KOREAN LANGUAGE STRATEGIES AND MOTIVATION

OF SECONDARY SCHOOL STUDENTS IN NAKHON SI THAMMARAT

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งานวิจัยในครั้งนี้มีจุดประสงค์เพื่อศึกษากลวิธีการเรียนรู้กลวิธีการเรียนรู้และแรงจูงใจใน
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แรงจูงใจในการเรียนภาษาเกาหลีของนักเรียนมัธยม โดยกลุ่มตัวอย่างคือนักเรียนมัธยมที่เรียนภาษา
เกาหลีเป็นภาษาต่างประเทศในโรงเรียน การศึกษานี้นำวิธีเชิงปริมาณมาใช้ โดยการแจกแบบสอบถาม
เพื่อการสำรวจข้อมูลจาก นักเรียนมัธยม 199 คน จาก 4 โรงเรียนในจังหวัดนครศรีธรรมราชที่มีการ
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ผลจากการการศึกษาพบว่า 1) นักเรียนมัธยมใช้กลวิธีในการเรียนภาษาเกาหลี
แบบอภิปริชานและกลวิธีทางอารมณ์เพื่อใช้ในการเรียนภาษาเกาหลี; 2) นักเรียนมัธยมมีแรงจูงใจเชิง
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The purpose of this study aims to investigate the Korean language learning strategies and motivation of secondary school students in Nakhon Si Thammarat. To make a comparison between learning strategies in Korean language. The population of this research is secondary students who study Korean language as foreign language at school. Quantitative method was used to collect and analyze the data. This study uses a questionnaire to survey; 199 Thai students. Populations are from four schools that taught Korean language in Nakhon Si Thammarat.

The results of the study were as follow: 1) Thai secondary students use meta-cognitive strategies and social strategies to study Korean language; 2) Thai secondary students have integrative motivation toward Korean language learning more than instrumental motivation; 3) The relationship between learning strategies and motivation of secondary students to study Korean language in Nakhon Si Thammarat is significantly relevant. The students who have high motivation will clearly have high learning strategies.

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CHAPTER I

INTRODUCTION

1.1 Background of study

Language is a symbol that is an important tool in communicating, each other. It's an important tool for transferring information, and allows for the very creation of society, as individuals are able to develop sophisticated relationships through this transfer of information. It is also a tool for the safeguarding and acquisition of knowledge. In modern times, it is often not enough to only know one's mother language while participating in the globalized economy. This means that additional language acquisition is important to keep up with the changing market conditions in the rapidly developing world. The need to be able to communicate with people from other linguistic backgrounds is increasing not just in trade, but in other fields as well, such as investment, education, and tourism. We can see the current direction of foreign language development in Thailand from the basic education development direction in 2013-2017 of the Office of The Basic Education Commission, summarized in the slogan "Step into the future with confidence, by using the least two languages, using technology knowingly, and ready to ASEAN". This office also has implemented a strategy for students affiliated with it to have the opportunity to study foreign languages other than English, such as Chinese, Korean, Japanese, and other Asian languages (Pansek Arthornturasook 2014)

The acquisition of a second language is well-understood as being a fundamentally different process from the acquisition of a mother tongue, involving the deliberate practice of skills. The process of learning a foreign language is affected by many factors, including a teacher's instruction, subject description, learning methods or strategies; and student attitude. Furthermore, students may also choose a self-learning method if they find it suitable. . A further discussion of the factors that affect foreign language learning follows.

Factor that affect to foreign language learning (Madrid 1995)

One category of factors are those that the individual language learner brings with him or her to the particular learning situation, such as gender, social context, beliefs and experience, affective factors, motivation, personality, age, aptitude, and cognitive style (Madrid 1995)

In this study we intend to analyze learning strategies and the impact of motivation on these strategies. In particular, we've focused on strategies that Thai students use when studying Korean, and the students' motivation for selecting Korean as a foreign language to acquire.

English is already a critical foreign language for Thailand to participate in the global economy, and is therefore a required subject. However, especially with the increasing participation in ASEAN, other foreign languages will also become important for the continued competitiveness of the Thai economy. One other currently popular foreign language for Thai students to study is Korean.

