THE FACTORS EFFECT THE QUALITY OF ENGLISH TRAINING AT THE FOREIGN LANGUAGES - INFORMATICS CENTER, UNIVERSITY OF BANKING HOCHIMINH CITY

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Abstract: The research investigates how the factors affect the quality of English training at Foreign Languages - Informatics Center, University of Banking Hochiminh city, Vietnam (FLIC), by interviewing 429 students. The method of Cronbach's Alpha analysis, EFA analysis and multiple regression analysis were used with the SPSS program.

The result shows that the affects of the factors on the quality of English training at FLIC decreasingly: Program Issues, Facility, Teaching Issues, Access, Non-academic Aspect. The research also suggests some solutions to FLIC management to enhance the the quality of English training.

Introduction to Research

English is the most widely used language worldwide and being able to use English fluently has become an advantage today. In Vietnam, English has been taught very early in the national education system, especially in universities and colleges. Foreign Language - Informatics Center (FLIC) started its operation in April 2006, however, the English language training at FLIC tends to decrease sharply in 2016, down by 147% compared to 2015. The understanding of the factors affecting FLIC's English language training becomes necessary.

Theoretical Basis and Research Model

Education Quality

At present, quality is being paid much attention in the world, in which the concept of quality in education has come from many different angles (Vroeijenstijn, 2002). According to Green & Harvey (1993), training quality is implemented in five dimensions: excellence, perfection, fitness for purpose, quality as value for money, and quality as transformation. According to Cheng & Tam (1997), training quality is the set of inputs, processes and outputs of the education system to provide services that satisfy both internal and external customers to meet their current and potential expectations. Horsburgh (1998) stated that the quality of higher education must be a process of transforming learners in that the learning of the student must be closely monitored and assisted by the teaching, assessment and all other factors in the school (facilities, environment, working style for students, ...). Based on the

Keywords: quality of English training, Foreign Languages - Informatics Center, University of Banking Hochiminh city- Vietnam (FLIC), HEdPERF measuring scale

different definitions of the quality of training in Vietnam as well as in the world, it can be seen that the evaluation of “training quality” is an activity aiming at redefining the implementation of responsive training by the training institution.

Measurement of training quality

Mustafa & Chiang (2006) demonstrated the relationship of training quality with the following variables: teacher performance (ability and attitude), course content (material and duration), training quality (knowledge gained). Abdullah (2006) has developed a HEdPERF scale to measure the quality of higher education services, including 38 observed variables and a five-component structure: (1) Non-academic aspect: aspects related to the task performed by the staff serving the training, (2) Academic aspect: positive attitude, good and sufficient communication skills, frequent feedback to students and the ability to use information technology in teaching (3) Reputation: important items for the academic organization in professional image building, (4) Access: the ways of accessing and the easy access methods to communicate between both teams for training, (5) Program issues: flexible structured programming and consulting services. A number of studies related to the quality of training are summarized in Table 1.

Table 1
Summary of research models

<i>No.</i>	<i>Authors</i>	<i>Models</i>	<i>Research results</i>
1	Vrana, Dimitriadis, and Karavasilis (2015)	Modified HEdPERF	<ul style="list-style-type: none"> - Academic aspects - Facility - Program issues - Staff - Support Services
2	Randheer (2015)	CUL-HEdPERF	<ul style="list-style-type: none"> - Issues related to regional culture - Qualification: Issues related to academic and non-academic activities. - Issues at the basis level
3	Lai XuanThuy and Pham Thi Minh Ly (2011)	ASEAN University Network-Quality Assurance (AUN-QA)	<ul style="list-style-type: none"> - Teaching methods - Awareness of student participation - Evaluation methods- Teaching content - Conditions for teaching and learning - Evaluation organization
4	Ha Nam KhanhGiao and Nguyen Pham Hanh Phuc (2015)	HEdPERF	<ul style="list-style-type: none"> - Providing information - Facility - Education program - Professional activities - Outside professional activities - Extracurricular activities - Reputation

