

# Evaluation Of The Quality Of Language Training At Thanh Dong University - Approach Based On Student Satisfaction

Trieu Thi My An

Thanh Dong University, Hai Phong City, Vietnam, anttm1@thanhdong.edu.vn

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**Abstract:** With increasing global integration, enhancing the quality of language training has become a vital task for higher education institutions. This study aims to evaluate the quality of language training at Thanh Dong University by assessing student satisfaction. The results show that the university's language program generally meets students' needs and learning levels, but there is still a gap compared to societal demands and practical work requirements. The lecturers are highly praised for their positive attitude, seriousness, careful lesson preparation, and teaching methods that help students understand the material easily. However, group learning and discussion activities in foreign languages remain limited. Student support services are rated well, especially the thorough exam process and supportive spirit, but tuition fees and registration procedures are still not very convenient. Based on these findings, the study suggests several solutions to improve language training quality, increase student satisfaction, boost the university's reputation, and strengthen Thanh Dong University's position within the current higher education system.

**Keywords:** Training quality; Languages; Satisfaction; Student; Thanh Dong University.

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## 1. INTRODUCTION

In the era of globalization and international integration, foreign languages have become essential tools for people to broaden their knowledge, connect cultures, and access diverse career opportunities. For Vietnam, developing human resources with strong foreign language skills not only satisfies the needs of the domestic job market but also helps improve national competitiveness and promote international cooperation across various sectors. This presents a significant responsibility but also offers a great opportunity for higher education institutions, especially those with language training programs. The quality of education and training has always been a top priority for educators, researchers, society, and national leaders. When the quality of education and training is high, it results in good products for society and the country. Conversely, if it is low, it can lead to unpredictable consequences. In the Government's Resolution 14 (Resolution 14. 2005), Section 3. Clause c, it has been specified that universities need to build and renovate their pool of lecturers and education administrators, improve quality, and meet the requirements of educational innovation. Furthermore, universities must actively innovate content and programs in training methods. According to Nguyen Quang Giao (2010) in Vietnam, more than ever, the quality of education overall and higher education in particular is consistently the top concern of society because of its importance to national development. For universities and training institutions today, enhancing the quality of training remains a key priority.

In Vietnam's higher education system, Thanh Dong University is among the institutions with a strong focus on language disciplines, aiming to train students who can use foreign languages fluently and meet the recruitment needs of both domestic and international businesses. In recent years, the university has continually updated its training programs, emphasizing the enhancement of faculty capabilities, upgrading facilities, and expanding activities that connect students with professional practice. However, despite these achievements, there are still certain challenges and limitations in the training programs that sometimes fail to keep pace with rapidly changing social demands; teaching methods remain heavily theory-based, with a lack of practical experience; the facilities for learning foreign languages are inconsistent, and notably, there are few systematic studies that fully capture student satisfaction with the quality of training. While student satisfaction is considered an important indicator of training quality, unlike traditional self-assessment or quality assurance reports, it is viewed as objective from the learners' perspective who directly experience the training process. This satisfaction is influenced by many factors, including the training program, faculty competencies and teaching styles, learning methods, facilities, student support services, and internship and post-graduation employment opportunities. For Thanh Dong University, evaluating the quality of language training based on student satisfaction is particularly significant. First, it reflects how well the institution meets students' expectations and learning needs,

helping to enhance its reputation and strengthen its brand. Additionally, assessing student satisfaction provides the school's leadership and faculty with more reliable data to plan development strategies, adjust programs, improve teaching methods, and create a friendly, modern learning environment closely connected to real-world needs. Building on these practices, the research to assess the quality of training in the Language major at Thanh Dong University, focusing on student satisfaction, is not only scientifically crucial for clarifying the link between training quality and student satisfaction, but also holds high practical value. It provides a valuable reference for management, program innovation, and enhancing the effectiveness of language training at Thanh Dong University in the future.