The trend of teaching Korean in Thailand is increasing, as we can see from the workshop held in Phuket in the year 2010, "Korean Language Education at Secondary Schools in Thailand Workshop for Middle and High School Educators of Southern Thailand" (February 5-6, 2010), which was held to encourage widespread participation in the education of the Korean language and the promotion of Korean Studies. This trend was also bolstered in the year 2012 with the establishment of the Korean Education Center in Thailand. *Hallyu*, or the Korean wave, which refers to the increasing popularity of Korea and Korean cultural products, has had a particularly large impact on Thailand. The South Korean Ministry of Education has led many programs to promote education for Thai people that are interested in Korean history, culture and language

According to (B.Reporter 2014) both universities and secondary schools in Thailand have been opening an increasingly large number of Korean language classes. According to the Office of The Basic Education Commission, there are currently 70 schools in Thailand that have opened Korean language classes, and a total of 18,745 students who've selected this language as a subject of study. This rise in participation has caused the Office of The Basic Education Commission to launch projects for the development and promotion of Korean education in secondary schools since 2010. Evaluation of the project found that students who have selected to study Korean have a solid foundation in basic Korean language skills. However, because the Korean language still isn't included in either the

Professional A Aptitude Test (PAT) or on university entrance exams, students have less incentive to continue developing their Korean language skills. Therefore, the government has begun to promote the inclusion of the language as an option on university entrance exams, especially for any university that operates a Korean major. There are currently eight universities selected by the Thai Government for this promotion, including Naresuan University, Silpakorn University, Srinakharinwirot University, Mahasarakham University, Kasetsart University, Prince of Songkla University, Burapha University, Khon Kaen University.

According to Prof. Damrong Thandee (Thandee 2007)conclusion that in 1986, the Prince of Songkla University, Pattani campus, became the first university in Thailand to offer Korean language as an elective subject. Chulalongkorn University followed in 1991, and Burapa in 1995. Others began offering the Korean language an elective subject from the second half of 1990's: Sri Nakharinwirot University, Ramkhamhaeng University, Silapakorn University and Prince of Songkla University – Phuket campus (and – Hat Yai campus in 2006). Some Rajabhat Institutes, formally Teachers' colleges, have offered courses in Korean language taught by Korean volunteers dispatched by KOICA (Korea International Cooperation Agency): Rajabhat Nakhon Pathom (1993-1999), Chandrakasem (1994-1998), Chiang Mai (1995-1999), and Chiang Rai(1996-1998). However, when KOICA stopped providing staff, the institute no longer provided classes.

The above institutes are public colleges and universities. No private higher institutions (except the University of Thai Chamber of Commerce, which had a cultural class in the 1980's) at present offer Korean language and/or Korean-related classes to their students.

Korean people have lately had a larger role in Thailand, especially in economics, tourism, and culture. This increasing influence has caused Thai people to have more interest in the Korean language, as well. Therefore, this research will help instructors to have guidelines to manage pedagogy, and to manage activities to support students learning Korean language skills to increase performance in Korean language learning in particular, and foreign language learning in general. Hopefully, this will allow to Thailand to produce more students that are proficient in Korean language, in a way that makes the more competitive in the global market.

Nakhon Si Thammarat is also administered under the "Office of The Basic Education Commission". This province has a particularly large number of Korean language programs available for students to select. Many of these schools are prestigious as well, including Princess Chulabhorn's College Nakhon Si Thammarat, Benjamarachutit School, Yothinbumrung School and Triam Udom Suksa School of the South.

Nevertheless, there is still a perception that learning strategies implemented in this province are deficient, inspiring researchers to further investigate how to

improve methods, not just for Korean language acquisition, but for other languages as well.

Nakhon Si Thammarat is a socio-economic political hub not only for southern Thailand; it also is an important location in the ongoing trade and dialogue in the ASEAN community, and is one place that is heavily impacted by the increasing activity of the ASEAN Plus Three cooperation (APT), which covers a variety of economic and political activities between ASEAN member states and China, South Korea and Japan. Given this critical role as a nexus between the interregional activities of the many nations in this area, enhancing language learning is of paramount importance for increasing the performance of the citizens of Nakhon Si Thammarat in both cultural and business exchanges.

This study will investigate the learning strategies and language learning motivations of secondary students in Nakhon Si Thammarat who are studying Korean, and how the impact of these factors might be exploited for enhancing second language acquisition as a whole.

1.2 Research Question

1. What language learning strategies are used by secondary students to study Korean language in Nakhon Si Thammarat?

2. What is the language learning motivation of secondary students who study Korean language in Nakhon Si Thammarat?

3. Is there a significant relationship between language learning strategies and language learning motivation of secondary students to study Korean language in Nakhon Si Thammarat?