(Source: Aggregated from research by the authors)

Research model and research hypotheses

Based on the above research and the results of qualitative research, “Academic aspects” changed its name to “Teaching issues”, “Reputation” changed its name to “Facility” as measured by the proposed statements made on the facility. Suggested

research model: **The quality of English training at FLIC = f(Non-academic aspects, Teaching issues, Facility, Access, Program issues)** with the following research hypotheses:

- H₁: The Non-academic aspect affects the quality of FLIC English training positively.
- H₂: The Teaching issues affect the quality of FLIC English training positively.
- H₃: The Facility affects the quality of FLIC English training positively.
- H₄: The Access affects the quality of FLIC English training positively.
- H₅: The Program issues affect the quality of FLIC English training positively.
- H₆: There are differences in the quality of English language training between sexes, types of training, school years, majors, and curricula.

Research Results

Research sample statistics

The study was conducted with the subjects who have been studying English at FLIC. 450 questionnaires were distributed, collecting 435 samples, eliminating six unsatisfactory samples, remaining 429 samples, accounting for 98.62%.

Table 2
Summary of survey sample characteristics

<i>Sample characteristics (sample size n = 250)</i>		<i>Quantity (person)</i>	<i>Percentage (%)</i>
Genders	Male	125	70.9
	Female	304	29.1
Types of education	Formal	411	96.0
	Transition	18	4.0
School years	First year	121	28.2
	Second year	192	44.8
	Third year	84	19.6
	Fourth year	32	7.5
Majors	Accounting and auditing	150	35.0
	Finance and Banking	116	27.0
	Business Administration	66	15.4
	International business	41	9.6
	English language	22	5.1
	Economic law	21	4.9
Study programs	Management information systems	13	3.0
	Pre-B1	173	40.3
	Năm 2	192	44.8
	Preparation of English entrance exam	220	51.3
	Năm 3	84	19.6
	Preparation for B1	173	40.3
	Năm 4	32	7.5
	IELTS	14	3.3
CŨng		429	100,00

(Source: Measured by the authors)

Scale evaluation with Cronbach's Alpha reliability coefficient**Table 3**
Cronbach's Alpha scale results

<i>No.</i>	<i>Scales</i>	<i>Symbols</i>	<i>No. of Observed variables</i>	<i>Cronbach's Alpha coefficient</i>	<i>Smallest Item-total correlation</i>
1	Non-academic aspect	DV	6	0.850	0.560
2	Teaching issues	GD	6	0.865	0.585
3	Facility	CS	3	0.836	0.451
4	Access	TC	5	0.850	0.651
5	Program issues	DT	5	0.807	0.466
6	Training quality	CL	4	0.891	0.737

(Source: Measured by the authors)

Table 3 shows that these scales have high Cronbach's Alpha coefficients (> 0.6). All observed variables of this scale have item-total coefficient of correlation greater than 0.3, so they are used for subsequent EFA.

Exploratory factor analysis (EFA)

The EFA method is used for 25 observed variables, using the Principal Component Analysis method with Varimax rotation and the stoppage when extracting the Eigenvalues elements. The results of the EFA with the remaining 25 observed variables, KMO coefficient = 0.920 $>$ 0.5 which is satisfactory, explaining the appropriate sample size for factor analysis and the Barlett coefficient with Sig = 0.000 $<$ 0.5 (correlation between variables) confirms that the above analysis method is appropriate. The average variance extracted is 63.077% which means 25 extracted observed variables explain about 63.077% of the variability of observed variables and factor loadings are greater than 0.5, which is satisfactory (Table 4).

