

A STUDY SATISFACTION WITH THE USE OF A LEARNER-CENTRED METHOD IN EFL CLASSROOM BY UNDERGRADUATE STUDENTS AT THAI-NICHI INSTITUTE OF TECHNOLOGY, BANGKOK

การศึกษาความพึงพอใจในการใช้วิธีการสอนที่เน้นผู้เรียนเป็นศูนย์กลางในชั้นเรียนภาษาอังกฤษในฐานะ
ภาษาต่างประเทศ ของนักศึกษาระดับอุดมศึกษา สถาบันเทคโนโลยีไทย-ญี่ปุ่น กรุงเทพมหานคร

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ABSTRACT

The purposes of this research were 1) to examine the satisfaction level of Thai undergraduate students with a learner-centred method in EFL classrooms in six areas: curriculum, teaching-learning process, instructional media, instructors, evaluation, and supporting resources, 2) to compare students' effects of satisfaction with the use of a learner-centred method in EFL classroom on the six aspects according to students' gender, age, academic years and majors, and 3) to elicit the students opinions and suggestions regarding the implementation of a learner-centred teaching/ learning in EFL classrooms.

The research sample consisted of 532 undergraduate students drawn from those studying at the Thai-Nichi Institute of Technology using a stratified random sampling technique. The instrument used for gathering the data was a five-point rating-scale questionnaire with open-ended questions at the end. The statistics used for analyzing the data were the frequency, percentage, mean, standard deviation, t-test, and F-test. Also, descriptive data were analyzed with content analysis.

The findings were as follows:

1. As a whole, the satisfaction of Thai undergraduate students with the learner-centred method was at the high level. When each area was considered, the satisfaction of students was at the high level with the following areas: curriculum, teaching-learning process, teaching materials, instructors, and evaluation; while their satisfaction with supporting resources was at the moderate level.

2. Students with different genders did not differ significantly in their overall satisfaction with the learner-centred method in EFL classroom. They also did not differ significantly in their satisfaction with each area of the learner-centred method.

3. Students with different ages did not differ significantly in their overall satisfaction with the learner-centred method in EFL classroom. However, when each area of the method was considered, it was found that they differed significantly in the area of supporting resources, with the satisfaction of 18 years old female students being significantly different from that of 22 years old male students at the .05 level.

4. Students in different academic year levels did not differ significantly in their overall satisfaction with the learner-centred method in EFL classroom. However, when each area of the method was considered, it was found that the satisfaction with the supporting resources area of first year students differed significantly from that of the fourth year students at the .05 level.

5. Students with different majors did not differ significantly in their overall satisfaction with the learner-centred method in EFL classroom. However, when each area of the method was considered, significant differences in satisfaction were found in the supporting resources area, with that of students in the Japanese Business Administration Program being significantly different from that of students in the Production Engineering Program, and that of students in the Japanese Business Administration Program being significantly different from that of students in the Industrial Management Program.

6. The students provided the following suggestions: in the curriculum area, the developed curriculum should be relevant to the needs of the learners; in the teaching-learning process area, the organized learning activities should be various and suitable for learning skills of the learners; in the instructional media area, up-to-date and innovative instructional media should be used; in the evaluation area, students should be taught on test taking skills so that they become more familiar with the nature of the tests; and in the supporting resource area, the institute should provide modern teaching and learning facilities such as the Internet system and up-to-date instructional aids both inside and outside the classroom.

KEYWORDS : Satisfaction with EFL classroom, Learner-centred method

บทคัดย่อ

การวิจัยในครั้งนี้ มีความมุ่งหมาย 1) เพื่อศึกษาความพึงพอใจเกี่ยวกับการสอนภาษาอังกฤษด้วยวิธีการสอนที่เน้นผู้เรียนเป็นศูนย์กลางสำหรับนักศึกษาระดับอุดมศึกษาสถาบันเทคโนโลยีไทย-ญี่ปุ่นใน 6 ด้าน ได้แก่ ด้านหลักสูตรการสอน ด้านกระบวนการเรียนการสอน ด้านสื่อการเรียนการสอน ด้านครูผู้สอน ด้านการประเมินผล และด้านปัจจัยเกื้อหนุน 2) เพื่อเปรียบเทียบความพึงพอใจชั้นเรียนภาษาอังกฤษที่เรียนด้วยวิธีการสอนที่เน้นผู้เรียนเป็นศูนย์กลาง สำหรับนักศึกษาระดับอุดมศึกษา จำแนกตามตัวแปรต่างๆ เช่น เพศ อายุชั้นปีที่ศึกษาและสาขาวิชาที่ศึกษา และ 3) เพื่อรวบรวมข้อเสนอแนะและความคิดเห็นจากนักศึกษากลุ่มตัวอย่าง

กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยในครั้งนี้ ได้แก่ นักศึกษาสถาบันเทคโนโลยีไทย-ญี่ปุ่น ปีการศึกษา 2554 จำนวน 532 คน ที่ได้มาโดยวิธีการสุ่มตัวอย่างแบบแบ่งชั้นภูมิ (Stratified Random Sampling Technique) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบถามชนิดมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ความถี่ ค่าร้อยละ ค่าเฉลี่ย (\bar{X}) ค่าเบี่ยงเบนมาตรฐาน (S.D.) การทดสอบที (t-test) การวิเคราะห์ความแปรปรวนแบบทางเดียว (One Way ANOVA) หรือ F-test และวิธีการวิเคราะห์เนื้อหา (Content Analysis)

ผลการวิจัยสรุปได้ดังต่อไปนี้

1. ความพึงพอใจเกี่ยวกับการสอนภาษาอังกฤษที่เรียนด้วยวิธีการเน้นผู้เรียนเป็นศูนย์กลาง สำหรับนักศึกษาระดับอุดมศึกษาโดยรวมอยู่ในระดับสูง เมื่อพิจารณาเป็นรายด้านพบว่าความพึงพอใจด้านหลักสูตรการสอน ด้านกระบวนการเรียนการสอน ด้านสื่อการเรียนการสอน ด้านครูผู้สอน และด้านการประเมินผล มีการใช้วิธีการเรียนที่เน้นผู้เรียนเป็นศูนย์กลางในระดับมาก ส่วนด้านปัจจัยเกื้อหนุน นักศึกษามีความพึงพอใจ ในระดับปานกลาง

2. นักศึกษาสถาบันเทคโนโลยีไทย-ญี่ปุ่นที่เป็นชายและหญิงมีความความพึงพอใจชั้นเรียนภาษาอังกฤษที่เรียนด้วยวิธีการเน้นผู้เรียนเป็นศูนย์กลาง โดยรวมมีความพึงพอใจแตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ และเมื่อพิจารณาเป็นรายด้าน ไม่มีความแตกต่างกัน

3. นักศึกษาสถาบันเทคโนโลยีไทย-ญี่ปุ่นที่มีอายุต่างกัน มีความความพึงพอใจชั้นเรียนภาษาอังกฤษที่เรียนด้วยวิธีการเน้นผู้เรียนเป็นศูนย์กลาง โดยรวมมีความพึงพอใจแตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ และเมื่อพิจารณาเป็นรายด้านพบว่าด้านปัจจัยเกื้อหนุนนักศึกษาที่มีอายุ 18 ปี มีความพึงพอใจแตกต่างกับนักศึกษาที่มีอายุ 22 ปีอย่างมีนัยสำคัญทางสถิติที่ .05

4. นักศึกษาสถาบันเทคโนโลยีไทย-ญี่ปุ่นที่มีชั้นปีที่ศึกษาต่างกันมีความความพึงพอใจชั้นเรียนภาษาอังกฤษที่เรียนด้วยวิธีการเน้นผู้เรียนเป็นศูนย์กลาง โดยรวมมีความพึงพอใจแตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ และเมื่อพิจารณาเป็นรายด้านพบว่าด้านปัจจัยเกื้อหนุนนักศึกษาที่อยู่ชั้นปีที่ 1 มีความพึงพอใจแตกต่างกับนักศึกษาชั้นปีที่ 4 อย่างมีนัยสำคัญทางสถิติที่ .05

5. นักศึกษาสถาบันเทคโนโลยีไทย-ญี่ปุ่นที่เข้าศึกษาในวิชาเอกที่ต่างกันมีความความพึงพอใจชั้นเรียนภาษาอังกฤษที่เรียนด้วยวิธีการเน้นผู้เรียนเป็นศูนย์กลาง โดยรวมมีความพึงพอใจแตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ และเมื่อพิจารณาเป็นรายด้านพบว่าด้านปัจจัยเกื้อหนุนนักศึกษาที่เรียนสาขาวิชาเอกต่างกันมีความพึงพอใจต่างกัน 2 คู่ ได้แก่ คู่ที่ 1 สาขาบริหารธุรกิจญี่ปุ่นกับสาขาวิศวกรรมการผลิต และคู่ที่ 2 สาขาบริหารธุรกิจญี่ปุ่นกับสาขาการจัดการอุตสาหกรรม

