



A Proposed Student Exchange Program for  
Assumption College Ubonratchathani  
Using Experiential Learning

Jiraporn Riviere

An Action Research Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Management  
in Organization Development and Management  
Faculty of Graduate School of Business  
Assumption University  
Academic Year 2016  
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Action Research Title	A Proposed Student Exchange Program for Assumption College Ubonratchathani Using Experiential Learning.
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Academic Year	1/2016

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The Graduate School/Faculty of Graduate School of Business, Assumption University, has approved this action research as a partial fulfillment of the requirements for the Degree of Master of Management in Organization Development and Management.

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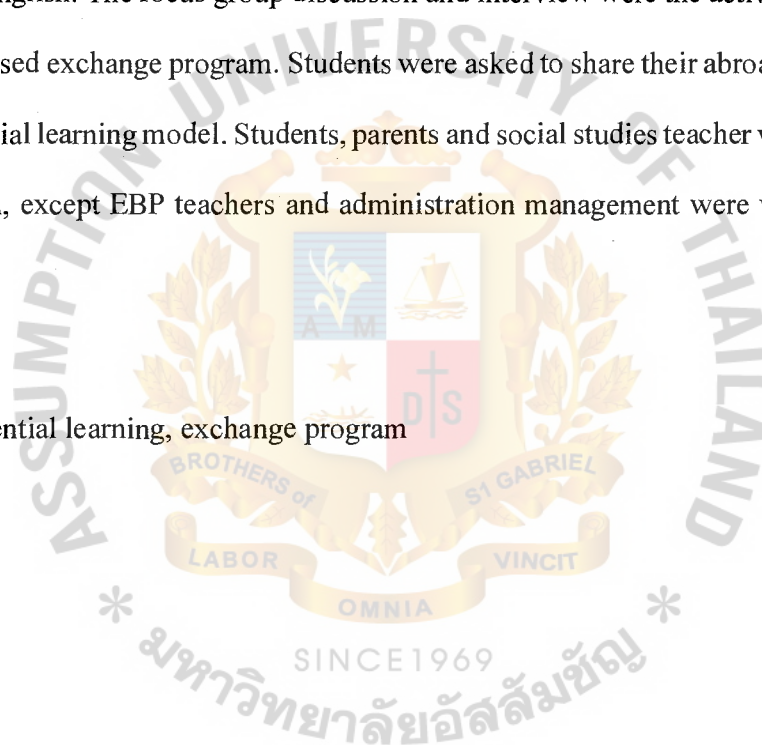
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## ABSTRACT

The purposes of the study was to determine the current situation of ACU exchange program; to design activities that was utilized to develop a proposed exchange program; to access the acceptability of a proposed exchange program. The results of the research found that most of students want to have student exchange program in school because they wanted to meet new friends from another country, learn new culture by their own experience and they wanted to improve their English. The focus group discussion and interview were the activities, utilized to develop a proposed exchange program. Students were asked to share their abroad experience based on experiential learning model. Students, parents and social studies teacher were satisfied about the program, except EBP teachers and administration management were very satisfied with the program.

**Keyword:** experiential learning, exchange program



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*“A little bit of laughter goes along the way”*

Jiraporn Riviere



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## **Chapter 1**

### **Generalities in the study**

#### **1.1 Introduction to the study**

With the change of globalization and information, the mutability and cross-border exchange of goods and human being is rapidly expanding more than before. According to Yoon ( 2012, as cited in Lee, 2013) have studied on international youth exchange program, discovered that there are approximately 34,000 Korean young people in each year get involved in the exchange activities through various programs which proposed by the Ministries of Education of Korea, Foreign Affairs, and Gender Equality and Family. On the other hand, it is able to be supposed that the recent number is even higher than the official approximate, because many students join activities like working as volunteer, internships and field trip. It can be new trend by participating the exchange activities through institutes or enterprises to go abroad to gain more multicultural experience or educational life as Thai young people are as well do that. Recently, Study Travel Magazine (2015) revealed the data from Tieca (Thai International Education Consultant Association) survey completed by 56 member agencies, representing an estimated 19.2 percent of all Thai students heading overseas. The survey found that UK was the most popular study travel destination for Thai students. The second most popular destination with 32.52 per cent was New Zealand and followed by Canada, the USA and Australia. Importantly, the experience definitely helps them to improve their English and become bilingual students. It supports their qualification and they can find good job when they return to Thailand. As Santillana (2013) indicated that knowing English increases our chances of getting a good job in multinational company within our home country or of finding work in other countries. Graduates need to obtain and develop international skills to make them more employable. Hence, it is of primary importance that educational institution gives their students



the opportunity to improve and practice their English language skill by the way of organizing and facilitating exchange program. Studying in English speaking countries is one way that comes with that learning opportunity.

Experiencing new places and cultures are challenging for some people who have never been to abroad. They have to adapt themselves to experience and learn the new unseen world from their experience. The experiential learning theory gives an educational model of interventions in studying in another country because of its holistic approach helps adaptation of human through the change of experience into knowledge. Studying abroad is full of possibilities for transformative and significant learning. By living, studying, and working in different culture, students are challenged to comprehend of the ambiguity and novelty with which they are habitually confronted. As a result of this sense- making process, students adopt news ways of thinking, acting and relating in the world (Angela M. Passarelli & David A. Kolb, 2011). The study of Daly, J. A.(1993) has revealed in the discussion that the United States of America, Canada and the United Kingdom continue to be the most popular destinations for Australian and New Zealand exchange students, with over half of all students studying in these countries. The reason for the researcher to work on that field is to examine and find the best ways to implement an enduring system for students exchange program in ACU.

#### **1.1.1 Global Context**

In a world and globalized society where English is the main vector of communication, mastering that language is of primary importance. The ultimate goal of an English learner is to be fluent and confident when using English outside of the classroom. Studying abroad is one way to help them to gain international experience and efficiency learning skills in a real situation in English speaking countries. Moreover, it helps to have new international relationship such as making friends. There are some countries in the world that send their students to gain new experience travelling and studying abroad. As Schewe (2012) revealed

that “Germany sends more exchange students abroad than any other country. More than twenty thousand young people leave Germany every year to go to high school in a different country”. In the other parts of the world, in the United States exchange student programs are becoming increasingly common. Many programs both large and small have emerged to bring people together to promote understanding between cultures and for the well-recognized educational benefits that exchange student gain. There are numerous opportunities for those interested in going abroad on such an exchange (Hansel , B. , 2007).

As Evan M. Ryan, Assistant Secretary of State for Educational and Cultural Affairs indicated that “International education promoting the relationship building and knowledge exchange between people and communities in the United States and around the world that are necessary to solve global challenges. The connections made during international education experiences last a lifetime.”Berden, (2013)

In March 2011, the US government administration launched “100,000 Strong in Americas” to expand relationship with neighbor countries in South America and increase the exchange of students between U.S. and Latin America. It seems to be working with Costa Rica, Argentina, Brazil, Mexico, Ecuador and Chile all making into the top 20 destinations for American students. In particular, Brazil attracted 16.5 percent more American student than last year, and 20.4 percent more Brazilian students studied in USA. Other large increases international students have come from Saudi Arabia, up almost 31percent, and Kuwait, up 37 percent, both of which are driven by government sponsored scholarships (Berden, 2013).

### **1.1.2 Asian Context**

An international language as English has extended its influence to many countries in Asia. People need to know the language to use in a function of cooperation in business and government for example. Especially in a big country like China, there are many students going abroad to get greater international experience and increase their opportunity of landing a job.

Berden (2013) mentioned that a number of enrollments of Chinese students increased in the US by 21 percent in total and 26 percent at the undergraduate level. China was the fifth most popular study abroad destination for American students with just under 15,000 students, two percent more than the previous year. According to Lihong Ni,( n.d.) an experienced educator who works with Chinese and Asian students applying to study abroad revealed some main reasons why Chinese and other Asian youth choose to study abroad in middle and high school based on her experience: First, there are kids who want the high quality of education. Their parents are usually successful and have high hope for their children just want their kids to be number #1. Secondly, there are those who are concerned their children aren't going to get a good enough Gao Kao to get into a top 10 Chinese or Asian university. These tend to be struggling children of very successful business people who see studying abroad as a way to get a fresh start. Lastly, sometime kids and parents want a bigger world view to drive their business global by having speaking English ability. (Why Chinese and Asians Study Abroad, 20<sup>th</sup> February, 2016.Retrievedfrom <http://www.useduo.com>).

Philippines is one of countries where people are fluent in English. There are many students going there to learn English instead of going to U.S where a lot of money costs. Chavez (2014) stated that Filipino universities are attracting students from Iran, Libya, Brazil, Russia, China and Japan to earn graduate and post graduate degrees. These universities offer an alternative for students who would normally look at much more expensive schools in the US, UK and Australia. Based on an inter-university exchange agreement with a foreign university, Japan has provided a short term exchange program for foreign students studying in Japan. The students who desires to join the program need to select a university from among the Japanese universities with which his/her university has an inter-university exchange (Study in Japan Comprehensive Guide, 19<sup>th</sup> January, 2016 Retrieved from <http://www.studyjapan.go.jp>).

### 1.1.3 Thai Context

Thailand is a member of ASEAN (Association of Southeast Asian Nations) that has been studied as a region for varieties of spoken English in it. English is an essential language for the countries in ASEAN especially Thailand which English has to be improved and taught a lot to new coming generations. According to an Educational Testing Service (ETS) ranking Thailand score 75 based on TOEFL (Test of English as a Foreign Language) scores for 2010 (Chavez, 2014).

This information reflects Thai people English skill is not very fluent. By enhancing English skill, Mahidol University International College provided Study Abroad Program for its inbound international students and outbound candidates. The college enjoys active exchange agreements with over 70 universities from North America, South America, Europe, Oceania and Asia, in addition to informal agreements with over 100 universities and educational agencies from around the world (Mahidol University international College, 20<sup>th</sup> February, 2016. Retrieved from [www.muic.mahidol.ac.th](http://www.muic.mahidol.ac.th)). Besides, Thai government and US embassy has established Thailand-U.S. Educational Foundation which conducts other exchange program including with Youth Exchange and (Embassy of the United States, 20<sup>th</sup> February, 2016 Retrieved from <http://bangkok.usembassy.gov>). Study Program (YES) to promote the same understanding between the people of the United States and Thailand. Both countries collectively finance TUSEF and its programs. The program provides scholarships for high school students (15-17 years) from countries with significant Muslim populations to spend up to one academic year in the U.S.

According to the contents, it can be mentioned that cross-border exchange offered a chance for Thai students to enhance their learning experience not only in their home country. Also, there are many Thai students who require and expand their knowledge by experiencing



abroad. The institute of international education (2012) revealed that in 2011/12 academic year, there were 7,626 students from Thailand were studying in the United States (down 7.4% from the previous year).

### **AYC Intercultural Programs Thailand**

AYC (Intercultural Programs Thailand) founded in 1998. It is one of largest cross-cultural exchange organizations in Thailand. The organization collaborates with global partners in fifteen countries. They organize cultural exchange programs together with other English programs for the last 10 years. There are college study abroad, work travel, au pair placement, camp counselors and staff, gifted education, high school study/travel and insurance services included in the program. They reported that since 1998, there are more than three hundred thousand students and teachers have participated in AYC programs both domestic and worldwide. (AYC intercultural Thailand, 27<sup>th</sup> March, 2016. Retrieved from [www.aycthailand.com](http://www.aycthailand.com)).

#### **1.1.4 Assumption College of Thailand**

Ryo (2008) stated that in Assumption College Bangkok, there are two students named Tae and Sun who used to participate in American Student Exchange Program. They have gained new experience that they cannot easily find in Thailand. Both of them went to different schools and states in America. They became more self-confidence after coming back to Thailand. They learnt about different culture and western lifestyle. Recently, during the 2014 Academic Year, several of ACEP's Year 9 students passed English examinations which enabled them to apply for International Exchange Program in the USA and Canada. As well, during the months of July and August, nine students who are now in Year 10 classes, will take leave from ACEP to attend a secondary school in North America for one year (Assumption College English Program, 2015). So do Montfort College in Chiangmai, Thailand, student exchange programs have been organized. There are 14 -18 year old students who can travel

abroad for periods of three weeks to one month from mid-March to mid-May or in October. The school has sent students to Australia, Singapore, Canada, Germany, Japan and China. In 2002, the first , second and third exchange started sending 4 students to Assumption English School in Singapore, 30 Japanese students from Myojo Gakuen Senior School, Tokyo, Japan visited Montfort College and 7 students from Montfort College visited Gustav-Heinemann Oberchule, Berlin, Germany. (Montfort Student Exchange Program 24<sup>th</sup>, July, 2016.

<http://www.montfort.ac.th/>).

#### **1.1.5 Background of St. Gabriel Foundation (Thailand)**

On 20th October 1901 the first five missionaries of the Montfort Brothers of Saint Gabriel arrived in Thailand (Siam in those days.) Their mission was to succeed a group of French priests who had already established Assumption College, Bangkok, as a school for boys. Little did the founding brothers think in those early days, that such small beginnings would eventually grow into sixteen institutes of education throughout Thailand. The St. Gabriel's Foundation is a valued and respected part of the Thai educational establishment. But this must not be seen just in terms of high- academic profile successes. The Foundation also has as a central focus; the contribution it seeks to make to the poor and the marginalized through such projects as the Technical School recently opened as a charitable foundation. Its motivating factor is service. It seeks to be ever faithful to its founding principle - "education for all and all for education."

#### **Philosophy:**

1. The purpose of man's existence is know the truth and to love and search for it as the source of life and all knowledge.

2. The belief that a man justifies himself and his existence by noble works; hence it is expressed by the motto: LABOR OMNIA VINCIT (Labor Conquers All Things). The purpose of man's existence is know the truth and to love and search for it as the source of life and all knowledge.

**Vision:**

The St. Gabriel Foundation seeks to offer to the young people and the wider community of Thailand an education of excellent quality. It believes in uniting students, families, staff, alumni and the Brother themselves, in a bond of unity and into the development of a high quality of life in all its dimensions. The Foundation seeks to do this in accordance with Gospel values under the guidance of St. Louis Marie de Montfort's charisma.

**Mission:**

1. To develop the system of the St. Gabriel Education Management.
2. To support and encourage education with the St. Gabriel Foundation.
3. To support and enhance the lifestyle of the St. Gabriel Foundation staff.
4. To establish the St. Gabriel Foundation Center as the service provider of education expertise for the schools of the Foundation
5. To support and encourage the spirituality of St. Louis Marie de Montfort among the members of the Foundation.
6. To encourage the development of both the built and the natural environment within the campus of each Foundation school
7. To support and encourage interchange and co-operation between each of the Foundation schools.

8. To support and encourage good relationships between the St. Gabriel Foundation and other similar educational foundation (Super User, 2013).

#### **1.1.6 Background of Assumption College Ubonratchathani**

Assumption College Ubonratchathani has been established on 31<sup>st</sup> of May, 1957. The former name was Suppunyu Wittaya Songkrua. The philosophy is Labor, Omnia, Vincit. The school has emphasized the vision that it produces graduates with academic excellence, language skills, well balanced aspect in terms of physical, knowledge, moral, virtue, discipline, leadership, national and global consciousness, environmental preservation, promotion of local culture, adherence to democracy, thinking analysis, good attitude toward one's profession and a lifetime education emphasizing on child-centered learning, self-development in order to live happily in society. To satisfy the vision, there is an English program named EBP (English Bilingual Program) which has been found providing high quality English education since 1997. It can see from the increasing number of students every year. The program has former students that have managed to the pass entrance to study at Thammasat University (Sirinthorn International Institute of Technology) where all classes are taught in English.

#### **EBP Vision**

EBP is a part of Assumption College Ubonratchathani to creating a culture maximum English Language Usage. To create; by using a child centered learning process, an environment of academic excellence, where the students use English for daily life at school. Furthermore, to satisfy the school vision that the students should work in an environment conducive to development of good morals, judgment and discipline and that students should reach their full potential in all areas, especially in regard to language learning.



## **Mission**

1. Promote and develop students to have ability to think critically, synthesize, considerate, creative, and logical and have vision
2. Promote students who have the skills in searching for knowledge by themselves, positive students in learning and ability to improve themselves consistently.
3. Promote learners to be able to acquire the skills to communicate in Thai, English and Chinese language appropriately according to their level.
4. Promote and develop student's ability to gain achievement in off campus competitions in the district, provincial, regional and national categories based on the gain set by the school.

## **Goals**

Students have morality, ethics, discipline, social responsibility and desired values. They participate in preserving environment, Thai traditional and culture and locality, able to adapt the philosophy on sufficiency economy. They acquire working skills devotion to work, able to work harmoniously with others and have attitude on respectable career. They have the ability to think critically, synthesize, considerable, creative, and logical and have vision. They achieve a grade point average based on the criteria set by district office education.

### **1.1.7 Current situation of the school**

ACU is a school under Saint Gabriel Foundation, Thailand that organizes USA Study Tour as a short trip. Students who join the program have short time to stay with their host family to practice English and have a great relationship. The study tour is organized every summer which is in March25-April 10. The period of time is around 15 days in USA. It was

not enough for students who were concerned about improving their communication English skill. Furthermore it is absolutely important for the students not only to apprehend the English language but also to comprehend the cultures. The most efficient and practical way is to favors the student exchange program to successfully accomplish the goal of being able to use fluently English in an international environment.

### 1.1.8 Diagnostic Tool

The researcher has chosen SWOTAR to analyze the current problem in this study as follows:

**Table 1:** *S.W.O.T.A.R Analyses*

<b>Strengths</b> <ul style="list-style-type: none"> <li>- Connection in Vermont, America</li> <li>-There are teachers who have strong English language skills</li> <li>-Foreign relation office</li> <li>-School's brand</li> </ul>	<b>Weakness</b> <ul style="list-style-type: none"> <li>- Limited global connection</li> <li>- No exchange program in the school</li> <li>- New staff have to be trained to take care of the program</li> </ul>
<b>Opportunities</b> <ul style="list-style-type: none"> <li>- Easier to travel</li> <li>- Experience intercultural learning with local people</li> <li>- Create new international friends</li> <li>- Increase more bilingual staff in job market</li> <li>- Promote Thai culture</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>- Competitors from another educational organization</li> <li>- Safety during travelling and living there</li> <li>- Adaptation of students to new places</li> <li>- Thai currency is cheap</li> <li>- Exchange rate is changeable</li> </ul>

Aspiration	Result
<ul style="list-style-type: none"> <li>- Students are interested in the program to improve their English and open world view</li> <li>- The school's vision is responded</li> </ul>	<ul style="list-style-type: none"> <li>- Students extend their learning experience from another country to adapt to their life effectively.</li> <li>- Students gain intercultural skills.</li> </ul>

According to SWOTAR above, the school has its strength in accessibility of connection with international contact like Vermont, America as well as staffs who are proficient in English communication. Moreover, there is a foreign relation office and the school's brand is well known. However, there are a number of weaknesses. The first weakness to point out is that the school does not have many international connections; therefore there is no exchange program. Also, there are new staffs acquired to cooperate about the program. The threats that may cause problems to the school are competitors from another educational organization which has international program. Safety during travelling and living abroad, students need to apparently adapt themselves to experience new things. Furthermore, Thai currency is cheap and exchange rate is changeable. By the way, some opportunities that come with the experience intercultural learning with local people make it easier to travel abroad as their travelling background will be record for many years. They will have international friends that they can practice their English level and the school increases a number of bilingual staff in job market. Eventually, Thai culture can be spread to another different culture.