## 2. LITERATURE REVIEW

Quality has been the goal of human continuous exploration throughout history. It drives each person's ongoing efforts in their roles; while quality is recognizable, it is very difficult to define. Due to its abstract and multifaceted, multidimensional nature, quality remains a complex and often debated concept. Various approaches offer different definitions of quality, but generally, it is viewed as conformity to a goal, a definition widely used by many researchers and educational institutions. Relatively speaking, we can see quality as the sum of a product or service's characteristics that meet consumer needs under specific conditions. Overall, quality is about meeting requirements, and according to some authors, this conformity should be expressed in three areas: finish, price, and timing (Nguyen, 2015). Referring to the concept of training quality, Le (2004) said that training quality is assessed by how well the training objectives for a program are achieved. According to Tran Khanh Duc (2004), the quality of training results from the training process itself, which is reflected in the characteristics of quality, personality values, labor values, or practical abilities of graduates that align with the objectives and standards of training in specific professions. The quality of students' training depends on the school's training programs, while the quality of students' self-learning is influenced by the teaching methods used by lecturers. The challenge is how to organize training, how to teach, and how to teach students who need self-study, know how to self-study, and have high-quality self-study skills (Nguyen, 2010). According to Article 15 of the Education Law (Education Law, 2005), "Lecturers (teachers) play a decisive role in quality assurance." In other words, lecturers directly influence the quality of education and training (Nguyen, 2010). Therefore, recruiting, evaluating, and improving teaching quality are crucial in schools. To ensure the quality of training according to AUN-QA, Lai and Phan (2011) conducted a survey with 331 students in their 3rd and 4th years of the regular programs at the Faculty of Accounting and Finance, University of Economics, Hue University. Although the current training quality is considered quite good, the university's training content is very undervalued by students, and the teaching methods of lecturers are also not highly appreciated. The urgent need from the research findings is to change the training content and teaching methods toward better aligning with real-world and labor market requirements, updating domestic and international changes, and helping ensure that students can adapt to the international work environment after graduation. The limitation of this research paper is that it only gathers opinions from students in their 3rd and 4th years, and students in their 1st and 2nd years have not been able to share their views about the program and the quality of training while they still have a long way to go in their studies. A study by Nguyen and Le (2010) develops a model and assesses the quality of training at the University of Economics of the University of Da Nang based on three factors. The first factor is "energy quality," which is defined as the interaction between the school and students. The second factor is "Technical Quality," which refers to the values students receive during the training process. The third factor is "Image," which explains how students view the school and its training services. The study results indicated that student satisfaction with the quality of training was relatively low. The research paper recommends that the school needs to enhance the quality of training output, improve its services, and boost the school's image value. A weakness of this research paper is that it lacks thorough discussions explaining the reasons behind these findings.

In a study by Nguyen (2007) evaluating the teaching and scientific research activities of university lecturers, it was affirmed that one of the criteria for assessing the teaching activities of university lecturers is student participation. Students are considered a special group in the assessment because they are direct "customers" of the lecturers' teaching activities in particular, as well as of the overall training activities.

Students are the ones who have the right to demand the quality of teaching, directly experience the entire teaching process with all its forms and activities, and understand better than anyone else what should be learned from the lecturers. Although a resident's learning quality depends on many factors, the quality of teaching is the most important and decisive factor for the learners' future. Therefore, students are highly motivated to improve lecturers' teaching quality by providing feedback on their strengths and weaknesses, which in turn helps lecturers enhance their teaching. Nguyen (2010) also affirmed that while various tools and methods can assess the pedagogical capacity of lecturers, evaluating students' perceptions of lecturers' teaching activities is especially important because this feedback positively influences the lecturers' teaching quality. Additionally, this is also one of the criteria for university accreditation according to AUN standards.

Buss's (1976) study on student evaluations of faculty training and teaching highlights some of the previous research papers and concludes that all student opinion studies used to evaluate faculty are valuable. They not only contribute to the positive development of individual lecturers and help improve training programs but also increase student participation and engagement with the school. Additionally, these evaluations foster positive learning motivation among students. The study shows that evaluating lecturers' teaching activities plays an important role in selecting and training lecturers, helps better understand each lecturer, and assists training institutions in achieving their educational goals. No lecturer has the right to choose whether they will be evaluated by students or not. They only have one choice: how they will be judged by their students and how they can use this feedback to improve themselves (Buss, 1976). Cohen (1980) conducted a study analyzing the results of many scientific papers on the effectiveness of student evaluation, which helped improve teaching methods at universities. Based on many previous studies, Cohen found that student evaluation greatly contributes to improving college teaching methods. Student feedback provides lecturers with specific, necessary information and offers positive, effective directions for improving teaching methods.