6. นักศึกษากลุ่มตัวอย่างให้ข้อเสนอแนะ ดังต่อไปนี้ ด้านหลักสูตรการสอน ควรจัดทำหลักสูตรตามความต้องการของผู้เรียน ด้านกระบวนการเรียนการสอน ควรจัดกิจกรรมการเรียนรู้ที่มีความหลากหลาย และเหมาะสมกับทักษะการเรียนรู้ของผู้เรียน ด้านสื่อการเรียนการสอนควรใช้สื่อที่ทันสมัยและเป็นนวัตกรรมช่วยสอน ด้านการประเมิน ควรสอนวิธีการทำข้อสอบเพื่อให้ผู้เรียนมีความคุ้นเคยกับแนวข้อสอบและด้านปัจจัยเกื้อหนุน ควรจัดสิ่งอำนวยความสะดวกเช่น ระบบอินเตอร์เน็ตไร้สาย และอุปกรณ์การเรียนการสอนที่ทันสมัยทั้งในชั้นเรียนและนอกชั้นเรียน

คำสำคัญ : ความพึงพอใจชั้นเรียนภาษาอังกฤษ วิธีการสอนที่เน้นผู้เรียนเป็นศูนย์กลาง

INTRODUCTION

Currently, the provision of education in Thailand is in compliance with the principles stipulated in the National Education Act of B.E. 2542. The teaching and learning process in all subject areas, including a foreign language instruction, must be in accord with Sections 22 and 24 of the Act. Section 22 stipulates that education "shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality". And Section 24 requires that educational institutions and agencies concerned, in their provision of education, take into account the following: the provision of substance and activities which are in line with the learners' interests and aptitudes; individual differences; training of thinking in thinking process; application of knowledge to prevention of problems and problem solving; authentic experience for mastery of practical work and critical thinking; the inculcation of a love for reading and a spirit of inquiry; the integration of knowledge in the subject matter with integrity, values, and desirable attributes, the provision of ambience and facilities that are conducive to teaching, learning, and researching. Section 24 further states that in doing so, "both learners and teachers may learn together from different types of teaching-learning media and other sources of knowledge, enable individuals to learn at all times and in all places. Co-operation with parents, guardians, and all parties concerned in the community shall be sought to develop jointly the learners in accord with their potentiality" (Ministry of Education 1999: 14).

Thai-Nichi Institute of Technology has been operated under the philosophy of "disseminating knowledge, building economic base". The objective of

the institute is to produce (generate) graduates equipped with knowledge in technological advancement and competence in industrial management.

Moreover, all TNI programs focus on the development of students' language skills; that is, the students will be able to communicate in Japanese and English. In order to achieve this objective, TNI requires students from all faculties to enroll in English courses (TNI Student Handbook: 2011: 24). Employing a learner-centred method in the English classrooms can motivate students to learn English.

So far, TNI has offered English courses for students from all faculties for two and a half year. However, no comprehensive research has been done to determine or verify whether the implementation of a learner-centred in the EFL classrooms is successful and whether the students are satisfied with it or not.

Nowadays, a teacher-centred approach is prevalent in most classroom teaching and students are regarded merely as passive learners waiting to be spoon fed by the teachers. Teachers are the knowledge givers, not the facilitators of learning. Students are not empowered to actively engage and negotiate in their own learning.

In a learner-centred approach, it is the students who do the learning through participation in a variety of activities and learning experience organized and facilitated the teachers. As facilitators, teachers prepare well-defined lesson plans with clear objectives, method of teaching and activities for the students to perform in order to achieve the objectives, as well as the evaluation and learning outcomes (Penkhae Prachonpachanuk 2009:1-2). The approach to be implemented in the classroom should be a learner-centred approach. Malcolm Knowles (1970: 39- 41), the founder of Adult Education in the United States, argues, we should use, in order to

help adults to learn, a special type of teaching which is called Andragogical Model or Learner Centred Model. At present, the learner-centred teaching/learning is widely accepted and implemented in schools around the world. Hence, the language learning is arranged from various channels to the students. In Thailand, the technique of learner centred model was used in schools at all level. Because of this, the researcher wanted to examine whether or not the use of learner- centred method is successful or not so that the findings can be used to better improve the program for the benefit of the students.

Furthermore, researcher created research tool as questionnaire in order to survey satisfaction and assess EFL classroom by using learner-centred techniques. This research was categorized into 6 aspects: curriculum; teaching-learning process; teaching materials; instructors, evaluation, and supporting resource. This survey research was purposely focused on the TNI students from faculties of Business Administration, Engineering, and Information Technology during the 2011 academic year. In this way, the results gained from the research will be used as a channel to solve, improve and develop teaching-learning process as well as teaching materials to be more effective and efficient.

