rated at the level of "agree" ($\bar{x}$ = 3.01 - $\bar{x}$ = 3.32).

In the **expected situation**, the students rated all the items of the element "goals and objectives" at the level of "important" to "very important" ($\bar{x}$ = 3.12 - $\bar{x}$ = 3.88). **Item 5**, **Item 6** and **Item 7** were rated at the level of "very important"($\bar{x}$ = 3.64 - $\bar{x}$ = 3.88) while the rest of the items were rated at the level of "important" ($\bar{x}$ = 3.42 - $\bar{x}$ = 3.12).

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Table 6 **Results of *students'* responses to four levels of opinions on the subelement of *content* regarding actual and expected situations (N_1 = 132)**

Content	Level of Students' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. appropriate and match learners' needs										
Actual situation	0	0	14	10.6	94	71.2	24	18.2	3.08	.53
Expected situation	0	0	7	5.3	74	56.1	51	38.6	3.33	.58
2. matched with goals and objectives										
Actual situation	0	0	12	9.1	94	71.2	26	19.7	3.11	.53
Expected situation	0	0	12	9.1	65	49.2	55	41.7	3.33	.64
3. grammatical content										
Actual situation	1	0.8	20	15.2	74	56.1	37	28.0	3.11	.67
Expected situation	4	3.0	6	4.5	71	53.8	51	38.6	3.28	.69
4. reading skill content										
Actual situation	2	1.5	19	14.4	82	62.1	29	22.0	3.05	.65
Expected situation	2	1.5	11	8.3	65	49.2	54	40.2	3.30	.69
5. writing skill content										
Actual situation	0	0	24	18.2	84	63.6	24	18.2	3.00	.61
Expected situation	10	7.6	60	45.5	61	46.2	131	99.2	3.39	.63
6. listening skill content										
Actual situation	1	0.8	22	16.7	77	58.3	32	24.2	3.06	.66
Expected situation	0	0	10	7.6	54	40.9	68	51.5	3.44	.63
7. speaking skill content										
Actual situation	3	2.3	22	16.7	73	55.3	34	25.8	3.05	.72
Expected situation	0	0	9	6.8	53	40.2	70	53.0	3.46	.62
8. up-to-date and interesting										
Actual situation	0	0	12	9.1	79	59.8	41	31.1	3.22	.60
Expected situation	1	0.8	11	8.3	47	35.6	73	55.3	3.45	.68
9. useful for learners' future work										
Actual situation	1	0.8	20	15.2	65	49.2	46	34.5	3.18	.71
Expected situation	2	1.5	7	5.3	39	29.5	84	63.6	3.55	.67
10. useful for learners' higher-level study										
Actual situation	0	0	11	8.3	67	50.8	54	40.9	3.33	.62
Expected situation	1	0.8	3	2.3	41	31.1	87	65.9	3.62	.57

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Table 6(cont.) Results of *students'* responses to four levels of opinions on the subelement of *content* regarding actual and expected situations (N_1 = 132)

Content	Level of Students' Opinions								$\bar{x}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
11. well-organized sequence										
Actual situation	0	0	16	12.1	92	69.7	24	18.2	3.06	.55
Expected situation	0	0	6	4.5	74	56.1	52	39.4	3.35	.57
12. cover all aspects of language learning										
Actual situation	0	0	17	12.9	74	56.1	41	31.1	3.18	.64
Expected situation	1	0.8	6	4.5	53	40.2	72	54.5	3.48	.62

Table 6 shows that students' opinions on all the items of the subelement "content" were rated at the level of "agree" ($\bar{x}$ = 3.00 - $\bar{x}$ = 3.33) in the **actual situation**. **Item 10** was rated the highest ($\bar{x}$ = 3.33) while **Item 5** was rated the lowest ($\bar{x}$ = 3.00).

In the **expected situation**, most of the students rated all the items of the subelement "content" at the level of "important" to "very important" ($\bar{x}$ = 3.28 – $\bar{x}$ = 3.62). **Item 9** and **Item 10** were rated at the level of "very important" ($\bar{x}$ = 3.62) while the rest of the items were rated at the level of "important" ($\bar{x}$ = 3.28 - $\bar{x}$ = 3.48).

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Table 7 **Results of *students'* responses to four levels of opinions on the subelement of *teaching methods and activities* regarding actual and expected situations (N_1 = 132)**

Teaching methods and activities	Level of Students' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. matched with goals and objective										
Actual situation	0	0	8	6.1	100	75.8	24	18.2	3.12	.48
Expected situation	1	0.8	9	6.8	68	51.5	54	40.9	3.35	.64
2. appropriate for content										
Actual situation	0	0	11	8.3	82	62.1	39	29.5	3.21	.58
Expected situation	0	0	10	7.6	63	47.7	59	44.7	3.31	.62
3. allow learners to select content and learning activities										
Actual situation	0	0	27	20.5	64	48.5	41	31.1	3.11	.71
Expected situation	0	0	14	10.6	57	43.2	61	46.2	3.36	.67
4. promote self-study										
Actual situation	2	1.5	19	14.4	67	50.8	44	33.3	3.16	.72
Expected situation	1	0.8	6	4.5	59	44.7	66	50.0	3.44	.62
5. support the learner-centredness										
Actual situation	2	1.5	13	9.8	89	67.4	28	21.2	3.08	.61
Expected situation	2	1.5	14	10.6	57	43.2	59	44.7	3.3	.72
6. group work, discussion and role-play										
Actual situation	0	0	13	9.8	74	56.1	45	34.1	3.24	.62
Expected situation	2	1.5	14	10.6	57	43.2	59	44.7	3.31	.72
7. create stimuli and draw attention from learners										
Actual situation	2	1.5	12	9.1	77	58.3	41	31.1	3.19	.66
Expected situation	1	0.8	7	5.3	61	46.2	63	47.7	3.41	.63
8. using English instruction only										
Actual situation	4	3.0	42	31.8	64	48.5	22	16.7	2.79	.75
Expected situation	2	1.5	29	22.0	67	50.8	34	25.8	3.01	.74
9. using both English and Thai instruction										
Actual situation	2	1.5	9	6.8	57	43.2	64	48.5	3.39	.68
Expected situation	3	2.3	7	5.3	43	32.6	79	58.8	3.50	.70

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In Table 7, students' opinions on all the items of the subelement "teaching methods and activities" were rated at the level of "agree" ($\bar{x}$ = 2.79 - $\bar{x}$ = 3.39) in the **actual situation**. **Item 9** was rated the highest ($\bar{x}$ = 3.39), while **Item 8** was rated the lowest ($\bar{x}$ = 2.79).

In the **expected situation**, most of the students rated all the items of the subelement "teaching methods and activities" at the level of "important" to "very important" ($\bar{x}$ = 3.01 - $\bar{x}$ = 3.50). **Item 9** was rated at the level of "very important" ($\bar{x}$ = 3.50) while the rest of the items were rated at the level of "important" ($\bar{x}$ = 3.01 - $\bar{x}$ = 3.44).

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Table 8 **Results of *students'* responses to four levels of opinions on the subelement of *materials and resources* regarding actual and expected situations (N_1 = 132)**

Materials and resources	Level of Students' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. consonant with goals and objectives										
Actual situation	0	0	10	7.6	83	62.9	39	29.5	3.22	.57
Expected situation	0	0	2	1.5	74	56.1	56	42.4	3.41	.52
2. appropriate to content										
Actual situation	0	0	10	7.6	85	64.4	37	28.0	3.20	.56
Expected situation	0	0	6	4.5	60	45.5	66	50.0	3.45	.58
3. adequate for number of learners										
Actual situation	3	2.3	34	25.8	70	53.0	25	18.9	2.89	.73
Expected situation	0	0	8	6.1	45	34.1	79	59.8	3.54	.61
4. can aid learning										
Actual situation	2	1.5	18	13.6	76	57.6	36	27.3	3.11	.68
Expected situation	0	0	6	4.5	46	34.8	80	60.6	3.56	.58
5. appropriate textbooks and supplementary documents										
Actual situation	1	0.8	7	5.3	69	52.3	55	41.7	3.35	.62
Expected situation	0	0	2	1.5	50	37.9	80	60.6	3.59	.52
6. audiovisual materials used										
Actual situation	11	8.3	31	23.5	62	47.0	28	21.2	2.81	.87
Expected situation	3	2.3	14	10.6	48	36.4	67	50.8	3.36	.76
7. sufficient language lab										
Actual situation	15	11.4	27	20.5	67	50.8	23	17.4	2.74	.88
Expected situation	3	2.3	13	9.8	47	35.6	69	52.3	3.38	.76

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Table 8 indicates that students' opinions on all the items of the subelement "materials and resources" were rated at the level of "agree" ($\overline{x}$ = 2.74 - $\overline{x}$ = 3.35) in the **actual situation**. **Item 5** was rated the highest ($\overline{x}$ = 3.35) while **Item 7** was rated the lowest ($\overline{x}$ = 2.74).

In the **expected situation**, most of the students rated all the items of the subelement "materials and resources" at the level of "important" to "very important" ($\overline{x}$ = 3.36 - $\overline{x}$ = 3.59). **Item 3**, **Item 4** and **Item 5** were rated at the level of "very important" ($\overline{x}$ = 3.54 - $\overline{x}$ = 3.59) while the rest of the items were rated at the level of "important" ($\overline{x}$ = 3.36 - $\overline{x}$ = 3.45).

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Table 9 **Results of *students'* responses to four levels of opinions on the subelement of *teachers* regarding actual and expected situations (N_1 = 132)**

Teachers	Level of Students' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. make goals and objectives clear										
Actual situation	0	0	6	4.5	74	56.1	52	39.4	3.35	.57
Expected situation	1	0.8	6	4.5	58	43.9	67	50.8	3.45	.62
2. make clear assessment criteria for students' assignments and work										
Actual situation	1	0.8	8	6.1	65	49.2	58	43.9	3.36	.63
Expected situation	0	0	5	3.8	54	40.9	73	55.3	3.52	.57
3. prepare well for each session										
Actual situation	0	0	1	0.8	65	49.2	66	20.0	3.59	.52
Expected situation	0	0	2	1.5	50	37.9	80	60.6	3.48	.66
4. help learners understand content										
Actual situation	1	0.8	7	5.3	59	44.7	65	49.2	3.42	.63
Expected situation	0	0	4	3.0	47	35.6	81	61.4	3.58	.55
5. make the subject interesting										
Actual situation	1	0.8	6	4.5	59	44.7	66	50.0	3.44	.62
Expected situation	0	0	7	5.3	39	29.5	86	65.2	3.60	.59
6. relate each session to the whole course										
Actual situation	0	0	11	8.3	79	59.8	41	31.1	3.23	.59
Expected situation	0	0	6	4.5	61	43.2	65	49.2	3.45	.58
7. make opportunities for learners to ask questions										
Actual situation	1	0.8	6	4.5	56	42.4	69	52.3	3.46	.62
Expected situation	1	0.8	4	3.0	53	40.2	74	56.1	3.52	.60
8. explain concepts clearly										
Actual situation	0	0	11	8.3	67	50.8	54	80.9	3.33	.62
Expected situation	1	0.8	1	0.8	47	35.6	83	62.9	3.61	.55
9. give adequate feedback on assignments										
Actual situation	1	0.8	10	7.6	74	56.1	47	35.6	3.27	.63
Expected situation	0	0	11	8.3	58	43.9	33	47.7	3.39	.64
10. give appropriate amount of work										
Actual situation	1	0.8	8	6.1	66	50.0	57	43.2	3.36	.63
Expected situation	1	0.8	6	4.5	52	39.4	73	55.3	3.49	.62

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Table 9 shows that students' opinions on all the items of the subelement "teachers" was rated at the level of "agree" to "strongly agree" ($\overline{x}$ = 3.23 - $\overline{x}$ = 3.59) in the **actual situation**. **Item 3** was rated at the level of "strongly agree" ($\overline{x}$ = 3.59) while the rest of the items were rated at the level of "agree" ($\overline{x}$ = 3.23 - $\overline{x}$ = 3.46).

In the **expected situation**, most of the students rated all the items of the subelement "teachers" at the level of "important" to "very important" ($\overline{x}$ = 3.39 - $\overline{x}$ = 3.61). **Item 2**, **Item 4**, **Item 5**, **Item 7**, and **Item 8** were rated at the level of "very important" ($\overline{x}$ = 3.52 - $\overline{x}$ = 3.61) while the rest of the items were rated at the level of "important" ($\overline{x}$ = 3.39 - $\overline{x}$ = 3.49).

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Table 10 **Results of *students'* responses to four levels of opinions on the sub-element of *learners* regarding actual and expected situations (N_1 = 132)**

Learners	Level of Students' Opinions								$\overline{x}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. attend class regularly										
Actual situation	4	3.0	19	14.4	79	59.8	30	22.7	3.02	.70
Expected situation	0	0	10	7.6	62	47.0	60	45.5	3.38	.62
2. pay attention to class										
Actual situation	2	1.5	24	18.2	78	59.1	28	21.2	3.00	.68
Expected situation	0	0	18	13.6	56	42.4	58	43.9	3.30	.70
3. practice skills outside classroom										
Actual situation	4	3.0	21	15.9	81	61.4	26	19.7	2.98	.69
Expected situation	1	0.8	12	9.1	57	43.2	62	47.0	3.36	.68
4. enjoy the courses										
Actual situation	5	3.8	18	13.6	80	60.6	29	22.0	3.01	.72
Expected situation	0	0	10	7.6	66	50.0	56	42.4	3.35	.62
5. class timing and learning arrangement suitable for learners										
Actual situation	7	5.3	19	14.4	77	54.5	34	25.8	3.01	.79
Expected situation	0	0	9	6.8	57	43.2	66	50.0	3.43	.62
6. personal problems that interfere with learning										
Actual situation	18	13.6	40	30.3	32	24.2	42	31.8	2.74	1.05
Expected situation	39	29.5	33	25.0	23	17.4	37	28.0	2.44	1.19

In Table 10, students' opinions on all the items of the subelement "learners" was rated at the level of "agree" ($\overline{x}$ = 2.74 - $\overline{x}$ = 3.02) in the **actual situation**. The mean score of the **Item 1** was rated the highest ($\overline{x}$ = 3.02) while **Item 6** was rated the lowest ($\overline{x}$ = 2.74).

In the **expected situation**, most of the students rated all the items of the subelement "learners" at the level of "less important" to "important" ($\overline{x}$ = 2.44 - $\overline{x}$ = 3.43). **Item 6** was rated at the level of "less important" ($\overline{x}$ = 2.44) while the rest of the items were rated at the level "important" ($\overline{x}$ = 3.30 - $\overline{x}$ = 3.43).

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Table 11 **Results of *students'* responses to four levels of opinions on the subelement of *student assessment* regarding actual and expected situations (N_1 = 132)**

Student assessment	Level of Students' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. make assessment criteria clear to learners										
Actual situation	0	0	3	2.3	76	57.1	53	40.2	3.38	.53
Expected situation	1	0.8	3	2.3	60	45.5	68	51.5	3.48	.59
2. appropriate to goals and objectives										
Actual situation	0	0	9	6.8	78	59.1	45	34.1	3.27	.58
Expected situation	0	0	3	3.8	60	45.5	68	51.5	3.47	.57
3. learners have self-assessment										
Actual situation	2	1.5	25	18.9	74	56.1	31	23.5	3.02	.70
Expected situation	0	0	9	6.8	68	51.5	55	41.7	3.35	.61
4. learners can evaluate aspects of the courses										
Actual situation	5	3.8	21	15.9	81	61.4	25	18.9	2.95	.71
Expected situation	0	0	4	3.0	78	59.1	50	37.9	3.35	.54
5. teachers have self-evaluation										
Actual situation	3	2.3	14	10.6	83	64.9	32	24.2	3.09	.66
Expected situation	1	0.8	9	6.8	61	46.2	61	46.2	3.38	.65
6. appropriate assessment for content										
Actual situation	0	0	8	6.1	89	67.4	35	26.5	3.20	.53
Expected situation	0	0	3	2.3	71	53.8	58	43.9	3.42	.54
7. assessment methods suitable for course features										
Actual situation	1	0.8	8	6.1	32	62.1	41	31.1	3.23	.59
Expected situation	1	0.8	4	3.6	69	52.3	58	43.9	3.39	.59

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Table 11(cont.) Results of *students'* responses to four levels of opinions on the subelement of *student assessment* regarding actual and expected situations (N_1 = 132)

Student assessment	Level of Students' Opinions								$\bar{x}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
8. teachers assess learners' progress regularly										
Actual situation	1	0.8	18	13.6	79	59.5	34	25.8	3.11	.65
Expected situation	1	0.8	9	6.8	63	47.7	59	44.7	3.36	.65
9. fair assessment										
Actual situation	0	0	11	8.3	85	64.4	36	27.3	3.19	.57
Expected situation	0	0	6	4.5	45	34.1	81	61.4	3.57	.58
10. appropriate assessment for grammatical session										
Actual situation	0	0	9	6.8	95	72.0	28	21.2	3.14	.51
Expected situation	0	0	6	4.5	66	50.0	60	45.5	3.41	.58
11. appropriate assessment for skills practice session										
Actual situation	0	0	12	9.1	86	65.2	34	25.8	3.17	.57
Expected situation	0	0	6	4.5	68	51.5	58	43.9	3.39	.58
12. teachers apply student assessment result to improve instruction										
Actual situation	0	0	9	6.8	77	58.3	46	34.8	3.28	.58
Expected situation	0	0	2	1.5	59	44.7	71	53.8	3.52	.53

In Table 11, students' opinions on all the items of the subelement "student assessment" was rated at the level of "agree" ($\bar{x}$ = 2.95 - $\bar{x}$ = 3.38) in the **actual situation**. **Item 1** was rated the highest ($\bar{x}$ = 3.38) while **Item 4** was rated the lowest ($\bar{x}$ = 2.95).