According to Nguyen (2007), it is an activity to identify and confirm the value of the current situation in terms of the level of task completion, quality, and work efficiency... at the present time compared to the goals or the established standards. Based on this, measures are proposed to adjust and improve the task to achieve better results... Evaluating lecturers' teaching activities is a crucial stage in the lecturer evaluation cycle because, along with scientific research, teaching is one of the two core responsibilities of lecturers. The evaluation of lecturers' teaching activities aims to ensure high-quality instruction that meets the objectives of each discipline and subject. Additionally, assessing lecturers' teaching helps create a feedback loop for management, enabling managers to obtain accurate and timely information to make better adjustments and administrative decisions. At the same time, it assists lecturers in refining their teaching methods for greater effectiveness. Nguyen (2010) also stated that organizing student evaluations of lecturers' teaching is a strategy to improve training quality, motivate lecturers to constantly seek new ways to innovate teaching methods, and develop pedagogical professional skills to effectively organize the teaching process in a university environment.

According to Bachelet (1992), satisfaction is an emotional response that customers have after using a particular product or service over time. Based on this understanding, users must experience a product or service at least once to evaluate their level of satisfaction. According to Oliver (1997), satisfaction is defined as the user's response to being content with their desires. This is a broad definition and is often cited in many studies when assessing satisfaction. With this definition, users do not necessarily need to have standards before using services nor must they be forced to use them to be evaluated. According to Kotler (2001), satisfaction is the emotional state when a person compares the results obtained from the product with their own expectations. With this definition, users must also have experienced the process to be able to evaluate. According to Tran (2019), student satisfaction is assessed through the interaction between service users (students) and service providers (the school) during and after the process of using services. The above concepts show that satisfaction is the attitude and emotion of service users toward service providers.

Through a brief review of relevant studies both domestically and internationally, the author surveyed to gather opinions on language students' satisfaction. It aimed to evaluate the quality of language training

at Thanh Dong University, conclude, and propose suitable solutions to help develop and improve the quality of training and teaching by lecturers.

### 3. RESEARCH METHODS

The study focused on collecting and analyzing survey data from all language students at Thanh Dong University to understand their evaluations of the training program, teaching quality, and support services that help students during difficult times in the learning process. It addressed three main research questions.

1. How do students assess the language training program at Thanh Dong University?
2. What comments do students have regarding the quality and teaching methods of the language lecturers at Thanh Dong University?
3. Are students satisfied with the services provided by the Language Department at Thanh Dong University? What common challenges do students encounter during their learning process?

According to Hutchings et al. (2011), the data collected from the survey can provide sufficient evidence to improve the quality of teaching and learning. Similarly, Gonyea (2010) also affirmed that the survey data can offer useful information for training institutions to make actionable decisions about enhancing teaching and learning quality at the institution. At the same time, it helps develop effective training strategies. According to Strydom et al. (2012), the survey is a tool that helps training institutions identify their strengths and weaknesses in teaching methods and learning environments. From this, better interventions are developed to improve the quality of teaching and learning. Based on that theory, the author conducted a survey of all students studying languages at Thanh Dong University. The survey questionnaire consists of 25 questions. From questions 1 to 3. ask about personal information as well as the field of study. From questions 4 to 8. explore the suitability of the training program. From questions 9 to 16. inquire about the teaching methods used by the lecturer. And from questions 17 to 25. include students' opinions about services (how to serve) in the learning process and the common difficulties students face during learning. The initial three questions function as informational items. Eighteen questions employ a five-level Likert scale, ranging from Level 1 – Strongly disagree to Level 5 – Strongly agree. Four additional questions are open-ended, designed to collect qualitative data. The questionnaire is administered live to students enrolled in language studies at Thanh Dong University between February 2025 and May 2025. Upon completion of the survey, a total of 1,275 valid responses were obtained after excluding unsatisfactory responses due to excessive blank answers or questionnaires that exclusively received scores of four or five across all items.