1.3 Research Objective

1. To identify learning strategies in Korean language of secondary student in Nakhon Si Thammarat.

2. To identify language learning motivation in Korean language of secondary student in Nakhon Si Thammarat.

3. To identify the relationship between learning strategies and motivation of secondary student to study Korean language in Nakhon Si Thammarat.

1.4 Research Hypothesis

1. Most students use meta-cognitive and social strategies to study Korean language.

2. Most students have integrative motivation toward Korean language learning.

3. The relationship between learning strategies and motivation of secondary student to study Korean language in Nakhon Si Thammarat is significantly relevant. The student who have high motivation will clearly have high learning strategies.

1.5 Significance of the Study

To know and understand learning strategies and learning motivation in Korean language of secondary students in Nakhon Si Thammarat, allowing instructors to use the result of this research to help students to develop effective management within class. This research will also provide guidelines to study other related topics and be useful for the deep study of language learning achievement in strategies with the same area for more efficiency or in other area or other languages.

1.6 Scope of the Study

This study was limited to secondary students in Nakhon Si Thammarat who choose Korean to study as a foreign language. The research sample for this study consisted of secondary school students studying Korean as a foreign language in Nakhon Si Thammarat during the second semester of the 2014 academic year

In terms of theory, this study has applied (Oxford 1990) language learning theory to assess student learning strategies in the Korean classroom, and (Lambert 1959) language learning motivation theory to assess student learning motivation.

1.7 Conceptual Framework
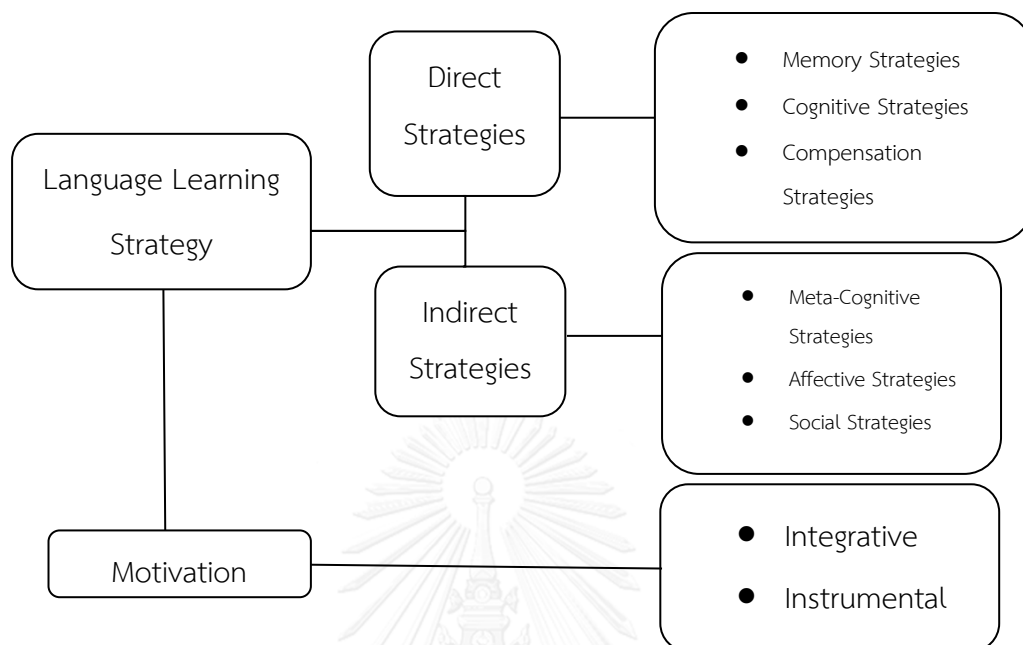
Figure 1 Conceptual Framework

1.8 Definitions of Terms

- **Foreign Language** a language which is not the native language of large numbers of people in a particular country of region, is not used as a medium of instruction in schools and is not widely used as a medium of communication in government, media, etc. They note that foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language(Richards 2002).

- **SILL** (Strategy Inventory for language learning) is a questionnaire by (Oxford 1990) to investigate the choice of strategies by language leaner. It includes six strategy categories, namely memory strategies, cognitive strategies,

compensation strategies, meta-cognitive strategies, affective strategies and social strategies.

- **Memory strategies** sometimes called mnemonics (memory technic) are typically used by language learners to enter information into memory and retrieve it (Oxford 1990).

- **Cognitive strategies** enable learners to understand and produce new language by many different means which involve practicing, analyzing expressions, summarizing and creating a structure of information (Oxford 1990).

- **Compensation strategies** enable learners to use a language even though they may have limitations in knowledge by using guessing, gesture etc. (Oxford 1990).