Table 4
Results of factor analysis for independent variables

<i>Observed variables</i>	<i>Factor loadings</i>				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
DV ₁	0.829				
DV ₂	0.785				
DV ₃	0.763				
DV ₄	0.691				
DV ₆	0.579				
DV ₅	0.574				
GD ₄		0.867			
GD ₅		0.813			
GD ₃		0.784			
GD ₁		0.772			

contd. table 4

<i>Observed variables</i>	<i>Factor loadings</i>				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
GD ₂		0.535			
CS ₁		0.516			
TC ₃			0.826		
TC ₄			0.768		
TC ₁			0.734		
TC ₂			0.719		
TC ₅			0.698		
DT ₁				0.744	
DT ₄				0.734	
DT ₂				0.711	
DT ₃				0.689	
DT ₅				0.542	
CS ₂					0.745
CS ₄					0.738
CS ₃					0.695
Eigenvalue	6.765	4.81	2.057	1.129	1.007
Average variance extracted%	27.061	19.242	8.229	4.515	4.029
Accumulated variance	27.061	46.303	54.533	59.048	63.077

(Source: Processed from survey data of the authors)

The results of the dependent variable analysis with the 4 variables show that, with the principal component extraction method, Varimax rotation allows one factor with 4 observed variables and the average variance extracted of 75.448% (>50%), the Eigenvalue is 3.020 (>1), the factor loadings of coefficients of the observed variables are greater than 0.5 => satisfactory scale (Table 5).

Table 5
Results of factor analysis of dependent variable "Training quality"

	<i>Factor loadings</i>
	1
CL ₂	0.890
CL ₁	0.869
CL ₄	0.864
CL ₃	0.852
Eigenvalue	3.020
Accumulated variance (%)	75.488

(Source: Analysis results of the authors)

Verification of correlation

Table 6
Results of correlation analysis

		<i>DV</i>	<i>CS</i>	<i>GD</i>	<i>TC</i>	<i>DT</i>	<i>CL</i>
DV	Pearson Correlation	1	-0.009	0.020	0.098*	0.016	0.262**
	Sig. (2-tailed)		0.858	0.673	0.042	0.747	0.000
CS	Pearson Correlation	-0.009	1	-0.132**	0.057	0.053	0.322**
	Sig. (2-tailed)	0.858		0.006	0.237	0.274	0.000
GD	Pearson Correlation	0.020	-0.132**	1	0.029	-0.056	0.277**
	Sig. (2-tailed)	0.673	0.006		0.555	0.246	0.000
TC	Pearson Correlation	0.098*	0.057	0.029	1	0.082	0.370**
	Sig. (2-tailed)	0.042	0.237	0.555		0.092	0.000
DT	Pearson Correlation	0.016	0.053	-0.056	0.082	1	0.392**
	Sig. (2-tailed)	0.747	0.274	0.246	0.092		0.000
CL	Pearson Correlation	0.262**	0.322**	0.277**	0.370**	0.392**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

(Source: Analysis results of the authors)

Correlation analysis was performed between the dependent variable Training quality (CL) with independent variables: Non-academic aspect (DV), Teaching issues (GD), Facility (CS), Access (TC), Program issues (DT), using Pearson's correlation. The results (Table 6) show that the significance level of the coefficients is very small (Sig. = 0 < 0.05). The correlation coefficients are statistically significant and are eligible for regression analysis.

Regression results

From Table 7, the ANOVA results show that the F statistic of the model = 87.091 with a significance level of 1% (sig = 0.000), indicating that the linear regression model is consistent with the data set or independent variables which have linear relationship with dependent variable and model can be used. The model with the adjusted R² coefficient of 0.507, or 50.7% of the FLIC training quality variance, is explained by independent variables.

The regression results also show that all 5 variables are statistically significant at 1% (Sig. d" 0.01), theoretical model is consistent with research data and all 5 hypotheses are accepted. The unstandardized linear regression equation has the form: **CL = 1.085 + 0.116*DV + 0.137*GD + 0.134*CS + 0.169*TC + 0.135*DT**

In detecting violations of linear regression models: the scatterplot shows that the remainder does not change in any order for the predicted value, they disperse randomly, and the hypothesis of the multicollinearity is not violated. Spearman correlation coefficients of absolute values of residuals and independent variables: Sig. value of correlation coefficients with 95% confidence intervals are greater than 0.05, indicating that the variance of the error remains unchanged, assuming no