In the **expected situation**, most of the students rated all the items of the subelement "student assessment" at the level of "important" to "very important" ($\bar{x}$ = 3.35 – $\bar{x}$ = 3.57). **Item 9** and **Item 12** were rated at the level of "very important" ($\bar{x}$ = 3.52 - $\bar{x}$ = 3.57) while the rest of the items were rated at the level of "important" ($\bar{x}$ = 3.35 - $\bar{x}$ = 3.48).

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Table 12 **Results of *students'* responses to four levels of opinions on the subelement of *effectiveness of the courses* regarding actual and expected situations (N_1 = 132)**

Effectiveness of the courses	Level of Students' Opinions								$\bar{x}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. effectiveness of overall courses										
Actual situation	2	1.5	8	6.1	93	70.5	29	22.0	3.13	.57
Expected situation	0	0	3	2.3	54	40.9	75	56.8	3.55	.54
2. successful goals and objectives										
Actual situation	0	0	15	11.4	85	64.4	32	24.2	3.13	.57
Expected situation	0	0	6	4.5	52	39.4	74	56.8	3.52	.59
3. satisfactory acquired knowledge from the courses										
Actual situation	4	3.0	19	14.4	77	58.3	32	24.2	3.04	.71
Expected situation	0	0	6	4.5	49	37.1	77	58.3	3.54	.55
4. language ability from the courses applied to learners' future work										
Actual situation	4	3.0	18	13.6	75	56.3	35	26.5	3.07	.72
Expected situation	0	0	7	5.3	45	34.1	80	60.0	3.55	.60
5. language ability from the courses used in learners' higher study										
Actual situation	5	3.8	6	4.5	61	46.2	60	45.5	3.33	.74
Expected situation	0	0	0	0	37	28.0	95	72.0	3.72	.45

In Table 12, students' opinions on all the items of the subelement "course effectiveness" was rated at the level of "agree" ($\bar{x}$ = 3.04 - $\bar{x}$ = 3.33) in the **actual situation**. The mean score of the **Item 5** was rated the highest ($\bar{x}$ = 3.33) while **Item 3** was rated the lowest ($\bar{x}$ = 3.04).

In the **expected situation**, most of the students rated all the items of the subelement "course effectiveness" at the level of "very important" ($\bar{x}$ = 3.52 - $\bar{x}$ = 3.72). The mean score of the **Item 5** was rated the highest ($\bar{x}$ = 3.72) while **Item 2** was rated the lowest ($\bar{x}$ = 3.52).

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Table 13 **Results of *teachers'* responses to four levels of opinions on the element of *goals and objectives* regarding actual and expected situations (N_2 = 5)**

Goals and objectives	Level of Teachers' Opinions								$\bar{x}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. clear and understandable										
Actual situation	2	40.0	0	0	3	60.0	0	0	2.20	1.10
Expected situation	0	0	0	0	1	20.0	4	80.0	3.40	.45
2. related to learners' needs										
Actual situation	3	60.0	0	0	1	20.0	1	20.0	2.00	1.41
Expected situation	1	20.0	0	0	1	20.0	6	60.0	3.40	.89
3. appropriate to specified groups of learners										
Actual situation	2	40.0	2	40.0	1	20.0	0	0	1.80	.84
Expected situation	1	20.0	0	0	1	20.0	3	60.0	3.40	.89
4. flexible										
Actual situation	3	60.0	1	20.0	0	0	1	20.0	1.80	1.30
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
5. applicable to learners' desired work										
Actual situation	2	40.0	2	40.0	1	20.0	0	0	1.80	.84
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
6. applicable to learners' higher study										
Actual situation	0	0	0	0	4	80.0	1	20.0	3.20	.45
Expected situation	2	40.0	0	0	1	20.0	2	40.0	3.00	1.00
7. promote a positive attitude toward language learning										
Actual situation	2	40.0	0	0	1	20.0	2	40.0	2.00	1.00
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45

Table 13 shows that in the **actual situation**, teachers' opinions on all the items of the element "goals and objectives" was in the level of "disagree" to "agree" ($\bar{x}$ = 1.80 - $\bar{x}$ = 3.20). **Item 6** was rated at the level of "agree" ($\bar{x}$ = 3.20) while the rest of the items were rated at the level of "disagree" ($\bar{x}$ = 1.80 – $\bar{x}$ = 2.20).

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In the **expected situation**, most of the teachers rated all the items of the element "goals and objectives" at the level of "important" to "very important" ($\overline{x}$ = 3.00 - $\overline{x}$ = 3.80). **Item 4**, **Item 5** and **Item 7** were rated at the level of "very important" ($\overline{x}$ = 3.80) while the rest of the items were rated at the level of "important" ($\overline{x}$ = 3.00 - $\overline{x}$ = 3.40).

Table 14 Results of *teachers'* responses to four levels of opinions on the subelement of *content* regarding actual and expected situations (N_2 = 5)

Content	Level of Teachers' Opinions								$\overline{x}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. appropriate and match learners' needs										
Actual situation	2	40.0	1	20.0	2	40.0	0	0	2.00	1.00
Expected situation	1	20.0	0	0	1	20.0	3	60.0	3.40	.89
2. matched with goals and objectives										
Actual situation	0	0	2	40.0	1	20.0	2	40.0	3.00	1.00
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
3. grammatical content										
Actual situation	2	40.0	0	0	1	20.0	2	40.0	2.00	1.00
Expected situation	2	40.0	1	20.0	2	40.0	0	0	2.60	.55
4. reading skill content										
Actual situation	2	40.0	1	20.0	2	40.0	0	0	2.00	1.00
Expected situation	0	0	2	40.0	3	60.0	0	0	2.80	.84
5. writing skill content										
Actual situation	2	40.0	2	40.0	1	20.0	0	0	1.80	.84
Expected situation	0	0	1	20.0	4	80.0	0	0	2.80	.45
6. listening skill content										
Actual situation	3	60.0	1	20.0	1	20.0	0	0	1.60	.89
Expected situation	0	0	0	0	4	80.0	1	20.0	3.20	.46
7. speaking skill content										
Actual situation	2	40.0	2	40.0	1	20.0	0	0	1.80	.84
Expected situation	4	80.0	0	0	0	0	1	20.0	3.20	.45
8. up-to-date and interesting										
Actual situation	2	40.0	0	0	3	60.0	0	0	2.20	1.10
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55

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Table 14(cont.) Results of *teachers'* responses to four levels of opinions on the subelement of *content* regarding actual and expected situations (N_2 = 5)

Content	Level of Teachers' Opinions								$\overline{x}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
9. useful for learners' future work										
Actual situation	1	20.0	1	20.0	3	60.0	0	0	2.40	.89
Expected situation	0	0	0	0	2	40.0	3	60.0	2.00	.00
10. useful for learners' higher-level study										
Actual situation	0	0	1	20.0	3	60.0	1	20.0	3.00	.71
Expected situation	1	20.0	0	0	2	40.0	2	40.0	3.20	.84
11. well-organized sequence										
Actual situation	0	0	0	0	3	60.0	2	40.0	3.40	.55
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
12. cover all aspects of language learning										
Actual situation	0	0	2	40.0	1	20.0	2	40.0	3.00	1.00
Expected situation	0	0	0	0	3	60.0	2	40.0	3.40	.55

Table 14 indicates that in the **actual situation** students' opinions on all the items of the subelement "content" was in the level of "disagree" to "agree" ($\overline{x}$ = 1.60 - $\overline{x}$ = 3.40). **Item 2, Item 10, Item 11, Item 12** were rated at the level of "agree" ($\overline{x}$ = 3.00 - $\overline{x}$ = 3.40) while the rest of the items were rated at the level of "disagree" ($\overline{x}$ = 1.60 – $\overline{x}$ = 2.40).

In the **expected situation**, most of the teachers rated all the items of the subelement "content" at the level of "less important" to "very important" ($\overline{x}$ = 2.00 - $\overline{x}$ = 3.60). **Item 2**, **Item 8**, and **Item 11** were rated at the level of "very important" ($\overline{x}$ = 3.60); **Item 9** was rated at the level of "less important" ($\overline{x}$ = 2.00) while the rest of the items were rated at the level of "important" ($\overline{x}$ = 2.60 - $\overline{x}$ = 3.40).

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Table 15 **Results of *teachers'* responses to four levels of opinions on the subelement of *teaching methods and activities* regarding actual and expected situations (N_2 = 5)**

Teaching methods and activities	Level of Teachers' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. matched with goals and objectives										
Actual situation	0	0	3	60.0	1	20.0	1	20.0	2.60	.89
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
2. appropriate for content										
Actual situation	0	0	0	0	4	80.0	1	20.0	3.20	.45
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
3. allow learners to select content and learning activities										
Actual situation	3	60.0	1	20.0	1	20.0	0	0	1.60	.89
Expected situation	2	40.0	0	0	1	20.0	2	40.0	3.00	1.00
4. promote self-study										
Actual situation	2	40.0	0	0	2	40.0	1	20.0	1.80	.84
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
5. support the learner-centredness										
Actual situation	2	40.0	2	40.0	1	20.0	0	0	1.80	.84
Expected situation	1	20.0	0	0	0	0	4	80.0	3.60	.89
6. group work, discussion and role-play										
Actual situation	0	0	3	60.0	1	20.0	1	20.0	2.60	.89
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
7. create stimuli and draw attention from learners										
Actual situation	2	40.0	0	0	2	40.0	1	20.0	2.40	1.34
Expected situation	0	0	0	0	0	0	5	100.0	4.00	.00
8. using English instruction only										
Actual situation	2	40.0	1	20.0	2	40.0	0	0	2.00	1.00
Expected situation	1	20.0	0	0	3	60.0	1	20.0	3.00	.71
9. using both English and Thai instruction										
Actual situation	1	20.0	0	0	2	40.0	2	40.0	3.00	1.22
Expected situation	1	20.0	0	0	2	40.0	2	40.0	3.20	.24

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In Table 15, teachers' opinions on all the items of the subelement "teaching methods and activities" was rated at the level of "disagree" to "agree" ($\bar{x}$ = 1.60 - $\bar{x}$ = 3.20) in the **actual situation**. **Item 1**, **Item 2, Item 6 and Item 9** were rated at the level of "agree" ($\bar{x}$ = 2.60 – $\bar{x}$ = 3.20) while the rest of the items were rated at the level of "disagree" ($\bar{x}$ = 1.60 – $\bar{x}$ = 2.40).

In the **expected situation**, most of the teachers rated all the items of the subelement "teaching methods and activities" at the level of "important" to "very important" ($\bar{x}$ = 3.00 - $\bar{x}$ = 4.00). **Item 3**, **Item 8** and **Item 9** were rated at the level of "important" ($\bar{x}$ = 3.00 - $\bar{x}$ = 3.20) while the rest of the items were rated at the level of "very important" ($\bar{x}$ = 3.60 - $\bar{x}$ = 4.00).

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Table 16 **Results of *teachers'* responses to four levels of opinions on the sub-element of *materials and resources* regarding actual and expected situations (N_2 = 5)**

Materials and resources	Level of Teachers' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. consonant with goals and objectives										
Actual situation	2	40.0	1	20.0	2	40.0	0	0	2.00	1.00
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
2. appropriate to content										
Actual situation	0	0	4	80.0	1	20.0	0	0	2.20	.45
Expected situation	0	0	0	0	3	60.0	2	40.0	3.40	.55
3. adequate for number of learners										
Actual situation	3	60.0	2	40.0	0	0	0	0	1.40	.55
Expected situation	0	0	0	0	0	0	5	100.0	4.00	.00
4. can aid learning										
Actual situation	3	60.0	0	0	1	20.0	1	20.0	2.00	1.41
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
5. appropriate textbooks and supplementary documents										
Actual situation	2	40.0	0	0	2	40.0	1	20.0	2.40	1.34
Expected situation	2	40.0	0	0	1	20.0	2	40.0	3.00	1.00
6. audiovisual materials used										
Actual situation	0	0	1	20.0	2	40.0	2	40.0	3.20	.84
Expected situation	0	0	0	0	4	80.0	1	20.0	3.20	.45
7. sufficient language lab										
Actual situation	5	100.0	0	0	0	0	0	0	1.00	.00
Expected situation	0	0	0	0	0	0	5	100.0	4.00	.00

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In Table 16, teachers' opinions on all the items of the subelement "materials and resources" was rated at the level of "strongly disagree" to "agree" ($\bar{x}$ = 1.00 - $\bar{x}$ = 3.20) in the **actual situation. Item 6** was rated at the level of "agree" ($\bar{x}$ = 3.20). **Item 3** and **Item 7** were rated at the level of "strongly disagree" ($\bar{x}$ = 1.00 - $\bar{x}$ = 1.40) while the rest of the items were rated at the level of "disagree" ($\bar{x}$ = 2.00 - $\bar{x}$ = 2.40).

In the **expected situation**, most of the teachers rated all the items of the subelement "materials and resources" at the level of "important" to "very important" ($\bar{x}$ = 3.00 - $\bar{x}$ = 4.00). **Item 2**, **Item 5** and **Item 6** were rated at the level of "important" ($\bar{x}$ = 3.00 - $\bar{x}$ = 3.40) while the rest of the items were rated at the level of "very important" ($\bar{x}$ = 3.60 - $\bar{x}$ = 4.00).

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Table 17 **Results of *teachers'* responses to four levels of opinions on the subelement of *teachers* regarding actual and expected situations (N_2 = 5)**

Teachers	Level of Teachers' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. make goals and objectives clear										
Actual situation	1	20.0	2	40.0	2	40.0	0	0	2.20	.84
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
2. make clear assessment criteria for students' assignments and work										
Actual situation	2	40.0	0	0	1	20.0	2	40.0	2.60	1.52
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
3. prepare well for each session										
Actual situation	1	20.0	2	40.0	1	20.0	1	20.0	2.40	1.34
Expected situation	0	0	0	0	3	60.0	2	40.0	3.40	.55
4. help learners understand content										
Actual situation	2	40.0	1	20.0	1	20.0	1	20.0	2.20	1.30
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
5. make the subject interesting										
Actual situation	2	40.0	1	20.0	1	20.0	1	20.0	2.20	1.30
Expected situation	0	0	0	0	3	60.0	2	40.0	3.40	.55
6. relate each session to the whole course										
Actual situation	2	40.0	0	0	2	40.0	1	20.0	2.40	1.34
Expected situation	2	40.0	0	0	0	0	3	60.0	3.20	1.10
7. make opportunities for learners to ask questions										
Actual situation	2	40.0	2	40.0	1	20.0	0	0	1.80	.84
Expected situation	2	40.0	0	0	2	40.0	1	20.0	2.80	.84
8. explain concepts clearly										
Actual situation	2	40.0	0	0	2	40.0	1	20.0	2.40	1.34
Expected situation	0	0	0	0	4	80.0	1	20.0	3.20	.45
9. give adequate feedback on assignments										
Actual situation	2	40.0	0	0	3	60.0	0	0	2.20	1.10
Expected situation	0	0	0	0	3	60.0	2	40.0	3.40	.55
10. give appropriate amount of work										
Actual situation	2	40.0	2	40.0	1	20.0	0	0	1.80	.84
Expected situation	0	0	0	0	4	80.0	1	20.0	3.20	.45

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In Table 17, teachers' opinions on all the items of the subelement "teachers" was rated at the level of "disagree" to "agree" ($\bar{x}$ = 1.80 - $\bar{x}$ = 2.60) in the **actual situation**. **Item 2** was rated at the level of "agree" ($\bar{x}$ = 2.60) while the rest of the items were rated at the level of "disagree" ($\bar{x}$ = 1.80 - $\bar{x}$ = 2.40).