Research Objectives

The objectives of this study were 1) to determine whether students are satisfied with the use of a learner-centred method in EFL classroom in six areas: curriculum, teaching - learning process, teaching materials, instructors, evaluation, and supporting resources , and 2) to elicit the students opinions and suggestion regarding the implementation of a learner-centred teaching/learning in EFL classrooms.

RESEARCH METHOD

Population and Sample

The population of the study consisted of 1,250 undergraduate students studying in the faculties of Business Administration, Engineering, and Information Technology at the Thai-Nichi-Institute of Technology during 2011 academic year.

The samples of this research were 532 TNI undergraduate students derived through a stratified Random sampling technique.

Research Instrument

The instrument used to collect the data was a questionnaire, developed by the researcher, which consists of three sections. The first section aims to gather demographic information of the respondents such as gender, age, student's year of study (first, second, etc.), program of study, and major. The second section is a 5-point rating scale, with 35 items covering six areas: curriculum/ program, teaching-learning process, teaching materials, instructors, evaluation, and supporting resources. The rating scale ranges from 1 to 5, where 1= "Strongly disagree," 2= "Disagree," 3= "Neither agree nor disagree," 4= "Agree," 5= "Strongly agree." The third section is open-ended questions aiming to elicit the respondents' opinions and suggestions in 6 areas/ aspects; curriculum, teaching-learning process, teaching materials, instructors, in evaluation and supporting resources.

Data analysis

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation and content analysis.

RESULTS

The findings of the study were as follows:

Part I: Demographic Information.

Table 1: Demographic Information of the respondents

Sampling data	No.	%
1. Gender		
1.1 Male	287	53.95
1.2 Female	245	46.05
Total	532	100
2. Age		
2.1 19 years	185	34.77
2.2 20 years	142	26.69
2.3 21 years	107	20.12
2.4 22 years	98	18.42
Total	532	100
3. Academic year		
3.1 First year	219	41.16
3.2 Second year	183	34.40
3.3 Third year	74	13.90
3.4 Fourth year	56	10.54
Total	532	100
4. Curriculum		
4.1 4 years program	532	100
4.2 Continuing program	0	0
Total	532	100
5. Majors		
5.1 Automotive Engineering	97	18.23
5.2 Production Engineering	64	12.03
5.3 Computer Engineering	86	16.17
5.4 Information Technology	76	14.29
5.5 Industrial Management	63	11.84
5.6 Business Japanese	146	27.44
Total	532	100

Table 1 above showed that the percentages of the TNI undergraduate respondents in genders ranged from 53 % for male and 46% for female; in ages ranged from 34.77% for 19 years old, 26.69% for 20 years old, 20.12% for 21 years old, and 18.42% for 22 years old; in academic year ranged from 41.16% for first year students, 34.40% for second year students, 13.90% for third year students, and 10.54% for fourth year students; in curriculum ranged from 100% for 4 years program, 0% for continuing program; in majors ranged from 18.23% for Automotive Engineering, 12.03% for Production Engineering, 16.17% for Computer Engineering, 14.29% for Information Technology, 11.84% for Industrial Management, and 27.44% for Business Japanese respectively.

Part 2: The Students Satisfaction with the Use of a Learner-centred Method

Table 2: Mean, Standard Deviation, and Overall Student Satisfaction Level with the Use of a Learner-centred Method in EFL Classrooms

Satisfaction with the Use of a Learner-centred Method in EFL Classrooms	n	\bar{X}	S.D.	Level
1. Curriculum	532	4.23	0.65	high
2. Teaching-learning process	532	4.42	0.54	high
3. Teaching materials	532	4.21	0.77	high
4. Instructors	532	4.56	0.45	Very high
5. Evaluation	532	4.05	0.78	high
6. Supporting resources	532	3.89	0.81	moderate
Total	532	4.23	0.66	high

Table 2 above indicated that the overall TNI students' satisfaction level with the use of a learner-centred method was at high level ($\bar{X} = 4.23$). When each aspect was considered, the following areas were found to exist at a high level: curriculum ($\bar{X} = 4.23$), teaching-learning process ($\bar{X} = 4.42$), teaching materials ($\bar{X} = 4.21$), instructors ($\bar{X} = 4.56$), and evaluation ($\bar{X} = 4.05$), while supporting resources area was found to exist at a moderate level ($\bar{X} = 3.89$).