- **meta-cognitive strategies** allow learners to understand and control their cognition by coordinating the learning process using several functions like arranging, planning, evaluating and centering the learning (Oxford 1990).

- **Affective strategies** are those strategies that help learners to regulate their emotions, motivations and evaluations of their own learning (Oxford 1990).

- **Social strategies** help learners to learn language through social interaction (Oxford 1990).

- $\overline{X}$ is mean or arithmetic mean is value that calculate from the sum of all scores of the set and divided by the number of scores of the data set (Srisatidnarakul 2001).

- **S.D**. is standard deviation is a measure the distribution of samples of the most commonly used.(Srisatidnarakul 2001)

- **Pearson Correlation Coefficient** (Andale 2012) is Correlation between sets of data is a measure of how well they are related. The most common measure of correlation in stats is the Pearson Correlation. The full name is the Pearson Product Moment Correlation or PPMC. It shows the linear relationship between two sets of data. The results will be between -1 and 1. You will very rarely see 0, -1 or 1. You'll get a number somewhere in between those values. The closer the value of r gets to zero, the greater the variation the data points are around the line of best fit.

  High correlation: 0.5 to 1.0 or -0.5 to 1.0

  Medium correlation: 0.3 to 0.5 or -0.3 to .5

  Low correlation: 0.1 to 0.3 or -0.1 to -0.3

1.9 Methodology

This research utilizes a quantitative research design, and collected quantitative data through a questionnaire using a Likert scale.

CHAPTER II

LITERATURE REVIEW

This chapter provides the concepts and theories related to foreign language learning strategies and foreign language learning motivation for presenting the conceptual framework and analysis of the literature relevant to this thesis, which has been collected from various sources, such as journals, articles, newspapers, internet and previous studies. The purpose is to shape this study into context and to investigate the data. The content of this chapter is divided into 4 sections as follows:

2.1 Factors that affect foreign language learning

2.2 Theories related to learning strategies

2.3 Theories related to Motivation

2.4 Review on related literature

For analysis of foreign language learning, we also have to consider the various factors that affect foreign language learning. In Daniel Madrid's study "Internal and External Factors Affecting Foreign Language Teaching and Learning" (Madrid 1995), he determined nine major factors, including:

2.1 Factor that affect foreign language learning

1) Gender

(Gardner 1972) found that female learners have more motivation and favorable attitudes than male learners for second language learning which same result as (Spolsky 1989).

2) **Social context**

Students' social context is determined by a set of social factors associated with their social class, cultural level, home language, environmental language, ethnic and religious context, etc. The conclusions on social class and second language learning seem to suggest that (Ellis 1994):

Middle class children develop a higher level of second language proficiency and motivation than working class children in a formal classroom setting. However, when the learning process takes place in a natural setting or in a informal setting with little emphasis on academic tasks and more emphasis on communicative skills, the student's social class does not seem to be so relevant. As (Ellis 1994) points out, it is not the student's social class *per se* what is determinant but its effect on the student's previous experiences, stimuli, attitudes and motivation. There are some studies that show a strong influence of **ethnic, religious** and **cultural** factors on second language learning: For example, The wish to be a valued member of the

second language community and integrate with its members also enhances motivation for second language learning and good results (Lambert 1959).

3) Beliefs and experiences

Based on learner experience of second language learning have a variety of beliefs on second language learning that may affect the perform way in class and the interest shown in certain academic tasks. It has been proved that young and adult students have specific beliefs concerning different aspects of second language learning (Abraham 1987; Horwitz 1987; Wenden 1986; Wenden 1987a). Therefore, their reaction to certain classroom tasks may differ a lot due to the pertinence and usefulness given to them.

4) Affective factors

Language learning implicate emotional reactions that often determine positive or very negative results. Students react to their teacher's performance in class in a variety of affective ways. Sometimes they become really enthusiastic about the second language class, but often they reject the teaching situation and switch off. Learner affective situation may vary according to the teacher's personality traits, type of tasks performed in the classroom and the results they obtained.

5) Motivation

Motivation is a key factor to understanding the student's affective situation. A common problem connected with motivation has been its conceptualization. There

have been different method and definitions of this construct, so it is difficult to compare results. We have conceptualized the student's motivation for learning an second language as a state of the individual which is characterized operationally by (Madrid 1993b; Madrid 1994; Madrid 1933a):

- An interest and desire to learn second language that implies having positive attitudes towards second language learning.

- An effort to learn second language by means of a regular study.