## 1.2 Research Objectives

1. To determine the current situation of ACU exchange program
2. To design activities that will develop a proposed exchange program
3. To develop a proposed exchange program
4. To assess the acceptability of a proposed exchange program

### 1.3 Research Questions

1. What is the current situation of the need for ACU exchange program?
2. What are the activities will help to develop a proposed exchange program?
3. What proposed program will be developed?
4. What is the level of the acceptability of a proposed program?

### 1.4 Statement of the problem

The focus of the study is to use experiential learning to design a proposed student exchange program.

### 1.5 Definition of Terms

**Student Exchange Program:** A program which students from a secondary school study abroad at one of their institution's partner institutions.

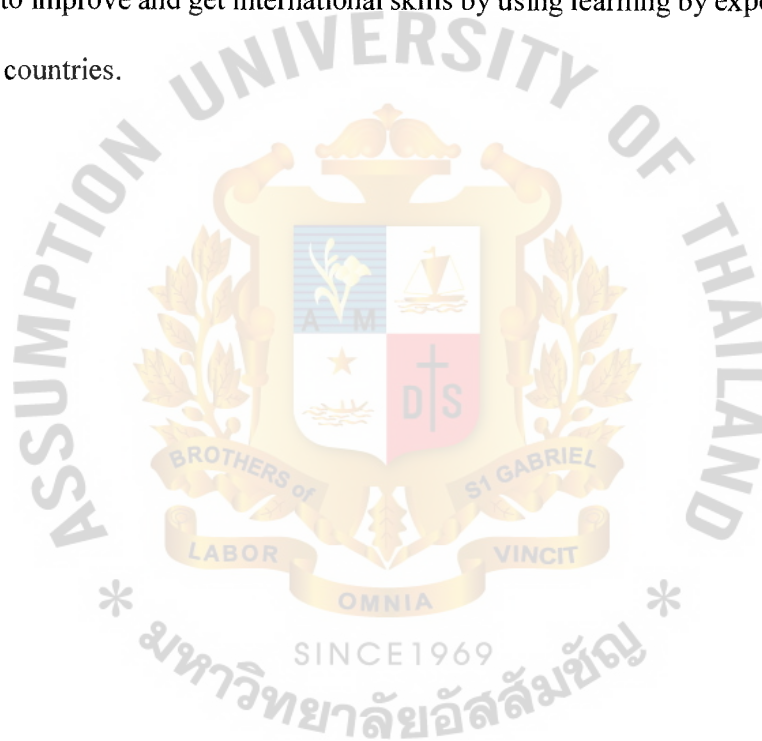
**Experiential Learning:** The process whereby knowledge is created through the transformation of experience (Kolb & Kolb, 2008).

### 1.6 Scopes and Limitation of research

The researcher included 30 students in secondary 3/1, who have been abroad, in academic year 2015 and secondary 3/1 in year 2016, 11 social studies teachers, 30 EBP teachers and 30 parents to be target collecting data. This study will interview administration management (the director of school, the head of foreign language department, and the head of academic), 5 teachers in EBP section and focus group discussion with 4 students from M.3/1 academic year 2015 and two students from M.5/1 and M 4/5 academic year 2016. Besides, satisfaction survey has been chosen to discover satisfaction level of a proposed exchange program.

### 1.7 Significances of the study

The results of this study will be beneficial to teachers who want to set up student exchange program. Quality of school will be improved to be higher standard and school has more bilingual students. The program provides the students with opportunities that they simply could not get anywhere else such as learning more different cultures in a real situation and experiencing new international skills. Besides, the researcher will receive explicit information about student exchange program as well as know how many countries participate in the exchange program to improve and get international skills by using learning by experience from outside their home countries.





## Chapter 2

### Literature Review

#### 2.1 Related to Review of Literature

##### 2.1.1 History of Student Exchange Program

*'In an old story of a long-running war between two kingdoms, the kings agreed to peaceful exchange. Each agreed to send his son to live with the family of his enemy to be cared for in the other kingdom as if he were the son of that family. Each put his faith in the other to care for his son, and committed in return to care for other's son as if he were his own. These sons also came to understand and became attached to the new kingdom, making it impossible from then on for either of them to raise war against the other' (Hansel, 2007).*

During the worst fighting of World War I and II, a volunteer group from the USA known as the American Field Service was working in Europe transporting injured Allied soldiers. Through their work, the members learned that personal contact with people from foreign nations contributed to mutual understanding and friendship. When the member of the group returned to the United States after the wars were over, they wanted to use what they had learned to create more understanding and friendship across borders. Their goal was peace among nations: they decided the world should never again have suffered what it had experienced over the previous forty years.

In 1947, these people started an exchange program, inviting foreign students to live in the USA for one year. The idea was that the foreign students would go to school in the USA and learn about American culture, and in the process, Americans would learn about the culture of the visiting students. Since then, the number of exchange students has risen yearly. Across the world today, it is estimated that from fifty thousand to one hundred high school students

participate in exchange programs every year. Much has changed since 1947. The number of countries exchange students can travel to has increased dramatically, and so has the number of student exchange organizations. Meanwhile, technology has made it easier than ever to be an exchange student. However, the original idea behind student exchange remains the same: personal contact across cultures contributes to global peace and understanding (Schewe, 2012).

### **2.1.2 Types of Exchange Program**

There are two types of exchange program presented as follows:

#### ***Short term Exchange***

A short- term exchange program is known as summer course or cultural exchange program. Students who join short term exchange would allow improving language skills. The program is focus on home stays community service, or cultural activities. Students can apply to join the program through various government or institute that organizes the program. The period of time could be last from one week to three months. The students will not be required to study in any particular school or institution. They are exposed to an intensive program that expands their understanding of other cultures, communities, and languages.

#### ***Long term Exchange***

A long-term exchange is different from a short- term exchange because the duration of time is longer. That will be last lasts six to ten months or up to one full year. Participants will get a student visa. Typically, guest students coming to the United States are issued a J-1 cultural exchange visa or an F-1 foreign student visa. Students are expected to integrate themselves into the host family, immersing themselves in the local community and surroundings. Upon their return to their home country they are expected to incorporate this knowledge into their daily lives, as well as give a presentation on their experience to their sponsors.

### **2.1.3 Benefits of Student Exchange Programs**

The following presents four benefits of student exchange program.

#### **Educational Benefits**

When students become exchange students, they will have learning opportunity that they cannot find from their home country differently. The students also become receptive of alternative ways to learn. These students have a chance to learn analyzing the different environment around them authentically. They learn to have solving problem capacity and confidently to make decision. Students who take a foreign exchange approach area also can learn new languages in a practical manner and experience learning system from foreign school in other countries.

#### **Personal Benefits**

By having the opportunity to see themselves in unfamiliar place, students develop self-awareness and self-esteem in a manner that cannot be reproduced. These students learn to confront social challenges capacity outside of their comfort zones and deal with unexpected problems. Also, exchange students must learn to how to live in their host families' households, and this increases the value they place on home and family life.

#### **Long -Term Benefits**

Even though an exchange program is only a semester or a single academic year in length, students who participate in them learn skills that will stay with them for the rest of their lives. When the student has finished their university education and is actively seeking employment, they will find a job easily based on their travelling experience, travel cross-country or around the world.

## Personalized Learning

Because students must meet certain requirements before they are able to participate in exchange programs, their ability to choose locations and learning program that appropriate their personal needs is a huge things. These students can learn about the things that interest them the most in new and exciting ways, all the while earning credits that can be changed to their home school. Hands-on learning is often a primary focus of exchange programs, meaning that students are likely to participate in field studies, internships and other forms of learning that will allow them to apply their knowledge in constructive ways (Benefits of Student Exchange Programs 23<sup>rd</sup> July, 2016, Retrieved from [www.studentexchangeprograms.net](http://www.studentexchangeprograms.net)).

### 2.1.4 Models of Study Abroad Program

The University of Iowa (2016), indicated four study abroad program models as following:

**Table 2:** *Models of Study Abroad Program*

Title of the program	Institution	Descriptions
Island Programs	The University of	Short terms programs such as summer and winter programs, which are designed for North American
Island Programs	The University of Iowa	Study abroad students, They would be taught by faculty from U.S Universities taking a group of foreign students.
Direct Enrollment Programs	The University of Iowa	The program places study abroad students in the foreign classroom with degree -seeking students from the host country, taught by host-country faculty. They do the same academic wok like their host country counterparts. They are integrated in

		local housing with host country and other international students.
Hybrid Programs	The University of Iowa	All study abroad students might be required to take one or two classes offered by the program such as British Cultural History. They often taught by local faculty who have experience working with American students. Then, they have option of taking some direct-enrollment classes at a local university, or undertaking an internship.
Exchange Programs	The University of Iowa	Exchange students pay tuition and fees to their home university, and then study at a partner university abroad without paying tuition and fees there. They are most appropriate for mature, independent, upper-level graduates.

### 2.1.5 Definitions of Experiential Learning

As the following quote is taken from Disraeli (1826, as cited in Beard and Wilson, 2006) “Experience is the Child of Thought, and thought is the child of Action- we cannot learn men from books.” The quotation drew learners’ attentions to think and learn through experience. A much more effective and long-lasting form of learning is to involve the learner by creating a meaningful learning experience. Different various terms describe the process of learning from experience. Moon (2004, as cited in Lee, 2013) suggested that all learning basically comes about from experience, but it is difficult to distinctly identify the concept of experiential learning because experience is described in many different ways. According to Giesen ( 2011)



stated that Experiential learning referred to as learning through action, learning by doing, learning through experience, and learning through discovery and exploration, all which are clearly defined by these well-known maxims:

*I hear and I forget, I see and I remember, I do and I understand.*

*~ Confucius, 450 BC*

*Tell me and I forget, Teach me and I remember, Involve me and I will learn.*

*~ Benjamin Franklin, 1750*

*There is an intimate and necessary relation between the process of actual experience and education.*

*~ John Dewey, 1938*

Furthermore, Jon Ord (2012) mentioned that learning by doing (or experiential learning) is based on three assumptions, that: 1. people learn best when they are personally involved in the learning experience; 2. knowledge has to be discovered by the individual if it is to have any significant meaning to them or make a difference in their behavior; and 3. a person's commitment to learning is highest when they are free to set their own learning objectives and are able to actively pursue them within a given framework (Smith, 1980, as cited in Jon Ord, 2012). Some educators used experiential learning to purposefully engage learners to enhance their knowledge and skills based on life experience. As Kolb (2015) identified the term of experiential learning as a particular form of learning from life experience often contrasted it with lecture and classroom.

However, in the opinion of Keeton and Tate (1987 as cited in Kolb, D.A., 2015) offered this definition, "Learning in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning

process.”Wurdinger, (2005) as well characterized “experiential learning is a reactive process in which occurs by reflecting on previous experiences.”Similarly, Kolb (1984, as cited in Sand, Bowers, Wing, &Kendrick, 2014) defined it as the process where knowledge is created through the transformation of experience. After that, Beard and Wilson (2006) defined it as “the sense making process of active engagement between the inner world of the person and the outer world of the environment.” All the educators above gave similar and different view of definitions of experiential learning, but for the researcher views that it is as an authentic learning that people learn from what they really see and adapt themselves to what and where they are effectively.

#### **2.1.6 Benefits of Experiential Learning**

The followings are benefits of experiential learning presented as follows:

**“Real World”** – Students learn from “real world.” Experiential learning takes data and concepts and makes them “real” by applying them to hands-on tasks, with real results. As the student interacts with the data, it becomes real to them. Obviously, each student’s learning experience will be guided by their own past experiences, and thus each student will interact with the data and the task in different ways – and with different results. Thus, the experiential classroom is more like “real” society.

**Opportunity for Creativity** – In the “real world,” different problems often have more than one different solution as an idiom says “two heads are better than one.” Experiential learning effectively supports the student to engage the creative portions of their brains and look for their own unusual and most fulfilling solution to a hands-on task. This creativity, and the *variety* of results produced, enriches the classroom – and society – as a whole.

**Opportunity for Reflection** – Reflection is considered as a complete component of the experiential learning process. By incorporating concrete experiences with abstract concepts, and then reflecting on the consequence, students engage more regions of their brain and make

true, personal connections with the material. They analyze how their actions affected the consequence, and how their consequence may have differentiation from other students'. This analysis helps them more understand how the concepts learned can be applied to other, various circumstances.

**Mistakes Become Valuable** – Experiential learning involves trial by error. As students engage in hands-on tasks, they discover that some method work well than others. They expel the methods that don't work, but the act of *trying* something and then ignore it –normally considered a “mistake” – actually becomes a valuable part of the learning process. Thus, students learn not to fear mistakes, but to value them.

**Accelerated Learning** –the act of practicing a skill strengthens the moderate connections in our brain, making us, in effect “smarter.” Hands-on activities require practice, problem-solving and decision-making. As student engagement increases through these processes, learning accelerates and keeping improves.

**Improved Attitudes toward Learning** – The personal nature of experiential learning engages the students' emotions as well as enhancing their knowledge and skills. When students see the concrete fruits of their labor, they experience greater gratification and pride, so enhancing their active for continued learning.

**Guides Students toward College Majors and Careers** – Many experiential learning projects are career-oriented, because they are, by nature, grounded in “real-world” activities. Through these activities, students start to discover and develop their own skills, talent and passions. This explores in turn sets them on a more defined path to university and careers.

**Prepares Students for Real Life** – Most experiential learning activities are public in nature, with students working in groups. Through these team projects, students learn to work effectively together, developing a plan of action, and utilizing the unique qualities of each team

member. In turn, the students learn real-life leadership skills, as well as how to apply critical thinking and adapt to changing circumstances (Potter, A. , 2015)

### **2.1.7 The Experiential Learning Process**

Northern Illinois University, Faculty Development and Instructional Design Center (n.d) described experiential learning process that provide student a hands-on, collaborative and reflective learning experience which helps them to “fully learn new skills and knowledge” (cited in Haynes, 2007). The process is an essential of experiential learning as the following steps are described that comprise experiential learning (cited in Haynes, 2007, para. 6 and UC Davis, 2011).

**Experiencing/Exploring “Doing”** Students will explore or experience by performing or doing a hands-on minds-on experience with no teachers help. They have to do by their own. A key facet of experiential learning is what the student learns from the experience instead of the quantity or quality of the experience.

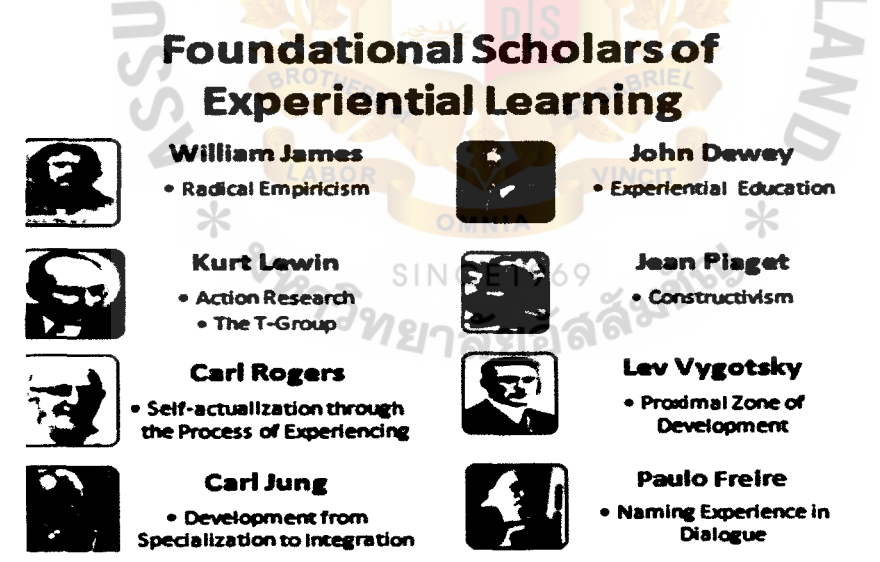
**Sharing/Reflecting “What Happened?”** Students will share their observation, the results, and reaction with friends. They will also have other friends to talk about their own experience, their reactions and observations and discuss feelings originate by the experience. The sharing compare to reflecting on what they are relating it to past experiences which can be used for future use.

**Processing/Analyzing “What’s Important?”** Students will use the experience to discuss, analyze and reflect it. Describing and analyzing their experiences provide students to connect them to future learning experiences. Students will discuss how exact problems or issues were addressed and to identify recurring themes.

**Application “Now What?”** Students will apply what they learned in the experience from the past to a similar or different situation. Also, students will discuss how to learn process can be applied to other situations. Students will discuss how problems increase can be useful in future situations and how more effective behaviors can develop from what they learned.

### 2.1.8 Experiential Learning Theory

Experiential learning theory is a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. ELT put on the work of eminent 20th century educators who provided experience a central role in their theories of human learning and development – noticeably William James, John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky, Carl Jung, Paulo Freire, Carl Rogers and others - creating a dynamic, holistic model of the process of learning from experience and a multi-dimensional model of adult development (Passarelli, A.M. & Kolb, D.A., 2011)



**Figure 1:** *Foundational Scholars of Experiential Learning*

**Source:** Integrating the work of these foundational scholars, Kolb (1984, as cited in Passarelli & Kolb, 2011) offered six characteristics of experiential learning:



1. Learning is best conceived as a process, not in terms of outcomes. Although punctuated by knowledge milestones, learning does not end at a result, nor is it always demonstrated in performance. Rather, learning occurs through the course of connected experiences in which knowledge is modified and re-formed. As Dewey suggests, “...*education must be conceived as a continuing reconstruction of experience: ...the process and goal of education are one and the same thing*” (1897, p. 79).