In the **expected situation**, most of the teachers rated all the items of the subelement "teachers" at the level of "important" to "very important" ($\bar{x}$ = 2.80 - $\bar{x}$ = 3.80). **Item 1**, **Item 2** and **Item 4** were rated at the level of "very important" ($\bar{x}$ = 3.60 – $\bar{x}$ = 3.80) while the rest of the items were rated at the level of "important" ($\bar{x}$ = 2.80 – $\bar{x}$ = 3.40).

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Table 18 **Results of *teachers'* responses to four levels of opinions on the subelement of *learners* regarding actual and expected situations (N_2 = 5)**

Learners	Level of Teachers' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. attend class regularly										
Actual situation	0	0	3	60.0	1	20.0	1	20.0	2.60	.89
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
2. pay attention to class										
Actual situation	2	40.0	2	40.0	1	40.0	0	0	1.80	.84
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
3. practice skills outside classroom										
Actual situation	3	60.0	1	20.0	1	20.0	0	0	1.60	.89
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
4. enjoy the courses										
Actual situation	0	0	3	60.0	1	20.0	1	20.0	2.60	.89
Expected situation	0	0	0	0	3	60.0	2	40.0	3.40	.55
5. class timing and learning arrangement suitable for learners										
Actual situation	0	0	2	40.0	3	60.0	0	0	2.60	.55
Expected situation	1	20.0	0	0	3	60.0	1	20.0	3.00	.71
6. personal problems that interfere with learning										
Actual situation	0	0	2	40.0	0	0	3	60.0	3.20	1.10
Expected situation	1	20.0	0	0	1	20.0	3	60.0	3.40	.89

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Table 18 shows that teachers' opinions on all the items of the subelement "learners" was rated at the level of "disagree" to "agree" ($\overline{x}$ = 1.60 - $\overline{x}$ = 3.20) in the **actual situation**. **Item 2** and **Item 3** were rated at the level of "disagree" ($\overline{x}$ = 1.60 - $\overline{x}$ = 1.80) while the rest of the items were rated at the level of "agree" ($\overline{x}$ = 2.60 - $\overline{x}$ = 3.20).

In the **expected situation**, most of the teachers rated all the items of the subelement "learners" at the level of "important" to "very important" ($\overline{x}$ = 3.00 - $\overline{x}$ = 3.80). **Item 1**, **Item 2** and **Item 3** were rated at the level of "very important" ($\overline{x}$ = 3.80) while the rest of the items were rated at the level of "important" ($\overline{x}$ = 3.00 - $\overline{x}$ = 3.40).

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Table 19 **Results of *teachers'* responses to four levels of opinions on the subelement of *student assessment* regarding actual and expected situations (N_2 = 5)**

Student assessment	Level of Teachers' Opinions								$\bar{X}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. make assessment criteria clear to learners										
Actual situation	2	40.0	0	0	0	0	3	60.0	2.80	1.64
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
2. appropriate to goals and objectives										
Actual situation	2	40.0	0	0	0	0	3	60.0	2.80	1.64
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
3. learners have self-assessment										
Actual situation	1	20.0	0	0	3	60.0	1	20.0	3.00	.71
Expected situation	3	60.0	0	0	0	0	2	40.0	2.80	1.10
4. learners can evaluate aspects of the courses										
Actual situation	0	0	2	40.0	1	20.0	2	40.0	3.00	1.00
Expected situation	1	20.0	0	0	2	40.0	2	40.0	3.20	.84
5. teachers have self-evaluation										
Actual situation	2	40.0	0	0	2	40.0	1	20.0	2.40	1.34
Expected situation	0	0	0	0	3	60.0	2	40.0	3.40	.55
6. appropriate assessment for content										
Actual situation	2	40.0	1	20.0	1	20.0	1	20.0	2.20	1.30
Expected situation	0	0	1	20.0	2	40.0	2	40.0	3.20	.84
7. assessment methods suitable for course features										
Actual situation	1	20.0	1	20.0	2	40.0	1	20.0	2.60	1.14
Expected situation	0	0	0	0	4	80.0	1	20.0	3.20	.45
8. teachers assess learners' progress regularly										
Actual situation	1	20.0	1	20.0	2	40.0	1	20.0	2.60	1.14
Expected situation	0	0	0	0	3	60.0	2	40.0	3.40	.55
9. fair assessment										
Actual situation	2	40.0	0	0	2	40.0	1	20.0	2.40	1.34
Expected situation	0	0	0	0	3	60.0	2	40.0	3.40	.55

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Table 19(cont.) Results of *teachers'* responses to four levels of opinions on the subelement of *student assessment* regarding actual and expected situations (N_2 = 5)

Student assessment	Level of Teachers' Opinions								$\bar{x}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
10. appropriate assessment for grammatical session										
Actual situation	2	40.0	0	0	2	40.0	1	20.0	2.40	1.34
Expected situation	0	0	2	40.0	2	40.0	1	20.0	2.80	.84
11. appropriate assessment for skills practice session										
Actual situation	1	20.0	2	40.0	1	20.0	1	20.0	2.40	1.14
Expected situation	0	0	1	20.0	2	40.0	2	40.0	3.20	.84
12. teachers apply student assessment result to improve instruction										
Actual situation	0	0	2	40.0	2	40.0	1	20.0	2.80	.84
Expected situation	0	0	1	20.0	2	40.0	2	40.0	3.20	.84

In Table 19, teachers' opinions on all the items of the subelement "student assessment" was rated at the level of "disagree" to "agree" ($\bar{x}$ = 2.20 - $\bar{x}$ = 3.00) in the **actual situation**. **Item 5**, **Item 6**, **Item 9**, **Item 10** and **Item 11** were rated at the level of "disagree" ($\bar{x}$ = 2.20 - $\bar{x}$ = 2.40) while the rest of the items were rated at the level of "agree" ($\bar{x}$ = 2.60 - $\bar{x}$ = 3.00).

In the **expected situation**, most of the teachers rated all the items of the subelement "student assessment" at the level of "important" to "very important" ($\bar{x}$ = 2.80 - $\bar{x}$ = 3.60). **Item 1** and **Item 2** were rated at the level of "very important" ($\bar{x}$ = 3.60) while the rest of the items were rated at the level of "important" ($\bar{x}$ = 2.80 - $\bar{x}$ = 3.40)

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Table 20 **Results of *teachers'* responses to four levels of opinions on the subelement of *effectiveness of the courses* regarding actual and expected situations (N_2 = 5)**

Effectiveness of the courses	Level of Teachers' Opinions								$\bar{x}$	SD
	1		2		3		4			
	f	%	*f*	%	*f*	%	*f*	%		
1. effectiveness of overall courses										
Actual situation	2	40.0	2	40.0	1	20.0	0	0	1.80	.84
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
2. successful goals and objectives										
Actual situation	2	40.0	2	40.0	1	20.0	0	0	1.80	.84
Expected situation	0	0	0	0	2	40.0	3	60.0	3.60	.55
3. satisfactory acquired knowledge from the courses										
Actual situation	3	60.0	0	0	2	40.0	0	0	1.80	1.10
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
4. language ability from the courses applied to learners' future work										
Actual situation	3	60.0	2	40.0	0	0	0	0	1.40	.55
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45
5. language ability from the courses used in learners' higher study										
Actual situation	0	0	0	0	1	20.0	4	80.0	1.80	.45
Expected situation	0	0	0	0	1	20.0	4	80.0	3.80	.45

Table 20 expresses that teachers' opinions on all the items of the subelement "course effectiveness" was rated at the level of "strongly disagree" to "disagree" ($\bar{x}$ = 1.40 - $\bar{x}$ = 1.80) in the **actual situation**. **Item 4** was rated the level of "strongly disagree" ($\bar{x}$ = 1.40) while the rest of the items were rated at the level of "disagree" ($\bar{x}$ = 1.80).

In the **expected situation**, most of the teachers rated all the items of the subelement "course effectiveness" at the level of "very important" ($\bar{x}$ = 3.60 - $\bar{x}$ = 3.80). **Item 3**, **Item 4 and Item 5** were rated the highest ($\bar{x}$ = 3.80) while the rest of the items were rated the lowest ($\bar{x}$ = 3.60).

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4.3 Comparison of the respondents' opinions on the elements of the course syllabi in terms of actual and expected situations

In Part 3, paired *t*-test was used to compare the mean scores of the students' and teachers' opinions on both actual and expected situations.

Table 21 Comparison of students' opinions on main elements with subelements of course syllabi in terms of actual and expected situations

Elements of the course syllabi	Actual situation		Expected situation		*t*	*p*-value
	$\bar{X}_A$	SD	$\bar{X}_E$	SD		
1. Goals and objectives	2.38	.50	2.77	.42	-8.805	.000*
2. Teaching and learning process						
2.1 Content	2.30	.59	2.71	.45	-7.069	.000*
2.2 Teaching methods & activities	2.68	.46	2.39	.49	5.708	.000*
2.3 Materials and resources	2.44	.51	2.70	.45	-5.272	.000*
2.4 Teachers	2.46	.51	1.84	.37	11.908	.000*
2.5 Learners	2.59	.50	2.71	.47	-2.671	.000*
3. Student assessment and course effectiveness						
3.1 Student assessment	2.43	.57	2.15	.57	4.623	.000*
3.2 Course effectiveness	2.69	.46	2.31	.59	6.193	.000*

* $p < .05$

Table 21 shows the results obtained from the application of a paired *t*-test. It was found that all the mean scores of the students' opinions on all elements in both actual and expected situations were of statistically significant differences at $p < .05$. A comparison of the actual situation and the expected situation shows that the element of "goals and objectives" ($\bar{X}_A = 2.38$, $\bar{X}_E = 2.77$), and the subelements of "content" ($\bar{X}_A = 2.30$, $\bar{X}_E = 2.71$), "materials and resources" ($\bar{X}_A = 2.44$, $\bar{X}_E = 2.70$), and "learners" $\bar{X}_A = 2.59$, $\bar{X}_E = 2.71$) had higher mean scores in the expected situation than those in the actual situation. However, in terms of the subelements of "teaching methods and activities" ($\bar{X}_A = 2.68$, $\bar{X}_E = 2.39$) and "teachers" ($\bar{X}_A = 2.46$, $\bar{X}_E = 1.84$), the mean scores of the actual situation were higher than those in the expected situation. As for the subelements of "student assessment" and "course effectiveness", the mean scores of the actual situation was higher than those in the expected situation ($\bar{X}_A = 2.43$, $\bar{X}_E = 2.15$ and $\bar{X}_A = 2.69$, $\bar{X}_E = 2.31$). In sum, among the eight elements four elements (1,

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2.1, 2.3, 2.5) obtained higher mean scores in the expected situation while the other four (2.2, 2.4,3.1, 3.2) obtained higher mean scores in the actual situation.

Table 22 Comparison of teachers' opinions on main elements with subelements of the course syllabi in terms of actual and expected situations

Elements of the course syllabi	Actual situation		Expected situation		*t*	*p*-value
	$\bar{X}_A$	SD	$\bar{X}_E$	SD		
1. Goals and objectives	1.6	.89	2.60	.54	3.162	.034*
2. Teaching and learning process						
2.1 Content	1.0	.00	1.20	.44	1.00	.374
2.2 Teaching methods & activities	1.8	.83	3.0	.00	3.207	.033*
2.3 Materials and resources	2.2	.83	2.60	.54	6.00	.004*
2.4 Teachers	1.2	.44	2.4	.54	1.00	.374
2.5 Learners	1.4	.89	2.80	.44	3.5	.025*
3. Student assessment and course effectiveness						
3.1 Student assessment	1.8	.83	2.6	.54	4.00	.016*
3.2 Course effectiveness	1.2	.44	2.80	.44	6.532	.003*

* $p < .05$

Table 22 also shows the results obtained from the application of a paired *t*-test. It was found that there were statistically significant differences in the teachers' opinions on most of the elements of course syllabi, except the subelements "content and "teachers", in both actual and expected situations at $p < .05$. It was also found that in general all the elements in the expected situation had higher mean scores than those in the actual situation.

4.4 Comparison of respondents' background and opinions on elements of the course syllabi regarding actual and expected situations

In this part, an analysis of variance (ANOVA) was applied to find out any statistically significant differences between the students' faculties and the elements of the course syllabi; the student's highest level of education and the elements of the course syllabi; and the students' English proficiency level and the elements of the course syllabi, regarding the actual and expected situations. Scheffe test was then used

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to test a statistically significant difference between the mean scores of the opinions of any two groups of the student subjects.

Table 23 Comparison of students' faculties and opinions on main elements with subelements of the course syllabi regarding actual and expected situations

Elements of the Course Syllabi	Faculty of								F	*p*-value
	Accounting		Business Administration		Informatics		Others			
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD		
1. Goals and objectives										
Actual situation	2.40	.50	2.38	.49	2.40	.53	2.27	.46	.217	.885
Expected situation	2.66	.48	2.73	.44	2.83	.37	2.81	.40	.875	.456
2. Teaching and learning process										
2.1 Content										
Actual situation	2.20	.56	2.35	.51	2.52	.50	2.45	.52	.877	.455
Expected situation	2.86	.35	2.59	.49	2.67	.47	2.90	.30	2.357	.075
2.2 Teaching methods and activities										
Actual situation	2.13	.51	2.57	.49	2.24	.50	2.45	.52	3.238*	.024
Expected situation	1.86	.35	1.78	.41	1.89	.30	1.11	.40	.802	.495
2.3 Materials and resources										
Actual situation	2.46	.51	2.29	.65	2.28	.54	2.18	.60	.546	.652
Expected situation	2.73	.45	2.70	.46	2.69	.46	2.81	.40	.242	.867
2.4 Teachers										
Actual situation	2.53	.51	2.61	.49	2.63	.52	2.45	.52	.464	.708
Expected situation	2.80	.41	2.70	.46	2.71	.45	2.63	.67	.274	.844
2.5 Learners										
Actual situation	1.86	.51	2.10	.55	2.28	.61	2.18	.40	2.337	.077
Expected situation	2.26	.70	2.35	.58	2.57	.50	2.54	.52	1.965	.122
3. Student assessment and course effectiveness										
3.1 Student assessment										
Actual situation	2.26	.59	2.43	.53	2.48	.50	2.36	.50	.749	.525
Expected situation	2.73	.45	2.71	.45	2.36	.50	2.36	.50	.127	.944
3.2Course effectiveness										
Actual situation	2.26	.59	2.33	.60	2.32	.59	2.18	.60	.235	.872
Expected situation	2.80	.41	2.68	.46	2.69	.46	2.63	.50	.323	.809

* $p < .05$

The results obtained from applying an F-test presented in Table 23 revealed that in the actual situation, a difference among the mean scores of the students'

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faculties was found statistically significant, F (3,132) = 3.238, $p < .05$, on the subelement of "teaching methods and activities". However, there was no statistically significant difference found in the mean scores of the rest of the elements. Moreover, when the Scheffe test was applied, it was found that the mean scores of the students' opinions between the faculty of accounting and the faculty of business administration were of statistically significant difference at $p < .05$ ($p = .029$).

Table 24 Comparison of students' educational background and opinions on main elements with subelements of the course syllabi regarding actual and expected situations

Elements of the Course Syllabi	Educational background of pre-university levels								F	*p*-value
	High school		Non compulsory education		Vocational certificate		Higher vocational certificate			
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD		
1. Goals and objectives										
Actual situation	2.50.	.53	2.36	.50	2.4	.49	2.29	.54	.596	.619
Expected situation	3.00	0.0	2.45	.52	2.82	.38	2.66	.48	3.184*	.026
2. Teaching and learning process										
2.1 Content										
Actual situation	2.37	.51	2.54	.52	2.36	.48	2.40	.50	.799	.497
Expected situation	2.50	.53	2.54	.52	2.72	.45	2.66	.48	.846	.471
2.2 Teaching methods and activities										
Actual situation	2.37	.51	2.54	.52	2.43	.52	2.55	.50	.631	.596
Expected situation	2.00	.00	1.63	.50	1.86	.34	1.81	.39	2.359	.075
2.3 Materials and resources										
Actual situation	2.25	.46	2.27	.46	2.29	.59	2.37	.68	.409	.747
Expected situation	3.00	.00	2.45	.52	2.82	.38	2.66	.48	.455	.714
2.4 Teachers										
Actual situation	2.37	.51	2.36	.50	2.65	.47	2.59	.57	1.286	.282
Expected situation	2.62	.51	2.36	.50	2.77	.44	2.66	.48	1.806	.149
2.5 Learners										
Actual situation	2.00	.53	2.36	.50	2.19	.57	1.96	.58	1.131	.339
Expected situation	2.12	.64	2.27	.64	2.51	.52	2.37	.62	1.610	.190

* $p < .05$

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Table 24(cont.) Comparison of students' educational background and opinions on main elements with subelements of the course syllabi regarding actual and expected situations

Elements of the Course Syllabi	Educational background of pre-university levels								F	*p*-value
	High school		Non compulsory education		Vocational certificate		Higher vocational certificate			
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD		
3. Student assessment and course effectiveness										
3.1 Student assessment										
Actual situation	2.25	.46	2.27	.46	2.47	.50	2.48	.57	.119	.949
Expected situation	2.75	.46	2.36	.50	2.76	.44	2.74	.44	1.708	.169
3.2Course effectiveness										
Actual situation	2.37	.74	2.27	.46	2.71	.59	2.29	.61	1.096	.353
Expected situation	2.62	.52	2.45	.52	2.74	.43	2.66	.48	1.536	.208

* $p < .05$

Table 24 shows the results obtained from the application of an F-test. It was found that there was a statistically significant difference, F (3,132) = 3.184, $p < .05$, among the students' educational backgrounds on the elements of "goals and objectives" in the expected situation. The rest of the elements were not found any statistically significant difference at $p < .05$. However, when the Scheffe test was applied, it was found that the mean scores between the students attaining the high school level and those attaining the vocational certificate level were of statistically significant difference at $p < .05$ (p = .038).