Table 7
Regression results

<i>Scales</i>	<i>Unstandardized coefficient</i>		<i>Standardized coefficient</i>		<i>Multicollinearity</i>	
	<i>B</i>	<i>Standard deviation</i>	<i>Beta</i>	<i>Level of significance</i>	<i>Tolerance</i>	<i>VIF</i>
(Constant)	1.085	0.133		0.000		
DV	0.116	0.018	0.224	0.000	0.990	1.010
GD	0.137	0.014	0.328	0.000	0.978	1.022
CS	0.134	0.014	0.331	0.000	0.977	1.023
TC	0.169	0.020	0.290	0.000	0.980	1.021
DT	0.135	0.013	0.366	0.000	0.988	1.012

Adjusted R²: 0.507

Durbin-Watson statistics: 1.991

F statistics (ANOVA): 87.091

Level of significance (Sig. of ANOVA): 0.000

(Source: Aggregated from data analysis)

violation. The histogram shows the normal distributed residue with a mean value close to zero (Mean = -8.80E-15) and its standard deviation is close to 1 (SD = 0.994). P-p plot diagram demonstrates that the actual observation points are very close to the diagonal of the expected values, which means that the residual data has a normal distribution. Coefficient $1 < \text{Durbin-Watson} = 1.991 < 3$ satisfies the condition, the $VIF < 10$ shows that the independent variables are not closely related so no multicollinearity occurs. Thus, the linear regression model constructed by the above equation does not violate regression assumptions.

Determining the difference

The independent-samples T-test is used, indicating that there is no difference in the quality of English language training at FLIC in terms of genders, study programs, school year, majors, and types of education.

Conclusion and Administrative Implications

Conclusion

The objective of the study was to examine the factors influencing the quality of FLIC English training. The research is done in two steps: qualitative and quantitative. A quantitative sample study of 429 learners shows that the scales are reliable, acceptable and the hypotheses are accepted. Specifically, the five factors having a positive effect on the quality of English language training offered by FLIC are shown in a descending order: Program issues ($\beta_5 = 0.366$), Facility ($\beta_3 = 0.331$), Teaching issues ($\beta_2 = 0.328$), Access ($\beta_4 = 0.290$), Non-academic aspect ($\beta_1 = 0.224$). The results show that there is no difference in the quality of English language training at FLIC between genders, study programs, school years, majors, and types of education.

Managerial implications

Program issues

Table 8
Program issues statistics description

<i>Observed variables</i>	<i>Mean</i>
FLIC offers a wide variety of study programs	3.7016
FLIC's study programs are suitable and students can apply knowledge in practice	3.9674
Attractive study program, attracting students	3.8788
The study programs are implemented as committed	3.8595
The training programs are designed to fit the learners' strengths	3.8928

(Source: Data analysis results of the authors)

Research results show that “Program issues” is the most influential factor in FLIC’s English Language Teaching Quality within the scope of the research. The mean value of this group is 3.86, indicating that FLIC students underestimate the study programs. To improve the quality of English language training through this factor, the authors propose some of the following administrative implications:

The variable “FLIC offers a wide variety of study programs” has the lowest mean value (mean = 3.7016). The results show that the current training program of the Center is not diversified. The center needs to review the whole curriculum and combine it with the needs of the learners so that it can design more new curriculums to attract people with social needs such as English for special purpose including English language in the field of tourism (restaurants, hotels, tour guides), English for business communication skills, English for journalism, English for medical purposes. The program will be more diversified than it is today.

The variable “The study programs are implemented as committed” has mean value of 3.8595. FLIC needs information about the full training program so that the learners are able to understand the curriculum such as: the start date must be accurate (should not change the start date because it will lose confidence in the learners). The amount of teaching is adequate and timely as the information has been sent to the learner to avoid influencing their intentions. When the learner has not reached the goal of the course, FLIC should advise, orient and have preferential policies to facilitate learners to achieve their goals.