Table 3 revealed that in terms of curriculum, Item 5 *Learners can apply instruction in daily life* was found to exist at the highest level ($\bar{X} = 4.34$), followed by Item 7 *Curriculum are employed in learner-centred style* ($\bar{X} = 4.32$), Item 4 *Schedule of time management in learning are suitable* ($\bar{X} = 4.31$), Item 6 *3 hours per week are suitable* ($\bar{X} = 4.25$), Item 2 *Contents of textbooks are arranged from basic to advance* ($\bar{X} = 4.19$), Item 3 *Contents of English textbooks are suitable to practice and application* ($\bar{X} = 4.12$), respectively. Item 1 *English textbooks are suitable to level of learners* ($\bar{X} = 4.11$) was found to exist at the lowest level.

Table 3: Mean, percentage, standard deviation, and Student Satisfaction with the Area of Curriculum

NO.	Satisfaction with the Use of a Learner-centred Method in EFL Classrooms in curriculum	n	\bar{X}	S.D.	Level
1	English textbooks are suitable to level of learners	532	4.11	0.79	high
2	Contents of textbooks are arranged from basic to advance	532	4.19	0.68	high
3	Contents of English textbooks are suitable to practice and application	532	4.12	0.71	high
4	Schedule of time management in learning are suitable	532	4.31	0.65	high
5	Learners can apply instruction in daily life	532	4.34	0.54	high
6	3 hours per week are suitable	532	4.25	0.63	high
7	Curriculum are employed in learner-centred style	532	4.32	0.60	High
Total			4.23	0.65	high

Table 4 : Mean, percentage, standard deviation, and student satisfaction level with teaching and learning process

NO.	Satisfaction with the Use of a Learner-centred Method in EFL Classrooms in teaching-learning process	n	\bar{X}	S.D.
1	Supplementary materials are applied in the classroom	532	4.39	0.59
2	Learning by doing is taught in classroom	532	4.52	0.53
3	Learner-centred techniques are employed in the classroom	532	4.38	0.61
4	Listening and speaking classes are taught by foreign teachers every week	532	4.48	0.49
5	Self-study is applied in and outside the classroom	532	4.39	0.59
6	Summative test is used in each unit	532	4.37	0.52
7	Criteria of evaluation is suitable	532	4.44	0.46
Total			4.42	0.54

Table 4 revealed that in terms of teaching and learning process, Item 2 *Learning by doing is taught in the classroom* ($\bar{X} = 4.52$), followed by Item 4 *Listening and speaking classes are taught by foreign teachers every week* ($\bar{X} = 4.48$), Item 7 *Criteria of evaluation is suitable* ($\bar{X} = 4.44$), Item 1 *Supplementary materials are applied in the classroom* ($\bar{X} = 4.39$), Item 5 *Self-study is applied in and outside the classroom* ($\bar{X} = 4.39$), Item 3 *Learner-centred techniques are employed in the classroom* ($\bar{X} = 4.38$), respectively. Item 6 *Summative test is used in each unit* ($\bar{X} = 4.37$) was found to exist at the lowest level.

Table 5 revealed that that in terms of teaching materials, Item 1 *English songs are applied to motivate EFL learners in the class* ($\bar{X} = 4.28$) followed by Item 5 *Computer-Assisted Language Learning is applied in the class* ($\bar{X} = 4.25$), Item 7 *Supplementary materials are suitable to learners* ($\bar{X} = 4.24$), Item 3 *Sound lab room is provided for learners appropriately* ($\bar{X} = 4.22$), Item 6 *Cooperative learning, problem solving, questioning, and small group discussion are integrated in activity of each unit* ($\bar{X} = 4.21$),

Item 2 *Multimedia materials are used in the classroom* ($\bar{X} = 4.17$), respectively. Item 4 *Teaching materials on the internet is employed in the classroom to enhance reading and listening skills* ($\bar{X} = 4.13$) was found to exist at the lowest level.

Table 6 revealed that that in terms of instructors, Item 1 *Assessment of EFL classroom by using learner-centred method in instructors* ($\bar{X} = 4.63$) followed by Item 7 *Instructors have techniques and excellent skills in teaching English* ($\bar{X} = 4.61$), Item 2 *Instructors are good idols in learning English to learners* ($\bar{X} = 4.60$), Item 5 *Instructors give opportunity to learners to ask questions both in class and outside class.* ($\bar{X} = 4.58$), Item 4 *Instructors develop and apply new knowledge to learners* ($\bar{X} = 4.56$), Item 6 *Instructors explain the importance and goals in learning English language to learners* ($\bar{X} = 4.49$), respectively. Item 3 *New contents are inserted by instructors to motivate learners in English learning* ($\bar{X} = 4.45$) was found to exist at the lowest level.

