A SURVEY ON SATISFACTION, ATTITUDES AND THE PROGRESS OF ENGLISH COMMUNICATION IN THE POST WORLDWIDE TALK-MY-WAY ONLINE AMONG E-LEARNERS

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Abstract

The objectives of this survey were to locate satisfaction, attitude and speaking progress of trainees about Online Learning of English Worldwide Talk My Way organized during April 20-May 26, 2022 in Buddhapanya Sri Thawarawadee Buddhist College, MCURK. 50 trainees were respondents and 3 non-participatory observers were interviewed. Statistical applications were frequencies, percentages, means, SDs and content validity analyses. After 4-day training, results revealed that majority favored online course, and wanted its continuity. The post online survey showed that 86.20% favored and were optimistic with the online course objectives, particularly the Objective IV (88. 40%) - to exploit English speaking skills in consistently launching public relations about the College activities. 84.60% highly favored and were optimistic about training activities. The highest one (86.20%) was on Day VIII activities in developing and training on future planning, targeting and actualizing dreams. However, Day V activities about conversing routine life scored the lowest percentage (83.20%) because trainees were likely reserved to speaking about their privacy whereas 84.11% strongly agreed their English speaking skills improved. Prime recommendations were levels of knowledge and degrees of applicants should be categorized to avoid discriminating

proficiency and time-waste in conversation including online course should be ongoing.

Keywords: Satisfaction, Attitude, English Speaking Progress, Worldwide Talk-My-Way Online

Introduction

Since COVID-19 outbreaks have monstrously been igniting globalwide, on March 16, 2020, an Announcement No. MHESRI. 0231/Vor.361 of the Ministry of High Education, Science, Research and Innovation (MHESRI) by His Excellency Pathom Sawanpanyalert, Deputy Permanent Secretary was disseminated to the Presidents of public, private, Rajbhat, and Technology Rajchamongkol universities, including Directors of Community College Institutes about the approach of online learning designs through MOOC [Massive Open Online Course] during the unusual situations under the measures and watches over the COVID-19 Outbreaks. His Excellency has also attached the MOOC Approach Guidelines (HE Pathom Sawanpanyalert, 2020). Also, on March 19, 2020, the Announcement No. MI.0816.3/Vor 1676 from the Ministry of Interior (MOI) by His Excellency Boontham Lertsukkheekasem, Deputy Permanent Secretary to all governors nationwide demanded them to strictly follow the Cabinet Resolution on Control Measures of COVID-19 Outbreaks through lockdown all schooling activities and turn to online classes if necessary (HE Boontham Lertsukkheekasem, 2020).

Admitting the Ministerial Announcements and Orders with deadly facing COVID-19, and three Emergency Decrees announced on March 26, 2020, April 28, 2020 and May 26, 2020 but English proficiency is always a must for non-native speakers since it is an international language not only for academia but also for businesses, graduation, worklife, business and commerce expansion to abroad, knowledge searches and knowledge is power, e-businesses and e-commerce, international travels for leisure and for works and countless more. Thus, the Buddhapanya Sri Thawarawadee Buddhist College, MCU Raikhing Campus, without dispute, turned to organizing Online Classes to teach English Communication: Worldwide-Talk-My-Way during April 20-May 26, 2020 to ongoing develop English speaking skills, efficiency, exchange experience and opinions and to promote its collegian activities for its over 60 collegians, its

personnel and seculars. At the same time, the course organizers team also conducted a survey on the satisfaction, attitude and communication progress of the trainees about the course objectives and lesson plans in this online class.

Nothing is smoothly run geographically, phenomenologically and empirically so do neo-normal online classes. Any online classes though isolating learners and leading most of them drop some senses of classmate presence and assemblage atmospheres but schooling has to go on even with some limitations and home atmospheric distractions. As such the edX led by Harvard and its consortium started MOOC (massive open online courses) since 2013, HGSE (Harvard Graduate School of Education) would continue its classes prioritizing health, academic progress, and community said Lory Hough (2020). Similarly, Andrew Winston (2020) motivated to be at home and save oneself while spending life in new normalcy and exploiting online to run business and academia.