The variable “Attractive study program, attracting students” has mean value of 3.8788. FLIC should avoid teaching only with focus on the curriculum but to focus on the main content and then combine it with the actual knowledge going on around to create freshness for the lecture and excitement for the students. At the same time, it helps learners to acquire new information.

The variable “The training program is designed to fit the learners’ strengths” has mean value of 3.8928. To assess the strength of the learners, FLIC needs to organize a good team of consultants with good counseling skills to ensure accurate orientation for learners to choose the right class. Between the course and especially at the end of class, FLIC should take tests to assess the learning effectiveness as

well as the ability to absorb the knowledge of good or not good students. As a result, FLIC will provide timely guidance and motivation for learners in the next course. If this assessment is abandoned, the continuation of the learnership is not only really effective for the learnersbut also affects the prestige and quality of the center.

The variable “FLIC’s study programs are suitable and students can apply knowledge in practice” hasmean value of 3,9674. To be able to apply the knowledge learned in practice, FLIC needs to allocate time for appropriate subjects (listening, speaking, reading, and writing). In particular, the amount of time required for study sessions should be increased as most of the students now have difficulty in this matter. At the same time, it is advisable to increase the time spent talking to foreign teachers compared to grammar lessons so that learners can express their reflexes and confidence in communicating in English. FLIC can organize exchanges with foreign teachers or international students studying at BUH so that learners have more opportunities to apply their knowledge of English to communicate in practice.

Facility

Table 9
Facilitystatistics description

<i>Observed variables</i>	<i>Mean</i>
The facilities in class are adequate and useful	3.1305
The class size is sufficient for students to focus during class	3.1981
FLIC’s teaching and learning location is clean, spacious	3.1818

(Source: Data analysis results of the authors)

Research results show that “Facility” is the second most influential factor in the quality of FLIC English training within the scope of the research. The mean value of this factor group is 3.17, indicating that FLIC students are underestimating the FLIC facilities. To improve the quality of English language training through this factor, the authors propose some of the following managerial implications:

Facilities play an important role in ensuring the quality of teaching and learning. The “Average Classroom Facilities and Facilities” observation has mean of 3.130 FLIC facilities and facilities that do not meet the needs of students. First of all, FLIC needs to equip itself with self-study rooms so that learners can come here in their free time to study and study together. Next, one of the very helpful facilities in learning English is the Lap Room, so FLIC should equip the Lap Room with the necessary equipment to support listening skills for students. Currently, FLIC does not have its own library to serve the search needs of reference materials, books and newspapers are limited. Therefore, FLIC should be equipped with a library of books and newspapers, foreign language reference materials for students when they need to be able to refer to stimulate the learner’s ability to learn and learn.

Observing “FLIC’s clean, spacious campus location” has mean value of 3.1818 and “Medium class size is sufficient for students to focus their attention on the classroom”. Mean of 3.1981 shows that the creation of a friendly, friendly space is

very necessary (arranged u-shaped tables and chairs, with the name of the students to facilitate communication during the study...), the classrooms are not large enough but spacious, airy and clean with a good number of learners will help increase the concentration and comfort in learning for learners and will contribute to it. Improving the English language training of FLIC.

Teaching issues

Table 10
Teaching issues statistics description

<i>Observed variables</i>	<i>Mean</i>
Highly qualified teachers to answer students' questions regarding their content	2.7343
The teachers are considerate, polite and communicates well with the students	3.0769
Teachers are always interested in solving problems of learners	2.7716
Positive lecturers, enthusiastic in teaching	2.7436
Lecturers give feedback to learners about their progress in learning	2.4755
FLIC has a professional image	2.6760

(Source: Data analysis results of the authors)

Research results show that “Teaching issues” is the third most influential factor in the quality of English language training within the research area. The mean value of this group is 2.75, indicating that FLIC students unhighly rate for FLIC teaching. In order to increase FLIC’s quality of English learning through this factor, the authors propose some of the following administrative implications:

The variable “Lecturers give feedback to learners about their progress in learning” has a mean of 2.4755. In order for learners to be able to control the progress of their individual learning, teachers need to have small assessing techniques during the lessons or at the end of each session. Afterwards, the teacher should respond to the students’ performance, and the feedback should be done through the students’ e-mail on a regular basis so that the students are aware of their level of academic knowledge. By doing this, the learners will find out where their levels are and thus improve the learning outcomes.