### 4. RESEARCH RESULTS

#### 4.1. Descriptive statistics

Table 1. Total number of students studying at the university

| Characteristics |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-------------|-----------|---------|---------------|--------------------|
| Valid           | First year  | 310       | 24.3    | 24.3          | 24.3               |
|                 | Second year | 340       | 26.7    | 26.7          | 51.0               |
|                 | Third year  | 315       | 24.7    | 24.7          | 75.7               |
|                 | Fourth year | 310       | 24.3    | 24.3          | 100.0              |
|                 | Total       | 1275      | 100.0   | 100.0         |                    |

Source: Author's analysis results

The statistical results show that the total number of students participating in the survey is 1275 students, fairly evenly distributed across academic years. Second-year students represent the largest group with 340 students, making up 26.7%, followed by third-year students with 315 students, accounting for 24.7%. First-year and fourth-year students both have the same number, totaling 310 students, each representing 24.3%. It demonstrates the high representativeness of the research sample because it surveys groups of students from different courses, ensuring objectivity and thoroughness when evaluating satisfaction with training quality. In particular, the fact that the number of students across academic years remains relatively consistent helps prevent bias toward a specific group of students and allows the results to reflect the perspectives and experiences of students at various learning stages. Additionally, the proportion of

second- and third-year students is higher than that of first- and final-year students. This matches reality because second- and third-year groups are usually large and stable, less affected by fluctuations in intake or output. For first-year students just entering the school, the number of survey participants is somewhat limited, while final-year students are typically involved in both learning and preparing for internships and graduation.

**Table 2. Total number of students in majors**

|       | Characteristics  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | English Language | 620       | 48.6    | 48.6          | 48.6               |
|       | Chinese Language | 285       | 22.4    | 22.4          | 71.0               |
|       | Korean Language  | 370       | 29.0    | 29.0          | 100.0              |
|       | Total            | 1275      | 100.0   | 100.0         |                    |

*Source: Author's analysis results*

Table 2 shows that English Language has the highest number of students, with 620 students accounting for 48.6%. It remains the most popular major, holding a central role in international integration and ranking as the top choice for many applicants. Next is the Korean Language major, with 370 students, making up 29.0%. This reflects the growing demand for learning Korean in recent years, driven by the strong development of socio-economic cooperation between Vietnam and Korea. Additionally, the domestic job market increasingly requires workers proficient in Korean to support Korean investments in Vietnam, especially in production, trade, services, and communication sectors. Meanwhile, the Chinese Language major has 285 students, representing 22.4%. Although it accounts for a smaller share compared to the other two majors, it still plays an important role. The lower number of Chinese language students compared to English and Korean results from competition with other language majors and the trend of students choosing new foreign languages, influenced by Vietnam's geographical location and long-standing commercial ties with China. Nevertheless, the Chinese Language field still offers many development opportunities and practical benefits, meeting the human resource needs of enterprises and organizations.

#### **4.2. The results of student satisfaction**

The questions numbered 1 to 5 in the questionnaire will be analyzed to answer the first research question. These questions are based on a 5-point Likert scale, ranging from Level 1 – Strongly Disagree to Level 5 – Strongly Agree. The results will be examined using mean scores. Cronbach's Alpha reliability for the 18 responses in this survey was 0.879. This indicates that the students' answers are highly reliable. The author has chosen to categorize the students' levels of agreement based on standard mathematical rounding rules with the following levels:

1.00 – 1.49 (rounded to 1): Strongly disagree

1.50 – 2.49 (rounded to 2): Disagree

2.50 – 3.49 (rounded to 3): Medium repeat

3.50 – 4.49 (rounded to 4): Agree

4.50 – 5.00 (rounded to 5): Strongly agree

Research question 1: How do students assess the language training program at Thanh Dong University?

**Table 3. Mean value of research question 1**

|                      | Items                                                                         | N    | Min | Max | Mean        | Std. |
|----------------------|-------------------------------------------------------------------------------|------|-----|-----|-------------|------|
| 1                    | The language training program is tailored to the needs of students.           | 1275 | 1   | 5   | 3.92        | 0.74 |
| 2                    | The training program is suitable for the student's learning level.            | 1275 | 1   | 5   | 3.88        | 0.71 |
| 3                    | The training program is suitable for the needs of the society.                | 1275 | 1   | 5   | 3.76        | 0.80 |
| 4                    | The allocation of modules in semesters in accordance with students' learning. | 1275 | 1   | 5   | 3.69        | 0.83 |
| 5                    | The training program meets the job requirements of students.                  | 1275 | 1   | 5   | 3.81        | 0.78 |
| <b>Average total</b> |                                                                               |      |     |     | <b>3.81</b> |      |