2. All learning is re-learning. Learning is best helped by a process that draws out the learners’ beliefs and ideas about a topic so that they can be tested, examined and combined with new, more clarified ideas. Piaget called this proposition constructivism—individuals construct their knowledge of the world based on their experience.

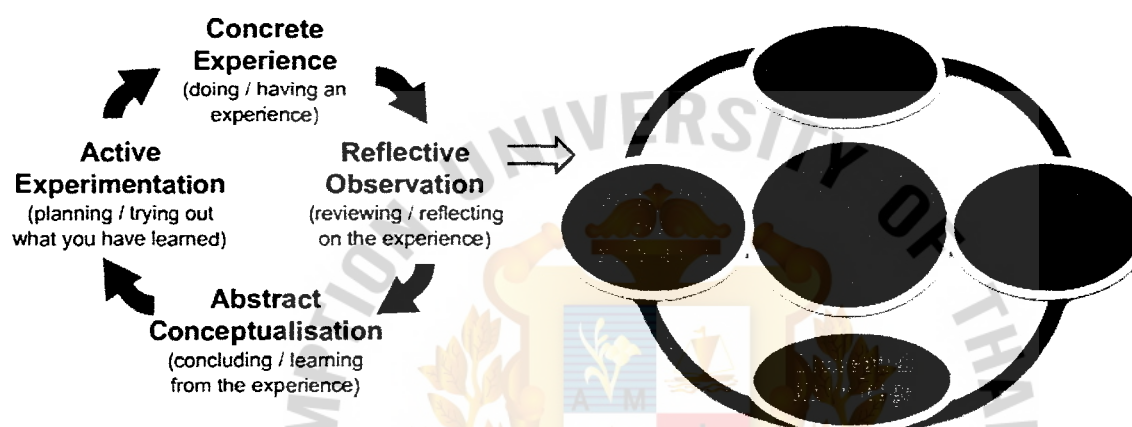
3. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. Conflict, differences, and disagreement are what drive the learning process. These tensions are determined in iterations of movement back and forth between opposing modes of action and reflection and feeling and thinking.

4. Learning is a holistic process of adaptation. Learning is not just the result of cognition but involves the combined functioning of the total person—thinking, feeling, perceiving and behaving. It surrounds other specialized models of adaptation from the scientific method to problems solving, decision making and creativity.

5. Learning results from synergetic transactions between the person and the environment. In Piaget’s terms, learning occurs through equilibration of the dialectic processes of assimilating new experiences into existing concepts and accommodating existing concepts to new experience. Following Lewin’s famous formula that behavior is a function of the person and the environment, ELT holds that learning is influenced by learners’ characteristics and the learning space.

6. Learning is the creating knowledge process. Knowledge, in ELT, is viewed as the transaction between two forms of knowledge: social knowledge, which is co-constructed in a socio-historical context, and personal knowledge, the subjective experience of the learner. This conceptualization of knowledge stands in contrast to that of the “transmission” model of education in which pre-existing, fixed ideas are transmitted to the learner.

### 2.1.9 Experiential Learning Cycle



**Figure 2:** Kolb's experiential learning cycle

**Source:** by Author Riviere (2016)

(McLeod, 2010)

Based on the original of experiential learning cycle (Kolb, 1984 as cited in McLeod, S.2010) is typically represented by the four stages of learning cycle included with **CE**-Concrete Experience, the situation of new confronted experience, **RO**- Reflective Observation, discuss the new experience or share with friends, **AC**-Abstract Conceptualization, concept new idea and **AE**-Active Experiment, plan what to do in the future based on the past experience.

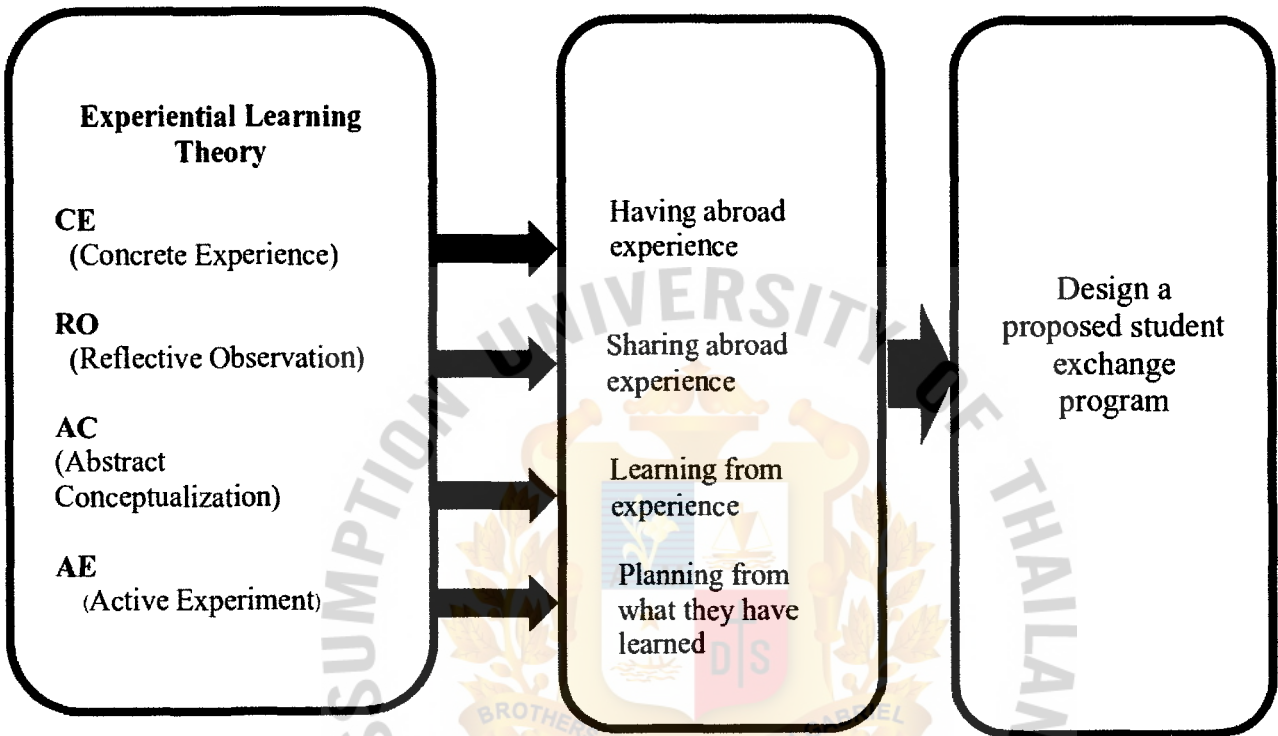
The experiential learning cycle is used to apply to experiential learning activities as the researchers intentionally designed new learning cycle related to this study. The cycle is comprised of 4 steps; First, find out the current situation of students who travelled abroad from questionnaire. Second, transformative learning, students share their abroad experience. Third, conceptual knowledge; students gains confidence in English, increase self- responsibility, have good attitude in learning English. Finally, apply the past experience to new experience. The

learning experience supports students' qualifications to be employable in their home country and abroad.

## 2.2 Conceptual Framework

### Independent Variables

### Dependent Variables



**Figure 3: Conceptual Framework**

The conceptual framework showed two variables which were independent and dependent variables. The research used experiential learning which comprises of four learning components; Concrete Experience (CE) and Abstract Conceptualization (AC) and Reflective Observation (RO) and Active Experimentation (AE) as independent variables, to design a proposed student exchange program which was dependent variables.

2.3 Action Research Framework

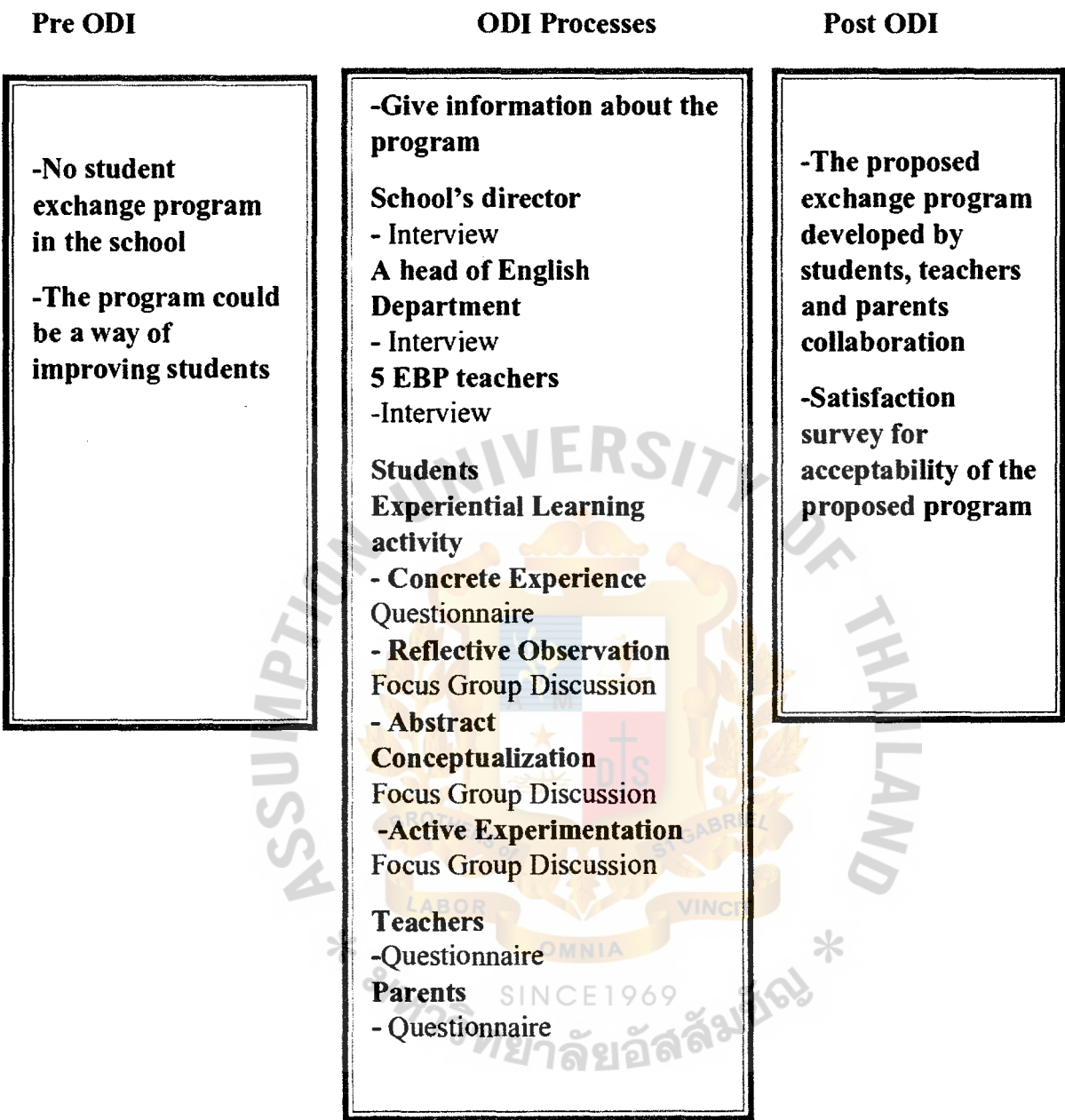


Figure 4: Action Research Framework

According to action research framework, there is no student exchange program in school which could be a way of improving students before using ODI. Therefore, the program was informed by using ODI processes which are about giving information about the program. It was initiated to give information about the program. The director of school, a head of foreign department and 5 EBP teachers were interviewed to find the way to improve the program.

Experiential learning activity based on experiential learning theory. The researcher used the first component, Concrete Experience, with 30 participants from M 3/1 Assumption College Ubonratchathani from the academic year 2015 who have experienced abroad. The participants were first asked to share their going experience by filling a questionnaire about their personal information, travelling experience, how they adapted to a new culture and what improvements they felt after traveling. The second component model, Reflective Observation is a reflection of what they spoke in the first component model. The researcher used focus group discussion with a selected group of participants from M.3/1 and M.4/5 and M.5/1 Assumption College Ubonratchathani to speak about their experience by giving an interview.

The discussion was divided into four steps which are; Step 1 the selected group was asked about their motivations to go abroad and the length of time they stayed abroad. Step 2: They shared their experience of going abroad, what they have gained and their expectations. Step 3: They were asked about their attitude while abroad. Furthermore, the selected group was asked to give a suggestion for a future exchange program in Assumption College Ubonratchathani. This responded to the next component model, Abstract Conceptualization (conceptualize). Finally, the last component model, Active Experimentation (Apply) by describing about what they will do in the future and how they will apply what they have learned to other educational and real life situations.

Furthermore, 11 social studies teachers and 30 parents were questioned about their satisfaction of the program. For post ODI, the proposed exchange program was developed by students, teachers and parents collaboration. Then, a satisfaction survey for acceptability of the proposed program was used with 11 social studies teachers, 30 students from M3/1 academic year, 2016, 10 administration management, 30 EBP teachers and 30 parents.



## Chapter3

### Research Methodology

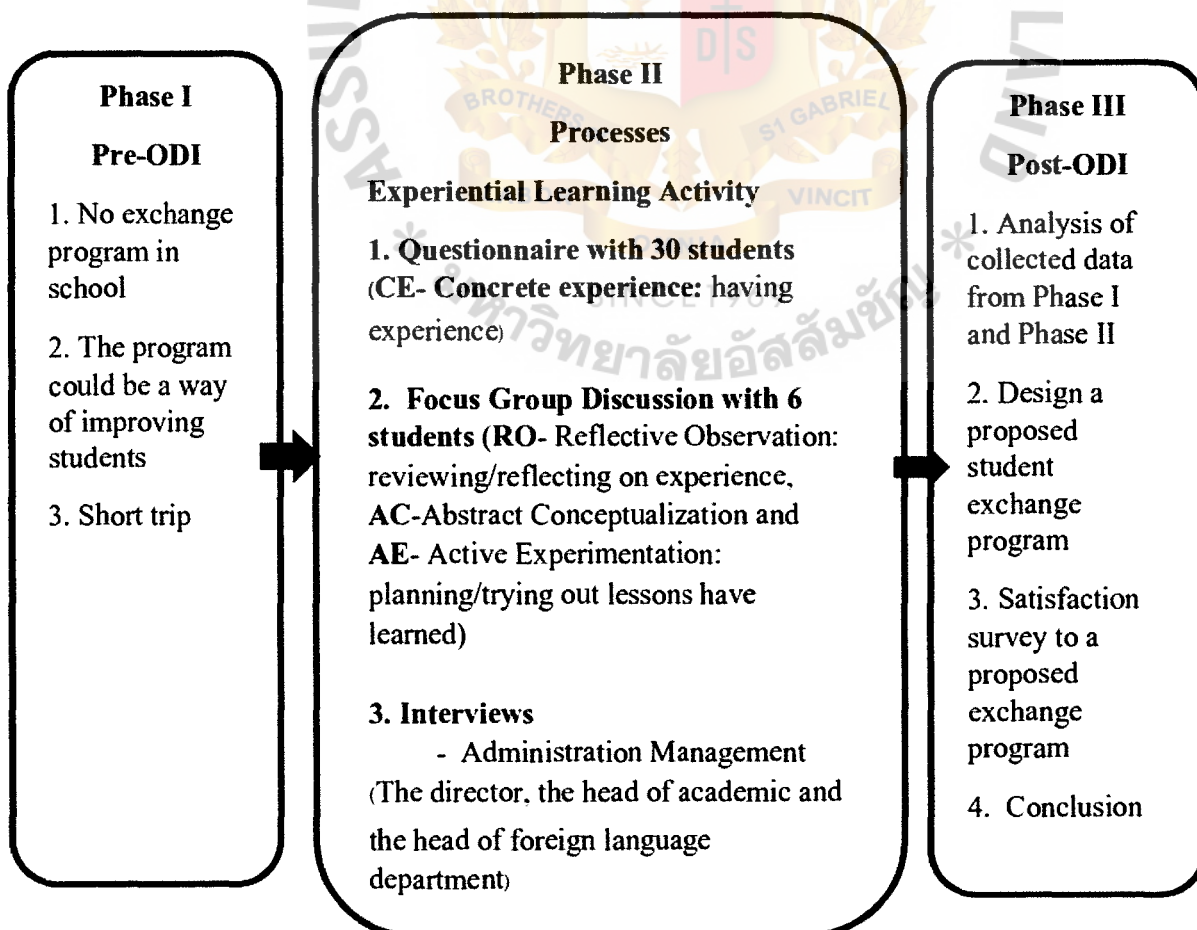
#### 3.1 Introduction

The research on A Proposed Student Exchange Program Using Experiential Learning: A case study of Assumption College Ubonratchathani conducted research which the details were as follows.

#### 3.2 Research design

The research was conducted to be qualitative which the data was collected from questionnaire, focus group discussion and interview. The quantitative data was collected using the Likert scale with opened questions.

##### 3.2.1 The Research Plan

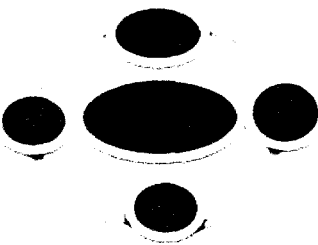


**Figure 5: The Research Plan**

The research plan showed the plan of the study conducted the activities plan form of the study which presents: Pre-ODI, Processes and post-ODI. The pre-ODI included; exploring the current situation about ACU exchange program, 2) the ODI processes were contained with questionnaire with 30 students, Focus group with 6 students and interviews, the post-ODI conducted to 1. Analysis of collected data from Phase I and Phase II, design a proposed student exchange program, do satisfaction survey to a proposed exchange program and make a conclusion.