The variable “FLIC has a professional image” has mean value of 2.6760 and the variable “Highly qualified teachers to answer students’ questions regarding their content” has mean value of 2.77343 show that highly qualified teachers and good lectures are prepared to answer any questions the learners will make them feel satisfied is the key factor to create a professional image in the minds of English learners at FLIC and to contribute to the quality of FLIC English training as well. However, FLIC also needs to have strict control over the quality of teachers at the recruitment stage. If the teacher is well assessed in terms of professionalism but the method of communication and creativity in the lecture are not high, there should be training in teaching methods and at the same time FLIC should regularly attend the lessons to evaluate the teachers. Currently, when FLIC attracts learners with the teaching of foreign teachers, it is important to focus on teachers who have real pedagogy, years of teaching experience in many countries, standardized

pronunciation, clear backgrounds, high professional qualifications and a desire to work long term with FLIC. In addition, FLIC should be concerned whether the content of the lessons provided by the teachers are on track, whether the teacher prepared for the lesson before classes because by preparing the lessons beforehand, the teachers can correctly answer questions related to the content of the course.

The variable “Teachers are always interested in solving problems of learners” has mean value of 2.7716 and the variable “The teachers are considerate, polite and communicates well with the students” being worth a mean value of 3.0769 indicate that the teacher needs to be aware of and grasp the learning status of each learner in his or her class to understand the learning difficulties of the learners and makesuitable additionaladjustments for each class. FLIC should regularly communicate with the teachers to find out if the teachers have any solutions to help students overcome their learning difficulties and to help teachers fulfil their role well. In order to acquire knowledge better during the teaching process, there should be interaction between teachers and learners. Therefore, not only students respect teachers but teachers need to respect learners as well, teachers need to create A close and friendly relationship helps the learners feel comfortable communicating with the teachers and discussing the lessons together to improve the quality of the lessons as well as the learning outcomes.

Access

Research results show that “Access” is the fourth most influential factor in FLIC’s English language teaching quality within the scope of its research.

Table 11
Access statistics description

<i>Observed variables</i>	<i>Mean</i>
Students are treated fairly and respectfully by FLIC staff	3.9767
Students are comfortable during learning process	3.8578
It is easy for students to contact the teachers and staff by phone	3.8671
FLIC listens to students’ feedback to improve the service	3.8642
The application procedure at FLIC is simple and fast	3.6620

(Source: Data analysis results of the authors)

The mean value of this factor group is 3.85, indicating that FLIC learners assess the Access factor at an average rate. To improve the quality of English language training through this factor, the authors propose some of the following administrative implications:

The variable “The application procedure at FLIC is simple and fast” has an average mean of 3.6620. For this to work well, FLIC must train its consultants to master the professional skills, get information about the needs of study, and accurately consult the courses. FLIC should design a small entry level test with a quick time to do but accurately reflect the learner’s level to avoid wasting time when a student enrolls. Or FLIC should have an online entry level test, and know test results right after the test and learners will use this result to enroll at FLIC.

The variable “Students are comfortable during learning process” has mean value of 3.8578 indicates that FLIC needs to improve its learning environment (classrooms are large enough, bright, cool, having desks designed inu-shape in order to observe each member, modern teaching equipment, etc.) and at the same time teachers are always active, gentle in communication, respectful of learners; especially after each lesson, students are expected to immediately acquire the knowledge in the classroom and shouldnot be assigned homework to comfort the learning process.

The variable “FLIC listens to students’ feedback to improve the service” has mean value of 3.8642, which suggests that FLIC needs to regularly communicate with learners by conducting a survey at the end of the course to see how well FLIC has done, and it should be further promoted and tosolve quickly what is not goodso that the learners are satisfied, want to register for the course and will stick for a long-term learning at FLIC.