- Satisfaction while experiencing second language learning, enjoying it and experiencing certain happiness and pleasure.

6) Learner's personality

Due to class observation can conclusion that some learner showing certain personality character obtains good results systematically, whereas other behaviors obstruct effective learning. These intuitions have been difficult to prove.

7) Age

The belief that young learners are better at learning languages than adults and the early years before teenager offer the most favorable stage for second language learning is supported by the **critical period hypothesis** (Andersson 1960; Lenneberg 1967; Penfield 1959).

For (Penfield 1959) To learn second language, the best stage for children falls within the first ten years of age.

8) Aptitude

There seems to be proof that some learner have natural abilities for second language learning(Neufeld 1978) and others have not. So it would be interesting to know if the learner with special qualities (aptitude) also obtain the highest skill level; if not, we must find out the cause of their low achievement.

9) Cognitive styles

Learner understand process and management their learning in different ways. These particular ways in which they try to learn are called **cognitive styles**, *cognitive strategies or learning styles* (Brown 1980).

Cognitive styles mean method or way that learner like to use for recognize, collection, evaluate, to understand and memorize acquired information and can fixed problem by use their own thinking styles which each person will have stable thinking styles. (Prangsorn 2012)

Learning styles is method to perceive information of each people by sensation to perceive information such as listening looking and touching. (Tesana)

Cognitive strategies mean strategies that concern with understanding process define by learner. And operate by them self for participate in language using such as (1) Practicing as repeat speaking, practice to write and speak in systematically, memorizing and using language rule, connecting word or phrase to be sentence and practicing as a natural. (2) Receiving and Sending message as quick comprehension

such as listening or read for comprehension the important point or for find the specific information of desired point. (3) Analyzing and reasoning such as giving the reason by use rules speech or message analytics, comparison element of language between target language and mother language, translation and Transfer knowledge from mother language to target language.(Oxford 1990)

2.2 Theories related on learning strategies

Learning strategies are the methods or plans that students implement with the intend to achieve the ultimate goal of learning. Much research has already been conducted on this subject, and has provided researchers with various definitions of language learning strategies, such as (Wenden 1987b), who define language learning strategy as the method, process and study plan that students use to receive, keep, and select language information for communication. (Oxford 1990), (A.U 1990; Wenden 1991) define language learning strategy as the method that students intend and contemplate for use in preparing, accessing and checking their own foreign language learning, with the following sub-strategies:

    a) (Rubin 1987) model, which separate learning strategy into 4 types as

        (1) Communication strategies

        (2) Meta-cognitive strategies

        (3) Cognitive strategies

b) (O'Malley 1985) model separate learning strategy into 3 types as

    (1) Meta-cognitive strategies

    (2) Cognitive strategies

    (3) Socioaffective strategies

c) (Stern 1992) model separate learning strategy into 5 types as

    (1) Management and Planning Strategies

    (2) Cognitive Strategies

    (3) Communicative-Experiential Strategies

    (4) Interpersonal Strategies

    (5) Affective Strategies

d) In this study, we have followed the (Oxford 1990) model, which separates learning strategies into three direct and three indirect strategies, with the following sub-strategies in each type:

    (1) Direct Strategies

        (a) Memory Strategies

           I. Linking thinking together as making group by type, Linking and use context to remember new vocabulary.

           II. Using pictures and sounds, make chart of meaning, use keywords and sound imitation for help in memorization.

           III. Systematic review as structuring review.

IV. Action adoption as using body language, feeling and instrument

(b) Cognitive Strategies

I. Practicing, such as repeat speaking, practice listening system and writing, using fixed-pattern sentences, mixing and natural practicing.

II. Receive and send information, such as quickly getting main idea, using information and send information.

III. Analytical method, such as using conductive reasons, analyzing words or messages, comparing analysis of information with a translator and transfer information.

IV. Management, or input information and output information, such as taking note, summarizing and marking or highlighting text.

(c) Compensation Strategies

I. Reasonable guessing such as use language keywords or others keywords.

II. The removal of restrictions on speech and writing such as change to use mother language, recourse, use gestures, avoid

some conversation or all conversation, select only some communication, adjust appropriate messages, make new appropriate messages and use indirect language or synonyms for showing desired meaning.

(2) Indirect Strategies

    (a) Meta-cognitive Strategies

        I. Linking thinking together such as collection and link information that gained from studying and slow speaking practice for listening self-mistake.

        II. Preparing and planning for a study such as find out more language knowledge, make self-study system , set goals and objectives, understand the task assigned, advance preparation study and have change for practice.