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Table 25 Comparison of students' English proficiency levels and opinions on main elements with subelements of the course syllabi regarding actual and expected situations

Elements of the Course Syllabi	English proficiency levels								F	*p*-value
	excellent		good		fair		poor			
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
1. Goals and objectives										
Actual situation	2.41	.51	2.33	.50	2.34	.48	2.00	.00	.472	.702
Expected situation	2.84	.36	2.77	.44	2.59	.49	2.50	.70	1.185*	.007
2. Teaching and Learning process										
2.1 Content	2.34	.47	2.50	.53	2.51	.50	2.00	.00	.583	.628
Actual situation	2.68	.46	2.88	.33	2.62	.49	2.50	.70	.924	.431
Expected situation										
2.2 Teaching methods and activities										
Actual situation	2.46	.50	2.55	.52	2.46	.56	2.00	.00	.572	.635
Expected situation	1.88	.31	1.88	.33	1.71	.45	1.50	.70	1.798	.151
2.3 Materials and resources										
Actual situation	2.33	.60	2.22	.66	2.25	.56	2.00	.00	.157	.925
Expected situation	2.74	.44	2.66	.50	2.65	.48	2.50	.70	2.528	.060
2.4 Teachers										
Actual situation	2.62	.50	2.66	.50	2.53	.50	2.00	.00	1.637	.184
Expected situation	2.77	.41	2.66	.70	2.56	.50	2.50	.70	2.880*	.039
2.5 Learners										
Actual situation	2.19	.56	2.11	.33	2.09	.64	2.50	.70	1.889	.135
Expected situation	2.50	.54	2.44	.72	2.25	.56	2.50	.70	1.748	.160
3. Student assessment and course effectiveness										
2.1 Student assessment										
Actual situation	2.43	.52	2.37	.50	2.48	.50	2.50	.70	.776	.510
Expected situation	2.76	.42	2.66	.50	2.56	.50	2.50	.70	2.287.	.082
3.2 Course effectiveness										
Actual situation	2.33	.58	2.00	.70	2.34	.60	2.00	.00	.051	.985
Expected situation	2.68	.46	3.00	.00	2.65	.48	2.50	.70	1.431	.237

* $p < .05$

Table 25 revealed the results obtained from the application of an F-test. It was found that there was a statistically significant difference, F (3,132) = 1.185, $p < .05$, among the students' English proficiency levels on the element of "goals and objectives" in the expected situation. The rest of the elements were found no statistically significant difference at $p < .05$. However, when the Scheffe test was

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applied, it was found that there were statistically significant differences at $p < .05$ between the mean scores of the students with "good" English proficiency level and those with "excellent" English proficiency level (p = .043); and between the mean scores of students with "good" English proficiency level and those with "fair" English proficiency level ($p = .048$).

From applying an F-test, it was also found that there was a statistically significant difference, $F(3,132) = 2.880$, $p < .05$, among the students' English proficiency levels on the subelement "teachers" of the main element of "teaching and learning process" in the expected situation. When the Scheffe test was employed, a statistically significant difference was found between the mean scores of the students with "good" English proficiency level and those with "fair" English proficiency level at $p < .05$ ($p = .039$)

4.5 General suggestions from the open-ended questions

This section consists of the results from the two parts of the open-ended questions. They are 1) the open-ended questions attached to the rating scales asking for opinion on each element of the course syllabi, and 2) open-ended questions in Part 3 of the questionnaires. The results from the open-ended questions attached to the rating scales of each element of the course syllabus are first summarized as followed:

Goals and objectives

Out of the overall 132 students, fourteen students (10.6%) indicated that the goals and objectives should emphasize more on language skills especially listening and speaking skills rather than grammatical structures. Moreover, goals and objectives should enable the students to know how to apply their language knowledge to the real life situations.

Content

Thirteen students (9.8%) stated that the amount of content should be compatible with the class time in each semester. In addition, it should be interesting, understandable and up-to –date. More language skills should be added to the course content, so that students can apply the skills to their daily life use and future work.

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Teaching methods and activities

Thirteen students (9.8 %) indicated that more teaching activities should be applied in classroom such as games, audiovisual materials, and role-plays. The activities should reflect the authentic use of the target language. In addition, teachers should use both English and Thai as a medium of the instruction so that the weak students can catch up with what is taught in class.

Materials and resources

Twelve students (9.0 %) claimed that materials and resources were insufficient to their needs. The existing resources such as language laboratory or audiovisuals were not in a good condition. More audiovisual materials should be applied in classroom activities.

Teachers

Fourteen students (10.6 %) stated that they were satisfied with the teachers since the teachers managed to teach well, had good personality and had a good rapport with the students. In addition, some claimed that person-to person interaction between teacher and student was undesirable to them. Teachers should give them more opportunities to ask questions. It was also reported that the students were assigned too much work to accomplish.

Learners

Ten students (7.57 %) complained that the class timing and learning arrangement were not appropriate. The class period in each week was quite long and can cause boredom. Some students made annoying behaviors that can block learning such as making noise or using cell-phones in class.

Student assessment

Only 3 students (2.2 %) expressed that student assessment was satisfactory, however, students' self-evaluation was quite rare.

Course effectiveness

Five students (3.78 %) stated that they were satisfied with the knowledge gained from the Foundation English courses and wish they could apply the knowledge to the real life use.

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In Part 3, out of the overall 132 students, 117 students (88.6 %) answered the three questions asking for strengths and weaknesses of the Foundation English courses and other suggestions. The results are summarized as follows:

Strengths

- The students could apply the fundamental knowledge of grammatical structures and language communicative skills gained from the courses to their real life use and higher study.
- The students could develop their language competence in terms of grammatical structures, vocabulary, and communicative skills.
- The syllabus enabled the students to communicate the target language in real life situation.
- The syllabus allowed the students to apply the knowledge to their future work or higher language study.
- The courses were fun and allowed the students to work with their classmates.
- Textbooks and supplementary materials were appropriate.
- The course content was easy to understand.
- The syllabus enabled the students to realize the importance of the English language in today's world.

Weaknesses

- Students had troubles in understanding the vocabulary taught or used as a medium of the instruction in class.
- The syllabus did not focus on practicing enough listening and speaking skills but overemphasized grammatical structures.
- Weak students avoided participating in class and had troubles understanding the course content.
- Application form filling should be added to the course content.
- Materials and resources did not match with students' needs.

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Other suggestions

- The syllabus should emphasize the practice of communicative skills, especially, listening and speaking skills.
- The syllabus and content should be able to apply to the students' real life and be useful for their work.
- There should be more materials and resources that can create stimuli and draw attention from the students. In addition, materials should be modern, authentic and applicable to the students' real life.
- The teaching methods and activities should promote cooperative learning and stimulate the students to learn. Teaching methods should apply the communicative approach but using Thai in the class is also needed for the weak students.
- The teachers' personality and friendliness can create more student-teacher interaction in class.
- There should be an extra English class or a remedial English course for the weak students.
- The students would like to study with native speaker teachers or with both native speaker and Thai teachers.
- The amount of content should be reduced to fit with the class timing in each semester.
- The number of students in each class should be appropriate for a teacher.

As for the teachers' general suggestions, all of them answered the open-ended questions in Part 3 of only. The results can be summarized as follows:

Strengths

- The textbook was colorful.
- The courses helped build up and revise fundamental knowledge of English for the first year-students.
- The courses integrated several aspects of English language learning, ranging from grammatical structures, vocabulary, and communicative skills

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- The syllabus allowed the teachers to add the cultural content into the courses.

Weaknesses

- The teachers agreed that textbook content was inappropriate for students.
- The teachers had a problem teaching mix-abilities class.
- The teachers had troubles dealing with the students' learning habits and discipline.
- The class size was too large for a teacher to deal with since a large number of students in each class hinder the teaching and learning procedure.
- The teachers had too much workload in each week.
- The teachers overestimated the students' English proficiency level.
- The amount of content was not consistent with the class time.
- The goals and objectives of teaching the four language skills were vague.
- Language laboratory was out of order and insufficient to the number of students in each class.
- The learning resources were insufficient such as audiovisuals.
- The students had not only different educational backgrounds but also various levels of language proficiency.

Other suggestions

- The students of low ability should take a remedial course before they enroll in the Foundation English Courses.
- Textbooks should be appropriate to for the students.
- There should be a placement test before the students enter the Foundation English program. The students who pass the placement test can go straight to other higher English courses.
- The students should be clearly told of the expectations of the courses .
- The amount of content should be reduced to fit with the class timing in each semester.

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- The number of students in each class should be appropriate for one teacher.
- There should be more language teaching and learning resources to help the teachers teach more effectively such as well-equipped language laboratory or self-access center.

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CHAPTER V
DISCUSSION

This chapter discusses and interprets the findings of the study and also makes some suggestions for improving the Foundation English courses. The findings are discussed according to the research objectives as follows:

1. to find out how learners and teachers rated their opinions on the elements of the course syllabi of Foundation English Courses (I and II) in the actual and expected situations;
2. to compare the actual situations with the expected situations assessed by the student subjects in terms of the three main elements of the course syllabi of the two Foundation English Courses;
3. to compare the actual situations with the expected situations assessed by the teacher subjects in terms of the three main elements of the course syllabi of the two Foundation English Courses and;
4. to find out if the opinions on the elements of the course syllabi among the students from different backgrounds (faculty, pre-university education, and English language proficiency) are of statistically significant difference.

5.1 Discussion of the Levels of Opinions of Main Elements and Subelements

This section discusses the results of Part II of the questionnaire to identify to what extent the students and teachers rated the actual outcomes and the importance of the individual element of the course syllabi in both actual and expected situations.

In the actual situation, the majority of the students had a “high” opinion on the subelement “**teacher**” of the main element “teaching and learning process”. Most of the students stated that the teachers could prepare well for each teaching session, made opportunities for students to ask questions, and made the subjects interesting. **In the expected situation**, most of them had a “high” opinion on most of the elements

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except the subelement "**teaching methods and activities**", indicating that the teachers should use both English and Thai as an instruction medium in the classroom.

Regarding the overall teachers' opinions on **the actual situation**, the teachers had a "low" level of opinions on most of the elements; however, all of the teachers had a "high" opinion on the subelement "**teaching methods and activities**" of the element "teaching and learning process". Most teachers agreed that teaching methods and activities were appropriate for the content. The instruction was conveyed using English and Thai. **In the expected situation**, all teachers also had a "high" opinion on the subelement "**teaching methods and activities**" of the element "teaching and learning process". Most of them considered teaching methods and activities that can create stimuli and draw attention from learners to be very important.

5.2 Discussion of Level of Opinion of Detailed Items in Each Element

With regard to each individual subelement of the course syllabi of the two Foundation English Courses, it is found that there were some agreements and disagreements between student and teacher respondents' opinions regarding the actual and expected situations. The following are the conclusions and discussions of the results of each subelement of the course syllabi.

5.2.1 Goals and objectives

In the actual situation, in general students' opinions on the main element "goals and objectives" were rated at the level of **"Agree"** to **"Strongly Agree"**, while teachers' opinions were at the level of **"Disagree"** to **"Agree"**. Most of the students agreed that goals and objectives were applicable to their desired work and higher study. On the other hand, most of the teachers agreed that goals and objectives were applicable to learners' higher study and were clear and understandable, however, they disagreed that goals and objectives were flexible and appropriate for the specified groups of learners respectively.

In the expected situation, most of students and teachers rated the element "goals and objectives" at the level of **"Important"** to **"Very Important"**. Most students indicated that goals and objectives should promote a positive attitude toward English language learning. Moreover, they regarded that goals and objectives should

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assist learners in applying the language ability to their higher study and desired work. Yet, they least regarded that clarity and understandability of the goals and objectives, as well as relevance to learners' needs were important to them. Most teachers indicated that goals and objectives should promote a positive attitude toward English language learning and should be applicable to learners' desired work. On the other hand, they regarded that goals and objectives that were applicable to learners' higher study were the least important.

The result from this session reflects that the teachers were likely to have high expectation on the element "goals and objectives", and they considered that the goals and objectives were unsuitable in the actual teaching and learning situations. Formulating clear goals and objectives is an effective way to clarify what should be going on in the language classroom. Brown (1995) stated that once the teachers think through what will be taught in each classroom, they can make efforts to coordinate across courses and throughout an entire language program. The process of formulating goals and objectives provides the basis that can be used to define and organize all teaching activities into a cogent syllabus. In addition, basic elements of the students' needs can be analyzed, assessed and classified to create a coherent teaching and learning experience.

5.2.2 Content

In the actual situation, students considered the subelement "content" of the main element "teaching and learning processes" at the level of **"Agree",** while teachers considered it at the level of **"Disagree"** to **"Agree"**. Most of the students agreed that the content was matched with the goals and objectives. On the other hand, most of the teachers agreed that the sequence of the content was well organized. Moreover, they pointed out that the content was matched with the goals and objectives. They disagreed that listening skill content was appropriate.

In the expected situation, most of the students rated the subelement "content" at the level of **"Important"** to **"Very Important"**, but most of the teachers rated at the level of **"Less important"** to **"Very Important"**. Most students considered usefulness for the higher –level education very important, but considered grammatical content the least important. Most teachers considered that the content should be

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matched with the goals and objectives, up-to-date and interesting, and have well organized sequence, yet they considered usefulness for learners' future work the least important.

The students and teachers seemed to have the opposite opinions on the subelement "content" regarding the actual situations. Although both groups of the subjects agreed that the content was matched with the goals and objectives, they seemed unsatisfied with the macro-skill content. This is related to the weak points of the Foundation English Courses claimed by most of the students that the courses overemphasized on the grammatical content. They stated that more language skill content should be added to the course content, so that students can apply the skills to their daily life use.

5.2.3 Teaching methods and activities

In the actual situation, students considered the subelement "teaching methods and activities" of the main element "teaching and learning process" at the level of **"Agree",** while teachers considered it at the level of **"Disagree"** to **"Agree"**. Most of the students agreed that the teaching methods and activities were conveyed using both English and Thai. On the other hand, most of the teachers agreed that the teaching methods and activities were appropriate for the content. However, they disagreed that teaching methods and activities allowed students to be involved in selecting content and learning activities.

In the expected situation, most of both the students and teachers rated the subelement "teaching methods and activities" at the level of **"Important"** to **"Very Important"**. Most students considered using English and Thai instruction very important. On the other hand, they regarded using English instruction only the least important. Most teachers considered teaching methods and activities that can create stimuli and draw attention from learners very important, but they regarded that allowing learners to select content and learning activities was the least important.

Both students and teachers were likely to have high expectation on the subelement of teaching methods and activities. Both groups indicated that the teaching methods and activities was conveyed using both English and Thai and most students expected the teachers to use both English and Thai as a medium of instruction in the

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classroom. In addition, most students indicated that various activities should be employed in classroom such as games, role-plays, and audiovisual materials. This is related to the teachers' opinion that teaching methods and activities that can create stimuli and draw attention from learners were very important.

5.2.4 Materials and resources

In the actual situation, students' opinions on the subelement "materials and resources" of the element "teaching and learning process" were rated at the level of **"Agree"**, while teachers' opinions were rated at the level of **"Strongly Disagree"** to **"Agree"**. Most of the students agreed that textbooks and supplementary documents were appropriate, but they disagreed that the language laboratory was sufficient for the number of students. Most of the teachers agreed that audiovisual materials were used in the classroom, however, they disagreed that the language laboratory was sufficient for the number of students.