### 3.2.2 Procedural Table

**Table 3: Procedural Table**

Research Questions	Procedures	Outcomes
1. What is the current situation of the need for ACU exchange program?	1. Study/interview –other FSG school in exchange program 2. Related literature/Exchange program in other countries 3. ACU-What are the study abroad program	Data - Qualitative/Perspective Exchange Program or Design or Models of different Exchange Program
2. What are the EL activities will help to develop a proposed exchange program? -FGD: 6 students -questionnaire: 30students -Interview: 5EBP teachers, school director, Administrations Instruments: 1.)Focus Group	4. 30 Students Experiential Learning  Interview -school director	Data <ul style="list-style-type: none"> <li>- Suggestions for exchange program</li> <li>- Students</li> <li>- teachers</li> <li>- Administrators</li> <li>- school director</li> </ul>

**Table 3: Procedural Table (Con')**

<b>Research Questions</b>	<b>Procedures</b>	<b>Outcomes</b>
<b>2. What is the EL Questionnaire</b> <b>2.) Interview for the director, 5 EBP teachers and administration</b> <b>3.) Questionnaires</b>	-5 EBP teachers - head of academic and foreign language department	
<b>3. What proposed program will be developed?</b>	Create/Design a Proposed Exchange Program	Proposed Exchange program
<b>4. What is the level of the acceptability of a proposed program?</b> <b>-Prepare satisfaction survey</b> <b>-Validate</b>	Give Satisfaction Survey to -the director -10 administration management -30 EBP teachers -30 students -30 parents -11 Social Studies teachers	Result of satisfaction level of a proposed exchange program

According to the procedural table, there were 4 research questions conducted in the research. The first question was to find out what the current situation of the need for ACU exchange program is. To find the current situation, the three procedures were used which were: study/interview –other FSG school in exchange program, finding related literature/Exchange program in other countries and inform what the study program in ACU are. The data of the procedures would be qualitative or perspective Exchange Program and models of different exchange program. The second was to find the EL activities to help developing a purpose exchange program. Experiential learning activity was used with students who have been abroad

and the interview was used with school's director, teachers and administration management. The activity would lead to the outcomes with suggestion for exchange program from students, teachers and administrators. The third was to show the program that will be developed after having the suggestions by designing or creating a proposed exchange program. Consequently, the proposed exchange program was designed. Finally, satisfaction survey was prepared to survey a level of acceptability of the proposed exchange program. The respondents of the survey were the school director, 10 administration management, 30 EBP teachers, 30 students, 11 social studies and including with 30 parents and the result of the acceptability of the survey was reported

### 3.3 Research Sampling Technique

**Table 4:** *Sampling Technique*

Target/Respondents		Sampling	Sampling Technique	Sampling Criteria	Activities
<b>Students M.3/1 Academic year 2015</b>	N=35	N=30	Convenience	Have abroad experience	Questionnaire
<b>Students M.3/1 Academic year 2015</b>	N=35	N=4	Purposive	- ACU students -have experienced abroad at least 2 months	Focus Group Discussion
<b>Students M.4/5 Academic year 2016</b>	N=40	N=1		- able to communicate in English well -14 -17 years old -willing to participate -either any gender or any race	

**Table 4: Sampling Technique (Con')**

Target/Respondents		Sampling	Sampling Technique	Sampling Criteria	Activities
<b>EBP teachers</b>	N=30	N=5	Purposive	<ul style="list-style-type: none"> <li>- Thai or foreign teacher</li> <li>- have teaching experience in ACU at least 3 years</li> <li>-able to communicate in English fluently</li> <li>- able to understand the goals of ACU</li> <li>- willing to participate</li> <li>- either any gender or any race</li> </ul>	Interview
<b>Administration Management</b>	N=10	N=3	Purposive	a school's director, the head of academic and the head of foreign language department	Interview
<b>Social Studies Teachers</b>	N=11	N=11	Purposive	social studies teachers	Satisfaction Survey
<b>EBP teachers</b>	N=30	N=30	Purposive	EBP teachers	Satisfaction Survey
<b>Parents</b>	N=30	N=30	Random	ACU students' parents	Satisfaction Survey
<b>Administration Management</b>	N=10	N=10	Purposive	in administration management	Satisfaction Survey
<b>Students M.3/1 Academic year 2016</b>	N=30	N=30	Convenience	M.3/1 students	Satisfaction Survey



### 3.4 Research Instruments and Data Analysis

The following instruments were used in the conducted of the research:

**3.4.1 A questionnaire** was used in gathering data. The questionnaire had four parts in English version which consisted of personal information, travelling experience, adaptation and improvement. The questionnaire included open and closed questions that were used to explore the students' abroad experience through qualitative and quantitative data. To provide quantitative data, percentages were used to analyze using the following formula:

Formula

$$P = \frac{f}{N} \times 100$$

Where:

$P$  = Percentage

$f$  = Frequency

$N$  = Total number of respondents

**3.4.2 Focus Group Discussion:** The focus group discussion contains to four steps of question based on experiential learning model (Passarelli & Kolb, 2011). It was designed into activity guide. The six respondents were asked the same series of questions which included their motivation of going abroad, their experience, attitude and suggestion for a purposed exchange program. The data was recorded and inter - coded

**3.4.3 Interviews:** Interviews were also collecting data procedures. They were form as structured interview. The data was recorded analyzed qualitatively.

**3.4.4 Satisfaction Survey:** The survey was used to assess the acceptability of a purposed exchange program. The Likert Scale was used to measure the satisfaction level. It used a five point scale; each point corresponding to a Likert item.

**Table 5: Likert Scale**

Point	Scale	Verbal Interpretation
5	4.50-5.00	Excellent
4	3.50-4.49	Very good
3	2.50-3.49	Good
2	1.50-2.49	Average
1	0.00-1.49	Poor

**Formula**

$$S.D. = \sqrt{\frac{N \sum X^2 - (\sum X)^2}{N(N-1)}}$$

**Where**

$S.D.$  = the standard deviation of a sample

$X$  = each value in the data set

$\bar{X}$  = mean of all values in the data set

$N$  = number of values in the data set

$\Sigma$  Means “sum of”

**3.5 Validity of Instruments**

*Validity* is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform (Dewar College of Education, 2009). The validity was validated the questionnaire, focus group discussion, interviews and satisfaction survey by three experts. The test validity aimed to correct the language used in the instruments to determine the appropriateness, and to determine the contents whether they relate to the objectives of the study.

### 3.6 Procedures of Data Gathering

The researcher personally administered the questionnaire to the 30 respondents. After the questionnaire has been accomplished, the result was tallied and tabulated. These became demographics information. The bases of analysis and interpretation were the percentage. Another collecting data is focus group discussion that was created as activity guide. The researcher chose four respondents in academic year 2015 from M.3/1 to ask them sharing the experience in going abroad. The activity was recorded during the respondents were being questioned. When the focus group discussion completed, the data was inter - coded by the three experts and it was interpreted as qualitative data. Besides, interview collecting data procedure, the interviewees who were the school's director, the head of foreign language department and five teachers from foreign language department was asked the same series of questions. The interview was recorded and interceded by the three experts and it was interpreted as qualitative data. Furthermore, satisfaction survey was used after the first three instruments finished collecting data and data was analyzed. The researcher used the results to access the acceptability of a proposed exchange program by using satisfaction survey.

### 3.7 Action Research Timeline

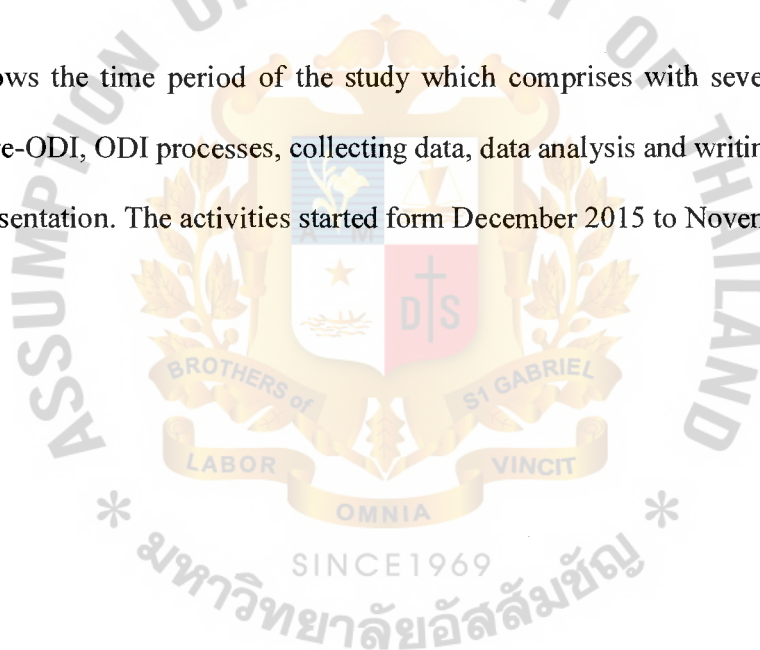
**Table 6:** *The schedule of the study*

Activities	Dec. 2015	Jan. 2016	Feb. 2016	Mar. 2016	Apr. 2016	May. 2016	Jun. 2016	Jul. 2016	Aug. 2016	Oct. 2016	Nov. 2016
<b>1.Project Planning</b>											
<b>2. Pre-ODI</b>											

**Table 6: The schedule of the study (Con's)**

<b>3. ODI Processes</b>										
<b>4. Collecting data</b>										
<b>5. Data analysis and writing</b>										
<b>6. Summary Report</b>										
<b>7. Final presentation</b>										

Table 5 shows the time period of the study which comprises with seven activities; project planning, pre-ODI, ODI processes, collecting data, data analysis and writing, summary report and final presentation. The activities started form December 2015 to November, 2016.



## Chapter 4

### Presentation and Analysis of Data

#### Introduction

In this chapter the results of data analysis are presented. The data were collected and then analyzed. The chapter presents the key finding based on the research questions.

#### The Result of Data Analysis

##### 4.1 The result of analysis to determine the current situation of ACU exchange program.

###### *Demographic information*

The M. 3/1 students' information and travelling experience, adaptation and improvement are presented (N=30)

###### **Part I : Self-basic information**

**Table 7:** *Summary of Gender of Students*

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Male</b>	<b>14</b>	<b>46.67</b>
<b>Female</b>	<b>16</b>	<b>53.33</b>
<b>Total</b>	<b>30</b>	<b>100.00</b>

According to the result above, 16 respondents (53.33%) were female while 14 respondents (46.67%) were male.



**Table 8: Summary of Ages of Students**

<i>Ages</i>	<i>Frequency</i>	<i>Percentage</i>
<b>14 years old</b>	12	40.00
<b>15 years old</b>	17	56.67
<b>16 years old</b>	1	3.33
<b>Total</b>	<b>30</b>	<b>100.00</b>

In term of ages, 17 respondents (56.67%) were 15 years old whereas 12 respondents (40%) were 14 years old. There was only one of them (3.33%) 16 years old.

**Table 9: Summary of Cost of travelling abroad**

<i>Cost of travelling abroad</i>	<i>Frequency</i>	<i>Percentage</i>
<b>less than 10,000 Baht</b>	2	6.67
<b>10,000-50,000 Baht</b>	17	56.67
<b>50,001-100,000 Baht</b>	6	20.00
<b>100,001-300,000Baht</b>	5	16.67
<b>Total</b>	<b>30</b>	<b>100.00</b>

The result has revealed that, there were 17 respondents (56.67%) who paid 10,000-50,000Baht for travel abroad. On the other hand, there were 6 respondents (20%) who paid 50,001-100,000 Baht, 5 respondents (16.67%) paid 100,001- 300,000 Baht and only 2 respondents (6.67%) who paid less than 10, 000 Baht.

**Table 10: Summary of Family Income per Month**

<i>Family income</i>	<i>Frequency</i>	<i>Percentage</i>
<b>10,000-50,000 Baht</b>	9	30.00
<b>50,0001-100,000 Baht</b>	9	30.00
<b>100,001-300,000 Baht</b>	7	23.33
<b>More than 300,000 Baht</b>	5	16.67
<b>Total</b>	<b>30</b>	<b>100.00</b>

The family income per month is shown in table 9. There were 9 respondents (30%) with family income of 10,000-50,000 Baht and 50, 0001-100,000 Baht per month. However, there were 7 respondents (23.33%) with family income of 100,001-300,000 Baht per month and 5 respondents (16.67%) had family income of more than 300,000 Baht per month.

## Part II: Travelling Experience

### 5. How many country /countries have you been to?

**Table 11:** *Summary of number of countries visited*

<i>Number of countries</i>	<i>Frequency</i>	<i>Percentage</i>
<b>1 country</b>	9	30.00
<b>2 countries</b>	6	20.00
<b>3 countries</b>	7	23.33
<b>More than 3 countries</b>	8	26.67
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 10 shows that there were 9 respondents (30%) who travelled to only one country while 8 respondents (26.67%) travelled to more than 3 countries. There were 7 respondents (23.33%) who travelled to 3 countries and 6 respondents (20%) travelled to two countries only. The continents visited were Asia, Europe, Australia and America as showed in table 11.

### 6. What country/countries have you been to? Please specify.....

**Table 12:** *Summary of countries visited by the students*

<i>Continents</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Asia</b>	27	90.00
<b>Europe</b>	10	33.33
<b>Australia</b>	1	3.33
<b>America</b>	6	20.00

According to the result, there were 27 responses (90%) who travelled to countries in Asia such as Japan, Korea, Hong Kong, China, Singapore. Malaysia and Philippines whereas

10 responses ( 33.33%) who traveled to Europe such as German, France and Italy. There were 6 responses (20%) revealed that they have been to America and there was only one response (3.33%) that travelled to Australia.

## 7. How long did you stay there?

**Table 13:** *Summary of stay abroad*

<i>Duration of time</i>	<i>Frequency</i>	<i>Percentage</i>
<b>less than 1 month</b>	20	66.67
<b>1 month</b>	3	10.00
<b>2 months</b>	2	6.67
<b>3 months</b>	3	10.00
<b>Others</b>	2	6.67
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 12 presents duration of time abroad. The majority of them 66.67% stayed abroad less than 1 month while the rest of them (10%) stayed abroad 1 month and 3 months. A 6.67% of them stayed abroad for 2 months and others (6.67%) specified that they stayed abroad for 3 years and 4 years.

## 8. What are you interested in? You can choose more than 1

**Table 14:** *Summary of interesting things*

<i>Answer options</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Language</b>	16	53.33
<b>Culture</b>	22	73.33
<b>Educational System</b>	7	23.33
<b>Tourist Attractive Places</b>	14	46.67

Table 13 shows the respondents' interests. There were 22 responses (73.33%) who were interested in culture; 16 respondents (53.33%) were interested in language, 14 responses



(46.67%) on tourist attractive places; and 7 respondents (23.33%) were interested in educational system.

**9. Have you ever participated in an English educational program to go abroad?**

( If you chose 'Yes 'from Q9 please answer Q10 and 11, If you chose 'No' skip to Q12)

**Table 15: Summary of English program participation**

<i>Used to participate in English program</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	4	13.33
No	26	86.67
Total	30	100.00

According to the result there were 26 respondents (86.67%) who never participated in English program while 4 respondents (13.33%) participated in English program such as USA Study Tour and Anuban Ubon EP Tour as further clarified in question 10 and 11.

**10. What program did you participate in? ( Please specify)**

**Table 16: Summary of the name of the program**

<i>Name of the program</i>	<i>Frequency</i>	<i>Percentage</i>
USA Study Tour	3	10
Anuban Ubon EP Tour	1	3.33

**11. What made you decide to join the program? (You can choose more than 1)**

*Table 17: Summary of decision to join the program*

<i>Contents</i>	<i>Frequency</i>	<i>Percentage</i>
<b>My parents want me to go there.</b>	3	10
<b>I wanted to meet new friends.</b>	0	0.00
<b>I wanted to improve my English.</b>	2	6.67
<b>I wanted to gain new international experience.</b>	2	6.67

Table 16 shows the deciding factor why they joined the program. There were 3 responses (10%) revealed that their parents wanted them to go whereas 2 responses (6.67) specified that they wanted to improve their English and gain new international experience.

**Part III: Adaptation**

**12. Did you have any interaction with the local people?**

*Table 18: Summary of Interaction with the local people*

<i>Interaction with local people</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Yes</b>	24	80
<b>No</b>	6	20
<b>Total</b>	<b>30</b>	<b>100</b>

Table 17 shows the interaction and communication with the local people, there were 24 respondents (80%) had interaction with the local people while 14 respondents (20%) did not have any interaction with the local people.



### 13. Was it easy for you to communicate with the local people?

**Table 19:** *Summary of communication with local people*

<i>Easy to communicate</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Yes</b>	16	53.33
<b>No</b>	14	46.67
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 18 indicates the result of communication with the local people. There were 16 respondents (53.33%) revealed that it was easy to communicate with the local people whereas there were 14 respondents (46.67%) said it was not easy to communicate with the local people.

### 14. What difficulty did you find when you were there? (you can choose more than 1)

**Table 20:** *Summary of difficulty*

<i>Difficulty</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Food</b>	8	26.67
<b>Language</b>	14	46.67
<b>Host family</b>	2	6.67
<b>Internet connection</b>	14	46.67
<b>Others, please specify.....</b>	2	6.67

In term of difficulty during the time abroad, there were 14 respondents (46.67%) mainly found that language and internet connection were difficulty. 8 respondents (26.67%) mentioned

about food and 2 respondents (6.67%) revealed that staying with a host family. The other 2 respondents (6.67%) specified that weather and taxi were difficulty.

#### 15. Before you departed from Thailand, what was your English level?

**Table 21:** *Summary of English level before travelling to another country from Thailand*

<i>English Level</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Beginner</b>	13	43.33
<b>Medium</b>	17	56.67
<b>Advance</b>	0	0
<b>Proficiency</b>	0	0
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 20 shows that before travelling abroad, there were 17 respondents (56.67%) could use English to communicate as medium level while 13 respondents (43.33%) had beginner level.

#### 16. What is your English level after returning to Thailand?

**Table 22:** *Summary of English level after return to Thailand*

<i>English level</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Beginner</b>	5	16.67
<b>Medium</b>	21	70
<b>Advance</b>	4	13.33
<b>Proficiency</b>	0	0
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 21 shows that after returning to Thailand, there were 21 respondents (70%) who had improved their English at medium level. In contrast, there were 5 (16.67%) still in English beginner level. There were 4 respondents (13.33%) who had improved their English advance level.

#### 17. In your future, would you like to go abroad again?

**Table 23:** *Summary of going abroad again*

<i>Go abroad again</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	28	93.33
No	2	6.67
Total	30	100.00

Table 22 reveals that, there were 28 respondents (93.33%) would like to go abroad again while only 2 respondents (6.67%) did not want to go again.

#### 18. Would you like to have an exchange program in your school? (If you chose 'Yes' from Q18 please write the reason below)

**Table 24:** *Preference for School Exchange Program*

<i>Exchange program in your school</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	17	56.67
No	13	43.33
Total	30	100.00

Table 23 shows that 17 respondents (56.67%) wanted to have student exchange program in their school with reasons such as "I want to see foreign friends", "I want to improve my English", "I want to experience new culture", "I do not have any reasons to support my idea"



However, there were 13 respondents (43.33%) did not want to have the exchange program with no any reasons given.

**19. What personal changes have you experienced after travelling abroad? (You can choose more than 1)**

**Table 25: Personnel Change**

<i>Personnel changes</i>	<i>Frequency</i>	<i>Percentage</i>
<b>More confidence</b>	13	43.33
<b>Attitude</b>	17	56.67
<b>Responsibility</b>	11	36.67
<b>Being on time</b>	9	30

In terms of personal change after experienced travelling abroad, 17 respondents (56.67%) changed their attitude. 13 respondents (43.33%) were more self-confident, 11 respondents (36.67%) had more responsibility and 9 respondents (30%) became more punctual.