Will Oremus (2013) inquired whether Jaime L'Heureux, an information technology professor at Bunker Hill Community College was vexing that the MOOC material could replace her. Laughing and confident, L'Heureux said students would fail if without hands-on help from teachers and they certainly needed motivation to attend classes and to defeat difficulties with their classmates. Connor furthered "When it comes down to it we understand the instructors' place in an on-campus schooling experience." Still, the curious inquiry remained whether flipped classrooms applying video lectures were really any better than using boon old textbooks. Ghadiri ascertained learners met videos were more attracting to watch rather than to finish their homework assignments. Ian Bogost, a Georgia Tech Computer Science professor and an acute MOOC critic, recognized that replacing textbooks with MOOCs might otherwise unmotivated pupils but to only some, made the material more accessible. He furthered an inquiry that were the lectures such a bad format in the Age of Industry; why then did it promptly get tolled once digitalized and flown to some pedagogical revolution, it seemed evident that teachers were more promising than pure MOOCs on disseminating learners full schooling experiences not to say saving academics' careers.

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There was no significant difference said Settha Kuama and Usa Intharaksa (2016, pp.53-82) between SLs (successful online language) and ULs (unsuccessful online language) use of resources management strategies. Regarding affection in online learning, there was a significant difference in terms of perceptions. Metacognitive strategies and affection in online learning had significant correlations with online English learning outcomes. The results suggest that low English proficiency students lacked online learning skills and experiences in self-directed learning. They may not be ready for learning English online. Another explanation was ULs demotivated was that students might be dissatisfied with the designs of the overall course and the online quality of the online tasks. The other factors that demotivated ULs tyros to study online included course resilience, the course quality, ease of use and usefulness. ULs tyros still prefered face-to-face learning English classrooms because they were likely ready to learn independently.

Both MOOCs and OERs (Open Educational Resources) might unlikely survive long term because both profits would disable to cover their costs. Bother MOOCs and OERs also met problems, like unmet guaranteed quality, low rate of graduation, plagiarisms and more while OERs faced copyright policies, unsustainable funding and more. Still, both systems might alternate traditional system but MOOCs, OERs and their schooling implications should be advantageous (SEAMEO, 2018 pp.1-12). The logistic regression showed that motivation within learners revealed significant relationship with a MOOC's completion but motives to attend MOOCs were unlikely having significant relationship with the opportunity to earn Completion Certificate. Still, intrinsic motive to acquire skills useful to change workplace and to acquire a Certificate significantly raised the opportunity to complete MOOCs. Therefore, a motivation owned a negative relationship with the completion of MOOCs or low rate of finishing the courses (Tatiana Semenova, 2020). MOOC enrollers were well-educated ones in the developed countries but higher rate of dropouts. On the other hand, Myanmar and the Philippines and SEAMEO elites promoted MOOCs and OERs (Agnes E.P. Valenzuela, Dr. 2018 pp. iii-v). Prof. Bondie observed online limited them to some sight and sound while learners literally did not feel the crowd including learners would arrive from countless spaces in an online class, whereas climates and time were unlike conventional classes, some

onliners would attend online class with their family members and children and some other onliners were single (Lory Hough, 2020).

Research Objectives

1. To locate satisfaction of trainees about online Learning of English Worldwide Talk My Way during April 20-May 26, 2022 in Buddhapanya Sri Thawarawadee Buddhist College, MCURK.

2. To locate attitude of trainees about online Learning of English Worldwide Talk My Way during April 20-May 26, 2022 in Buddhapanya Sri Thawarawadee Buddhist College, MCURK.

3. To locate speaking progress of trainees about online Learning of English Worldwide Talk My Way during April 20-May 26, 2022 in Buddhapanya Sri Thawarawadee Buddhist College, MCURK.