In the expected situation, most of the students and teachers rated the subelement "materials and resources" at the level of **"Important"** to **"Very Important"**. Most students considered appropriate textbooks and supplementary documents very important, yet they regarded the use of audiovisuals in the classroom the least important. Most teachers considered that adequate materials and resources as well as sufficient language laboratory for the number of the students were very important, but regarded appropriate textbooks and other supplementary documents the least important.

The teachers seemed to be unsatisfied with the materials and resources used in the actual teaching and learning situation. Even though the students seemed to be satisfied with the materials and resources, both students and teachers had high expectation on this subelement. The language laboratory was found out of order and insufficient for the number of the students in each class.

5.2.5 Teachers

In the actual situation, students' opinions on the subelement "teachers" of the main element "teaching and learning process" were rated at the level of **"Agree"** to

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"Strongly Agree", whereas teachers' opinions were rated at the level of **"Disagree"** to **"Agree"**. Most of the students agreed that the teachers prepared well for each session; however, they least agreed that the teachers could relate each session to the whole course. Most of the teachers agreed that they made clear the criteria used to assess student's work. However, they seemed to disagree that they made opportunities for learners to ask questions and gave an appropriate amount of work to the students.

In the expected situation, most of the students and teachers rated the subelement "teachers" at the level of **"Important"** to **"Very Important"**. Most students considered that teachers should explain concepts clearly, but they regarded adequate feedback on assignments and other work given by the teachers the least important. Most teachers considered that helping learners understand the content was very important. Yet, they regarded the opportunities for learners to ask questions the least important.

The students were satisfied with the subelement "teacher", while the teachers seemed to have a high expectation of their own role. This may be because all of the teachers obtained master's degree in English language teaching. Thus they might have higher expectation than the students did.

5.2.6 Learners

In the actual situation, students' opinions on the subelement "learners" of the element "teaching and learning process" were rated at the level of **"Agree"**, while teachers' opinions were rated at the level of **"Disagree"** to **"Agree"**. Most of the students agreed that they attended class regularly and enjoyed the courses. The class timing and learning arrangement seemed to be suitable for them. On the other hand, most of the teachers agreed that the learners had personal problems that interfere with their learning. However, they disagreed that the learners practiced their language skills outside the classroom.

In the expected situation, most of the students rated the subelement "learners" at the level of **"Less Important"** to **"Important"**, while most of the teachers rated at the level of **"Important"** to **"Very Important"**. Most students considered the timing of the class and the learning arrangement very important, but they regarded their

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personal problems the least important. Most teachers considered that learners should attend class regularly, pay attention or apply themselves in class and practice their skills outside the classroom. However, they regarded suitable class timing and learning arrangement for learners the least important.

There was a disagreement of the subelement of learner role between the students and teachers in both the actual and expected situations. This might be because the students, while had a high expectation on other subelements of the course syllabi, were not likely to perceive the importance of their own role in the teaching and learning situations.

5.2.7 Student assessment

In the actual situation, students' opinions on the subelement "student assessment" of the element "teaching and learning process" were rated at the level of **"Agree"**, while teachers' opinions were rated at the level of **"Disagree"** to **"Agree"**. Most of the students agreed that the teachers made assessment criteria clear to them. However, they disagreed that they had opportunities to evaluate aspects of the courses. Most of the teachers agreed that the learners had self-assessment, but disagreed that the assessment was appropriate for the content.

In the expected situation, most of the students and teachers rated the subelement "student assessment" at the level of **"Important"** to **"Very Important"**. Most students considered fair assessment very important, but they regarded self-assessment the least important. Most teachers considered that teachers should make assessment criteria clear to learners and the assessment procedures should be appropriate to the goals and objectives. However, they regarded students' self-assessment the least important.

Although the teachers seemed not to be satisfied with the subelement "student assessment", both students and teachers had congruent expectations on this subelement.

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5.2.8 Effectiveness of the courses

In the actual situation, students' opinions on the subelement "course effectiveness" were rated at the level of **"Agree"**, whereas teachers' opinions were rated at the level of **"Strongly Disagree"** to **"Disagree"**. Most of the students agreed that the language ability gained from the courses could be used in their higher level education. However, they least agreed that the acquired knowledge from the courses was satisfactory. Most of the teachers agreed that the overall courses were effectively conducted, the course goals and objectives were successful, and the language ability gained from the courses can be used in learners' higher level education. However, they strongly disagreed that the language ability gained from the courses can be used in learners' future work.

In the expected situation, most of the students and teachers rated the significance of the subelement "course effectiveness" at the level of **"Very Important"**. Most students considered the application of the language ability to their higher level education very important. Yet, they regarded successful courses according to the goals and objectives the least important. Most teachers considered the acquired knowledge and the application of the language ability to the learners' future work very important. However, they regarded the effectiveness of overall courses, achievement of goals and objectives as well as the application of language ability to the learners' higher level education the least important.

The students and teachers seemed to have opposite opinions on the subelement " course effectiveness". It was likely that the teachers were not satisfied and had more expectation on the effectiveness of the overall courses.

5.3 Discussion of Comparison of the Respondents' Opinions on the Elements of the Course Syllabi in terms of Actual and Expected Situations

With regard to the students' opinions on the actual and expected situations, it is interesting to note that there were statistically significant differences found at *p*-value < .05. A comparison of the actual situation and the expected situation shows that the element of "**goals and objectives**" and the subelements of "**content**", "**materials and resources**", and "**learners**" had higher mean scores in the expected situation than those in the actual situation. That means the students were not satisfied with these

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elements of the course syllabi in the actual teaching and learning situations and had high expectation on these elements. This is related to what the students commented on the weak points of the Foundation English courses that the goals and objectives, and content should focus more on the language skills especially listening and speaking skills. Moreover, goals and objectives should enable the students to know how to apply their language knowledge to the real life situations. The amount of content should be appropriate with the class timing in each session. In addition, materials and resources should be sufficient to the number of the students and matched with their needs.

There were also significant differences in teachers' opinions on the elements of course syllabi in the actual and expected situations at *p*-value < .05. A comparison of the actual situation and the expected situation shows that the element of "**goals and objectives**" and the subelements of "**content**", "**teaching methods and activities**", "**materials and resources**", "**teachers**", and "**learners**" as well as the subelements of "**student assessment**" and **"course effectiveness**" had higher mean scores in the expected situation than those in the actual situation. It can be seen that the teachers were not satisfied with these subelements, including their own teaching ability and themselves. This can be related to the weak points of the Foundation English Courses claimed by the teachers that the goals and objectives of teaching the four communicative language skills were not clearly specified. They seemed to have a problem with teaching mix-ability and large classes as well as with their workload in each week. Concerning the materials and resources, they thought the textbook was inappropriate with the students and learning resources were not insufficient. They were also likely to have a problem dealing with students' learning habits and discipline and overestimate the students' proficiency level.

5.4 Discussion of Comparison of Students' Backgrounds and Elements of the Course Syllabus regarding Actual and Expected Situations

With regard to the students' *faculties*, the analysis of variance shows that there was a statistically significant difference between the mean scores of students from the Faculty of Accounting and the Faculty of Business Administration at *p*-value < .05 in

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terms of teaching and learning process regarding **teaching methods and activities** in the actual situation. The mean scores of the opinion given by the students from the Faculty of Business Administration were higher than those given by the students of the Faculty of Accounting. This can be assumed that the students of the Faculty of Business Administration were more satisfied with the subelement "teaching methods and activities" than those from the Faculty of Accounting. As a matter of fact, the students from the Faculty of Accounting seemed to have better English proficiency level than those from the Faculty of Business Administration. Thus, they might expect the teachers to employ a variety of complicated teaching methods and activities in class.

As for the students' *pre-university education*, it is found that the difference between the mean scores of students who obtained the vocational certificate and those who obtained the high-school level was statistically significant at p-value < .05 in terms of the element of **goals and objectives** in the expected situation. It is found that the students who obtained the high school level had higher mean scores than those who obtained the vocational certificate. This shows that the students who obtained high school level had higher expectation on the element of goals and objectives than those who obtained the vocational certificate. The students who obtained the high school level seemed to realize the importance of the English language learning rather than those who obtained the vocational certificate because most high-school students need to apply the English language to use in their higher level study and future work.

Concerning students' *English proficiency level*, there was a statistically significant difference at p-value < .05 in terms of the element of **goals and objectives** in the expected situations between the mean scores of students who acquired good English proficiency and those who were excellent. The means of the excellent students were higher than those of the good students; that is, the excellent students had higher expectation on the element of goals and objectives than the good students.

In addition, there was a statistically significant difference at p-value < .05 in terms of the element of **goals and objectives** in the expected situations between the mean scores of students who acquired good English proficiency and those who were fair. The mean scores of the good students were higher than those of the fair students; that is, the good students had higher expectation on the element of goals and

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objectives than the fair students. This implies that the more English proficiency level the students acquired, the more expectation they had on the element of goals and objectives.

It is also found that there was a statistically significant difference at *p*-value < .05 in terms of the subelement "**teachers**" of the element of teaching and learning process in the expected situation between the mean scores of students who acquired good English proficiency and those who were fair. The means of the good students were higher than those of the fair students; that is, the good students had higher expectation on the subelement "teachers" than the fair students. This can also indicate that the more English proficiency level the students acquired, the more expectation they had on the subelement " teachers".

5.5 Suggestions for Improving the Foundation English Courses

The discussions of the results above show that there were both strengths and weaknesses of the Foundation English courses (I and II). There were some agreements and disagreements between both of the subject groups' opinions. In considering needs and course goals, teacher's syllabus and the learner's syllabus or "agenda" may differ. Involving learners and teachers in exchange information may more closely align the agendas of the teacher and the learner. Information given by the learners can be used to guide the selection of content and learning activities. In addition, by providing learners with detailed information about goals, objectives, and learning activities, learners may have a greater appreciation and acceptance of the learning experience they are undertaking or about to undertake. Learners may simply have different goals from those of the teacher because they have not been informed in any meaningful way what the teacher's goals are. (Nunan, 1988) As a result, the two-way communication between the teachers and students of the Foundation courses may help the students perceive their role and assist in improving the courses.

Applying the learner-centered philosophy and the communicative approach to organize teaching and learning activities, material development is another alternative to improve the effectiveness of the Foundation courses. As claimed by the student respondents, they needed learning activities that help create stimuli and draw their

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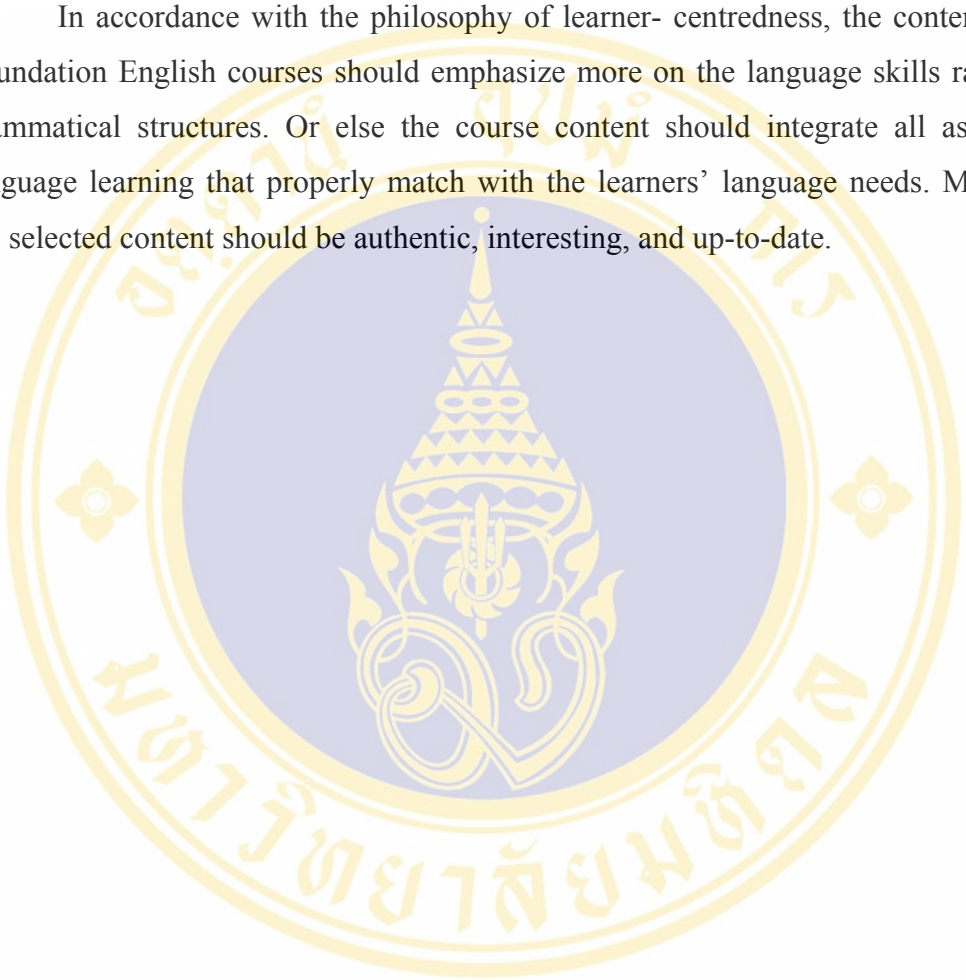
attention well. The teaching methods and activities should allow learners to be involved in selecting content and learning activities and promote self-study. In addition, tasks and activities should be linked in principle ways to the real world in which the learners may engage their real lives.

In accordance with the philosophy of learner- centredness, the content of the Foundation English courses should emphasize more on the language skills rather the grammatical structures. Or else the course content should integrate all aspects of language learning that properly match with the learners' language needs. Moreover, the selected content should be authentic, interesting, and up-to-date.



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CHAPTER VI
CONCLUSION

This chapter includes a summary of the study and recommendation for further studies.

6.1 Summary of the Study

The study was conducted to find out the effectiveness of the course syllabi of the two Foundation English Courses taught at Sripatum University, Chonburi campus. This course evaluation was done through assessing the teachers' and the students' opinions on the three major elements of the syllabi—goals and objectives, teaching and learning process, as well as student assessment and course effectiveness—in terms of the actual situation and expected situation. The framework of this study was based on Tyler's evaluation model (1967), which focuses on evaluation of the three main elements: purpose, process, and product. These elements were compatible with those elements in the present study.

The subjects of this study were 5 English teachers and the 132 second-year students who completed the Foundation English Courses I and II in the 2001 academic year and were taking the English Language Skills course (ENG 222) at the time that this study was being conducted.

The instrument employed were two sets of questionnaires designed to assess the subjects' opinions on the three major elements of the syllabi of the two courses. Both questionnaires consisted of three parts. Part I of each questionnaire contained the subjects' background information. Part II consisted of question items for main elements and their subelements, including methods used to assess the subjects' opinions. The question items were both closed and open-ended. Part III consisted of three open-ended questions for other suggestions. The reliability of the final questionnaire was 0.9.

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The data obtained from the questionnaires were analyzed and interpreted using SPSS 9.0 for Windows. The statistical devices included Cronbach's Coefficient Alpha, Arithmetic Means, Frequency Distribution, paired *t*-test, and one-way analysis of variance (ANOVA).

The results of the study are summarized as follows:

6.1.1 General Background of the Respondents

It is found that most of the student respondents were from the faculty of Business Administration. Most students had obtained the high-school level before they entered Sripatum University. With regard to the students' proficiency in English as perceived by each individual, most students indicated that their English proficiency was fair. The overall 5 teachers obtained master's degree. As for their teaching experience, most of the teachers had more than 16-year teaching experience. In terms of extra language teaching training, most teachers have taken the extra teaching training three times or more.

6.1.2 Opinion on Each Element of the Foundation English Courses

This section explored to what extent the students and teachers rate the actual outcomes and the importance of the individual element of the course syllabi in actual and expected situations. In actual situation, the majority of the students had a high opinion on the subelement "**teacher**" of the element "teaching and learning process". In the expected situation, most of them had a high opinion on most of the elements except the subelement "**teaching methods and activities**".

Regarding the overall teachers' opinion on the actual situation, all of the teachers had a high opinion on the subelement "**teaching methods and activities**" of the element "teaching and learning process". In expected situation, all teachers also had a high opinion on the subelement "**teaching methods and activities**".

With regard to each individual subelement of the course syllabi, it is found that there were some agreements and disagreements between student and teacher respondents' opinions regarding the actual and expected situations.

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Goals and objectives

In actual situations, students' opinions on the element "goals and objectives" were rated at the level of **"Agree"** to **"Strongly Agree"**, while teachers' opinions were at the level of **"Disagree"** to **"Agree"**. In expected situations, most of students and teachers rated the element "goals and objectives" at the level of **"Important"** to **"Very Important"**.