        III. Assessment Methods such as always check self-ability and self-assessment.

    (b) Affective Strategies

        I. Reduce anxiety by methods such as relaxation, taking a deep breath, meditating, bringing music to help learning and using laughter.

        II. Self-encourage, such as speaking only positive thoughts, Selection wisely risk and reward yourself.

III.   Control emotions, such as accepting yourself, using a check

list, writing a diary record and talk about your feeling to others.

(c) Social Strategies

I.   Make question to ask who have knowledgeable such as set

question to check their accuracy, set question to error

correction.

II.   Partnering with others, such as working with friends or

partnering with a well-informed person or expert.

III.   Understand others such as understanding culture and

understand thinking and feeling of others.

2.3 **Theories related to Motivation**

Language learning motivation determines the limit of study participation and

helps to promote foreign language education. When learning foreign languages and

students who have high motivation will be stimulated to have interactions with

native speakers that will increase the language knowledge of that student. Students

in different contexts will have different language learning motivations (Broady 2005).

For the purposes of this study, we've utilized the model of language learning

motivation as defined by (Gardner 1972), who define the motivation to 2 type as

follows:

2.3.1 **Integrative motivation** can be definition as follow (1) student who have integrative motivation they would like to learn more about the cultural community of the target language or to assimilate to some degree in the target community, (2) student would like to increase the associate with the target community or to assimilate to some degree in the Korean community, (3) student would like to increase the associate with Korean community.

2.3.2 **Instrumental motivation** is a more useful orientation; it refers to students would like to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career.

2.4 Review of Related Literature

Much research has been conducted in this field, and some relevant examples are discussed in the following section:

A 2012 study by Heejin Yang (Yang 2012) found that students use social strategies and meta-cognitive strategies more than other strategies, and female students use memory strategies, cognitive strategies, compensation strategies and social strategies more than male students. Heejin Yang also said that since most students use social strategies and meta-cognitive strategies, it would be beneficial if they were taught to practice how to best take advantage of these strategies. In this study she utilizes a

quantitative research design, and collected quantitative data through a questionnaire using a likert scale.

Supaporn Suwanopas (Suwanopat 2010) found in her 2010 study that:

1. Both groups of learners regarded teachers as their most important source of German knowledge. When encountering problems, high school learners preferred to consult Thai teachers while university learners liked to discuss them with their classmates.

2. As for self-study, most of the learners reviewed their German vocabulary 1 to 3 times a week. In addition to textbooks, high school learners improved their vocabulary by listening to German songs, while most of the university learners used the internet as a source of vocabulary improvement.

3. Among Oxford's foreign language learning strategies, it was found that cognitive strategies were the most popular strategies shared by learners from both groups for learning new words. Compensation strategies, however, were also frequently employed by university learners. The study further revealed that to find the meaning of new words and to use them, bilingual dictionaries (Thai-German/German-Thai) were used at a moderate level by both groups, while German-to-German dictionaries were used at the least frequent level. For vocabulary memorization, both groups of learners frequently used cognitive strategies, memory strategies and meta-cognitive strategies. Moreover, in using the vocabulary, cognitive strategies for using vocabulary were often employed by both groups of learners.

Chih-hui chang and Hui-ju Liu's 2013 research (Liu 2013) found that participants with high English proficiency level displayed a significantly higher level of strategy use than lower and intermediate levels. Compensation strategies were used most by students of high-proficiency abilities. Among the six categories of strategies, meta-cognitive and cognitive strategies were found to have higher correlations with motivation, while compensation strategies had lower correlation.

Thirawat Tanthanis (Thirawat Tanthanis 2013) found in his 2013 study that the students who have high achievement, and those who have low achievement, use the same strategies; thus, it was the motivation that was the discerning factor between their levels of achievement. He also found that language learning strategies have a positive relationship with language learning motivation, and that language learning motivation has a positive relationship with language learning achievement.

Hathai Daosodsai and Chansongklod Gajeseni's 2011 research (Gajeseni 2011) found that students have preparation before study strategies at a middle level. The top three strategies that students used often were doing homework; attending class and preparing for classes. Students used learning strategies for understanding lessons at a middle level. The sample group selected was required to understand lessons by thinking in Thai language, making notes while studying and paying attention while listening to the instructor during lectures. (Oxford 1990) explained that translating strategies bringing the mother language to use instead of second language, which can help to improve memory, so students use such strategies to help themselves to

more properly understand the lesson. And in case of language learning strategies for developing English skill use in middle level. Student have strategies for learning new vocabulary by reading English writing and other resources; (Oxford 1990) stated that using this strategy is important for encouraging yourself, especially when using second languages with native speakers of that language. Although students might use incorrect grammar or vocabulary, the native speaker will still be able to understand, allowing further development of skills of the students in the further.