Literature Reviews

When most educational paradigms promoted students -centeredness, active learning courses and classes but COVID-19 outbreaks storming global wide, the Orders of MHESI and MOI including the golden statement of His Excellency PM and Minister of Defense, Gen. Prayuth Chan-ocha, " Health Before Liberty" (Thaweesilp Vissanuyothin, 2020) announced in the TV Pool on April 2, 2020; NIDA Poll asserts that 83.80% of the respondents ascertained they selected Health before Liberty to help halt the COVID-19 outbreaks so that they will regain their liberty of livelihood (Suwicha Pow-arree, 2020). Asst. Prof. Theerawat Kwanjai (2020) advocated that counter COVID-19 in each country was differed in details but countries offered values though admitted that the state must have special tool in the face-to-face and contingent situation and still instill the stance to provide human values and dignity to public while being conscious of moderately exercising authority cohesive to the cause so that the restriction of liberty should lead to achieve objectives of authentic prevention and eradication of the disease. Consequently, during city lockdown, halts of schooling activities, MOI and MHESI encouraged MOOC and online courses as remedies. As such, the Buddhapanya Sri Thawarawadee Buddhist College, MCURK without dispute, turned to organizing an online class to improve English communication skills for her over 60 collegians, her personnel and seculars during April 20-May 26, 2020 while conducting a survey on their satisfaction, attitude and English speaking progress on the course objectives and training activities. However, fifty applicants have applied to be the onliners.

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Wks. & Days	Lessons to Be Learnt	Instructors	International Speakers
WK.I - D.1 Apr. 20, 2020	Formal and Informal Greetings, Congratulation and Condolence	1. Asst. Prof. Dr. Yota C. 2. Dr. Prakob C. 3. Dr. Suwannee H. 4. Ms. Conie A. 5. Mr. Suphat C., DC. 6. Pm Weeratis W. Dr.	Mr. Lewis H. : UK Ms. Arlene D.: Ph. Ms. Megan E. M. : USA
WK.I - D.2 Apr. 21, 2020	HVQ, QW. and Responses	Similar to above	Ven. Theeraphat : USA Mr. Lewis H. : UK Ms. Arlene D.: Ph. Ms. Megan E. M. : USA
WK.II - D.3 Apr. 25, 2020	Finding Directions: Place, Transportation and Government Offices	Similar to above	Ven. Pm. Hansa D. Assoc. Prof. Dr. IBEC Mr. Lewis H. : UK Ms. Arlene D.: Ph. Ms. Megan E. M. : USA
WK.II - D.4 Apr. 26, 2020	Giving Instructions and Recommendations: Local food, activities and entertainment	Similar to above	Ven. Phra Bryan USA Ms. Japati (Mallika) SL Ms. Arlene D.: Ph.
WK.III - D.5 May 4, 2020	Daily Life Conversation: Homelife, school life, worklife; family-life and activities	Similar to above	Ven. Phra Bryan USA Ms. Japati (Mallika) SL Ms. Arlene D.: Ph.
WK.III - D.6 May 5, 2020	Our World: holidays, hobbies, physical exercises and health	Similar to above	Mr. James R. Parry: UK Ms. Japati (Mallika) SL Ms. Arlene D.: Ph.
WK.IV - D.7 May 11, 2020	Socialization: travel, community and friends	Similar to above	Ven. Theeraphat : USA Mr. Lewis H. : UK Ms. Arlene D.: Ph. Ms. Megan E. M. : USA
WK.IV - D.8 May 12, 2020	Future plans; goals and dreams	Similar to above	Ven. Phra Bryan USA Ms. Japati (Mallika) SL Ms. Arlene D.: Ph.
WK.V - D.9 May 18, 2020	Reviews and feedbacks	Similar to above	None
WK.V - D.10 May 19, 2020	Round 1 Conversation Test	Similar to above	None
WK.VI - D.11 May 25, 2020	Round 2 Conversation Test	Similar to above	None
WK.VI - D.12 May 26, 2020	Round 3 Conversation Test	Similar to above	None

This online class survey would reveal what reactions onliners had to the Worldwide Talk My Way objectives and activities. The team would embrace the outcomes and recommendations for further developing the course and future studies.

Research Methodology

The Buddhapanya Sri Thawarawadee Buddhist College, MCURK methodologized this survey with designing period and course outlines to be active in April 20 - May 26, 2022 scoping that documentarily based on the

Program of Zoom Cloud Meeting imposed to 50 respondents aka onliners. The scope of contents was briefly shown in Table 1 below.