Content

In actual situations, students' opinions on the subelement of content was rated at the level of **"Agree"**, while teachers' opinions were in the level of **"Disagree"** to **"Agree"**. In expected situations, most of the students rated the subelement of content at the level of **"Important"** to **"Very Important"**, but most of the teachers rated at the level of **"Less Important"** to **"Very Important"**.

Teaching methods and activities

In actual situations, students considered the subelement "teaching methods and activities" at the level of "**Agree**", while teachers' opinions were rated at the level of **"Disagree"** to **"Agree"**. In expected situations, most of both the students and teachers rated the subelement "teaching methods and activities" at the level of **"Important"** to **"Very Important"**.

Materials and resources

In actual situations, students' opinions on the subelement "materials and resources" were rated at the level of **"Agree"**, while teachers' opinions were rated at the level of **"Strongly Disagree"** to **"Agree"**. In expected situations, most of the students and teachers rated the subelement "materials and resources" at the level of **"Important"** to **"Very Important"**.

Teachers

In actual situations, students' opinions on the subelement "teachers" were rated at the level of **"Agree"** to **"Strongly Agree"**, whereas teachers' opinions were rated at the level of **"Disagree"** to **"Agree"**. In expected situations, most of the students and

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teachers rated the subelement "teachers" at the level of **"Important"** to **"Very Important"**.

Learners

In actual situations, students' opinions on the subelement "learners" were rated at the level of **"Agree"**, While teachers' opinions were rated at the level of **"Disagree"** to **"Agree"**. In expected situations, most of the students rated the subelement "learners" at the level of **"Less important"** to **"Important"**, while most of the teachers rated at the level of **"Important"** to **"Very Important"**.

Student assessment

In actual situations, students' opinions on the subelement "student assessment" were rated at the level of **"Agree"**, while teachers' opinions were rated at the level of **"Disagree"** to **"Agree"**. In expected situations, most of the students and teachers rated the subelement "student assessment" at the level of **"Important"** to **"Very Important"**.

Effectiveness of the courses

In actual situations, students' opinions on the subelement "course effectiveness" were rated at the level of **"Agree"**, whereas teachers' opinions were rated at the level of **"Strongly Disagree"** to **"Disagree"**. In expected situations, most of the students and teachers rated the subelement "course effectiveness" at the level of **"Very Important"**.

6.1.3 Comparison of Respondents' Opinions on the Elements of the Course Syllabi in terms of Actual and Expected Situations

With regard to the students' opinions on the actual and expected situations, there were statistically significant differences at $p < .05$. A comparison of the actual and expected situations shows that the element of "**goals and objectives**" and the subelements "**content**", "**materials and resources**", and "**learners**" had higher mean scores in the expected situation than those in the actual situation. There were also

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statistically significant differences in teachers' opinions on the elements of course syllabi in the actual and expected situations at $p < .05$. A comparison of the actual and expected situations shows that the element of "**goals and objectives**" and the subelements of "**content**", "**teaching methods and activities**", "**materials and resources**", "**teachers**", "**learners**", "**student assessment**", and "**course effectiveness**" had higher mean scores in the expected situation than those in the actual situation.

6.1.4 Comparison of the Students' Backgrounds and Opinions on Elements of the Course Syllabi Regarding Actual and Expected Situations

With regard to the students' *faculties*, there was a statistically significant difference between the mean scores of the opinions of students from the Faculty of Accounting and the Faculty of Business Administration at *p*-value < .05 in terms of the subelement "teaching methods and activities" in actual situations.

As for the students' *pre-university education*, it is found that the difference between the mean scores of the opinions of students who obtained the vocational certificate and those who obtained the high-school level was statistically significant at *p*-value < .05 in terms of the element "goals and objectives" in the expected situations.

Concerning students' *English proficiency level*, there was a statistically significant difference at *p*-value < .05 in terms of the element "goals and objectives" in the expected situations between the mean scores of the opinions of students who acquired good English proficiency and those who were excellent. In addition, there was a statistically significant difference at *p*-value < .05 in terms of the element "goals and objectives" in the expected situations between the mean scores of the opinions of students who acquired good English proficiency and those who were fair. It is also found that there was a statistically significant difference at *p*-value < .05 in terms of the subelement **"**teachers" in the expected situations between the mean scores of the opinions of students who acquired good English proficiency and those who were fair.

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6.1.5 General Suggestions from the Open-ended Questions

Results from the general suggestions also support what was found from those items asked in the questionnaires. Both students and teachers indicated that goals and objectives and content should emphasize more on the language skills rather than the grammatical structures. Teaching methods and activities should be various, create stimuli and draw attention from learners. Materials and resources were viewed as insufficient.

6.2 Recommendations for Further Studies

Since this evaluation study was carried out limitedly to only the teachers and the students at Sripatum University, Chonburi Campus, future research could be conducted with similar nature to find out the needs of specific groups of students on each element of the course syllabus. Qualitative or experimental research should also be conducted to find out in-depth opinions on syllabus elements. The instruments could range from observation to records of learning progress, or interviews.

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APPENDIX A

ENGLISH QUESTIONNAIRE FOR STUDENTS

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Questionnaire on

A Course Syllabus Evaluation of Foundation English Courses

Sripatum University Chonburi campus

For Students

Directions

The aim of this questionnaire is to evaluate the effectiveness of the Foundation English Courses (I and II) at Sripatum University Chonburi Campus particularly in terms of course goals and objectives, teaching and learning process, as well as student assessment and course effectiveness. The findings of the survey will be used for the improvement of the Foundation English Courses.

The questionnaire is divided into 3 parts:

Part 1: General background of respondents

Part 2: Opinions on each element of the Foundation English Courses

Part 3: Strengths and weaknesses of the Foundation English Courses and other suggestions

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Part1: General background

Directions: Please put a tick (✓) in the box or fill in the blanks.

1. Faculty
   - ☐ Accounting
   - ☐ Business administration
   - ☐ Law
   - ☐ Informatics
   - ☐ Communication arts
   - ☐ Liberal arts

2. Highest education
   - ☐ High school
   - ☐ Non-compulsory education
   - ☐ Vocational certificate
   - ☐ Higher vocational certificate
   - ☐ Other(s) ……

3. Your language ability
   - ☐ Excellent
   - ☐ Very good
   - ☐ Fair
   - ☐ Poor
   - ☐ Extremely poor

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Part 2: Opinions on each element the Foundation English Courses

Directions: Please read each item carefully and put a tick (✓) in the box which meets your needs and express your opinion on the Foundation English Courses.

There are two sets of four-point rating scales for each item:

Actual situation: Your opinions on the actual situation when you took the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

1. Course goals and objectives

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. Course goals and objectives are clear and understandable.				
				2. Goals and objectives are related to learner's needs and relevant to modern society.				
				3. Goals and objectives are appropriate for the specified groups of learners.				
				4. Goals and objectives are flexible and can be adapted to suit any learning circumstance.				
				5. Goals and objectives help learners apply their language ability in their desired work.				
				6. Goals and objectives assist learners to be able to apply the language ability to their higher study.				
				7. Goals and objectives promote a positive attitude toward English language learning.				

8. Other comments on "goals and objectives" (If any)

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Actual situation: Your opinions on the actual situation when you took the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

2. Teaching and learning process

2.1 Content

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. Learners think the course content is appropriate and matches their language needs				
				2. The content is matched with the goals and objectives.				
				3.Grammatical content is appropriate.				
				4. Reading skill content is appropriate.				
				5. Writing skill content is appropriate.				
				6. Listening skill content is appropriate.				
				7. Speaking skill content is appropriate.				
				8. The content is up-to-date and interesting.				
				9. The content is useful for learners' future work.				
				10. The content is useful for learner's higher-level study.				
				11. The sequence of content is well organized.				
				12. The content covers all aspects of language learning.				

13. Other comments on the "content" (If any)

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Actual situation: Your opinions on the actual situation when you took the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

2.2 Teaching methods and activities

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. Teaching methods and activities are matched with course goals and objectives.				
				2. Teaching methods and activities are appropriate for the content.				
				3. Teaching methods and activities allow learners to be involved in selecting content and learning activities.				
				4. Teaching methods and activities promote self-study.				
				5. Teaching methods and activities support the learner-centredness.				
				6. Teaching methods and activities allow learners to experience group work, discussion and role-play.				
				7. Teaching methods and activities can create stimuli and draw attention from learners.				
				8. Teaching methods and activities is conveyed using English only.				
				9. Teaching methods and activities is conveyed using both English and Thai.				

10. Other comments on "teaching methods and activities". (If any)

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Actual situation: Your opinions on the actual situation when you took the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

2.3 Materials and resources

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. Materials and resources are consonant with the prespecified goals and objectives.				
				2. Materials and resources are appropriate to content.				
				3. Materials and resources are adequate for the number of learners.				
				4. Materials and resources used can aid learning well.				
				5. Textbooks and other supplementary documents are appropriate.				
				6. Audiovisual materials are used in the classroom.				
				7. The language laboratory is sufficient for the number of learners.				

8. Other comments on "materials and resources". (If any)

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Actual situation: Your opinions on the actual situation when you took the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

2.4 Teachers

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. Teachers make the goals and objectives clear for each session.				
				2. Teachers make clear the criteria used to assess student's work.				
				3. Teachers seem well prepared for each session.				
				4. Teachers teach the subject matter in a way that helps learners understand the content.				
				5. Teachers try to make the subject interesting.				
				6. Teachers demonstrate the relevance of each session to the whole course.				
				7. Teachers make opportunities for students to ask questions.				
				8. Teachers are able to explain concepts clearly.				
				9. Teachers give adequate feedback on assignments and other prescribed work.				
				10. Teachers give an appropriate amount of assignments and work.				

11. Other comments on "teachers". (If any)

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Actual situation: Your opinions on the actual situation when you took the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

2.5 Learners

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. The subject makes me attend class regularly.				
				2. The subject makes me pay attention and apply myself in class.				
				3. The subject makes me practice my skills outside the classroom.				
				4. I enjoy the course.				
				5. The timing of the class and the type of learning arrangement is suitable for me.				
				6. I have personal problems that interfere with my learning.				

7. Other comments on "learners" (If any)

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Actual situation: Your opinions on the actual situation when you took the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

3. Student assessment and effectiveness of the courses

3.1 Student assessment

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. The assessment procedures are appropriate to the prespecified objectives.				
				2. Learners have opportunities for self-assessment.				
				3. Learners have opportunities to evaluate aspects of the course such as learning materials, methodology, and learning arrangement.				
				4.Teachers have opportunities for self-evaluation.				
				5. Teachers make assessment criteria clear to learners.				
				6. The assessment is appropriate to the content.				
				7. The assessment methods are suitable for the course features.				
				8. Teachers assess the learners' progress regularly.				
				9. The assessment is fair.				
				10. The student assessment of grammatical session is appropriate.				
				11. The student assessment of skills practice session is appropriate.				
				12. Teachers apply the student assessment result to improve the instruction.				

13. Other comment on "student assessment". (If any)

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Actual situation: Your opinions on the actual situation when you took the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

3.2 Effectiveness of the courses

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. The overall courses are effectively conducted.				
				2. The courses are successful according to the course goals and objectives.				
				3. The acquired knowledge from the Foundation English courses is satisfactory.				
				4. The language ability gained from the courses can be applied to learners' future work.				
				5. The language ability gained from the courses can be used in learner's higher level education.				

6. Others comment on "effectiveness of the courses". (If any)

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Part 3: Strengths and weaknesses of the Foundation English Courses and other suggestions

Directions: Please express your opinions on these questions.

1. What are the strengths of Foundation English Courses I and II?

2. What are the weaknesses of Foundation English Courses I and II?

3. What would you suggest for improving the courses?

Thank you for your kind cooperation

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APPENDIX B

ENGLISH QUESTIONNAIRE FOR TEACHERS

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Questionnaire on

A Course Syllabus Evaluation of Foundation English Courses

Sripatum University Chonburi campus

For Teachers

Directions

The aim of this questionnaire is to evaluate the effectiveness of the Foundation English Courses (I and II) at Sripatum University Chonburi Campus particularly in terms of course goals and objectives, teaching and learning process, as well as student assessment and course effectiveness. The findings of the survey will be used for the improvement of the Foundation English Courses.

The questionnaire is divided into 3 parts:

Part 1: General background of respondents

Part 2: Opinions on each element of the Foundation English Courses

Part 3: Strengths and weaknesses of the Foundation English Course and other suggestions

Part1: General background

Directions: Please put a tick (✓) in the box or fill in the blanks.

1. Highest education ☐ Bachelor degree ☐ Master degree
   ☐ Doctoral degree ☐ Other(s) ……
2. Teaching experience ☐ less than 5 years ☐ 6-10 years
   ☐ 11-15 years ☐ more than 16 years
3. Have you ever participated in any extra language teaching training?
   ☐ Yes ☐ No
4. How many times have you been trained in language teaching?
   ☐ Once ☐ Twice
   ☐ Three times ☐ Other(s) ……..

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Part 2: Opinions on each element the Foundation English Courses

Directions: Please read each item carefully and put a tick (✓) in the box which meets your needs and express your opinion of the Foundation English Courses.

There are two sets of four-point rating scales for each item:

Actual situation: Your opinions on the actual situation when you taught the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

1. Course goals and objectives

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. Course goals and objectives are clear and understandable.				
				2. Goals and objectives are related to learner's needs and relevant to modern society.				
				3. Goals and objectives are appropriate for the specified groups of learners.				
				4. Goals and objectives are flexible and can be adapted to suit any learning circumstance.				
				5. Goals and objectives help learners apply their language ability in their desired work.				
				6. Goals and objectives assist learners to be able to apply the language ability to their higher study.				
				7. Goals and objectives promote a positive attitude toward English language learning.				

8. Other comments on "goals and objectives" (If any)

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Actual situation: Your opinions on the actual situation when you taught the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

2. Teaching and learning process

2.1 Content

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. Learners think the course content is appropriate and matches their language needs				
				2. The content is matched with the goals and objectives.				
				3.Grammatical content is appropriate.				
				4. Reading skill content is appropriate.				
				5. Writing skill content is appropriate.				
				6. Listening skill content is appropriate.				
				7. Speaking skill content is appropriate.				
				8. The content is up-to-date and interesting.				
				9. The content is useful for learners' future work.				
				10. The content is useful for learner's higher-level study.				
				11. The sequence of content is well organized.				
				12. The content covers all aspects of language learning.				

13. Other comments on the "content" (If any)

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Actual situation: Your opinions on the actual situation when you taught the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

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1.2 Teaching methods and activities

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. Teaching methods and activities are matched with course goals and objectives.				
				2. Teaching methods and activities are appropriate for the content.				
				3. Teaching methods and activities allow learners to be involved in selecting content and learning activities.				
				4. Teaching methods and activities promote self-study.				
				5. Teaching methods and activities support the learner-centredness.				
				6. Teaching methods and activities allow learners to experience group work, discussion and role-play.				
				7. Teaching methods and activities can create stimuli and draw attention from learners.				
				8. Teaching methods and activities is conveyed using English only.				
				9. Teaching methods and activities is conveyed using both English and Thai.				

10. Other comments on "teaching methods and activities". (If any)

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Actual situation: Your opinions on the actual situation when you taught the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

2.3 Materials and resources

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. Materials and resources are consonant with the prespecified goals and objectives.				
				2. Materials and resources are appropriate to content.				
				3. Materials and resources are adequate for the number of learners.				
				4. Materials and resources used can aid learning well.				
				5. Textbooks and other supplementary documents are appropriate.				
				6. Audiovisual materials are used in the classroom.				
				7. The language laboratory is sufficient for the number of learners.				

8. Other comments on "materials and resources". (If any)

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Actual situation: Your opinions on the actual situation when you taught the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

2.4 Teachers

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. The syllabus allows me to make the goals and objectives clear for each session.				
				2. The syllabus allows me to make clear the criteria used to assess student's work.				
				3. The syllabus helps me to prepare well for each session.				
				4. The syllabus allows me to teach the subject matter in a way that helps learners understand the content.				
				5. The syllabus allows me to make the subject interesting.				
				6. The syllabus allows me to relate each session to the whole course.				
				7. The syllabus allows me to make opportunities to ask questions.				
				8. The syllabus makes it easy for me to explain concepts clearly.				
				9. The syllabus allows me to give adequate feedback on assignments and other prescribed work.				
				10. The syllabus allows me to give an appropriate amount of work to the students.				

11. Other comments on "teachers". (If any)

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Actual situation: Your opinions on the actual situation when you taught the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

2.5 Learners

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. Learners attend class regularly.				
				2. Learners pay attention or apply themselves in class.				
				3. Learners practice their skills outside the classroom.				
				4. Learners appear to be enjoying the course.				
				5. The timing of the class and the type of learning arrangement is suitable for the learners.				
				6. Learners have personal problems that interfere with their learning.				