*Source: Author's analysis results*

The statistical table of student evaluation results for the language training program at Thanh Dong University shows that, overall, students are quite satisfied, though some improvements are necessary. (Item 1) Regarding the statement “The language training program is suitable for the needs of students,” most students agreed with it ( $M = 3.92$ ,  $SD = 0.74$ ). This shows that the modules and knowledge content are designed to align closely with students' expectations, learning goals, and personal development plans. This alignment matters because students are the ones benefiting from the training program, and their perception serves as the foundation for evaluating the school's response to learners. (Item 2) Regarding “The training program is suitable for the student's learning level,” the results also show a relatively high consensus ( $M = 3.88$ ,  $SD = 0.71$ ). This suggests that the program is neither too difficult nor too easy, aligning well with the receptivity of most students. However, this suitability only indicates “fitness” and does not truly encourage students to strongly develop their self-learning abilities, curiosity, and creativity in learning. This can be considered an initial success, but improvements are needed in the future. (Item 3) Regarding the level of “The training program is suitable for the needs of society,” students rated it as reasonable ( $M = 3.76$ ,  $SD = 0.80$ ). This indicates that the program has some alignment with practical requirements but has not yet fully met the needs of the labor market. In today's higher education landscape, a strong connection between training content and social needs is crucial so students can easily find jobs after graduation. This is an area where the school and faculty should focus on improving. (Item 4) Regarding the content of “The distribution of modules in semesters,” students are not very satisfied ( $M = 3.69$ ,  $SD = 0.83$ ). It is evident that the arrangement of modules across semesters is not very logical or optimal, leading students to feel that their progress and workload are sometimes unbalanced and do not help them maximize their learning capacity. This suggests that the faculty should review and adjust the allocation of courses to ensure fairness and create better conditions for students. (Item 5) Regarding “The training program meets the job requirements of students,” the results indicate that the overall level of agreement is quite good ( $M = 3.81$ ,  $SD = 0.78$ ). While this result shows a certain level of confidence, it also suggests that the training program still falls short of the actual needs of the labor market. Many students, especially those participating in internships or part-time jobs, expect the program to provide more career skills and practical knowledge so they can be ready to work immediately after graduation. In summary, the language training program at Thanh Dong University is rated quite positively by students, with an average score of 3.81. The strongest point is its suitability to students' needs and learning levels. However, issues related to social needs, module allocation, and meeting job requirements still have limitations. These are challenges that the Faculty of Languages needs to address and adjust so that the training program not only meets learners' needs but also aligns with social realities, thereby enhancing the quality and effectiveness of training in the context of international integration.

Research question 2: What do students say about the quality and teaching methods of language lecturers at Thanh Dong University?

Teaching quality and teaching methods are crucial factors in assessing the training quality of the language industry in general and Thanh Dong University specifically. To address this second research question, the author conducted a survey of language students regarding the teaching methods and attitudes of lecturers during the learning process.

**Table 4. Mean value of research question 2**

|               | Items                                                                                     | N    | Min | Max | Mean | Std. |
|---------------|-------------------------------------------------------------------------------------------|------|-----|-----|------|------|
| 1             | Lecturers use modern methods in teaching.                                                 | 1275 | 1   | 5   | 3.87 | 0.79 |
| 2             | Lecturers always have a positive attitude in teaching.                                    | 1275 | 1   | 5   | 4.05 | 0.72 |
| 3             | Instructors often come in and finish classes on time.                                     | 1275 | 1   | 5   | 4.12 | 0.68 |
| 4             | Lecturers often care about and help students in learning.                                 | 1275 | 1   | 5   | 3.94 | 0.75 |
| 5             | The teaching method of the Lecturer makes it easy for students to understand the lessons. | 1275 | 1   | 5   | 3.89 | 0.77 |
| 6             | Lecturers often prepare their lessons carefully before going to class.                    | 1275 | 1   | 5   | 4.08 | 0.70 |
| 7             | Instructors usually organize classes in a group learning style.                           | 1275 | 1   | 5   | 3.71 | 0.82 |
| 8             | The instructor often has students discuss in groups in class.                             | 1275 | 1   | 5   | 3.74 | 0.80 |
| Average total |                                                                                           |      |     |     | 3.93 |      |