N	Descriptions/ 50 onliners	Likert's Scale-%

Table 1: The Course Descriptions: The population in this survey involved 50 onliners who were 2 Collegian personnel monks and 4 Collegian female personnel. 19 collegian monks, 6 male collegians, 6 female collegians, 2 non-collegian monks, 6 male seculars, and 5 female seculars. Data collection was through observations and survey questionnaire twice conducted. The first survey was conducted after the second week of the course to find whether the lesson plans should be modified or not and to add the respondents' recommendation to the second survey. Finally, in data analyses, the team would conclude the observation through applying descriptive statistics involving frequency, means, and standard deviations with content analyses and discussions as well as descriptively presented the findings and recommendations from the study and recommendations for future investigations as the interpretative criteria below:

Table 2 Interpretative Criteria

1.00	-	1.80	00.00- 36.19%	= strongly dissatisfied /disfavored/ negative/ very low level
1.81	-	2.60	36.20- 25.19%	= dissatisfied/disfavored/negative/low level
2.61	-	3.40	52.20- 68.19%	= neutral/neutral/neutral/moderate level
3.41	-	4.20	68.20- 84.19%	= satisfied/favored/positive/high level
4.21	-	5.00	84.20-100.00%	= strongly satisfied/favored/positive/ very high level

Results

A. First Assessment: After 4 days of the online course; the team has conducted a survey during April 29-May 2, 2020 to check trainees 'preferences; the team found that first, 80.00% (col.4+5) strongly favored the online course. 74.50% (col.4+5) strongly satisfied with online course and its pay-off. 65.40% (col.4+5) strongly wanted the ongoing online course. 65.40% (col.4+5) strongly admitted their English speaking has improved as shown in Table 3 below.

Table 3 Summary of the Round 1- survey on online courses

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		1	2	3	4	5
1.	To what extent do you favor the project of Worldwide Talk My Way?	3.60	3.60	12.70	30.90	49.10
2.	Is this online learning satisfactory and pay off?	3.60	1.80	20.00	40.00	34.50
3.	Do you want to have another online course?	5.50	1.80	27.30	21.80	43.60
4.	Before and after 4 days attending the course, do you improve in speaking English or not?	5.50	1.80	27.30	32.70	32.70

B. Recommendations and observations from the 50 trainees: Respondents recommended 1) it was already excellent and if ongoing, we could go abroad with confident. 2) By diverse educational backgrounds, educational level should be categorized to avoid pedagogical discrimination in each class. 3) It was imperative use English only in every class. 4) Many courses taken always improved English. 5) Promotion and PR should be aggressively launched to avail the recognition of the course. 6) The course should be ongoing. 7) Allowing learners to communicate more with scores incentive, 8) every class should be organizes after office hours and 9) Alternate instructors 1-3 times during the course.

C. Satisfaction of the Course Objectives: In the course objectives, the team found that 84.40% strongly favored the first Objective - to develop 4 latencies responsive to the digitalized era communication. 85.40% strongly admitted the second Objective - to develop latencies responsive to the digitalized era communication and their livelihood and careers. 86.20% strongly favored the third Objective - the opportunities to exchange experiences and opinions during training and enabled them to apply the English skills to their livelihood and careers. Finally, 88. 40% strongly favored the fourth Objective – enabling trainees to promote the college activities and its public relations. By average, 86.20% favored the course and the highest favor was Objective IV while Objective I was the lowest rate as shown in Table 4 below.