Their research also found that most problems that students of English have are about vocabulary. According to students, using an English dictionary and playing English-usage games for increasing vocabulary helped them to be on average at a higher level than those who use other language learning strategies.

Pansek Arthornturasook (Pansek Arthornturasook 2014) found in his 2014's study that students from first year until fourth year in the Japanese major at Burapha University from 2010-2013 use six language learning strategies at high levels. The most common language learning strategies used are compensation strategies, followed by meta-cognitive strategies. High level problems and barriers of Japanese language learning included speech that was too fast to comprehend, followed by speech that was listenable but too advanced for students respond to.

Papangkorn Kittawee, Songsri Soranasathaporn, Karansupamas Engchuan, Thanayus Thannathiti (Papangkorn Kittawee 2012) found that MBA students who have high levels of anxiety use language strategies less than low-anxiety student. In

addition, it was found that compensation strategies and meta-cognitive strategies are the top language learning strategies used, consistent with the results found in many other studies. Since meta-cognitive strategies are important for language learning, helping student to plan and manage their thinking process and understanding is critical, while compensation strategies help student to guess or predict from limited knowledge.

Teeraporn Plailek (Plailek 2012) found in her 2012 study that:

1. The group from the more advanced students tended to have high visual preference and global-oriented learning styles, followed by openness learning styles. The intermediate group showed to be stronger in global-oriented learning styles and concrete and sequential learning styles, in that order. The elementary group used highly closure learning styles, followed by analytic orientation learning styles. Lastly, the foundation group showed to be stronger in global-oriented learning styles and intuitive learning styles, in that order. The advanced group, the intermediate group and the elementary group almost never tended to have relations with others learning styles, while the foundation group almost never tended to have task-orientated learning styles.

2. The advanced group tended to have highly developed meta-cognitive learning strategies and followed by compensation learning strategies. The intermediate group used highly developed meta-cognitive and affective learning strategies, and followed by social learning strategies. The elementary group tended

to have highly developed meta-cognitive, affective and social learning strategies. Lastly, the foundation group showed to be stronger in memory learning strategies and social learning strategies in that order. The advanced group, the elementary group and the foundation group almost never utilized cognitive learning strategies while the intermediate group almost never utilized compensation learning strategies.

Arwut Wajasath (Wajasath 1990) found in his 1990 study that:

1. First Year students' English learning strategies:

    1.1. The learning strategy used most frequently by students is making an intelligent guess.

    1.2. The learning strategy used moderately by students are participating directly in language learning activities, practicing, finding one's own way of studying English, making one's errors work strategy and using various ways to enhance better memory.

    1.3. The learning strategy used the least by the students is using English to communicate with others.

2. The comparison of learning strategies among the grade A group, the grade B group, the grade C group and the grade D group.

    2.1. The A-grade group and the B-grade group are different statistically at the .05 level in 4 out of 71 item, 2 of which are under the strategy of finding one's own way of studying English, one of which is under the strategy of using

English to communicate with others and the fourth item is under the strategy of making an intelligent guess.

2.2. The grade A group and grade B group B group are different statistically at the .05 level in making an intelligent guess and using various ways to enhance better memory.

2.3. The grade A group and the grade D group are different statistically at the .05 level in making an intelligent guess and participating directly in learning activities.

2.4. The grade B group and the grade C group are different statistically at the .05 level in using various ways to enhance better memory, making an intelligent guess strategy and making one's errors work.

2.5. The grade B group and the grade D group are different statistically at the .05 level in making an intelligent guess strategy and using various ways to enhance better memory.

2.6. The grade C group and the grade D group are different statistically at the .05 level in participating directly in language learning activities and making an intelligent guess.

Sitthichai Thongmark (Thongmark 2012) determined in their 2012 study that 1). There were differences and relationships between high- and low-proficiency groups in overall motivation, motivational intensity, overall motivational internal variables and English proficiency. 2) There were differences between faculties of study in their

overall motivation, motivational intensity, motivational internal variables and attitudes in 8 faculties. There were related among motivation, motivational intensity, and English proficiency in 6 faculties, but the motivational internal variables were related to their English proficiency at only 2 faculties.

Peipei Li and Guirong Pan (Pan 2009) found in their 2009 study that instrumental motivation influences both high achievers and low achievers; while high achievers have greater integrative motivation than lower ones, interest plays an extremely important role in study and high achievers have a strong sense of achievement.