Table 5 : Mean, percentage, standard deviation, and student satisfaction level with teaching materials

NO.	Satisfaction with the Use of a Learner-centred Method in EFL Classrooms in teaching material	n	\bar{X}	S.D.
1	English songs are applied to motivate EFL learners in the class	532	4.28	0.71
2	Multimedia materials are used in the classroom	532	4.17	0.79
3	Sound lab room is provided for learners appropriately	532	4.22	0.82
4	Teaching materials on the internet is employed in the classroom to enhance reading and listening skills	532	4.13	0.89
5	Computer-Assisted Language Learning is applied in the class	532	4.25	0.69
6	Cooperative learning, problem solving, questioning, and small group discussion are integrated in activity of each unit	532	4.21	0.72
7	Supplementary materials are suitable to learners	532	4.24	0.78
Total			4.21	0.77

Table 6 : Mean, percentage, standard deviation, and student satisfaction level with instructors

NO.	Satisfaction with the Use of a Learner-centred Method in EFL Classrooms in instructors	n	\bar{X}	S.D.
1	Instructors make learning environment to support good environment in the classroom	532	4.63	0.41
2	Instructors are good idols in learning English to learners	532	4.60	0.40
3	New contents are inserted by instructors to motivate learners in English learning	532	4.45	0.54
4	Instructors develop and apply new knowledge to learners	532	4.56	0.48
5	Instructors give opportunity to learners to ask questions both in class and outside class.	532	4.58	0.46
6	Instructors explain the importance and goals in learning English language to learners	532	4.49	0.51
7	Instructors have techniques and excellent skills in teaching English	532	4.61	0.41
Total			4.56	0.45

Table 7 : Mean, percentage, standard deviation, and student satisfaction level with evaluation

NO.	Satisfaction with the Use of a Learner-centred Method in EFL Classrooms in evaluation	n	\bar{X}	S.D.
1	Evaluation of results of examination is suitable	532	4.02	0.77
2	Evaluation of results of self-learning activity is suitable	532	4.15	0.70
3	Evaluation of both practicing and theory part is suitable	532	3.99	0.87
Total			4.05	0.78

Table 8 : Mean, percentage, standard deviation, and student satisfaction level with supporting resources

NO.	Satisfaction with the Use of a Learner-centred Method in EFL Classrooms in supporting resources	n	\bar{X}	S.D.
1	Wi-Fi internet provided both in classroom and outside the classroom is suitable	532	4.14	0.68
2	Computers in the classroom are modern and suitable for learners	532	3.31	0.86
3	Classroom environment is suitable	532	4.05	0.87
4	Textbooks and referenced books are provided in library appropriately	532	4.07	0.83
Total			3.89	0.81

Table 7 revealed that that in terms of evaluation, Item 2 *Evaluation of results of self-learning activity is suitable* ($\bar{X} = 4.15$) followed by Item 1 *Evaluation of results of examination is suitable* ($\bar{X} = 4.02$), respectively. Item 3 *Evaluation of both practicing and theory part is suitable* ($\bar{X} = 3.99$) was found to exist at the lowest level.

Table 8 revealed that that in terms of evaluation, Item 1 *Wi-Fi internet provided both in classroom and*

outside the classroom is suitable ($\bar{X} = 4.14$) followed by Item 4 *Textbooks and referenced books are provided in library appropriately* ($\bar{X} = 4.07$), Item 3 *Textbooks Classroom environment is suitable* ($\bar{X} = 4.05$), respectively. Item 2 *Computers in the classroom are modern and suitable for learners* ($\bar{X} = 3.31$) was found to exist at the lowest level.

Part 3 : Suggestions and Opinion from Open-ended

Table 9: Frequency and percentage of number of opinions and suggestions of TNI undergraduate students in six areas: curriculum, teaching-learning process, teaching materials, instructors, evaluation, and supporting resources.