Table 4. Objective Checks in percentage, means, SD and interpretation

N	Descriptions	Likertian Scaling Results					$\bar{x}$	SD	Int.
		1	2	3	4	5			

O1	**Objective I:** To develop 4 latencies of the College personnel, students and secular trainees in applying English from basic to skillful levels responsive to the digitalized era communication	0	9.1	9.1	31.8	50.0	4.22 [84.4%]	0.95	VH
O2	**Objective II:** To develop latencies of the College personnel, students and secular trainees on techniques of efficiently using English in the digitalized era communication while enabling them to apply it in livelihood and career.	0	6.8	11.4	29.5	52.3	4.27 [85.4%]	0.91	VH
O3	**Objective III:** Trainees find opportunities to exchange experiences and opinions during training and enable to apply the English skills to their livelihood and career.	2.3	2.3	13.6	25.0	56.8	4.31 [86.2%]	0.94	VH
O4	**Objective IV:** To promote and develop English skills for the College personnel, students and secular trainees for the purposes of consistent public relations on the College activities	2.3	4.5	9.1	15.9	68.2	4.42 [88.4%]	0.99	VH
						AVERAGE	4.31 [86.20%]	0.95	VH

D. The results of satisfaction and attitude check on training activities for English speaking skills: The team found that trainees were strongly satisfied and optimistic with Day-I (greetings) at 85.80%. Trainees were satisfied and optimistic with Day-II (HV & WH questions) at 83.60%. They were strongly satisfied and optimistic with Day-III (direction, transports and public offices) at 84.80%. Trainees were strongly satisfied and optimistic with Day-IV (introducing and recommending Thai foods and entertainments) at 85.80%. Also, trainees were satisfied and optimistic with Day-V (routine life) at 83.20%. Trainees were satisfied and optimistic with Day-VI (hobbies and physical and health exercises) at 83.60%. Trainees were satisfied and optimistic with Day-VII (travel and socialization) at 83.20%. Trainees were strongly

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satisfied. Trainees were strongly satisfied and optimistic with Day-IX (activity reviews) at 84.00%. By overall, respondents highly favored and had positive attitude about English speaking training at 84.60%. The most satisfactory was DAY-VIII, followed by DAYS-IV, I, III, IX, VI, II, VII and V respectively as shown in Table 5 below.

Table 5: Training activities for English Speaking Skills in percentage means, SD and interpretation

N	Training activities in English Speaking Skills	Likertian Scaling Results					$\bar{x}$	SD	Int.
		1	2	3	4	5			
W1	Day I [3 Hrs.] - Develop and train on greeting in classical English	2.3	2.3	11.4	31.8	52.3	4.29 [85.80%]	0.92	VH
	Day II [3 Hrs.] - Develop and train on HV and WH Questions	2.3	4.5	9.1	40.9	43.2	4.18 [83.60%]	0.94	H
W2	Day III [3 Hrs.] Develop and train on telling direction, transports and government offices	0	6.8	9.1	36.4	47.7	4.24 [84.80%]	0.88	VH
	Day IV [3 Hrs.] Develop and train introduction, recommendations on food, activities and entertainments	0	6.8	11.4	27.3	54.5	4.29 [85.80%]	0.92	VH
W3	Day V [3 Hrs.] - Develop and train on routine life, study/working and family jobs	0	9.1	11.4	34.1	45.5	4.16 [83.20%]	0.95	H
	Day VI [3 Hrs.] - Develop and train on our world, hobbies and physical exercises and health.	0	6.8	15.9	29.5	47.7	4.18 [83.60%]	0.94	H
W4	Day VII [3 Hrs.] - Develop and train on travel, socialization and neighbors.	0	6.8	13.6	36.4	43.2	4.16 [83.20%]	0.90	H

	Day VIII [3 Hrs.] - Develop and train on future planning, targeting and actualizing dreams	0	6.8	9.1	29.5	54.5	4.31 [86.20%]	0.90	VH
W5	Day IX [3 Hrs.] - Revising all weeks	2.30	4.5	11.4	34.1	47.7	4.20 [84.00%]	0.97	H
	AVERAGE						4.23 [84.60%]	0.92	VH

E. English speaking improvement check after the online course:
E.1) After 4 days attending the course, 32 respondents (65.40%: col. 4+5) strongly admitted their improvement in English speaking. **E.2)** After 9 days or 27 hours attending the course or the first round final test on formal and in formal greeting with visible-thinking questioning, 36 respondents (81.90%: col.4+5) strongly admitted the improvements. **E.3)** After 10 days or 30 hours attending the course and taking the first round final test but this time the topics have been changed to directing to various places and introducing local activities, the team found that 36 respondents (81.90%:col.4+5) strongly admitted the improvement. **E.4)** After 11 days or 33 hours attending the course and taking the second round final test but this time the topics have been changed to on home-life, work-life, hobbies and etc., 37 respondents (84.10 %: col.4+5) strongly admitted the improvement as shown in Table 6 below.