7. Other comments on "learners" (If any)

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Actual situation: Your opinions on the actual situation when you taught the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

3. Student assessment and effectiveness of the courses

3.1 Student assessment

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. The assessment procedures are appropriate to the prespecified objectives.				
				2. Learners have opportunities for self-assessment.				
				3. Learners have opportunities to evaluate aspects of the course such as learning materials, methodology, and learning arrangement.				
				4.Teachers have opportunities for self-evaluation.				
				5. Teachers make assessment criteria clear to learners.				
				6. The assessment is appropriate to the content.				
				7. The assessment methods are suitable for the course features.				
				8. Teachers assess the learners' progress regularly.				
				9. The assessment is fair.				
				10. The student assessment of grammatical session is appropriate.				
				11. The student assessment of skills practice session is appropriate.				
				12. Teachers apply the student assessment result to improve the instruction.				

13. Other comment on "student assessment". (If any)

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Copyright by Mahidol University

Actual situation: Your opinions on the actual situation when you taught the Foundation English Courses.

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

Expected situation: The level of significance you ideally ascribe to each element.

1 = unimportant 2 = less important 3 = important 4 = very important

3.2 Effectiveness of the courses

Actual situation					Expected situation			
1	2	3	4		1	2	3	4
				1. The overall courses are effectively conducted.				
				2. The courses are successful according to the course goals and objectives.				
				3. The acquired knowledge from the Foundation English courses is satisfactory.				
				4. The language ability gained from the courses can be applied to learners' future work.				
				5. The language ability gained from the courses can be used in learner's higher level education.				

6. Others comment on effectiveness of the courses. (If any)

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Copyright by Mahidol University

Part 3: Strengths and weaknesses of the Foundation English Courses and other suggestions

Directions: Please express your opinions on these questions.

1. What are the strengths of Foundation English Courses I and II?

2. What are the weaknesses of Foundation English Courses I and II?

3. What would you suggest for improving the courses?

Thank you for your kind cooperation

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APPENDIX C

THAI QUESTIONNAIRE FOR STUDENTS

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รหัสนักศึกษา.....

แบบสอบถาม
สำหรับนักศึกษาชั้นปีที่ 2
เรื่อง การประเมินหลักสูตรภาษาอังกฤษพื้นฐาน
ณ มหาวิทยาลัยศรีปทุม วิทยาเขตชลบุรี

✧✧✧✧✧✧✧✧✧✧

วัตถุประสงค์

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อใช้ประเมินหลักสูตรวิชาภาษาอังกฤษพื้นฐาน ที่มหาวิทยาลัยศรีปทุม วิทยาเขตชลบุรี โดยมุ่งเน้นใน 3 ด้านใหญ่ๆคือ จุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร กระบวนการเรียนการสอน และการประเมินผลการเรียน ผลที่ได้จากการศึกษาในครั้งนี้จะนำไปใช้ในการพัฒนาหลักสูตรวิชาอังกฤษพื้นฐานดังกล่าว เพื่อให้มีประสิทธิภาพยิ่งขึ้น

คำชี้แจง

แบบสอบถามฉบับนี้มี 10 หน้าและแบ่งออกเป็น 3 ตอน ดังนี้ :-

ตอนที่ 1 : ข้อมูลทั่วไป

ตอนที่ 2 : ความคิดเห็นต่อแต่ละองค์ประกอบของหลักสูตรวิชาภาษาอังกฤษพื้นฐาน

ตอนที่ 3 : ความคิดเห็นทั่วไป

นักศึกษาโปรดตอบแบบสอบถามโดยครบถ้วนทั้ง 3 ตอน

ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง : โปรดใส่เครื่องหมายถูก (✓) ลงในช่องสี่เหลี่ยม ☐ หรือเติมข้อความลงในช่องว่าง

1. คณะ ☐ บัญชี ☐ บริหารธุรกิจ ☐ นิติศาสตร์
☐ สารสนเทศน์ ☐ นิเทศศาสตร์ ☐ ศิลปศาสตร์

2. ก่อนเข้ารับการศึกษาที่มหาวิทยาลัยศรีปทุม ท่านสำเร็จการศึกษาในระดับ...
☐ มัธยมศึกษาตอนปลาย ☐ การศึกษานอกโรงเรียน
☐ ป.ว.ช. ☐ ป.ว.ส.
☐ อื่นๆ (ระบุ) .....

3. ความสามารถในการใช้ภาษาอังกฤษของท่าน
☐ ดีมาก ☐ ดี ☐ พอใช้ ☐ อ่อน ☐ อ่อนมาก

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ตอนที่ 2 ความคิดเห็นต่อแต่ละองค์ประกอบของหลักสูตรวิชาภาษาอังกฤษพื้นฐาน

คำชี้แจง : โปรดแสดงความคิดเห็นของท่านที่มีต่อหลักสูตรวิชาภาษาอังกฤษพื้นฐานในแต่ละข้อข้างล่างนี้ โดยใส่เครื่องหมายถูก (✓) ลงในช่องสี่เหลี่ยม □ ที่ตรงกับระดับความคิดเห็นของท่านที่สัมพันธ์กับ**สถานการณ์จริง**ในการเรียนวิชาภาษาอังกฤษพื้นฐานและที่สัมพันธ์กับ**สถานการณ์ที่ต้องการ**

สถานการณ์จริง : ระดับความคิดเห็นของท่านต่อสถานการณ์จริงเมื่อท่านเรียนวิชาภาษาอังกฤษพื้นฐาน

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

1. จุดมุ่งหมายและวัตถุประสงค์

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. จุดมุ่งหมายและวัตถุประสงค์ชัดเจน เข้าใจง่าย				
				2. จุดมุ่งหมายและวัตถุประสงค์ตรงกับความต้องการของนักศึกษาในสังคมปัจจุบัน				
				3. จุดมุ่งหมายและวัตถุประสงค์เหมาะสมกับสาขาของนักศึกษา				
				4. จุดมุ่งหมายและวัตถุประสงค์มีความยืดหยุ่นและสามารถปรับใช้กับทุกสถานการณ์การเรียน				
				5. จุดมุ่งหมายและวัตถุประสงค์ช่วยให้นักศึกษานำความรู้ภาษาอังกฤษไปใช้ในการปฏิบัติงานได้จริง				
				6. จุดมุ่งหมายและวัตถุประสงค์ช่วยให้นักศึกษานำความรู้ภาษาอังกฤษไปปรับใช้ในการเรียนในระดับที่สูงขึ้นไป				
				7. จุดมุ่งหมายและวัตถุประสงค์ทำให้นักศึกษามีทัศนคติที่ดีต่อการเรียนภาษาอังกฤษ				

8. ความคิดเห็นเพิ่มเติมเกี่ยวกับจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตรวิชาภาษาอังกฤษพื้นฐาน (ถ้ามี)

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1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

2. กระบวนการการเรียนการสอน

2.1 เนื้อหาวิชา

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. นักศึกษาคิดว่าเนื้อหาวิชานี้เหมาะสมและตรงตามความต้องการทางภาษาอังกฤษของนักศึกษา				
				2. เนื้อหาสอดคล้องกับจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร				
				3. เนื้อหาทางไวยากรณ์ตรงตามความต้องการของนักศึกษา				
				4. เนื้อหาด้านทักษะการอ่านตรงตามความต้องการของนักศึกษา				
				5. เนื้อหาด้านทักษะการเขียนตรงตามความต้องการของนักศึกษา				
				6. เนื้อหาด้านทักษะการฟังตรงตามความต้องการของนักศึกษา				
				7. เนื้อหาด้านทักษะการพูดตรงตามความต้องการของนักศึกษา				
				8. เนื้อหามีความทันสมัยและน่าสนใจ				
				9. เนื้อหาเป็นประโยชน์ต่อการประกอบอาชีพของนักศึกษาในอนาคต				
				10. เนื้อหาเป็นประโยชน์ต่อการศึกษาในระดับที่สูงขึ้นไป				
				11. การจัดลำดับเนื้อหามีการเรียบเรียงอย่างเหมาะสม				
				12. เนื้อหาครอบคลุมในทุกๆประเด็นของการเรียนภาษาอังกฤษ เช่น โครงสร้างไวยากรณ์ คำศัพท์ และทักษะการใช้ภาษา ฯลฯ				

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13. ความคิดเห็นเพิ่มเติมเกี่ยวกับเนื้อหาวิชาภาษาอังกฤษพื้นฐาน (ถ้ามี)

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สถานการณ์จริง : ระดับความคิดเห็นของท่านต่อสถานการณ์จริงเมื่อท่านเรียนวิชาภาษาอังกฤษพื้นฐาน

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2.2 วิธีและกิจกรรมการสอน

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. วิธีและกิจกรรมการสอนสอดคล้องกับจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร				
				2. วิธีและกิจกรรมการสอนสอดคล้องกับเนื้อหา				
				3. วิธีและกิจกรรมการสอนเปิดโอกาสให้นักศึกษามีส่วนร่วมในการเลือกเนื้อหาและกิจกรรมการเรียน				
				4. วิธีและกิจกรรมการสอนมีส่วนส่งเสริมให้เกิดการเรียนรู้ด้วยตนเองได้				
				5. วิธีและกิจกรรมการสอนสนับสนุนการเรียนการสอนที่มีนักศึกษาเป็นศูนย์กลาง				
				6. วิธีและกิจกรรมการสอนเปิดโอกาสให้นักศึกษาได้ทำงานกลุ่ม อภิปราย หรือแสดงบทบาทสมมติในการเรียน				
				7. วิธีและกิจกรรมการสอนกระตุ้นให้นักศึกษาเกิดแรงจูงใจและสนใจการเรียน				
				8. วิธีและกิจกรรมการสอนใช้ภาษาอังกฤษเป็นสื่อเท่านั้น				
				9. วิธีและกิจกรรมการสอนใช้ทั้งภาษาอังกฤษและภาษาไทยเป็นสื่อ				

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10. ความคิดเห็นเพิ่มเติมเกี่ยวกับวิธีและกิจกรรมการสอน (ถ้ามี)

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สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

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2.3 สื่อและอุปกรณ์การสอน

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. สื่อและอุปกรณ์การสอนสอดคล้องกับจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร				
				2. สื่อและอุปกรณ์การสอนเหมาะสมกับเนื้อหา				
				3. สื่อและอุปกรณ์การสอนมีจำนวนเพียงพอกับจำนวนนักศึกษา				
				4. สื่อและอุปกรณ์การสอนกระตุ้นให้นักศึกษาเกิดการเรียนรู้ได้อย่างดี				
				5. หนังสือและเอกสารประกอบการสอนมีความเหมาะสม				
				6. อาจารย์ใช้สื่อการสอนประเภทวิทยุและวีดิทัศน์ในห้องเรียน				
				7. ห้องปฏิบัติการทางภาษาเพียงพอกับจำนวนของนักศึกษา				

8. ความคิดเห็นเพิ่มเติมเกี่ยวกับสื่อและอุปกรณ์การสอน (ถ้ามี)

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1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

2.4 อาจารย์ผู้สอน

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. อาจารย์แจ้งจุดมุ่งหมายและวัตถุประสงค์ในแต่ละบทเรียนอย่างชัดเจน				
				2. อาจารย์แจ้งหลักเกณฑ์ที่ใช้ในการประเมินงานของนักศึกษาอย่างชัดเจน				
				3. อาจารย์เตรียมการสอนสำหรับแต่ละบทเรียนเป็นอย่างดี				
				4. อาจารย์สอนและช่วยให้นักศึกษาเข้าใจเนื้อหาได้ดี				
				5. อาจารย์พยายามทำให้วิชานี้น่าสนใจ				
				6. อาจารย์สามารถเชื่อมโยงแต่ละบทเรียนให้ เข้ากัน ได้เป็นอย่างดี				
				7. อาจารย์เปิดโอกาสให้นักศึกษาซักถามได้				
				8. อาจารย์สามารถอธิบายเนื้อหาสาระที่เรียนได้อย่างชัดเจน				
				9. อาจารย์แสดงความเห็นต่องานที่มอบหมายให้นักศึกษาทำอย่างพอเพียง				
				10. อาจารย์มอบหมายงานให้นักศึกษาทำในปริมาณที่เหมาะสม				

11. ความคิดเห็นเพิ่มเติมเกี่ยวกับอาจารย์ผู้สอน (ถ้ามี)

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2.5 ผู้เรียน

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. รายวิชานี้ดึงดูดให้นักศึกษาอยากเข้าเรียนอย่างสม่ำเสมอ				
				2. รายวิชานี้กระตุ้นให้นักศึกษามีความสนใจและอยากมีส่วนร่วมกิจกรรมต่างๆในชั้นเรียน				
				3. วิชานี้ส่งเสริมให้นักศึกษาสามารถฝึกฝนทักษะต่างๆเพิ่มพูนในชีวิตจริงนอกห้องเรียน				
				4. นักศึกษาสนุกกับการเรียนวิชานี้				
				5. ช่วงเวลาเรียนในแต่ละสัปดาห์ตรงตามความต้องการของนักศึกษา				
				6. นักศึกษามีปัญหาส่วนตัวที่ส่งผลกระทบต่อการเรียนวิชานี้				

7. ความคิดเห็นเพิ่มเติมเกี่ยวกับผู้เรียน (ถ้ามี)

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สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

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3. การประเมินผลการเรียนของนักศึกษา และผลสัมฤทธิ์ของวิชาภาษาอังกฤษพื้นฐาน

3.1 การประเมินผลการเรียนของนักศึกษา

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. อาจารย์แจ้งให้นักศึกษาทราบถึงหลักเกณฑ์ในการประเมินผลการเรียนอย่างชัดเจน				
				2. วิธีการประเมินผลการเรียนเหมาะสมกับจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร				
				3. นักศึกษามีโอกาสประเมินผลการเรียนของตนเอง				
				4. นักศึกษามีโอกาสประเมินองค์ประกอบสำคัญบางประการในหลักสูตรรายวิชา เช่น ในด้านสื่อการเรียน วิธีการสอน และการจัดการเรียนการสอน				
				5. อาจารย์ผู้สอนมีโอกาสได้ประเมินการสอนของตนเอง				
				6. การประเมินผลการเรียนเหมาะสมกับเนื้อหาที่เรียน				
				7. วิธีการประเมินผลเหมาะสมกับลักษณะของวิชา เช่น การใช้ภาษา การฟังเพื่อความเข้าใจ การพูดสื่อสาร				
				8. อาจารย์ประเมินความก้าวหน้าในการเรียนของนักศึกษาโดยสม่ำเสมอ				
				9. การประเมินผลการเรียนมีความยุติธรรม				
				10. การประเมินผลการเรียนในภาคไวยากรณ์เหมาะสม				
				11. การประเมินผลการเรียนในภาคการฝึกทักษะต่างๆ เหมาะสม				
				12. อาจารย์ผู้สอนนำผลการเรียนของนักศึกษาไปใช้ในการปรับปรุงการสอนของตนเอง				

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13. ความคิดเห็นเพิ่มเติมเกี่ยวกับการประเมินผลการเรียนของนักศึกษา (ถ้ามี)

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1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

3.2 ประสิทธิภาพของวิชาภาษาอังกฤษพื้นฐาน

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. การเรียนการสอนวิชาภาษาอังกฤษพื้นฐานมีประสิทธิภาพ				
				2. พฤติกรรมการเรียนการสอนบรรลุจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร				
				3. ความรู้ที่นักศึกษาได้จากการเรียนในหลักสูตรวิชาภาษาอังกฤษพื้นฐานเป็นที่น่าพอใจ				
				4. ความรู้ทางภาษาอังกฤษที่ได้รับสามารถนำไปใช้ในสายวิชาชีพของตนได้จริง				
				5. นักศึกษาสามารถนำความรู้ทางภาษาอังกฤษที่เรียนในหลักสูตรไปประยุกต์ใช้ในการศึกษาในระดับที่สูงขึ้นไป				

6. ความคิดเห็นเพิ่มเติมเกี่ยวกับประสิทธิภาพของวิชาภาษาอังกฤษพื้นฐาน (ถ้ามี)

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ตอนที่ 3 : ความคิดเห็นทั่วไป

คำชี้แจง : กรุณาตอบคำถาม 3 ข้อต่อไปนี้โดยใช้ความคิดเห็นของท่าน

1. ในความคิดเห็นของท่าน จุดเด่นของหลักสูตรภาษาอังกฤษพื้นฐานคืออะไร

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2. ในความคิดเห็นของท่าน จุดด้อยของหลักสูตรภาษาอังกฤษพื้นฐานคืออะไร

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3. ท่านมีข้อเสนอแนะอื่นๆในการพัฒนาวิชาภาษาอังกฤษพื้นฐานหรือไม่

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ขอขอบคุณนักศึกษาที่ให้ความร่วมมือในการตอบแบบสอบถามเป็นอย่างดียิ่ง

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APPENDIX D

THAI QUESTIONNAIRE FOR TEACHERS

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แบบสอบถาม

สำหรับอาจารย์ผู้สอนรายวิชาภาษาอังกฤษพื้นฐาน 1 และ 2

เรื่อง การประเมินหลักสูตรภาษาอังกฤษพื้นฐาน

ณ มหาวิทยาลัยศรีปทุม วิทยาเขตชลบุรี

✧✧✧✧✧✧✧✧✧

วัตถุประสงค์

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อใช้ประเมินหลักสูตรวิชาภาษาอังกฤษพื้นฐาน ที่มหาวิทยาลัยศรีปทุม วิทยาเขตชลบุรี โดยมุ่งเน้นใน 3 ด้านใหญ่ๆคือ จุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร กระบวนการเรียนการสอน และการประเมินผลการเรียน ผลที่ได้จากการศึกษาในครั้งนี้จะนำไปใช้ในการพัฒนาหลักสูตรวิชาอังกฤษพื้นฐานดังกล่าว เพื่อให้มีประสิทธิภาพยิ่งขึ้น

คำชี้แจง

แบบสอบถามฉบับนี้มี 10 หน้าและแบ่งออกเป็น 3 ตอน ดังนี้ :-

ตอนที่ 1 : ข้อมูลทั่วไป

ตอนที่ 2 : ความคิดเห็นต่อแต่ละองค์ประกอบของหลักสูตรวิชาภาษาอังกฤษพื้นฐาน

ตอนที่ 3 : ความคิดเห็นทั่วไป

โปรดตอบแบบสอบถามโดยครบถ้วนทั้ง 3 ตอน

ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง : โปรดใส่เครื่องหมายถูก (✓) ลงในช่องสี่เหลี่ยม ☐ หรือเติมข้อความลงในช่องว่าง

1. การศึกษาขั้นสูงสุด

☐ ปริญญาตรี ☐ ปริญญาโท

☐ ปริญญาเอก ☐ อื่นๆ .....