Source: Author's analysis results

Based on the average results from students' evaluations of the quality and teaching methods of Language lecturers, overall, lecturers are rated quite highly by students with an average GPA of 3.93. A low standard deviation (ranging from 0.68 to 0.82) indicates that most students share similar assessments, with few major differences in opinions. For (item 6), many students mentioned that language lecturers have adopted modern teaching methods in the classroom ( $M = 3.87$ ,  $SD = 0.79$ ). This is a positive signal, reflecting the innovation of the teaching staff in updating teaching methods and creating conditions for students to access various ways of learning. At the same time, (item 7) students also highly appreciate the positive attitude of lecturers in teaching ( $M = 4.05$ ,  $SD = 0.72$ ). Modern teaching methods and positive attitudes are two key factors that help improve the effectiveness of knowledge transfer on one hand and motivate students to learn on the other hand. The positive attitude of lecturers is also demonstrated by the fact that (item 8) lecturers regularly enter class and finish on time ( $M = 4.12$ ,  $SD = 0.68$ ). This is not a factor that directly determines the quality of expertise, but it reflects the seriousness and sense of responsibility of lecturers in teaching. Additionally, (item 9) students also highly appreciated the lecturers' interest and support for students in learning ( $M = 3.94$ ,  $SD = 0.75$ ). This indicates that lecturers not only focus on classroom teaching but also care about guiding, supporting, and engaging with students outside of class.

In terms of teaching methods, students recognized that the lecturer's techniques made it easier for them to understand the lesson ( $M = 3.89$ ,  $SD = 0.77$ ). This result is closely related to (item 11) "the lecturer prepares the lesson thoroughly before going to class" ( $M = 4.08$ ,  $SD = 0.70$ ). It shows that careful preparation before class helps students better absorb lectures, enhancing learning effectiveness. Additionally, in the direction of learner-centered approaches, lecturers have also focused on implementing group learning and discussion methods in class. Specifically, (item 12) students rated that lecturers organized classes using group learning positively ( $M = 3.71$ ,  $SD = 0.82$ ); and (item 13) allowing students to discuss in groups during foreign language classes was also noted ( $M = 3.74$ ,  $SD = 0.80$ ). Although these are rated at a positive level, they have lower average scores compared to other criteria. This indicates that group learning and discussions in foreign language classes are not yet implemented regularly, and more effort should be made to encourage students to practice, communicate, and develop teamwork skills.

In conclusion, the Language lecturers at Thanh Dong University are quite positive in both attitude and teaching methods. Their main strengths include thorough preparation, a serious and positive attitude, and a strong sense of responsibility in teaching. However, to further improve the quality of training, the faculty should encourage lecturers to enhance group learning and discussion activities to foster students' initiative, creativity, and ability to practice foreign languages. These factors are crucial for improving training quality, meeting the demands of higher education innovation, and addressing the rising needs of society and the labor market.

Research question 3: Are students satisfied with the quality of service provided by the Language Department at Thanh Dong University? What common difficulties do students face during their learning process?

**Table 5. Mean value of research question 3**

|                      | Items                                                                                                       | N    | Min | Max | Mean        | Std. |
|----------------------|-------------------------------------------------------------------------------------------------------------|------|-----|-----|-------------|------|
| 1                    | When students encounter difficulties, the staff and teachers are ready to help very enthusiastically        | 1275 | 1   | 5   | 4.12        | 0.71 |
| 2                    | The language industry is always serious in organizing exams to ensure quality.                              | 1275 | 1   | 5   | 4.18        | 0.69 |
| 3                    | Students are always guided and supported when they have difficulties in paying and processing tuition fees. | 1275 | 1   | 5   | 3.58        | 0.92 |
| 4                    | Students always receive support and guidance in registering for the course                                  | 1275 | 1   | 5   | 3.64        | 0.88 |
| 5                    | Students are very satisfied with the services of the industry they are studying                             | 1275 | 1   | 5   | 3.72        | 0.85 |
| <b>Average total</b> |                                                                                                             |      |     |     | <b>3.93</b> |      |

*Source: Author's analysis results*

The results of students' assessment of the service quality of the Language major show that students are generally satisfied at a relatively high level, with an average score of 3.85. The standard deviation, ranging from 0.69 to 0.92, indicates a relatively high level of consensus; however, there are still significant differences among student groups on some criteria. First of all, (item 1) students highly appreciated the willingness of staff and lecturers to support them when they encountered difficulties and questions ( $M = 4.12$ ;  $SD = 0.71$ ). This reflects the enthusiastic and responsible attitude of the team, contributing to building a friendly learning environment and fostering trust among learners. (Item 2) The most appreciated criterion is the seriousness in organizing the exam to ensure quality ( $M = 4.18$ ;  $SD = 0.69$ ). This result indicates that the school has maintained transparency and fairness in evaluating learning outcomes, which are essential for ensuring training quality and enhancing the reputation of the Language major.