Table 6 English communication improvement in percentage: N = 44

N	Self-assessment on Improvements	1	2	3	4	5
1	After 4 days attending the course, do you improve in speaking English or not?	5.50 [3]	1.80 [1]	27.30 [14]	32.70 [16]	32.70 [16]
	Assessment after Class IX					
2	Day X [3 Hrs.] - 1st Round Test on greeting and questioning.	0	4.50 [2]	13.60 [6]	36.40 [16]	45.50 [20]
3	Day XI [3 Hrs.] - 2nd Round Test on telling places and introducing activities	0	6.80 [3]	11.40 [5]	31.80 [14]	50.00 [22]
4	Day XII [3 Hrs.] - 3rd Round Test on home-life, work-life, hobbies and etc.,	0	4.50 [2]	11.40 [5]	36.40 [16]	47.70 [21]

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Discussions

A. Satisfaction of the Online Course Objectives: By average, the course objective earned respondents' favors at 86.20% or = 4.31 with SD 0.95. The highest favor was Objective IV (88. 40% (= 4.42 with SD 0.99) which was to promote and develop English skills for the College personnel, students and secular trainees for the purposes of consistent public relations on the College activities. Rationally, public relations raised brand visibility and accredited an organization before customers, policymakers, media analysts and policy influencers, and stakeholders. This online course of Worldwide-Talk-My-Way thus served the trainees' purposes and satisfaction which led to positive attitude towards it and recommended to continue another online course for better proficiency. Respondents might have known the new twelve trends from Dr. Karndee Leopairote and True Digital & Media Platform Company Limited which might impel them to speak English fluently. Karndee Leopairote (2020) suggested the unprecedented ill-effects of COVID-19 transited people, economies, social, politics and livelihood and the Thais would encounter 10 potential trends, like new social structure with IOT, coercive resilience and agility, globally emotional crisis and touchless society, public space/indoor technology with health, prioritizing space over convenience, home-stick economy, proactive healthcare platform, last mile & next hour logistic, wearable device, and lastly, superfood & food supply chain transparency to personal food soppy. The team from True Digital & Media Platform Company Limited (True ID team, 2020) consequently agreed with Karndee Leopairote but adds more on mobile banking or cashless societies, and tele-medicine. All ensured that online utilization played the leading role in human livelihood, studies, working, shopping and healthcare and more. However, Objective I became the lowest high earning 84.40% (= 4.22 with SD 0.95).

It was to develop four latencies of the College personnel, students and secular trainees in applying English from basic to skillful levels responsive to the digitalized era communication. This lowest high score might come from the word "**Basic English**" which made attendants felt why they had to restart Basic English again and again; it seemed discouraging. Still Objectives II & III would introduce them English speaking techniques and having opportunities to exchange experiences and opinions which attracted them to acquire and practice more conversations.

B. The satisfaction and attitude over training activities for English speaking skills

Warakon Suwan (2019) found that the satisfaction of those involved with the use of mandatory school curriculum and the efficiency of the teachers' management process of Active Online Learning for alternative education students were in the high level at 83.0% in the first semester but growing to 84.2% in the second semester. In general, our team also found that respondents highly favored and had positive attitude about training activities for English speaking skills (84.60%). Looking closely, respondents primarily and strongly favored and optimized developing and training on future planning, targeting and actualizing dreams (Day VIII) since it allowed them to think ahead systematically and directly hit their purposes to exploit IOT. At the same time, Kittapon, S. (2019) from OBEC asserted that e-Learning networked all possible teaching aids around the world into e-meeting, where its usefulness was inclusive learning, life-long learning, modern contents, convenient and speedy search of information, better memory, similar contents nationwide, automatic self-evaluation, opinion-given involvement, low costs and better understanding and interest prevalent among trainees.