2. ระยะเวลาของการสอนภาษาอังกฤษ

☐ น้อยกว่า 5 ปี ☐ 6-10 ปี

☐ 11-15 ปี ☐ มากกว่า 16 ปี

3. ประสบการณ์ในการเข้ารับการอบรมในด้านการสอนภาษาอังกฤษ

☐ มี ☐ ไม่มี

4. จำนวนครั้งที่ท่านเคยได้รับการฝึกอบรม

☐ 1 ครั้ง ☐ 2 ครั้ง ☐ 3 ครั้ง ☐ อื่นๆ .....

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ตอนที่ 2 ความคิดเห็นต่อแต่ละองค์ประกอบของหลักสูตรวิชาภาษาอังกฤษพื้นฐาน

คำชี้แจง : โปรดแสดงความคิดเห็นของท่านที่มีต่อหลักสูตรวิชาภาษาอังกฤษพื้นฐานในแต่ละข้อข้างล่างนี้ โดยใส่เครื่องหมายถูก (✓) ลงในช่องสี่เหลี่ยม □ ที่ตรงกับระดับความคิดเห็นของท่านที่สัมพันธ์กับ**สถานการณ์จริง**ในการเรียนวิชาภาษาอังกฤษพื้นฐานและที่สัมพันธ์กับ**สถานการณ์ที่ต้องการ**

สถานการณ์จริง : ระดับความคิดเห็นของท่านต่อสถานการณ์จริงเมื่อท่านสอนวิชาภาษาอังกฤษพื้นฐาน

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

1. จุดมุ่งหมายและวัตถุประสงค์

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. จุดมุ่งหมายและวัตถุประสงค์ชัดเจน เข้าใจง่าย				
				2. จุดมุ่งหมายและวัตถุประสงค์ตรงกับความต้องการของนักศึกษาในสังคมปัจจุบัน				
				3. จุดมุ่งหมายและวัตถุประสงค์เหมาะสมกับสาขาของนักศึกษา				
				4. จุดมุ่งหมายและวัตถุประสงค์มีความยืดหยุ่นและสามารถปรับใช้กับทุกสถานการณ์การเรียน				
				5. จุดมุ่งหมายและวัตถุประสงค์ช่วยให้นักศึกษานำความรู้ภาษาอังกฤษไปใช้ในการปฏิบัติงานได้จริง				
				6. จุดมุ่งหมายและวัตถุประสงค์ช่วยให้นักศึกษานำความรู้ภาษาอังกฤษไปปรับใช้ในการเรียนในระดับที่สูงขึ้นไป				
				7. จุดมุ่งหมายและวัตถุประสงค์ทำให้นักศึกษามีทัศนคติที่ดีต่อการเรียนภาษาอังกฤษ				

8. ความคิดเห็นเพิ่มเติมเกี่ยวกับจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตรวิชาภาษาอังกฤษพื้นฐาน (ถ้ามี)

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สถานการณ์จริง : ระดับความคิดเห็นของท่านต่อสถานการณ์จริงเมื่อท่านสอนวิชาภาษาอังกฤษพื้นฐาน

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

2. กระบวนการการเรียนการสอน

2.1 เนื้อหาวิชา

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. เนื้อหาวิชานี้เหมาะสมและตรงตามความต้องการทางภาษาอังกฤษของนักศึกษา				
				2. เนื้อหาสอดคล้องกับจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร				
				3. เนื้อหาทางไวยากรณ์ตรงตามความต้องการของนักศึกษา				
				4. เนื้อหาด้านทักษะการอ่านตรงตามความต้องการของนักศึกษา				
				5. เนื้อหาด้านทักษะการเขียนตรงตามความต้องการของนักศึกษา				
				6. เนื้อหาด้านทักษะการฟังตรงตามความต้องการของนักศึกษา				
				7. เนื้อหาด้านทักษะการพูดตรงตามความต้องการของนักศึกษา				
				8. เนื้อหามีความทันสมัยและน่าสนใจ				
				9. เนื้อหาเป็นประโยชน์ต่อการประกอบอาชีพของนักศึกษาในอนาคต				
				10. เนื้อหาเป็นประโยชน์ต่อการศึกษาในระดับที่สูงขึ้นไป				
				11. การจัดลำดับเนื้อหามีการเรียบเรียงอย่างเหมาะสม				
				12. เนื้อหาครอบคลุมในทุกๆประเด็นของการเรียนภาษาอังกฤษ เช่น โครงสร้างไวยากรณ์ คำศัพท์ และทักษะการใช้ภาษา ฯลฯ				

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13. ความคิดเห็นเพิ่มเติมเกี่ยวกับเนื้อหาวิชาภาษาอังกฤษพื้นฐาน (ถ้ามี)

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สถานการณ์จริง : ระดับความคิดเห็นของท่านต่อสถานการณ์จริงเมื่อท่านสอนวิชาภาษาอังกฤษพื้นฐาน

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

2.2 วิธีและกิจกรรมการสอน

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. วิธีและกิจกรรมการสอนสอดคล้องกับจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร				
				2. วิธีและกิจกรรมการสอนสอดคล้องกับเนื้อหา				
				3. วิธีและกิจกรรมการสอนเปิดโอกาสให้นักศึกษามีส่วนร่วมในการเลือกเนื้อหาและกิจกรรมการเรียน				
				4. วิธีและกิจกรรมการสอนมีส่วนส่งเสริมให้เกิดการเรียนรู้ด้วยตนเองได้				
				5. วิธีและกิจกรรมการสอนสนับสนุนการเรียนการสอนที่มีนักศึกษาเป็นศูนย์กลาง				
				6. วิธีและกิจกรรมการสอนเปิดโอกาสให้นักศึกษาได้ทำงานกลุ่ม อภิปราย หรือแสดงบทบาทสมมติในการเรียน				
				7. วิธีและกิจกรรมการสอนกระตุ้นให้นักศึกษาเกิดแรงจูงใจและสนใจการเรียน				
				8. วิธีและกิจกรรมการสอนใช้ภาษาอังกฤษเป็นสื่อเท่านั้น				
				9. วิธีและกิจกรรมการสอนใช้ทั้งภาษาอังกฤษและภาษาไทยเป็นสื่อ				

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10. ความคิดเห็นเพิ่มเติมเกี่ยวกับวิธีและกิจกรรมการสอน (ถ้ามี)

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สถานการณ์จริง : ระดับความคิดเห็นของท่านต่อสถานการณ์จริงเมื่อท่านสอนวิชาภาษาอังกฤษพื้นฐาน

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

2.3 สื่อและอุปกรณ์การสอน

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. สื่อและอุปกรณ์การสอนสอดคล้องกับจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร				
				2. สื่อและอุปกรณ์การสอนเหมาะสมกับเนื้อหา				
				3. สื่อและอุปกรณ์การสอนมีจำนวนเพียงพอกับจำนวนนักศึกษา				
				4. สื่อและอุปกรณ์การสอนกระตุ้นให้นักศึกษาเกิดการเรียนรู้ได้อย่างดี				
				5. หนังสือและเอกสารประกอบการสอนมีความเหมาะสม				
				6. สื่อการสอนประเภทวิทยุและวีดิทัศน์ได้รับการนำมาประยุกต์ใช้ในห้องเรียน				
				7. ห้องปฏิบัติการทางภาษาเพียงพอกับจำนวนของนักศึกษา				

8. ความคิดเห็นเพิ่มเติมเกี่ยวกับสื่อและอุปกรณ์การสอน (ถ้ามี)

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สถานการณ์จริง : ระดับความคิดเห็นของท่านต่อสถานการณ์จริงเมื่อท่านสอนวิชาภาษาอังกฤษพื้นฐาน

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

2.4 อาจารย์ผู้สอน

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. หลักสูตรรายวิชาสนับสนุนให้ท่านสามารถแจ้งจุดมุ่งหมายและวัตถุประสงค์ในแต่ละบทเรียนอย่างชัดเจน				
				2. หลักสูตรรายวิชาเอื้อให้ท่านแจ้งหลักเกณฑ์ที่ใช้ในการประเมินงานของนักศึกษาอย่างชัดเจน				
				3. หลักสูตรรายวิชาเอื้อให้ท่านเตรียมการสอนสำหรับแต่ละบทเรียนเป็นอย่างดี				
				4. หลักสูตรรายวิชาเอื้อให้ท่านสอนและช่วยให้นักศึกษาเข้าใจเนื้อหาได้ดี				
				5. หลักสูตรส่งเสริมให้การสอนในรายวิชานี้ของท่านน่าสนใจ				
				6. หลักสูตรรายวิชาเอื้อให้ท่านสามารถเชื่อมโยงแต่ละบทเรียนให้ เข้ากันได้เป็นอย่างดี				
				7. หลักสูตรรายวิชาส่งเสริมให้ท่านมีโอกาสให้นักศึกษาซักถามได้				
				8. หลักสูตรรายวิชาสนับสนุนให้ท่านอธิบายเนื้อหาสาระที่สอนได้อย่างชัดเจน				
				9. หลักสูตรรายวิชาเอื้อให้ท่านแสดงความเห็นต่องานที่มอบหมายให้นักศึกษาทำอย่างพอเพียง				
				10. หลักสูตรรายวิชาเปิดโอกาสให้ท่านมอบหมายงานให้นักศึกษาทำในปริมาณที่เหมาะสม				

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11. ความคิดเห็นเพิ่มเติมเกี่ยวกับอาจารย์ผู้สอน (ถ้ามี)

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สถานการณ์จริง : ระดับความคิดเห็นของท่านต่อสถานการณ์จริงเมื่อท่านสอนวิชาภาษาอังกฤษพื้นฐาน

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

2.5 ผู้เรียน

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. นักศึกษาอยากเข้าเรียนในรายวิชานี้อย่างสม่ำเสมอ				
				2. นักศึกษามีความสนใจและอยากมีส่วนร่วมในกิจกรรมต่างๆในห้องเรียน				
				3. นักศึกษาสามารถนำทักษะต่างๆที่ได้รับการฝึกฝนในห้องเรียนไปใช้ในชีวิตจริงนอกห้องเรียนได้				
				4. นักศึกษาสนุกกับการเรียนวิชานี้				
				5. ช่วงเวลาเรียนในแต่ละสัปดาห์ตรงตามความต้องการของนักศึกษา				
				6. นักศึกษามีปัญหาส่วนตัวที่ส่งผลกระทบต่อการเรียนวิชานี้				

7. ความคิดเห็นเพิ่มเติมเกี่ยวกับผู้เรียน (ถ้ามี)

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สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

1 = ไม่สำคัญ 2 = สำคัญเล็กน้อย 3 = สำคัญ 4 = สำคัญมาก

3. การประเมินผลการเรียนของนักศึกษา และผลสัมฤทธิ์ของวิชาภาษาอังกฤษพื้นฐาน

3.1 การประเมินผลการเรียนของนักศึกษา

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. อาจารย์แจ้งให้นักศึกษาทราบถึงหลักเกณฑ์ในการประเมินผลการเรียนอย่างชัดเจน				
				2. วิธีการประเมินผลการเรียนเหมาะสมกับจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร				
				3. นักศึกษามีโอกาสประเมินผลการเรียนของตนเอง				
				4. นักศึกษามีโอกาสประเมินองค์ประกอบสำคัญบางประการในหลักสูตรรายวิชา เช่น ในด้านสื่อการเรียน วิธีการสอน และการจัดการเรียนการสอน				
				5. อาจารย์ผู้สอนมีโอกาสได้ประเมินการสอนของตนเอง				
				6. การประเมินผลการเรียนเหมาะสมกับเนื้อหาที่เรียน				
				7. วิธีการประเมินผลเหมาะสมกับลักษณะของวิชา เช่น การใช้ภาษา การฟังเพื่อความเข้าใจ การพูดสื่อสาร เป็นต้น				
				8. อาจารย์ประเมินความก้าวหน้าในการเรียนของนักศึกษาโดยสม่ำเสมอ				
				9. อาจารย์ประเมินผลการเรียนด้วยความยุติธรรม				
				10. การประเมินผลการเรียนในภาคไวยากรณ์เหมาะสม				
				11. การประเมินผลการเรียนในภาคการฝึกทักษะต่างๆ เหมาะสม				
				12. อาจารย์ผู้สอนนำผลการเรียนของนักศึกษาไปใช้ในการปรับปรุงการสอนของตนเอง				

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13. ความคิดเห็นเพิ่มเติมเกี่ยวกับการประเมินผลการเรียนของนักศึกษา (ถ้ามี)

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สถานการณ์จริง : ระดับความคิดเห็นของท่านต่อสถานการณ์จริงเมื่อท่านสอนวิชาภาษาอังกฤษพื้นฐาน

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สถานการณ์ที่ต้องการ : ระดับความสำคัญที่ท่านต้องการให้แต่ละองค์ประกอบของหลักสูตร

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3.2 ประสิทธิภาพของวิชาภาษาอังกฤษพื้นฐาน

สถานการณ์จริง				ข้อความ	สถานการณ์ที่ต้องการ			
1	2	3	4		1	2	3	4
				1. การเรียนการสอนวิชาภาษาอังกฤษพื้นฐานมีประสิทธิภาพ				
				2. พฤติกรรมการเรียนการสอนบรรลุจุดมุ่งหมายและวัตถุประสงค์ของหลักสูตร				
				3. ความรู้ที่นักศึกษาได้จากการเรียนในหลักสูตรวิชาภาษาอังกฤษพื้นฐานเป็นที่น่าพอใจ				
				4. ความรู้ทางภาษาอังกฤษที่ได้รับสามารถนำไปใช้ในสายวิชาชีพของตนได้จริง				
				5. นักศึกษาสามารถนำความรู้ทางภาษาอังกฤษที่เรียนในหลักสูตรไปประยุกต์ใช้ในการศึกษาในระดับที่สูงขึ้นไป				

6. ความคิดเห็นเพิ่มเติมเกี่ยวกับประสิทธิภาพของวิชาภาษาอังกฤษพื้นฐาน (ถ้ามี)

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ตอนที่ 3 : ความคิดเห็นทั่วไป

คำชี้แจง : กรุณาตอบคำถาม 3 ข้อต่อไปนี้โดยใช้ความคิดเห็นของท่าน

1. ในความคิดเห็นของท่าน จุดเด่นของหลักสูตรภาษาอังกฤษพื้นฐานคืออะไร

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2. ในความคิดเห็นของท่าน จุดด้อยของหลักสูตรภาษาอังกฤษพื้นฐานคืออะไร

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3. ท่านมีข้อเสนอแนะอื่นๆในการพัฒนาวิชาภาษาอังกฤษพื้นฐานหรือไม่

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ขอขอบพระคุณเป็นอย่างสูงที่ท่านได้กรุณาตอบแบบสอบถามเป็นอย่างดียิ่ง

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BIOGRAPHY

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