Opinions and suggestions in learning English of TNI students	No.	Frequency	%
Curriculum	50		
Opinions	37		74
1. Contents in the textbook are suitable		27	54
2. Contents in curriculum can be used in daily life especially in listening and speaking skill		10	20
Suggestions	13		26
1. The curriculum in various dimensions should be organized and		5	10
2. The curriculum should be managed flexibly to learners' needs.		4	8
3. The supplementary materials should be prepared for enhancing proficiency in instructions		4	8
Teaching-learning process	72		
Opinions	46		63.88
1. Teaching -learning management is suitable		38	52.77
2. Pedagogical method is good and completes in all aspects		8	11.11
Suggestions	26		36.12
1. Contents of lessons should be taught in order to lesson plans in course outline.		19	26.38
2. Learning in sound lab room should be provided more in instruction		7	9.72
Instructors and teaching materials	73		
Opinions	63		86.30
1. Teachers are kind and fun		24	32.87
2. Thai teachers are friendly to students		20	27.39
3. Teachers provide good materials and exercises for students		19	26.02
Suggestions	10		13.70
1. New computer and modern equipments should be provided in the classroom.		8	10.95
2. Instrument and materials in teaching should be provided in self-access learning style		2	2.74
Others (evaluation and supporting resources)	58		
Opinions	26		44.83
1. Students need to have evaluation every unit		14	24.14
2. Students require modern computers in every classroom		12	20.69
Suggestions	32		55.17
1. Teachers should let students show in front of the class frequently		13	22.41
2. Internet should be brought in teaching		11	18.96
3. Textbooks should be easier to be appropriate with level of learners.		8	13.79

Table 9 indicated opinions and suggestions given by TNI students regarding the use of learner-centred teaching in the EFL classrooms as follows:

Curriculum

Opinions:

For this category, the following opinions were given by the students:

1. *The contents in the textbook are suitable* (54% or 27 students).
2. *Contents in curriculum can be used in daily life especially in listening and speaking skills* (20% or 10 students).

Suggestions:

Thirteen respondents gave their suggestions as follows:

1. *The curriculum in various dimensions should be organized* (10% or 5 students).
2. *The curriculum should be managed flexible to learners' needs* (8% or 4 students).
3. *The supplementary materials should be prepared for enhancing proficiency in instructions was equal to 8%* (4 students).

Teaching-learning process

Opinions:

For this category, the following opinions were given by the students:

1. *Teaching -learning management is suitable* (52.77% or 38 students).
2. *Pedagogical method is good and completes in all aspects* (11.11% or 8 students).

Suggestions:

Twenty six respondents gave their suggestions as follows:

1. *Contents of lessons should be taught in order to lesson plans in course outline* (26.38% or 19 students).

2. *Learning in sound lab room should be provided more in instruction* (9.72% or 7 students).

Instructors and teaching materials

Opinions:

For this category, the following opinions were given by the students:

1. *Teachers are kind and fun* (32.87% or 24 students).
2. *Thai teachers are friendly to students* (27.39% or 20 students).
3. *Teachers provide good materials and exercises for students* (26.02% or 19 students).

Suggestions:

Ten respondents gave their suggestions as follows:

1. *New computer and modern equipments should be provided in the classroom* (10.95% or 8 students).
2. *Learning in sound lab room should be provided more in instruction* (2.74% or 2 students).

Evaluation and Supporting resources

Opinions:

For this category, the following opinions were given by the students:

1. *Students need to have evaluation every unit* (24.14% or 14 students).
2. *Students require modern computers in every classroom* (20.69% or 12 students).

Suggestions:

Thirty two respondents gave their suggestions as follows:

1. *Teachers should let students show in front of the class frequently* (22.41% or 13 students).

2. *Internet should be brought in teaching* (18.96% or 11 students).

3. *Textbooks should be easier to be appropriate with level of learners* (13.79% or 8 students).

DISCUSSION

According to the study and data analysis, the results of this study could be discussed as follows.

The findings showed that the overall satisfaction with the use of learner-centred in the EFL was at a high level. When considered in each aspect, it was found that curriculum, teaching materials, teaching-learning process, instructors, and evaluation were found at a high level while supporting resources was at a moderate level. The reasons for these might be that Thai-Nichi Institute of Technology provided effective learning process of individuals which was dependant on 2 significant factors: learning environment and learning situation (McCombs, 2000: 15). Learner centred teaching demands active learning environments, guides learners to learn how to learn, recognizes differences in each learner, and creates different learning styles to meet the needs of each learner (Huba and Freed 2002: 5). Moreover, the results of this study related to other research which Meece (2003: 109-116) examined the use of the Learner-Centred Psychological Principles for improving the academic engagement and learning of middle school students. The result from survey data from 2,200 middle school students from diverse communities across the United States indicated many important motivational benefits of learner-centred practices for young adolescents. According to Falk (1993 : Abstract) examined the process of developing a learner-centred curriculum, which based on data collected over a period of several years