**20. What impressed you the most during your time abroad? (You can choose more than 1)**

**Table 26: Impression during the Time Abroad**

<i>Things you like the most</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Language</b>	20	66.67
<b>Food</b>	25	83.33
<b>People</b>	15	50
<b>Tourist attraction</b>	18	60
<b>Educational system</b>	7	23.33
<b>Others, please specify</b>	1	3.33

Table 25 shows the content of impression from their travelling abroad, there were 25 respondents (83.33%) who were impressed about food. There were 20 respondents (66.67%) liked the different language. There were 18 respondents (60%) who were impressed about

tourist attraction, 15 respondents (50%) were impressed about people and 7 respondents (23.33%) were impressed about educational system. There was only 1 respondent (3.33%) who stated he was impressed of history of the country.

## **Part V: Descriptive Data**

### **21. What do you expect from going abroad?**

The respondents specified some expectations about going abroad. There were nine respondents (30%) who expected to practice and improve English. There were five respondents (16.67%) expected to go shopping and eating local food. There were three respondents (10%) who expected to have a chance to learn and use another language. There were only two responses (6.67%) who expected to experience new culture.

### **4.2 The result of analysis to design activities that will develop a proposed exchange program.**

#### **4.2.1 Focus Group Discussions**

##### **Introductions**

To find out what activities will help to develop the proposed student exchange program, the qualitative approach was used in the research. This section of the research presents the focus group discussions conducted with six students where four of them were M.3/1 students' academic year 2015 and two students from M.4/5 and M.5/1. The information collected was interpreted by the three experts and presented in a narrative form that includes the description and analysis of data. This section reflects on the results of focus group discussions conducted with interviewees. It presents the analysis of their verbal responses during focus group discussions. Topics discussed during focus group discussions included the following.



**Table 27:** *Summary of Focus Group Discussion after Inter-coding*

<i>Questions</i>	<i>Responses</i>
1. What country have you been to? And How long did you stay there?	Most of us have been to America for 2-10 months while two of us have been to France and Australia for 3-5 years. Also, we have been to Netherland and Singapore for a short time.
2. What motivated you to go abroad?	We wanted to learn more English and experience new things that we cannot find in Thailand such as different culture.
3. What have you gained from going abroad?	We can speak English confidently. We have met new friends and known different cultures.
4. What things did you find difficulty during the time you were there?	We found eating local food and the weather was colder than in Thailand
5. Has your experience changed your point of view?	The point of view has changed since we have no fear to speak English with their foreign teachers.
6. What things you can find differently before going and after coming back to Thailand?	Before going abroad our English is poor but after coming back to Thailand our English is improved. We also get more self-discipline and responsibility after coming back.
7. Would you like to go there again?	We want to go abroad again because we would like to go back to visit their friends, host families and teachers.

**Table 27:** *Summary of Focus Group Discussion after Inter-coding ( Con ’*

8. What do you want ACU to have in a purposed exchange program?	We all want to have scholarship, a host family, English intensive course, exchange students from another country and diploma.
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(for the detail: see Appendices)

### **4.3 The result of analysis to develop a proposed exchange program**

#### **4.3.1 Interviews**

##### **Introductions**

To further implement the development of a proposed student exchange program, the interviews were conducted to collect data. This section of the research conducted to interview two groups consisting of five EBP teachers and administration management (school’s director, the head of academic and the head of foreign language department). The collected information was interpreted by the three experts and presented in a narrative form that includes the description and analysis of data. This section reflects on the results of interview conducted with interviewees. It presents the analysis of their verbal responses during the interview. Topics discussed during focus group discussions included the following.



**Table 28:** *Summary of interview 5 EBP teachers based on interceding*

<i>Questions</i>	<i>Responses</i>
1. How long have you been working in ACU?	Most of the teachers have been working at ACU between 3-7 years.
2. What level are you teaching?	The teachers teach English in different level, but one of them teaches science.
3. In your opinion, what do you think about studying abroad for Thai students?	It is a good opportunity for Thai students to learn more and improve their English skill like speaking. They also experience new culture and education in a foreign country in real life situation.
4. In your opinion, what benefits can Thai students get from studying abroad?	Definitely, the students improve their English speaking skill from real life scenarios. They will get intercultural experience to help them to be more open minded to have new friend and have fun with them. They confidently adapt themselves to the different way of life and education.
5. As we have a study tour program, how do you think the study tour helps further attain the educational goal and objectives of ACU?	Based on the school's goal to improve students' English skills and open-minded, the student will come back with their abroad experience and good attitude. They will become more public-minded based on their experience which can be shared to other students. The program as well helps them to improve their English to be more fluent.
6. Why should students and parents choose this program as compared to a family trip or other means of culture and language development?	The students will learn more without travelling with family. They learn to make confidently decision by their own and have responsibility for themselves and society. Especially, their English skill will be more enriched as they can use it more often as they are independent to learn.



Table 28: *Summary of interview 5 EBP teachers based on interceding(Con')*

7. How does the trip align with the goals of ACU its learners?	The trip provides the students to practice their English communication skill to be survived and develop their life skills such as making good overseas relationship that supports their broader view of the world. It promotes and teaches them moral life, responsibility and work harmoniously with others.
8. If we have a purposed exchange program what life skill do you think the students need to develop?	The students have to develop ability to take care of themselves, solving problem, living by themselves without monitoring of their parents in term of responsibility of financial management and emotional strength. Importantly, they also need to develop their communication skill that will make their life easier when they are abroad.

(for the detail: see Appendices)

Table 29: *Summary of interview the director, the head of academic and the head of foreign language department*

<i>Questions</i>	<i>Responses</i>
1. How many countries have you been to?	All of the respondents have been to more than five countries
2. What impressive experiences have you had?	The respondents experienced visiting educational system such as Japan and USA, learning different culture and life style of the people.



**Table 29:** *Summary of interview the director, the head of academic and the head of foreign language department (Con')*

<i>Questions</i>	<i>Responses</i>
3. Have you visited different educational system in those countries?	The respondents have visited educational system of different foreign school. They went to observe effective classroom management, teaching process and curriculum in Finland, Singapore, Japan and Korea.
4. What do you think that the students in your school have to have compared with the students in the countries you visited?	Communication skill, responsibility, thinking and analytical skills.
5. As we have a study tour program, how do you think the study tour helps further attain the educational goal and objectives of ACU?	The students who have opportunity to join the program will improve their English knowledge and self-development such as having a positive attitude in learning English.
6. Why should students and parents choose this program as compared to a family trip or other means of culture and language development?	The students will learn directly by their own that help them to learn faster when they travel with their group. By the way, they are independent to ask more questions about what they would like to know.
7. How does the trip align with the goals of ACU its learners?	The students develop their English ability such as English communication. They learn to be social-able.
8. If we have a purposed exchange program what life skill do you think the students need to develop?	The students have to develop English communication skill, adaptation to new culture, self-confidence and responsibility.

(for the detail: see Appendices)



#### 4.4 First Draft of the Proposed Student Exchange Program Based on Focus Group

##### Discussion and Interview

**Table 30:** *First Draft of the Proposed Student Exchange Program*

<p style="text-align: center;"><b>A Proposed ACU Student Exchange Program</b></p> <p><b>Going Abroad Students' Story</b></p> <p><i>“We are six students from ACU who have been to study in other countries such as America, France, Australia, Netherland and Singapore. We spent our time mostly in France and Australia about 3-5 years and America for 2-10 months. Learning English and experience different cultures were our motivation to go there. However, staying in another country was not easy at first. Adaptation to new places, cultures people, food and weather were our difficulties, especially communication in another language as English because we did not know much how to use the language to communicate. When the time pass by, our experience changed our attitude in positive way, we found that we have no fear to speak English after returning to our home country. We got more self-confident to communicate with our foreign teachers since our English has been improved. We want to go back there again in the future because we would like to see our friends, host families and teachers, especially”.</i></p> <p><b>Introduction</b></p> <p>ACU is a school under Saint Gabriel Foundation, Thailand that organizes ACU Exchange Program and provides students who join the program to take good opportunity to live with loving American host families. Based on the school's goal to improve students' English skills and open- minded. Students will come back with their abroad experience and good attitude. Also, the program allows them to improve their English to be more fluent as they</p>
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are independent to learn. To create their experience, students learn to make confidently decision by their own and have responsibility for themselves and society.

#### **Name of proposed partner institution at of 2016 Champlain Valley Union High School**

- Address: 369 CVU Road Hinesburg, Vermont 05461 United States
- Type: Public High School
- Grades: 9-12
- Number of students: 1,275 (2013–2014)

#### **Type of the program**

- Short Term Program ( March-April )
- Students who participate in the program will spend 2 months living with a host family and attending school.

#### **Enrollment Limits**

- The agreement between the foreign school and ACU would allow for up to 10 students to be in the program. The maximum number of students exchange per year can be increased upon mutual agreement.

#### **Qualifications of Exchange Students**

To participate in the program, the students should

- be studying at ACU
- be in Secondary 3-5 during 14-17 years old.
- at least know the basic of English
- be recognized by their teachers as enthusiastic learners.

- be adaptable and healthy.

### **Benefits for Students**

Students who participate in student exchange program will obtain the benefits such as

- have the opportunity to enhance their English competency.
- learn how to live with others in different cultures.
- have a chance to spread Thai culture abroad ( example:
- gain international experience which can be effectively applied to their study and daily life.
- disseminate a good image of their school.
- become more independent and confident.
- improve their qualifications to apply for higher education level.

**The exchange program will also develop life skill of students such as:**

The life skill of students such as :

- Ability to take care of themselves
- Solving problem living by themselves without monitoring of their parents in term of financial management and emotional strength.
- Develop their communication skill that make their life easier when they are abroad.

### **Proposed Arrangement**

- **Destinations** – Vermont, United States
- **Departure-** March ( 2 months )

- **Apply by:** November – January
- **Price:** The program cost at least 5,000 US dollars

(The cost is depend on the exchange rate).

**For further communication, the contact person in charge of this program is as follows:**

Ms. Jiraporn Riviere

International Affair Unit.

Assumption College Ubonratchathani

500, Chayangkul Road, Naimuang, Muang,

Ubonratchathani,34000 Tel: 0973352375

Email: jirapornthawornmuangpan@gmail.com

According to the summary above, the researcher designed the first draft of proposed student exchange program model based on focus group discussion activity based on experiential learning comprised of four components; 1. RO--Reflective Observation, the students share their abroad experience. 2. AC--Abstract Conceptualization 3. AE-Active Experiment, the students learnt from experience and presented their plan in the future according to the questions used in focus group discussion. Interviews were also used interpreted information to design the program. Then the program was presented and did satisfaction survey to the program as the result present as follows.

#### **4.5 Evaluation of the Draft of the Exchange Program Using Satisfaction Survey**

To assess the acceptability of a proposed exchange program, The Likert Scale was used to measure the satisfaction survey which consisting of five point scale; 5= excellent, 4= very

good, 3= good, 2= average 1= poor. The section of the survey was conducted into 4 parts which were demographic information of respondents, about the program, opportunities and expectation. The information collected was analyzed as a quantitative data. This section shares the results of the level of the acceptability of a proposed exchange program as following.

#### 4.5.1 Demographic Profile of Respondents of the Satisfaction Survey

The satisfaction survey was given to 30 students, 30 parents, 30 EBP teachers, 11 social studies teachers and 10 administration managements.

##### 4.5.1.1 Frequency and percentage of M. 3/1 students' gender and ages (N=30)

who participated in the satisfaction survey

**Table 31:** *Summary of Gender of Students*

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Male</b>	11	36.67
<b>Female</b>	19	63.33
<b>Total</b>	<b>30</b>	<b>100.00</b>

According the result above shows, there were 19 respondents (63.33%) female while 4 respondents (36.67%) were male.

**Table 32:** *Summary of Ages of Students*

<i>Ages</i>	<i>Frequency</i>	<i>Percentage</i>
14 years old	17	56.67
15 years old	12	40.00
16 years old	1	3.33
<b>Total</b>	<b>30</b>	<b>100.00</b>



Table 31 shows the age of respondents. There were 17 respondents (56.67%) who were only 14 years old whereas there were 6 respondents whose ages were 15 years old. There was only one of them (3.33%) whose age was 16 years old.

#### 4.5.1.2 Frequency and percentage of parents' gender, age and education (N=30) who participated in the satisfaction survey

**Table 33: Summary of Gender of Parents**

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Male</b>	<b>8</b>	<b>26.67</b>
<b>Female</b>	<b>22</b>	<b>73.33</b>
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 32 shows that, most of the respondents (22) or 73.33% were female while the rest of them (8) or 26.67% were male.

**Table 34: Summary of Ages of Parents**

<i>Ages</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Less than 30 years old</b>	<b>0</b>	<b>0</b>
<b>30-39 years old</b>	<b>8</b>	<b>26.67</b>
<b>40-49 years old</b>	<b>18</b>	<b>60</b>
<b>Over 50 years old</b>	<b>4</b>	<b>13.33</b>
<b>Total</b>	<b>30</b>	<b>100.00</b>

In term of ages, 18 respondents (56.67%) whose ages were 40-49 years old whereas 8 respondents (26.67%) were 30-39 years old and only 4 of all the respondents (13.33%) were over 50 years old.

**Table 35: Summary of Education of Parents**

<i>Education</i>	<i>Frequency</i>	<i>Percentage</i>
Vocational certificate/ High vocational certificate	3	10.00
Bachelor's Degree	17	56.67
Master's Degree	7	23.33
Ph.D.	2	6.67
Others	1	3.33
Total	30	100.00

Table 34 reveals education of parents. There were 17 respondents (56.67%) graduated in Bachelor's Degree, 7 respondents (23.33%) graduated in Master's Degree, 3 respondents (10%) graduated in Vocational certificate or High vocational certificate, 2 respondents (6.67%) graduated in Ph.D and others (3.33%) finished Grade 12 from high school.

#### 4.5.1.3 Demographic Information of EBP teachers (N=30) who participated in the satisfaction survey

**Table 36: Summary of Gender of EBP Teachers**

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	14	46.67
Female	16	53.33
Total	30	100.00

Table 35 presents that, there were 16 respondents (53.33%) whose gender was female but 14 respondents (46.67%) were male.

**Table 37: Summary of Ages of EBP Teachers**

<i>Ages</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Less than 30 years old</b>	<b>11</b>	<b>36.67</b>
<b>30-39 years old</b>	<b>9</b>	<b>30</b>
<b>40-49 years old</b>	<b>7</b>	<b>23.33</b>
<b>Over 50 years old</b>	<b>3</b>	<b>10.00</b>
<b>Total</b>	<b>30</b>	<b>100.00</b>

The ages of EBP teachers is shown in table 36. There were 11 respondents (36.67%) whose ages were less than 30 years old while 9 of all the respondents (30%) were 30-39 years old, 7 respondents (23.33%) and 3 respondents (10%) were over 50 years old.

**Table 38: Summary of Education of EBP Teachers**

<i>Education</i>	<i>Frequency</i>	<i>Percentage</i>
Vocational certificate/ High vocational certificate	0	
Bachelor's Degree	27	90.00
Master's Degree	3	10.00
Ph.D.	0	
Others	0	
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 37 reveals education of EBP teachers. Most of them (90%) graduated in Bachelor's Degree whereas the rest of them (10%) graduated in Master's Degree



#### 4.5.1.4 Demographic Information of Social Studies teachers who participated in the satisfaction survey (N=11)

**Table 39: Summary of Gender of Social Studies Teachers**

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	2	81.8
Female	9	18.2
<b>Total</b>	<b>11</b>	<b>100.00</b>

Table 38 presents that, there were 11 respondents (81.80%) whose gender was female, but 9 respondents (18.20%) were male.

**Table 40: Summary of Ages of Social Studies Teachers**

<i>Ages</i>	<i>Frequency</i>	<i>Percentage</i>
Less than 30 years old	5	45.45
30-39 years old	0	
40-49 years old	5	45.45
Over 50 years old	1	9.1
<b>Total</b>	<b>30</b>	<b>100.00</b>

As table 39 shows the result above, there were 5 respondents (45.45%) who were 40-49 years old and another 5 of them (45.45%) whose ages were less than 30 years old. On other hand, there was only one (9.1%) who was over 50 years old.

**Table 41: Summary of Education of Social Studies Teachers**

<i>Education</i>	<i>Frequency</i>	<i>Percentage</i>
Vocational certificate/ High vocational certificate	0	0.00
Bachelor's Degree	9	81.8
Master's Degree	2	18.2
Ph.D.	0	0.00
Others	0	0.00
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 40 shows that the majority of the respondents graduated in Bachelor's Degree while a few of them graduated in Master's Degree.

#### 4.5.1.4 Demographic Information of Administration Management (N=10) who participated in the satisfaction survey

**Table 42: Summary of Gender of Administration Management**

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	3	30
Female	7	70
<b>Total</b>	<b>10</b>	<b>100.00</b>

Table 41 shows that the majority of respondents (70%) were female but a few of them (30%) were male.

**Table 43: Summary of Ages of Administration Management**

<i>Ages</i>	<i>Frequency</i>	<i>Percentage</i>
Less than 30 years old	1	10
30-39 years old	2	20
40-49 years old	4	40
Over 50 years old	3	30
<b>Total</b>	<b>10</b>	<b>100.00</b>



According to table 42, there were 4 respondents (40%) whose ages were 40-49 years old. However, there were 3 respondents (30%) who were over 50 years old, 2 respondents (20%) who were 30-39 years old and there was only one (10%) who was less than 30 years old.