However, some aspects of support services are still not fully appreciated by students. Specifically, (item 3) the support for students during the payment and tuition fee processing only reached an average level ( $M = 3.58$ ;  $SD = 0.92$ ). This indicates that financial administrative procedures are still not very convenient, and some students continue to face difficulties during the process. Similarly, (item 4) support for students during course registration was also rated only at a good level ( $M = 3.64$ ;  $SD = 0.88$ ). This is a crucial stage in the learning process because it directly impacts students' progress and study plans. Therefore, this result indicates that improvements are necessary to enhance convenience and transparency. Overall, (item 5) the students' satisfaction level with the industry's services is only  $M = 3.72$  ( $SD = 0.85$ ). This is relatively positive but not outstanding compared to expectations. It shows that although students recognize the industry's efforts in providing service, they still desire further improvements, especially in procedures and support services. The quality of the Language major at Thanh Dong University is rated positively by students, with notable strengths such as the seriousness of exams and the enthusiastic attitude of staff and faculty. However, administrative, financial, and registration services are still limited and need to be improved concurrently to enhance the overall learning experience. This is a crucial factor not only for boosting student satisfaction but also for strengthening the reputation and quality of the program in the context of higher education innovation.

## 5. CONCLUSIONS AND IMPLICATIONS

Analysis shows that students assess the training program based on their needs and learning level, lecturers maintain a serious and dedicated attitude with relatively effective teaching methods, and exam activities are organized seriously and transparently. These are the strengths that enhance the school's reputation and help improve the quality of training. However, results also indicate that the training program still falls short of social needs and practical work requirements. The allocation of modules is not entirely reasonable, and student support services like course registration, tuition procedures, and other administrative functions still have limitations. These factors partly decrease the overall student satisfaction and are issues that the faculty and the university need to address and improve. It can be affirmed that enhancing the quality of language training at Thanh Dong University should be pursued in a comprehensive manner: both continuing to promote the strengths of the teaching staff and their dedication to teaching, while focusing on updating the program content to reflect social realities. At the same time, it is important to improve the quality of support services to enrich the learning experience for students. This approach will help the school not only increase student satisfaction but also better meet labor market needs and the demands of the international integration process.

Based on the findings, to enhance the quality of language training, Thanh Dong University should focus on several key tasks, such as:

Revise and update the training program: The school needs to review and adjust the program to align with output standards and the practical needs of society, especially focusing on vocational skills and soft skills required by the labor market. Enhance practical modules, experiential learning, and establish partnerships with businesses to organize internships and co-op semesters for students. Rebalance the distribution of modules across semesters to prevent overload and rushed schedules, while also providing flexibility for students to proactively plan their studies.

Improving lecturers' capacity and teaching methods: Organize regular refresher courses on modern teaching techniques, technology use, and learner-centered approaches. Encourage lecturers to enhance group learning activities, discussions, and presentations in foreign languages to foster students' initiative, creativity, and communication skills. Emphasize the importance of seriousness, careful lesson preparation, and dedication in teaching; simultaneously, strengthen the cohesion, interest, and support among students throughout the learning process.

Improving student support services: Promoting the use of information technology in learning management by deploying a convenient and transparent online module registration system; upgrading the web portal and tuition fee management system. Establishing a dedicated student support department with a hotline or quick response system to address students' questions and difficulties. Enhancing academic counseling, career guidance, and school psychology services to help students feel secure in their learning and self-development.

Strengthening collaborative relationships with businesses and society: Partnering with companies to develop training programs, inviting industry experts to participate in teaching or seminars. Organize job fairs and career development events, creating opportunities for students to connect with employers and the labor market. Promote international collaboration activities, expand opportunities for student exchanges, scholarships, and joint training programs.

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