from observation field notes, from interviews, and from close examination of student work and school documents. The result of this study defines learner-centred curriculum as a way of thinking about teaching and learning that is manifested throughout the actions and attitudes of an entire school. Nittaya Yonwichai (2002: Abstract) developed learner-centred instruction activities based on cooperative learning in mathematics of grade 5 students in Thailand. The finding showed that learner-centred instruction activities based on cooperative learning had resulted in meaningful learning in the students. The students who received instruction through learner-centred instructional activities based on cooperative learning had made a mean learning achievement score of 74.14%. The students had developed various personal qualities such as independent concept construct, rational thinking and problem-solving skills, self-confidence and expressiveness. They had also developed group-work skills, the responsibility for one's own action and the group, as well as honesty and cooperation for learning.

Furthermore, satisfaction with the use of learner-centred method in the EFL classroom in teaching-learning process ($\bar{X}=4.42$) was high because the TNI undergraduate students were satisfied with activities or tasks in teaching-learning process because instructors focused on cognitive tasks indicated the procedural and declarative knowledge enabling strengthened through practice (Krashen, 1987). In teaching materials ($\bar{X}=4.21$) was high because College of General Education and Languages of TNI provided updated teaching materials for all students and the various multimedia materials were prepared for TNI students in practice listening skill and chatting with foreign teachers. Teachers emphasized atmosphere in the classroom in English and provided the interesting topics to motivate all students in learning

English. The students were taught happily (Nunan, 1988: 22). In instructors (\bar{X} =4.56) was high because the teachers emphasized on the learner-centred approach and understood learning psychology of learners. The instructors were aware of the method to motivate the learners to learn as well as encourage the learners to respond the needs to learn English subject. An effective learning process of individuals was dependant on 2 significant factors: learning environment and learning situation (Gagne and others 1988: 14). Moreover, the result of high satisfaction towards the instructors was because learners had the benefit of learning English, as second language, with both Thai and foreign teachers. The learners got used to practicing their English naturally in a form daily life speaking. This strategy supported the learners to learn English by coincidence because they emphasized on speaking for communication rather than rules of English language. Thus, the learners did not feel that they were learning English subject. However, the learners were able to be aware of the wrong use of English (Krashen 1987: 35-40). In addition, the role of instructors has shifted from transmitting knowledge to the new role of facilitating, guiding, or coaching. As a facilitator, the instructors incorporate and provide rich environments and learning experiences for collaborative learning (Sharp, 2006:12). Thus, the learning environment is more learner-centred as students are encouraged to construct meaning from their experiences in order to apply with the content (Huba & Freed, 2002). In evaluation (\bar{X} =4.05) was high because evaluation of mid-term and final exam was provided according to course syllabus in each English course. Moreover, the instructors gave criteria of evaluation in every part of learning skills and provided appropriate opportunities for student choice of types of products for demonstrating achievement of educational standards (McCombs, 2000). In supporting

resources (\bar{X} =3.89) was moderate level because the learners need new equipments and modern computers in the classroom to help their learning. Thus, the result was shown as a moderate level because supporting resources were outdated so the learner-centred approach emphasizes positive learning climate in every class and Teachers work as the facilitators of learning (Ministry of Education, 2003; Huba & Freed, 2002).

CONCLUSION

A whole the use of a learner-centred method was found to exist at a high level. When each area was considered, the use of a learner-centred method was found to exist at a high level in the areas of curriculum, teaching-learning process, teaching materials, instructors and evaluation. The use of a learner-centred method was found to exist at a moderate level in the area of supporting materials. Moreover, the students provided the following additional suggestions: the organization of the curriculum that suits the learners' needs; the provision of a variety of activities which suit the students' learning skills; the use of up-to-date and innovative instructional media; the provision of training on test-taking skills; and the provision of modern teaching and learning facilities such as projectors, visualizers, computers, and wireless access points both inside and outside the classrooms.

Recommendations

According to the study, the useful suggestions for further development and improvement were demonstrated as follows.

1. Recommendation for this study

1.1 From the results of the study found that TNI undergraduate students had satisfaction with the use of a learner-centred method at high level.

Therefore, TNI administrators should support modern supplementary materials in the library and in the classroom.

1.2 The results of the study from opinions and suggestions were presented as students require modern computers in every classroom. Hence, administrators should support modern computer and internet facility in the classrooms.

2. Recommendation for further study

2.1 A study of satisfaction with method of teaching-learning activities based on learner-centred techniques should be proposed for other courses.

2.2 A study of satisfaction with method of teaching-learning activities based on learner-centred techniques of students in opinions of teachers should be studied.

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