**Table 44:** *Summary of Education of Administration Management*

<i>Education</i>	<i>Frequency</i>	<i>Percentage</i>
Vocational certificate/ High vocational certificate	0	
Bachelor's Degree	4	40.00
Master's Degree	5	50.00
Ph.D.	1	10.00
Others	0	
<b>Total</b>	<b>10</b>	<b>100.00</b>

Table 43 shows that there were 5 respondents( 50%) who graduated in Master's Degree while 4 of them (40%) graduated in Bachelor's Degree and one of them(10%) graduated in Ph.D

#### 4.5.2 Level of Acceptability of a proposed student exchange program based on satisfaction survey

**Table 45:** *Summary of satisfaction level of a proposed student exchange program for students (N=30)*

<b>Terms</b>	<b>Statements</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Level of Satisfaction</b>
	<u><i>About the program</i></u>			very
1.	Students who can participate in the program must be at least 14 years old.	4.23	0.82	good/satisfied

**Table 45:** *Summary of satisfaction level of a proposed student exchange program for students (N=30)**(Con')*

Terms	Statements	$\bar{X}$	S.D.	Level of Satisfaction
2.	Students who can participate in the program must at least know the basic of English.	4.33	0.88	very good/satisfied
3.	Students who can participate in the program must be recognized by their teachers as enthusiastic learners.	4.03	1.00	very good/satisfied
4.	The program will be collaboration between a public school in America and Assumption College Ubonratchathani.	4.40	0.86	very good/satisfied
5.	Students will stay with a host family which the school provided.	4.33	0.84	very good/satisfied
6.	The duration of the exchange program will be 2 months March – April.	4.50	0.68	excellent/very satisfied
7.	The program costs at least 5,000 US dollars. ( The cost is dependent on the exchange rate)	3.39	0.98	very good/satisfied
<b>Total of About the program</b>		<b>4.25</b>	<b>0.56</b>	<b>very good/satisfied</b>
<b><u>Opportunities</u></b>				
8.	Students will have opportunity to enhance their English competency	4.70	0.60	excellent/very satisfied
9.	Students will learn how to live with others in different cultures.	4.80	0.41	excellent/very satisfied
10.	Students will have a chance to spread Thai culture abroad.	4.47	0.63	very good/satisfied
11.	Students will gain international experience which can be effectively applied to their study and daily life.	4.53	0.57	excellent/very satisfied
12.	Students will spread a good image of their school.	4.10	0.99	very good/satisfied

**Table 45:** Summary of satisfaction level of a proposed student exchange program for students (N=30)  
(Con')

Items	Statements	$\bar{X}$	S.D.	Level of Satisfaction
<b>Total of Opportunities</b>		<b>4.52</b>	<b>0.46</b>	<b>excellent/very satisfied</b>
<b>13.</b>	<b><u>Expectations</u></b> Students can build lasting international friendships.	4.50	0.86	excellent/very satisfied
<b>14.</b>	Students can share their abroad experience with friends confidently.	4.53	0.68	excellent/very satisfied
<b>15.</b>	Students become more independent and confident.	4.57	0.63	excellent/very satisfied
<b>16.</b>	Students can improve their qualifications to apply for higher education level.	4.47	0.78	very good/satisfied
<b>17.</b>	Students can recommend the program with other students.	4.43	0.73	very good/satisfied
<b>Total of Expectations</b>		<b>4.50</b>	<b>0.46</b>	<b>excellent/very satisfied</b>
<b>Total of all parts</b>		<b>4.40</b>	<b>0.38</b>	<b>very good/satisfied</b>

#### Rating Scores used

0.00 - 1.49	Poor /Very dissatisfied
1.50 - 2.49	Average /Dissatisfied
2.50 - 3.49	Good/ Somewhat satisfied
3.50 - 4.49	Very good /Satisfied
4.50 - 5.00	Excellent /Very satisfied

According to table 44 indicated that the satisfaction level about the program was very good ( $\bar{x} = 4.25$ ), the satisfaction level of Opportunities was excellent ( $\bar{x} = 4.52$ ) and Expectations was also excellent ( $\bar{x} = 4.50$ ). Total of all parts was very good ( $\bar{x} = 4.40$ ).

**Table 46: Summary of satisfaction level for parents (N=30)**

Items	Statements	$\bar{X}$	S.D.	Level of Satisfaction
	<b><u>About the program</u></b>			very good/satisfied
1.	Students who can participate in the program must be at least 14 years old.	3.83	1.12	
2.	Students who can participate in the program must at least know the basic of English.	4.50	0.82	excellent/very satisfied
3.	Students who can participate in the program must be recognized by their teachers as enthusiastic learners.	4.23	0.86	very good/satisfied
4.	The program will be collaboration between a public school in America and Assumption College Ubonratchathani.	4.43	0.77	very good/satisfied
5.	Students will stay with a host family which the school provided.	4.40	0.86	very good/satisfied
6.	The duration of the exchange program will be 2 months March – April.	4.47	0.82	very good/satisfied
7.	The program costs at least 5,000 US dollars. ( The cost is dependent on the exchange rate)	3.80	0.89	very good/satisfied
<b>Total of About the program</b>		<b>4.24</b>	<b>0.63</b>	<b>very good/satisfied</b>

**Table 46: Summary of satisfaction level for parents (N=30) (Con')**

Items	Statements	$\bar{X}$	S.D.	Level of Satisfaction
<b><u>Opportunities</u></b>				
8.	Students will have opportunity to enhance their English competency	4.50	0.86	excellent/very satisfied
9.	Students will learn how to live with others in different cultures.	4.53	0.78	excellent/very satisfied
10.	Students will have a chance to spread Thai culture abroad.	4.23	0.82	very good/satisfied
11.	Students will gain international experience which can be effectively applied to their study and daily life.	4.37	0.81	very good/satisfied
12.	Students will spread a good image of their school.	4.53	0.68	excellent/very satisfied
<b>Total of Opportunities</b>		<b>4.43</b>	<b>0.68</b>	<b>very good/satisfied</b>
<b><u>Expectations</u></b>				
13.	Students can build lasting international friendships.	4.50	0.86	excellent/very satisfied
14.	Students can share their abroad experience with friends confidently.	4.53	0.68	excellent/very satisfied
15.	Students become more independent and confident.	4.57	0.63	excellent/very satisfied
16.	Students can improve their qualifications to apply for higher education level.	4.47	0.78	very good/satisfied
17.	Students can recommend the program with other students.	4.43	0.73	very good/satisfied
<b>Total of Expectations</b>		<b>4.50</b>	<b>0.46</b>	<b>excellent/very satisfied</b>
<b>Total of all parts</b>		<b>4.37</b>	<b>0.58</b>	<b>very good/satisfied</b>



### Rating Scores used

0.00 - 1.49	Poor/Very dissatisfied
1.50 - 2.49	Average /Dissatisfied
2.50 - 3.49	Good/Somewhat Satisfied
3.50 - 4.49	Very good /Satisfied
4.50 - 5.00	Excellent/ Very satisfied

Table 45 specifies the level of satisfaction of about the program was very good ( $\bar{x}$  = 4.50). In the section of Opportunities was very good as well ( $\bar{x}$  = 4.43,) while the satisfaction level of Expectations was excellent ( $\bar{x}$  = 4.50). The total of all three parts of satisfaction level was very good ( $\bar{x}$  = 4.37)

**Table 47:** *Summary of satisfaction survey for EBP teachers (N=30)*

Items	Statements	$\bar{X}$	S.D.	Level of Satisfaction
<b><u>About the program</u></b>				
1.	Students who can participate in the program must be at least 14 years old.	4.23	0.86	very good/satisfied
2.	Students who can participate in the program must at least know the basic of English.	4.43	0.82	very good/satisfied
3.	Students who can participate in the program must be recognized by their teachers as enthusiastic learners.	4.17	0.75	very good/satisfied
4.	The program will be collaboration between a public school in America and Assumption College Ubonratchathani.	4.43	0.68	very good/satisfied
5.	Students will stay with a host family which the school provided.	4.50	0.63	very good/satisfied
6.	The duration of the exchange program will be 2 months March – April.	4.40	0.86	very good/satisfied

**Table 47: Summary of satisfaction survey for EBP teachers (N=30) (Con')**

Items	Statements	$\bar{X}$	S.D.	Level of Satisfaction
7.	The program costs at least 5,000 US dollars. ( The cost is dependent on the exchange rate)	4.30	0.70	very good/satisfied
<b>Total of About the program</b>		<b>4.35</b>	<b>0.39</b>	<b>very good/satisfied</b>
<b><u>Opportunities</u></b>				
8.	Students will have opportunity to enhance their English competency	4.77	0.43	excellent/very satisfied
9.	Students will learn how to live with others in different cultures.	4.63	0.61	excellent/very satisfied
10.	Students will have a chance to spread Thai culture abroad.	4.57	0.57	excellent/very satisfied
11.	Students will gain international experience which can be effectively applied to their study and daily life.	4.77	0.43	excellent/very satisfied
12.	Students will spread a good image of their school.	4.53	0.68	excellent/very satisfied
<b>Total of Opportunities</b>		<b>4.65</b>	<b>0.39</b>	<b>excellent/very satisfied</b>
<b><u>Expectations</u></b>				
13.	Students can build lasting international friendships.	4.57	0.57	excellent/very satisfied
14.	Students can share their abroad experience with friends confidently.	4.70	0.47	excellent/very satisfied
15.	Students become more independent and confident.	4.67	0.48	excellent/very satisfied
16.	Students can improve their qualifications to apply for higher education level.	4.57	0.50	excellent/very satisfied
17.	Students can recommend the program with other students.	4.53	0.73	excellent/very satisfied
<b>Total of Expectations</b>		<b>4.61</b>	<b>0.41</b>	<b>satisfied</b>
<b>Total of all parts</b>		<b>4.52</b>	<b>0.30</b>	<b>excellent/very satisfied</b>

**Rating Scores used**

0.00 - 1.49	Poor means /dissatisfied
1.50 - 2.49	Average /Dissatisfied
2.50 - 3.49	Good/Somewhat satisfied
3.50 - 4.49	Very good /Satisfied
4.50 - 5.00	Excellent /Very satisfied

Table 46 reveals the level of satisfaction of about the program was very good ( $\bar{x}$  = 4.35) while the section of Opportunities was excellent ( $\bar{x}$  = 4.65). The same, the satisfaction level of Expectations was excellent ( $\bar{x}$  = 4.61). The total of all three parts of satisfaction level was excellent ( $\bar{x}$  = 4.52).

**Table 48:** *Summary of satisfaction survey for social studies teachers (N=11)*

Items	Statements	$\bar{X}$	S.D.	Level of Satisfaction
<b>About the program</b>				
1.	Students who can participate in the program must be at least 14 years old.	4.27	0.65	very good/satisfied
2.	Students who can participate in the program must at least know the basic of English.	4.27	0.65	very good/satisfied
3.	Students who can participate in the program must be recognized by their teachers as enthusiastic learners.	4.36	0.67	very good/satisfied
4.	The program will be collaboration between a public school in America and Assumption College Ubonratchathani.	4.55	0.69	excellent/very satisfied
5.	Students will stay with a host family which the school provided.	4.45	0.52	very good/satisfied

**Table 48: Summary of satisfaction survey for social studies teachers (N=11) (Con')**

Items	Statements	$\bar{X}$	S.D.	Level of Satisfaction
6.	The duration of the exchange program will be 2 months March – April.	4.18	0.60	very good/satisfied
7.	The program costs at least 5,000 US dollars. ( The cost is dependent on the exchange rate)	3.64	1.03	very good/satisfied
<b>Total of About the program</b>		<b>4.25</b>	<b>0.46</b>	<b>very good/satisfied</b>
<b><u>Opportunities</u></b>				
8.	Students will have opportunity to enhance their English competency	4.36	0.92	very good/satisfied
9.	Students will learn how to live with others in different cultures.	4.45	0.82	very good/satisfied
10.	Students will have a chance to spread Thai culture abroad.	4.45	0.52	very good/satisfied
11.	Students will gain international experience which can be effectively applied to their study and daily life.	4.27	0.90	very good/satisfied
12.	Students will spread a good image of their school.	4.09	0.54	very good/satisfied
<b>Total of Opportunities</b>		<b>4.33</b>	<b>0.60</b>	<b>very good/satisfied</b>
<b><u>Expectations</u></b>				
13.	Students can build lasting international friendships.	4.27	0.65	very good/satisfied

**Table 48: Summary of satisfaction survey for social studies teachers (N=11) (Con')**

Items	Statements	$\bar{X}$	S.D.	Level of Satisfaction
14.	Students can share their abroad experience with friends confidently.	4.27	0.65	very good/satisfied
15.	Students become more independent and confident.	4.27	0.90	very good/satisfied
16.	Students can improve their qualifications to apply for higher education level.	4.27	0.65	very good/satisfied
17.	Students can recommend the program with other students.4.5	4.63	0.67	very good/satisfied
<b>Total of Expectations</b>		<b>4.29</b>	<b>0.59</b>	<b>very good/satisfied</b>
<b>Total of all parts</b>		<b>4.28</b>	<b>0.50</b>	<b>very good/satisfied</b>

**Rating Scores used**

0.00 - 1.49	Poor /Very dissatisfied
1.50 - 2.49	Average /Dissatisfied
2.50 - 3.49	Good/Somewhat Satisfied
3.50 - 4.49	Very good /Satisfied
4.50 - 5.00	Excellent/ Very satisfied

Table 47 indicates the level of satisfaction of about the program was very good ( $\bar{X}$  = 4.25). Also, the section of Opportunities was very good ( $\bar{X}$  = 4.33) and the satisfaction level of Expectations was very good ( $\bar{X}$  = 4.29). The total of all three parts of satisfaction level was excellent ( $\bar{X}$  = 4.28).



**Table 49: Summary of satisfaction level for administration management (N=10)**

Items	Statements	$\bar{X}$	S.D.	Level of Satisfaction
<b><u>About the program</u></b>				
1.	Students who can participate in the program must be at least 14 years old.	4.80	0.42	excellent/very satisfied
2.	Students who can participate in the program must at least know the basic of English.	4.80	0.42	excellent/very satisfied
3.	Students who can participate in the program must be recognized by their teachers as enthusiastic learners.	4.70	0.48	excellent/very satisfied
4.	The program will be collaboration between a public school in America and Assumption College Ubonratchathani.	4.40	0.70	very good/satisfied
5.	Students will stay with a host family which the school provided.	4.80	0.42	excellent/very satisfied
6.	The duration of the exchange program will be 2 months March – April.	4.60	0.52	excellent/very satisfied
7.	The program costs at least 5,000 US dollars. ( The cost is dependent on the exchange rate)	4.10	0.57	very good/satisfied
<b>Total of About the program</b>		<b>4.60</b>	<b>0.28</b>	<b>excellent/very satisfied</b>

**Table 49: Summary of satisfaction level for administration management (N=10) (Con')**

Items	Statements	$\bar{X}$	S.D.	Level of Satisfaction
<b><u>Opportunities</u></b>				
8.	Students will have opportunity to enhance their English competency	4.70	0.48	excellent/very satisfied
9.	Students will learn how to live with others in different cultures.	4.60	0.52	excellent/very satisfied
10.	Students will have a chance to spread Thai culture abroad.	4.60	0.52	excellent/very satisfied
11.	Students will gain international experience which can be effectively applied to their study and daily life.	4.70	0.48	excellent/very satisfied
12.	Students will spread a good image of their school.	4.70	0.67	excellent/very satisfied
<b>Total of Opportunities</b>		<b>4.66</b>	<b>0.40</b>	excellent/very satisfied
<b><u>Expectations</u></b>				
13.	Students can build lasting international friendships.	4.80	0.42	excellent/very satisfied
14.	Students can share their abroad experience with friends confidently.	4.80	0.42	excellent/very satisfied
15.	Students become more independent and confident.	4.30	0.82	very good/satisfied
16.	Students can improve their qualifications to apply for higher education level.	4.80	0.42	excellent/very satisfied
17.	Students can recommend the program with other students.	4.50	0.53	excellent/very satisfied
<b>Total of Expectations</b>		<b>4.64</b>	<b>0.23</b>	excellent/very satisfied
<b>Total of all parts</b>		<b>4.67</b>	<b>0.13</b>	excellent/very satisfied

### Rating Scores used

0.00 - 1.49	Poor /Very dissatisfied
1.50 - 2.49	Average /Dissatisfied
2.50 - 3.49	Good / Somewhat Satisfied
3.50 - 4.49	Very good /Satisfied
4.50 - 5.00	Excellent /Very satisfied

Table 48 indicates the level of satisfaction of about the program was excellent ( $\bar{x}$  = 4.60,). Also, the section of Opportunities was excellent ( $\bar{x}$  = 4.66) and the satisfaction level of Expectations was excellent ( $\bar{x}$  = 4.64). The total of all three parts of satisfaction level was excellent ( $\bar{x}$  = 4.67).

### 4.6 Conclusion

According to the result from satisfaction survey to a proposed student exchange program, students expressed the satisfaction level as very good ( $\bar{x}$  = 4.40) the same as the students' parents satisfaction level was very good ( $\bar{x}$  = 4.34) and social studies teachers( $\bar{x}$  = 4.28 ).However, EBP teachers showed the level was excellent ( $\bar{x}$  = 4.52 ) and administration management had the same level as excellent ( $\bar{x}$  = 4.67).

### 4.7 The researchers presented the draft and following recommendations were given:

- The price of the program was expensive. It should be around 2,500-3,000 US dollars. Students did not have to pay much because they would live with their host families with no any payment,
- Should add one more contact person who responsible about the program at the school in America.

## 4.8 Final Form of the Proposed Student Exchange Program based on Satisfaction

### Survey Result

**Table 50:** *Final Form of the Proposed Exchange Program*

#### **A Proposed ACU Student Exchange Program**

##### **Going Abroad Students' Story**

*"We are six students from ACU who have been to study in other countries such as America, France, Australia, Netherland and Singapore. We spent our time mostly in France and Australia about 3-5 years and America for 2-10 months. Learning English and experience different cultures were our motivation to go there. However, staying in another country was not easy at first. Adaptation to new places, cultures, people, food and weather were our difficulties, especially communication in another language as English because we did not know much how to use the language to communicate. When the time pass by, our experience changed our attitude in positive way, we found that we have no fear to speak English after returning to our home country. We got more self-confident to communicate with our foreign teachers since our English has been improved. We want to go back there again in the future because we would like to see our friends, host families and teachers, especially".*

##### **Introduction**

ACU is a school under Saint Gabriel Foundation, Thailand that organizes ACU Exchange Program and provides students who join the program to take good opportunity to live with loving American host families. Based on the school's goal to improve students' English skills and open- minded. Students will come back with their abroad experience and good attitude. Also, the program allows them to improve their English to be more fluent as they



are independent to learn. To create their experience, students learn to make confidently decision by their own and have responsibility for themselves and society.

#### **Name of proposed partner institution at of 2016**

1. Champlain Valley Union High School, Montpelier High School, Vermont, United States
2. Saint gab' COLLEGE LYCEES ENSEIGNEMENT SUPERIERUR CENTRE DE FORMATION, France
3. Other schools in the future

#### **Type of the program**

- Short Term Program ( March-April )
- Students who participate in the program will spend 2 months living with a host family and attending school participating in the Exchange Program

#### **Enrollment Limits**

- The agreement between the foreign schools and ACU would allow for up to 10 students in the exchange program. The maximum number of students exchange per year can be increased upon mutual agreement.