Respondents also strongly satisfied and optimized Day-IV activities in developing and training on introduction and recommendations on food, activities and entertainments at 85.80% and Day-I activities in developing and training on greeting in classical English (both formal and informal) at 85.80%. Both days should be cohesive because formal and informal greeting activities antecedent to welcoming visitors when tourists visited the local area to experiences local lives and the onliners could introduce local food, activities and entertainment to all visitors. It was similar to Andrew Winston (2020) who encouraged people to stay home and saved oneself while spending new normal of life and made use of online to do business and academia, particularly knowledge searches since "knowledge is power" as Sir Francis Bacon hinted us. However, respondents lowest favored Day-V activities in developing and training on routine life, study/ working and family jobs at 83.20% or $\bar{X}$ = 4.16 with SD 0.95. He furthered privacy unlike secrecy was the ability, power and right to choose one's feeling, thoughts and whom to share with or not to share with. What one kept private and what one shared was what made one popular, unpopular, desirable, funny,

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charming, mysterious, and charismatic. Reinvents' attitude might resist such topic to dig deep into their privacy.

Nevertheless, what have been analogous to our study was a survey of onliners' attitudes and evaluation on a remedial program in technical English 1 through web-based instruction. However, the latter group's attitudes towards the remedial program were more positive than the former group. Both groups were satisfied with immediate feedback after each exercise. Learning styles and attitude towards e-learning among university undergraduate students in international program in Bangkok, Thailand and found that there was a relationship between learning styles and attitude towards e-Learning among undergraduate students in an international program university in Bangkok about instructional preference, information processing including visual and tactile or sense personality style. She further recommended that no doubt, e-learning will be the future trend in education. Most institutions will adapt the system to provide accessible education to individuals, worldwide. Nevertheless, with the rise of technology in education, evidently, new challenges shall arise, particularly learning and emotional issues which might impact the academic achievement of the graduates. Im summary, majority of researches revealed that there was very strong satisfaction and positive attitude toward English e-learning cognitively, behaviorally, and affectively.

C. English Speaking Improvement: In the first survey during April 27- May 2, 2020 just after 4 classes, 32 attendants strongly agreed that their English speaking has improved while 18 neutrally agreed and disagreed. Ziglar (2009) has ever convinced if one were not willing to learn, none could help; but otherwise none couldn't stop any determinants (to become fluent in English). Because these 50 respondents were voluntarily attending class and their determination of acquiring English speaking skills, they were rewarded. And there is no English miss-speaking except blissful mishaps which would encourage onliners to venture and progress in happily speaking English. As Bernard Shaw (1944, p.330) said progress was impossible without change, and those who could not change their minds could not change anything. It was witnessed that 36 applicants in the final test had strongly ascertained their English speaking improvement.

Conclusions

After 4 days of the online course; the team has launched a survey during April 29-May 2, 2020 and found that majority favored 80.00% while just 20 % disfavored. 74.50% were satisfied with the online course and its pay-off and 25.40% disagreed. Finally, 65.40% wanted ongoing online course while 24.60% disagreed. Only 65.40% agreed their English was improved while 33.80% disagreed. The post survey during May 19-29, 2020; the team found that by average, the trainees were satisfied and optimistic with the online course objectives at 86.20% or. The highest one was Objective IV (88. 40%) which was to promote and develop English skills for the College personnel, students and secular trainees for the purposes of consistent public relations on the College activities. Further, the team found that by overall, trainees were highly satisfactory and optimistic with the training activities of English speaking skills at 84.60%. The highest satisfaction and optimism was on Day-VIII activities in developing and training on future planning, targeting and actualizing dreams at 86.20% followed by Day-IV activities in developing and training on introduction, recommendations on food, activities and entertainments at 85.80% and Day-I activities in developing and training on greeting in classical English (both formal and informal) at 85.80%. However, Day-V activities in developing and training on routine life, study/working and family jobs earned lowest scores at 83.20%. Finally, by average 37 trainees (84.10%) strongly agreed their English speaking has improved.

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