The variable “It is easy for students to contact the teachers and staff by phone” with mean of 3.8671 indicates that the students can easily contact the class teacher and FLIC staff by phone. Currently, learners have contacted FLIC office easily by phone through its hotline number. In the near future, FLIC strives to make good use of FLIC’s telephone contact by creating more FLIC hotline numbers for more callers in less congested lines. More information exchanges (email, social networking, messaging, etc.) will make learners feel happy every time they want to exchange information with FLIC.

The variable “Students are treated fairly and respectfully by FLIC staff” has mean value of 3.9767 which means that FLIC is very respectful and fair to each student and FLIC should continue to promote this aspect.

Non-academic aspect

Table 12
Non-academic aspect statistics description

<i>Observed variables</i>	<i>Mean</i>
FLIC staff quickly solve the difficulties and recommendations of the students	2.9604
FLIC staff support the requirements of the learners on time	2.8648
FLIC staff keep accurate and retrievable records	3.1469
When FLIC employees commit to do something, they are on time	2.7809
FLIC staff show positive working attitude, courteous communication with learners	2.9044
FLIC arranges courses in a reasonable amount of time	3.0443

(Source: Data analysis results of the authors)

The results show that “non-academic aspect” is the least influential factors in the quality of English language training within the research area. The mean value of this factor group is 2.95 indicating that the students rate the level of non-academic aspect at the center low. To improve the quality of English language training through this factor, the authors propose some of the following administrative implications:

The variable “When FLIC employees commit to do something, they are on time” has mean value of 2.7809 indicates that FLIC has not properly implemented the work that was promised to the learners. The way to improve is that FLIC must train its employees with a professional and reputable style, such as when making a commitment, it is necessary to record the work committed in the book, the deadline for the work to be done, and the person to perform so that FLIC can identify employees who work responsibly and irresponsibly, and suggest the form of fair compensation.

The variable “FLIC staff support the requirements of the learners on time” has mean value of 2.88648 and the variable “FLIC staff quickly solve the difficulties and recommendations of the students” has mean value of 2.9604. These two variables show that FLIC needs to strengthen its support for learners by paying attention to the attendance of learners. Specifically, when checking class attendance, if any student is absent, the Academic Manager should call the learner to find out the cause and quickly find ways to support them to attend classes regularly. Furthermore, when the learner has a recommendation, the counselor must quickly deal with his or her ability. If not, he or she must promptly notify the competent authority for resolution and must not explain to learners crudely so as to ignore the recommendations. The measures to be taken are to record all the recommendations of the learners in the book, monitor the solving process and how it has been done, when there is a periodical meeting, they recommendations should be notified to everyone to withdraw the experience. FLIC staff must be attentive and friendly when the students make a recommendation because it is the student’s proposal that will help improve FLIC and the learners will become more and more satisfied and continue to study at FLIC.

The variable “FLIC staff show positive working attitude, courteous communication with learners” with mean value of 2.9004 shows that FLIC staff are positive in their work and has a good communication with students. To better understand this, FLIC needs to train its employees to understand that they are working in an educational environment. First, employees must be polite and courteous in their communication and positive in the workplace so as to give students peace of mind when applying for FLIC.

The variable “FLIC staff keep accurate and retrievable records” has mean value of 3.1469 indicating that when the student needs information about the course they have completed at FLIC, the FLIC staff provide it fully and accurately, FLIC should continue to promote this work well. In the future, FLIC should apply information technology in the archiving and retrieval of records so that students can do it on their own on the computer without having to go to FLIC.

In addition, the center should regularly update the necessary information on its website: academic information, scholarship information, extracurricular activities, and excellent students in the examinations ... this will increase the attractiveness as well as reputation for the center.

Limitations of research and further research direction

There are a number of limitations of the research: (1) The subjects are English learners at FLIC with convenient sampling method, so the representativeness is

not high, (2) Other factors affecting the Quality of English training have not been mentioned in the research. This is also the suggestion for further studies.

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