#### **Qualifications of Exchange Students**

To participate in the program the students should

- be studying at ACU
- be in Secondary 3-5 and be 14-17 years old.
- be least know the basic of English

- be recognized by their teachers as enthusiastic learners.
- be adaptable and healthy.

### **The Benefits for Students**

Students who participate in student exchange program will obtain the benefits such as:

- have the opportunity to enhance their English competency.
- learn how to live with others in different cultures.
- have a chance to spread Thai culture abroad.( examples: cooking Thai food, show Thai traditional dance, Thai boxing and others based on the program)
- gain international experience which can be effectively applied to their study and daily life.
- disseminate a good image of their school.
- become more independent and confident.
- improve their qualifications to apply for higher education level.

### **The exchange program will also develop the life skill of students such as**

- Ability to take care of themselves
- Solve problems by themselves without monitoring from their parents in terms of financial management and emotional strength.
- Develop their communication skill that make their life easier when they are abroad.

### **Proposed Arrangement**

- **Destinations** – Vermont, United States/ France ( at of 2016)
- **Departure**- March ( 2 months )

- **Apply by:** November – January
- **Price:** The program cost at least 2,500 US dollars (The cost is depend on the exchange rate).

**For further communication, the contact person in charge of this program is as follows:**

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## **Chapter 5**

### **Summary, Conclusion, and Recommendations**

#### **5.1 Introduction**

In this chapter, the analyzed data are discussed according to the objectives and the research questions of the study. The summary, conclusion and recommendations for further study are presented respectively. The purposes of the study were to determine the current situation of ACU exchange program, to the design of activities that was utilized to develop a proposed exchange program, to assess the acceptability of a proposed exchange program.

#### **5.2 Summary**

**The results of data analysis were concluded respectively as follows.**

1. The current situation of ACU exchange program
2. The activities that was utilized to develop a proposed exchange program
3. The acceptability of a proposed exchange program.

##### **5.2.1 The current situation of ACU exchange program.**

This research used 30 students of M.3/1 academic year 2015 who have been travelled abroad to be sampling population. Most of them were female whose ages were 15 years old. For travelling, they spent 10,000-50,000 Baht for travelling abroad as they revealed their family income per month, averagely earned 50,001-100,000 Baht. They went to countries in Asia like Japan, Korea, Hong Kong, China, Singapore, Malaysia and Philippines. Also, countries in Europe such as German, France and Italy. However, the majority of them did not use to participate in English program only a few of them. They had good interaction with local people but not easy to communicate with them as they found language was difficulty. They improved their English as a medium level after returning to Thailand and they wanted to go abroad again.



Therefore, the majority of them wanted to have an exchange program in ACU as they reasoned that the exchange program would help them to see foreign friends, improve their English and experience new culture. Experience abroad also helped them to be more self confidence in using English, change their attitude, importantly. They expected to practice their English when they were abroad and use another language to communicate with people.

### **5.2.2 The activities that was utilized to develop a proposed exchange program.**

Focus group discussions and interviews were designed as a qualitative research. The focus group discussions conducted with 6 students where 4 of them were M3/1 students' academic year 2015 and 2 students from M.4/5 and M.5/1. The information collected was interpreted by the three experts and presented in a narrative form that includes the description and analysis of data. This section reflects on the results of focus group discussions conducted with interviewees. It presents the analysis of their verbal responses during focus group discussions. The interviews were conducted to collect data. This section of the research conducted to interview 2 groups consisting of 5 EBP teachers and administration management (school's director, the head of academic and the head of foreign language department). The information collected was interpreted by the three experts and presented in a narrative form that includes the description and analysis of data. This section reflects on the results of interview conducted with interviewees.

### **5.2.3 The acceptability of a proposed exchange program.**

#### **5.2.3.1 The satisfaction level of students to a proposed exchange program**

The research found that the majority of M.3/1 students were female whose ages were 14 years old. The result of data analysis of the satisfaction level of students to a proposed exchange program demonstrated that satisfaction of about the program, opportunities and expectations was at very good level (satisfied) with the average score of 4.40. When classified the level of

the study, satisfaction of Opportunities come with the average score of 4.52 which was higher than Expectations with average score of 4.50 and About the program with the average score of 4.25.

#### **5.2.3.2 The satisfaction level of students' parents to a proposed exchange program**

The research found that the majority of students' parents were female whose ages were between 40-49 years old. They graduated in Bachelor's Degree mostly. The result of data analysis of the satisfaction level of students' parents to a proposed exchange program was expressed that that satisfaction of about the program, opportunities and expectations was at very good level (satisfied) with the average score of 4.37. When classified the level of the study, satisfaction of Expectations come with the average score of 4.50 which was higher than Opportunities with average score of 4.43 and about the program with the average score of 4.24 orderly.

#### **5.2.3.3 The satisfaction level of EBP teachers to a proposed exchange program**

The research found that there were 14 male and 16 female teachers whose ages were between less than 30 years old and between 30-39 years old. They mostly graduated in Bachelor's Degree and there were a few of them graduated in Master's Degree. The result of data analysis of the satisfaction level of EBP teachers to a proposed exchange program was expressed that that satisfaction of about the program, opportunities and expectations was at excellent level( very satisfied) with the average score of 4.52. When classified the level of the study, satisfaction of Opportunity come with the average score of 4.65 which was higher than Expectations with average score of 4.61 and about the program with the average score of 4.35.

#### **5.2.3.4 The satisfaction level of social studies teachers to a proposed exchange program**

The research found that the majority of social studies teachers were female. The result of data analysis of the satisfaction level of social studies teachers to a proposed exchange program demonstrated that satisfaction of about the program, opportunities and expectations was at very good level (satisfied) with the average score of 4.28. When classified the level of the study, satisfaction of Opportunities come with the average score of 4.33 which was higher than Expectations with average score of 4.29 and about the program with the average score of 4.25.

#### **5.2.3.5 The satisfaction level of administration management to a proposed exchange program**

The research found that the majority of social studies teachers were female. The result of data analysis of the satisfaction level of social studies teachers to a proposed exchange program demonstrated that satisfaction of about the program, opportunities and expectations was at excellent( very satisfied) with the average score of 4.67. When classified the level of the study, satisfaction of Opportunities come with the average score of 4.66 which was higher than Expectations with average score of 4.64 and about the program with the average score of 4.60.

### **5.3 Conclusion**

According to school does not have exchange program most of student want school to organize the exchange program to provide them opportunity to improve their English, meet new foreign friends and experience different culture. Therefore, a proposed student exchange program has been designed based on using the utilized activities included with focus group and interviews to develop the program, and survey the acceptability of the program. The result of the survey shows that students, the parents and social studies teachers were satisfied with the program. However, administration management and EBP teachers were very satisfied with the program.

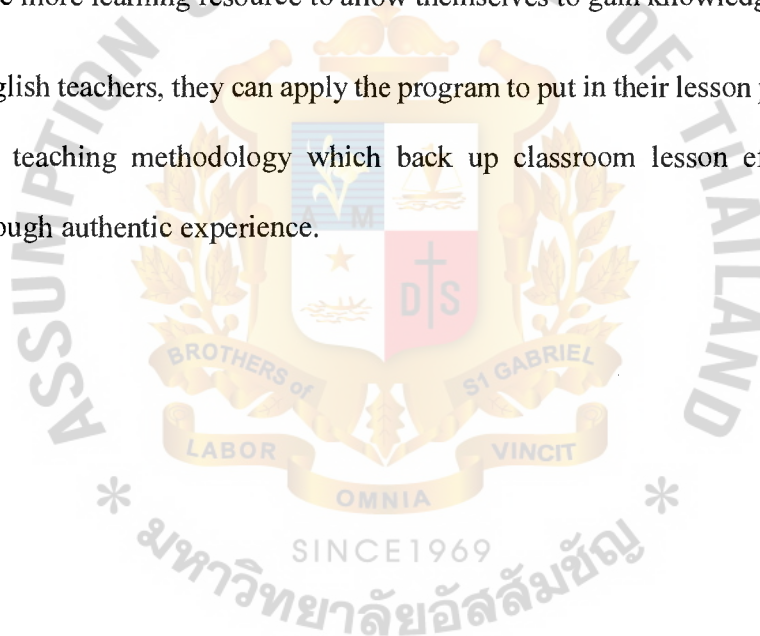
#### 5.4 Recommendations for further research

The researcher makes the following recommendations for further research:

1. For the organization, it is necessary to have student exchange program to promote world class standard and the school will have more bilingual students. It is important to have more international contacts like Australia and France not just USA. So that students are able to choose what country they would like to be exchange students.

2. For students, students need to be more interested in learning English and prepare themselves to communicate with exchange students from foreign school and learn new culture. Students will have more learning resource to allow themselves to gain knowledge.

3. For English teachers, they can apply the program to put in their lesson plan. They get different various teaching methodology which back up classroom lesson effectively and appropriately through authentic experience.





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## APPENDICES

- Appendix I: Questionnaire
- Appendix II: Questionnaires to Interview the School's Director, the Head of Academic and the Head of Foreign Language Department
- Appendix III: Interview Five EBP Teachers of Assumption College Ubonratchathani
- Appendix IV: Focus Group Discussion in Students
- Appendix V: Satisfaction Survey of a Proposed Student Exchange Program
- Appendix VI: Index of Item Objective Congruence (IOC): ODI Process  
Questionnaire for Students
- Appendix VII: Index of Item Objective Congruence (IOC): ODI Process  
Questionnaire to Interview Administration Management
- Appendix VIII: Index of Item Objective Congruence (IOC): ODI Process  
Questionnaire to Interview Five EBP Teachers
- Appendix IX: Index of Item Objective Congruence (IOC): Post ODI Questionnaire to  
Survey Satisfaction Level



## Appendix I



### Questionnaire

This questionnaire is being conducted to collect data for my thesis on the topic of “A Proposed Student Exchange Program Using Experiential Learning: A Case Study of ACU. It is designed for students who have experienced living abroad. This questionnaire asks about experience in going abroad and adaptation to new cultures. Please answer the questions based on the facts and your real feelings. DO NOT write your name on this questionnaire. Your responses will be anonymous and will never be linked to you personally. Your participation is entirely voluntary. If there are items you do not feel comfortable answering, please skip them. Thank you for your cooperation.

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#### Part I: Personal Information

Please tick the most appropriate response

1. Gender: Male \_\_\_\_\_ Female \_\_\_\_\_
  2. Please write your age \_\_\_\_\_
  3. How much did your travelling abroad cost? \_\_\_\_\_
  4. Family income per month
    - ☐ 10,000-50,000 Baht
    - ☐ 50,001-100,000 Baht
    - ☐ 100,001-300,000 Baht
    - ☐ More than 300,000 Baht
-

## Part II: Travelling Experience

5. How many countries have you been to?

☐ 1☐ 2☐ 3☐ More than 3 please specify.....

6. What country/countries have you been to? Please specify below

7. How long did you stay there?

☐ Less than 1 month☐ 1 month☐ 2 months☐ 3 months☐ Others, please specify.....

8. What are you interested in?(You can choose more than 1)

☐ Language☐ Culture☐ Educational System☐ Tourist Attractive Places

9. Have you ever participated in an English educational program to go abroad?

☐ Yes☐ No

If you chose 'Yes' from Q 9 please answer Q10 and 11. If you chose 'No' skip to Q.12

10. What program did you participate in?

11. What made you decide to join the program? (You can choose more than 1)

- ☐ My parents wanted me to go there.
- ☐ I wanted to meet new friends.
- ☐ I wanted to improve my English
- ☐ I wanted to gain new international experience
- ☐ Others, please specify.....

**Part III: Adaptation**

12. Did you have any interaction with the local people?

- ☐ Yes
- ☐ No

If you chose 'No' Q 12, Please describe the reason below

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14. What difficulty did you find when you were there?

- ☐ Food
- ☐ Language
- ☐ Host family
- ☐ Internet connection
- ☐ Others, please specify.....

15. Before you departed from Thailand, what was your English level?

- ☐ Beginner
- ☐ Medium
- ☐ Advance
- ☐ Proficiency

16. What is your English level after coming back?

- ☐ Beginner
- ☐ Medium
- ☐ Advance
- ☐ Proficiency

17. In your future, would you like to go abroad again?

☐ Yes

☐ No

18. Would you like to have an exchange program in your school?

☐ Yes

☐ No

If you chose 'Yes' from Q 18 please write the reason below

19. What personal changes have you experienced after travelling abroad?(You can choose more than 1)

☐ More confidence

☐ Attitude

☐ Responsibility

☐ Being on time

20. What impressed you the most during your time abroad?(You can choose more than 1)

☐ Language

☐ Tourist attraction

☐ Food

☐ Educational system

☐ People

☐ Others Please specify.....

#### Part V: Improvement

21. What do you expect from going abroad?

22. If you have any other suggestions, please describe below.



## Appendix II



### Assumption University

#### Questionnaires to Interview the School's Director,

#### The Head of Academic and the Head of Foreign Language Department

แบบสัมภาษณ์ผู้อำนวยการ โรงเรียนอัสสัมชัญอุบลราชธานี, หัวหน้าฝ่ายวิชาการ

และหัวหน้าหมวดภาษาต่างประเทศ

**Objective of Interview:** To develop a purposed exchange program

จุดประสงค์ของการสัมภาษณ์: เพื่อพัฒนาโปรแกรมแลกเปลี่ยนที่ถูกนำเสนอ

#### Interview Questionsคำถามสัมภาษณ์

1. How many countries have you been to? (ท่านเคยเดินทางไปกี่ประเทศ)

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2. What impressive experiences have you had? (ประสบการณ์ที่ท่านประทับใจมากที่สุดคืออะไร)

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3. Have you visited different educational system in those countries? (ท่านเคยไปเยี่ยมชมระบบการเรียนการสอนของประเทศที่ท่านเคยไปหรือไม่)

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4. As a director, what do you think that the students in your school have to have compared with students in the countries you visited?(ในฐานะผู้อำนวยการ ท่านคิดว่าอะไรที่นักเรียนในโรงเรียนของท่านต้องมีเมื่อเทียบกับนักเรียนของประเทศที่ท่านเคยเดินทางไปเยี่ยม)

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5. As we have a study tour program, how do you think the study tour helps further attain the educational goal and objectives of ACU?(โปรแกรม Study Tour ช่วยให้บรรลุเป้าหมายและวัตถุประสงค์ของโรงเรียนอย่างไร)

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6. Why should students and parents choose this program as compared to a family trip or other means of culture and language development?(ทำไมนักเรียนและผู้ปกครองควรเลือกโปรแกรม Study Tour เมื่อเทียบกับการเดินทางแบบครอบครัว หรือ วิธีท่องเที่ยวเชิงวัฒนธรรมและการพัฒนาทางภาษาแบบอื่น)

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7. How does the trip align with the goals of ACU for its learners?(โปรแกรมการเดินทาง Study Tour สอดคล้องกับเป้าหมายของโรงเรียนที่มีต่อผู้เรียนอย่างไร)

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8. If we have a proposed exchange program what life skill do you think the students need to develop? (ถ้าหากเรามีโครงการนักเรียนแลกเปลี่ยนที่ถูกนำเสนอ ทักษะชีวิตด้านใดของนักเรียนที่ท่านคิดว่าต้องพัฒนา)

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## Appendix III



### Assumption University

#### Questionnaires to Interview Five EBP Teachers

##### of Assumption College Ubonratchathani

แบบสัมภาษณ์ ครูแผนก EBP5 ท่าน

**Objective of Interview:** To develop a purposed exchange program

จุดประสงค์ของการสัมภาษณ์: เพื่อพัฒนาโปรแกรมแลกเปลี่ยนที่ถูกต้องนำเสนอ

**Interview Questions**คำถามสัมภาษณ์

1. How long have you been working in ACU? ท่านทำงานที่โรงเรียนอัสสัมชัญอุบลราชธานีมานานแค่ไหน

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2. What level are you teaching? ท่านทำการสอนในระดับใด

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3. In your opinion, what do you think about studying abroad for Thai students? ในความคิดเห็นของท่าน ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการไปเรียนต่างประเทศของนักเรียนไทย

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4. In your opinion, what benefits can Thai students get from studying abroad? ท่านคิดว่านักเรียนจะได้รับประโยชน์อะไรบ้างจากการไปเรียนต่างประเทศ

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5. As we have a study tour program, how do you think the study tour helps further attain the educational goal and objectives of ACU?(โปรแกรม Study Tourช่วยให้บรรลุเป้าหมายและวัตถุประสงค์ของโรงเรียนอย่างไร)

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6. Why should students and parents choose this program as compared to a family trip or other means of culture and language development?(ทำไมนักเรียนและผู้ปกครองควรเลือกโปรแกรม Study Tour เมื่อเทียบกับการเดินทางแบบครอบครัว หรือ วิธีท่องเที่ยวเชิงวัฒนธรรมและการพัฒนาทางภาษาแบบอื่น)

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7. How does the trip align with the goals of ACU for its learners?(โปรแกรมการเดินทาง Study Tour สอดคล้องกับเป้าหมายของโรงเรียนที่มีต่อผู้เรียนอย่างไร)

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8. If we have a proposed exchange program what life skill do you think the students need to develop? (ถ้าหากเรามีโครงการนักเรียนแลกเปลี่ยนที่ถูกนำเสนอ ทักษะชีวิตด้านใดของนักเรียนที่ท่านคิดว่าต้องพัฒนา)

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## Appendix IV



Assumption University

### Focus Group Discussion in Students

การสนทนาแบบกลุ่ม

**Objective:** To design activities that will develop a proposed exchange program  
จุดประสงค์ของการสนทนาแบบกลุ่ม: เพื่อออกแบบกิจกรรมที่จะพัฒนาโปรแกรมแลกเปลี่ยนที่ถูกนำเสนอ

#### Part I: Reflective Observation (แลกเปลี่ยนประสบการณ์)

1. What country have you been to? And How long did you stay there? (ท่านเคยไปประเทศไหนและอยู่นานแค่ไหน)

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2. What motivated you to go there? (อะไรคือแรงบันดาลใจที่ทำให้ท่านเดินทางไปต่างประเทศ)

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3. What have you gained from going abroad? (สิ่งที่ท่านได้รับจากการไปต่างประเทศคืออะไร)

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4. What things did you find difficulty during the time you were there? (อุปสรรคที่ท่านพบระหว่างที่ท่านอยู่ต่างประเทศคืออะไร)

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5. Has your experience changed your point of view? How? (ประสบการณ์ที่ท่านได้จากต่างประเทศได้เปลี่ยนทัศนคติของท่านหรือไม่ และอย่างไร)

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6. What things you can find differently before going and after coming back to Thailand?

(อะไรคือความแตกต่างที่ท่านพบก่อนที่ท่านเดินทางไปต่างประเทศและหลังจากท่านเดินทางกลับมาเมืองไทย)

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7. Would you like to go there again? Why? (ท่านต้องการเดินทางไปต่างประเทศอีกหรือไม่และทำไม)

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**Part II: Abstract Conceptualization & Active Experimentation**(การสรุปองค์ความรู้และการประยุกต์ใช้ความรู้)

8. What do you want ACU to have in a purposed exchange program? (ท่านต้องการให้โครงการแลกเปลี่ยนที่นำเสนอมีอะไรบ้าง)

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## Appendix V



### Assumption University

#### Satisfaction Survey of a Proposed Student Exchange Program

แบบสำรวจความพึงพอใจโปรแกรมนักเรียนแลกเปลี่ยนที่ถูกนำเสนอ

#### Introductions (คำชี้แจง)

1. This survey aims to study about the level of satisfaction for a proposed exchange program in Assumption College Ubonratchathani. (แบบสำรวจมีจุดประสงค์เพื่อศึกษาเกี่ยวกับระดับความพึงพอใจต่อโครงการนักเรียนแลกเปลี่ยนที่ถูกนำเสนอในโรงเรียนอัสสัมชัญอุบลราชธานี)

2. Please put a tick ☒ on the satisfaction level based on the facts. (ใส่เครื่องหมาย ☒ ในระดับความพึงพอใจของท่านที่เป็นจริง)

3. The meaning of satisfaction level ความหมายของระดับความพึงพอใจ

5= Excellent (มากที่สุด) 4 = Very good (มาก) 3= Good (ปานกลาง) 2 = Average (น้อย) 1= Poor (น้อยที่สุด)

#### 1. Personal Information (ข้อมูลส่วนตัว)

1.1 Gender (เพศ): ☐ Male (ชาย) ☐ Female (หญิง)

1.2 Age (อายุ): ☐ Less than 30 years old น้อยกว่า 30 ปี ☐ 30-39 years old อายุ 30-39 ปี

☐ 40-49 years old อายุ 40-49 ปี ☐ Over 50 years old อายุ 50 ปี ขึ้นไป

1.3 Education (การศึกษา):

☐ Vocational certificate (ปวช.) / High vocational certificate (ปวส.)

☐ Bachelor's Degree (ปริญญาตรี)

☐ Master's Degree (ปริญญาโท)

☐ Ph.D. (ปริญญาเอก)

☐ Others Please specify.....

Statements(เนื้อหาความพึงพอใจ)	Satisfaction Level (ระดับความพึงพอใจ)				
	5	4	3	2	1
<b>About the program</b> (เกี่ยวกับโปรแกรม)					
1. Students who can participate in the program must be at least 14 years old.นักเรียนที่สามารถเข้าร่วมโครงการแลกเปลี่ยนได้ต้องมีอายุอย่างน้อย 14 ปีขึ้นไป					
2. Students who can participate in the program must at least know the basic of English.นักเรียนที่เข้าร่วมโครงการอย่างน้อยต้องมีพื้นฐานภาษาอังกฤษ					
3. Students who can participate in the program must be recognized by their teachers as enthusiastic learners.นักเรียนต้องเป็นใฝ่เรียนรู้โดยผ่านการพิจารณาของคุณครู					
4. The program will be a collaboration between a public school in America and Assumption College Ubonratchathani.โครงการแลกเปลี่ยนเป็นความร่วมมือระหว่างโรงเรียนอัสสัมชัญอุบลราชธานีและโรงเรียนรัฐบาลในสหรัฐอเมริกา					
5. Students will stay with a host family which the school provided. นักเรียนจะพักกับทางครอบครัวอุปถัมภ์ที่ทางโรงเรียนจัดหาให้					
6. The duration of the exchange program will be 2 months March - April. โปรแกรมจะอยู่ในระยะเวลา 2 เดือน คือ เดือนมีนาคมถึงเมษายน					
7. The program costs at least 5,000 US dollars. (The cost is dependent on the exchange rate)ค่าใช้จ่ายของโปรแกรมอย่างน้อย 5,000 ดอลลาร์ (ค่าใช้จ่ายโปรแกรมขึ้นอยู่กับอัตราแลกเปลี่ยน)					
<b>Opportunities</b> (โอกาสที่จะได้รับ)					
8. 8. Students will have opportunity to enhance their English competency. นักเรียนมีโอกาสพัฒนาความสามารถทางด้านภาษาอังกฤษ					

9. Students will learn how to live with others in different cultures.นักเรียนจะได้เรียนรู้การอยู่ร่วมกับผู้อื่นที่ต่างวัฒนธรรม					
10. Students will have a chance to spread Thai culture abroad.นักเรียนจะได้มีโอกาสเผยแพร่วัฒนธรรมไทยในต่างประเทศ					
11. Students will gain international experience which can be effectively applied to their study and daily life. นักเรียนจะได้รับประสบการณ์จากต่างประเทศที่สามารถนำมาปรับใช้ในการเรียนและในชีวิตประจำวันได้อย่างมีประสิทธิภาพ					
12. Students will spread a good image of their school. นักเรียนจะเผยแพร่ภาพลักษณ์ที่ดีของโรงเรียนตัวเองในขณะที่อยู่ต่างประเทศ					
12. Students will spread a good image of their school. นักเรียนจะเผยแพร่ภาพลักษณ์ที่ดีของโรงเรียนตัวเองในขณะที่อยู่ต่างประเทศ					
<b>Expectations(ความคาดหวัง)</b>					
13. Students can build lasting international friendships. นักเรียนสามารถสร้างมิตรภาพระหว่างประเทศได้					
14. Students can share their abroad experience with friends confidently.นักเรียนสามารถเล่าประสบการณ์กับเพื่อนได้อย่างมั่นใจ					
15. Students become more independent and confident. นักเรียนมีความมั่นใจและสามารถช่วยเหลือตัวเองได้มากขึ้น					
16. Students can improve their qualifications to apply for higher education level. นักเรียนสามารถพัฒนาคุณสมบัติของพวกเขาเพื่อที่จะนำมาใช้สำหรับระดับการศึกษาที่สูงขึ้น					
17. Students can recommend the program with other students. นักเรียนแนะนำโปรแกรมแลกเปลี่ยนกับนักเรียนคนอื่น					



## Appendix VI



### Index of Item Objective Congruence (IOC)

**Directions:** Please indicate the criteria that most suits your opinions. กรุณาระบุตัววัดที่สอดคล้องกับความคิดเห็นของท่านมากที่สุด

**Objective of questionnaire:** To design activities that will develop a proposed exchange program เพื่อออกแบบกิจกรรมที่จะพัฒนาโครงการแลกเปลี่ยนที่น่าสนใจ

**TABLE 1: IOC evaluation of Expert**

#### ODI process: Questionnaire for students

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
<b>Part I: Personal Information</b> ข้อมูลส่วนตัว			
1. Genderเพศ: Male ชาย Female หญิง			
2. Please write your age โปรดระบุอายุ			
3. How much did your travelling abroad cost? ค่าใช้จ่ายในการเดินทางไปต่างประเทศของท่านประมาณ เท่าไร			
4. Family income per month รายได้ของครอบครัวต่อ เดือน			
<b>Part II : Travelling Experience</b> ประสบการณ์การเดินทาง			
5. How many countries have you been to? ท่าน เคยเดินทางไปกี่ประเทศ			
6. What country/countries have you been?ท่าน เคยเดินทางไปประเทศไหนบ้าง			

**TABLE 1: IOC evaluation of Expert**

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
7. How long did you stay there? ท่านอยู่ต่างประเทศนานแค่ไหน			
8. What are you interested in? ท่านมีสนใจอะไรในต่างประเทศ			
9. Have you ever participated in an English educational program to go abroad? ท่านเคยเข้าร่วมโครงการภาษาอังกฤษเพื่อไปต่างประเทศหรือไม่			
10. What program did you participate in? ท่านเข้าร่วมโครงการอะไร			
11. What made you decide to join the program? อะไรที่ทำให้ท่านตัดสินใจเข้าร่วมโครงการ			
<b>Part III: Adaptation การปรับตัว</b>			
12. Did you have any interaction with the local people? ท่านมีปฏิสัมพันธ์กับคนในพื้นที่ที่ท่านไปหรือไม่			
13. Was it easy for you to communicate with the local people? การสื่อสารกับผู้คนในพื้นที่ง่ายหรือไม่			
14. What difficulty did you find when you were there? สิ่งที่ยากเมื่อท่านอยู่ที่นั่นคืออะไร			

**TABLE 1: IOC evaluation of Expert**

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
15. Before you departed from Thailand, what was your English level? ภาษาอังกฤษของท่านอยู่ในระดับใดก่อนที่ท่านเดินทางไปต่างประเทศ			
16. What is your English level after coming back? ภาษาอังกฤษของท่านอยู่ในระดับใดหลังจากที่ท่านเดินทางกลับมาเมืองไทย			
17. In your future, would you like to go abroad again? ท่านต้องการเดินทางไปต่างประเทศอีกหรือไม่ในอนาคต			
18. Would you like to have an exchange program in your school? ท่านต้องการให้มีโครงการแลกเปลี่ยนในโรงเรียนของท่านหรือไม่			
19. What personal changes have you experienced after travelling?			
20. What impressed you the most during your time abroad? ท่านประทับใจอะไรมากที่สุดในช่วงที่อยู่ต่างประเทศ			
<b>Part V: Improvement การพัฒนา</b>			
21. What do you expect from going abroad? ท่านคาดหวังอะไรจากการไปต่างประเทศ			
22. If you have any other suggestions, please write below. หากท่านมีข้อเสนอแนะ โปรดระบุด้านล่าง			

## Appendix VII



### Index of Item Objective Congruence (IOC)

**Directions:** Please indicate the criteria that most suits your opinions. กรุณาระบุตัววัดที่สอดคล้องกับความคิดเห็นของท่านมากที่สุด

**Objective of interview:** To develop a proposed exchange program

เพื่อพัฒนาโครงการแลกเปลี่ยนที่นำเสนอ

**TABLE 1: IOC evaluation of Expert**

#### ODI process: Questionnaire to interview administration management

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
1. How many countries have you been to? ท่านเคยเดินทางไปกี่ประเทศ			
2. What impressive experiences have you had? ประสบการณ์ที่ท่านประทับใจมากที่สุดคืออะไร			
3. Have you visited different educational system in those countries? ท่านเคยไปเยี่ยมชมระบบการเรียนการสอนของประเทศที่ท่านเคยไปหรือไม่			
4. As a director, what do you think that the students in your school have to have compared with students in the countries you visited? ในฐานะผู้อำนวยการ ท่านคิดว่าอะไรที่นักเรียนในโรงเรียนของท่านต้องมีเมื่อเทียบกับนักเรียนของประเทศที่ท่านเคยเดินทางไปเยี่ยม			

**TABLE 1: IOC evaluation of Expert**

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
5. As we have a study tour program, do you think how the study tour helps further attain the educational goal and objectives of ACU? โปรแกรมUSA Study Tourช่วยให้บรรลุเป้าหมายและวัตถุประสงค์ของโรงเรียนอย่างไร			
6. Why students and parents choose this program as compared to family trip or other means of culture and language? ทำไมนักเรียนและผู้ปกครองเลือกโปรแกรมUSA Study Tour เมื่อเทียบกับการเดินทางแบบครอบครัว หรือ วิธีการเดินทางในเชิงท่องเที่ยวและวัฒนธรรมแบบอื่น			
7. How the trip will align with the goals of ACU for its learners? โปรแกรมการเดินทาง USA Study Tour สอดคล้องกับเป้าหมายของโรงเรียนที่มีต่อผู้เรียนอย่างไร			
8. If we have a proposed exchange program what life skill do you think the students need to develop? ถ้าหากเรามีโครงการนักเรียนแลกเปลี่ยน ทักษะชีวิตด้านใดของนักเรียนที่ท่านคิดว่าต้องพัฒนา			



## Appendix VIII



### Index of Item Objective Congruence (IOC)

**Directions:** Please indicate the criteria that most suits your opinions. กรุณาระบุตัววัดที่สอดคล้องกับความคิดเห็นของท่านมากที่สุด

**Objective of interview:** To develop a proposed exchange program

เพื่อพัฒนาโปรแกรมแลกเปลี่ยนที่น่าสนใจ

**TABLE 1: IOC evaluation of Expert**

**ODI process: Questionnaire to interview five EBP teachers**

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
1. How long have you been working in ACU? ท่านทำงานที่โรงเรียนอัสสัมชัญอุบลราชธานีมานานแค่ไหน			
2. What level are you teaching? ท่านทำการสอนในระดับใด			
3. In your opinion, what do you think about studying abroad of Thai students? ในความคิดเห็นของท่าน ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการไปเรียนต่างประเทศของนักเรียนไทย			
4. In your opinion, what benefits can Thai students get from studying abroad? ท่านคิดว่านักเรียนจะได้รับประโยชน์อะไรบ้างจากการไปเรียนต่างประเทศ			

**TABLE 1: IOC evaluation of Expert**

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
5. As we have a study tour program, do you think how the study tour helps further attain the educational goal and objectives of ACU? โปรแกรม USA Study Tour ช่วยให้นักเรียนบรรลุเป้าหมายและวัตถุประสงค์ของโรงเรียนอย่างไร			
6. Why students and parents choose this program as compared to family trip or other means of culture and language? เพราะเหตุใดนักเรียนและผู้ปกครองเลือกโปรแกรม USA Study Tour เมื่อเทียบกับการเดินทางแบบครอบครัว หรือ วิธีการเดินทางในเชิงท่องเที่ยวและวัฒนธรรมแบบอื่น			
7. How the trip will align with the goals of ACU for its learners? โปรแกรมการเดินทาง USA Study Tour จะสอดคล้องกับเป้าหมายของโรงเรียนที่มีต่อผู้เรียนอย่างไร			
8. If we have a proposed exchange program what life skill do you think the students need to develop? หากเรามีโครงการนักเรียนแลกเปลี่ยน ทักษะชีวิตด้านใดของนักเรียนที่ท่านคิดว่าต้องพัฒนา			

## Appendix IX



### Index of Item Objective Congruence (IOC)

**Directions:** Please indicate the criteria that most suits your opinions. กรุณาระบุตัววัดที่สอดคล้องกับความคิดเห็นของท่านมากที่สุด

**Objective of satisfaction survey:** To assess the acceptability of a proposed student exchange program. เพื่อประเมินการยอมรับโปรแกรมนักเรียนแลกเปลี่ยนที่ถูกนำเสนอ

**TABLE 1: IOC evaluation of Expert \_\_\_\_\_.**

#### Post ODI: Questionnaire to survey satisfaction level

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
<b>Part I : Personal Information</b>			
1. Gender (เพศ): Male (ชาย) Female (หญิง)			
2. Age (อายุ)			
3. Education (การศึกษา) - Vocational certificate (ปวช.) / High vocational certificate (ปวส.) - Bachelor's Degree (ปริญญาตรี) - Master's Degree (ปริญญาโท) - Ph.D. (ปริญญาเอก) - Others Please อื่นๆ โปรดระบุ specify.....			

**TABLE 1: IOC evaluation of Expert**

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
<b>About the program</b>			
1.Students who can participate in the program must be at least 14 years old. นักเรียนที่สามารถเข้าร่วมโครงการแลกเปลี่ยนได้ต้องมีอายุอย่างน้อย 14 ปีขึ้นไป			
2. Students who can participate in the program must at least know basic English. นักเรียนที่เข้าร่วมโครงการต้องมีพื้นฐานภาษาอังกฤษ			
3.Students must be recognized by their teachers as enthusiastic learners. นักเรียนต้องเป็นไฟเรีนรู้โดยผ่านการพิจารณาของคุณครู			
4.The program will be a collaboration between a public school in America and Assumption College Ubonratchathani. โครงการแลกเปลี่ยนคือความร่วมมือระหว่างโรงเรียนอัสสัมชัญอุบลราชธานีและโรงเรียนรัฐบาลในสหรัฐอเมริกา			
5. Students will stay with a host family which the school provided. นักเรียนจะพักกับทางครอบครัวอุปถัมภ์ที่ทางโรงเรียนจัดหา			
6.The duration of the exchange program will be 2 months March - April. โปรแกรมจะอยู่ในระยะเวลา 2 เดือน คือเดือนมีนาคมถึงเมษายน			

**TABLE 1: IOC evaluation of Expert**

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
7. The program cost at least 5,000 US dollars (The cost is dependent on the exchange rate). ค่าใช้จ่ายของโปรแกรมอย่างน้อย 5,000 ดอลลาร์ (ค่าใช้จ่ายโปรแกรมขึ้นอยู่กับอัตราแลกเปลี่ยน)			
<b>Opportunities</b>			
8. Students will have opportunity to enhance their English competency. นักเรียนมีโอกาสพัฒนาความสามารถทางด้านภาษาอังกฤษ			
9. Students will learn how to live with others in different cultures. นักเรียนจะได้เรียนรู้การอยู่ร่วมกับผู้อื่นที่ต่างวัฒนธรรม			
10. Students will have a chance to spread Thai culture abroad. นักเรียนจะได้มีโอกาสเผยแพร่วัฒนธรรมไทยในต่างประเทศ			
11. Students will gain international experience which can be effectively applied to their study and daily life. นักเรียนจะได้รับประสบการณ์จากต่างประเทศที่สามารถนำมาปรับใช้ในการเรียนและในชีวิตประจำวันได้อย่างมีประสิทธิภาพ			
12. Students will spread good image of their school. นักเรียนจะเผยแพร่ภาพลักษณ์ด้านดีของโรงเรียนตัวเองในขณะที่อยู่ต่างประเทศ			



**TABLE 1: IOC evaluation of Expert**

Test item	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives
<b>Expectations</b>			
13.Students can build a lasting international friendship.นักเรียนสามารถสร้างมิตรภาพระหว่างประเทศได้			
14. Students can share their experience with friends confidently.นักเรียนสามารถเล่าประสบการณ์กับเพื่อนได้อย่างมั่นใจ			
15. Students become more independent and confident.นักเรียนมีความมั่นใจและสามารถช่วยเหลือตัวเองได้มากขึ้น			
16.Students can improve their qualifications to apply for higher education level.นักเรียนสามารถพัฒนาคุณสมบัติของพวกเขาเพื่อที่จะนำมาใช้สำหรับระดับการศึกษาที่สูงขึ้น			
17.Students recommend the program with others students.นักเรียนแนะนำโปรแกรมแลกเปลี่ยนกับนักเรียนคนอื่น			