Mohammad Reza Ahmadi (Ahmadi 2011) found in his 2011 study that Iranian EFL students have stronger instrumental motivation than integrative motivation toward language learning. The most important factors affect students' motivations are parents, teachers, social personality, university environment and examinations. Females were found to have stronger integrative motivation than males to learn English. Ahmadi also said that motivating students is necessary to ensure learners' academic growth. Encouragement can make learning more efficient and improve the classroom atmosphere. Successful learners are motivated by both internal and external factors and both types should be promoted in the classroom by teachers.

Judging from all of the aforementioned related literature, researchers most frequently use the Strategy Inventory for Language Learning of Oxford (1990). Given its status as a tool for analysis with world-wide use, we've also chosen to utilize it in our research. Also, given the consensus of the body of literature on the particular

frequency of meta-cognitive and compensation strategies, we've decided to reference these strategies in our own work, and to utilize the model on language learning motivation theories as postulated by (Gardner 1972).

CHAPTER III

RESEARCH METHODOLOGY

This research intends to study the language learning strategies and motivations of secondary students who study Korean language as a foreign language in Nakhon Si Thammarat, and the researcher's methodology will be explained in the following sections:

3.1 Population, Sampling and location of research

3.2 Instrumentation

3.3 Data Collection

3.4 Data Analysis

3.1 Population and location of research

The population of this research is secondary students who learn Korean language as a foreign language in Nakhon Si Thammarat, selected from the following four schools:

- Princess Chulabhorn's College Nakhon Si Thammarat, 23 students

- Benjamarachutit School, 83 students

- Yothinbumrung School, 21 students

- Triam Udom Suksa School of the South, 72 students

3.2 Instrumentation

The instruments that we used in this research are a language learning strategy questionnaire adapted from the Oxford model (Oxford, 1990) named Strategy Inventory of Language Learning (SILL), and for an instrument for investigating the motivation of students who are learning Korean as a foreign language, the researcher adapted the language learning motivation questionnaire of (Gardner 1985). Relationships between the data were found by using Pearson Correlation Coefficient testing.

The Strategy Inventory for language learning Questionnaire is divided into six sections, including 1) Memory strategies, 2) Cognitive strategies, 3) Compensation strategies, 4) Meta-cognitive strategies,5) Affective strategies, and 6) Social strategies. The breakdown of questions by strategy –type is shown in Table 1.

Table 1 Question items of Oxford's (1990) SILL

Language learning strategies	Question item number	Total number of questions
1)Memory strategies	1-9	9
2)Cognitive strategies	10-23	14
3)Compensation strategies	24-29	6
4)Meta-cognitive strategies	30-38	9
5)Affective strategies	39-44	6
6)Social strategies	45-50	6
Total		50

The motivation inventory for language learning questionnaire is divided into two sections, 1) Instrumental motivation and 2) Integrative motivation, as shown in Table 2.

Table 2 Question items of motivation inventory of language learning

Language learning motivation	Questionnaire item number	Total number of questions
1)Instrumental motivation	1-10	10
2)Integrative motivation	11-20	10
Total		20

The strategy inventory and motivation inventory for language learning both use a 5-point Likert scale. In the questionnaire, students were asked to decide whether they agree or disagree with each statement. Then student will mark one of five boxes corresponding to the answer choices of "Never or almost never true of me", "Usually not true of me", "Somewhat true of me", "Usually true of me", "Always or almost always true of me", each of which was assigned a numerical value as shown in Table 3.

Table 3 Meaning of point in SILL

Meaning of point that student select	Point
Never or almost never true of me	1
Usually not true of me	2
Somewhat true of me	3
Usually true of me	4
Always or almost always true of me	5

The section of the questionnaire concerning motivation inventory used answer choices corresponding to "Always true", "Usually true", "Somewhat true", "Not quite true" and "Not true at all", which were also assigned numerical values.

3.3 Data Collection

This study focused on the language learning strategies and language learning motivation of secondary school students in Nakhon Si Thammarat.

3.3.1 Primary Data

This study used the questionnaire to collect data from secondary students who learn Korean as a foreign language in Nakhon Si Thammarat, selected from four schools, including Princess Chulabhorn's College Nakhon Si Thammarat, Benjamarachutit School, Yothinbumrung School and the Triam Udom Suksa School of the South.

3.3.2 Questionnaire Distribution

The questionnaire has 74 items and is divided into three parts as follows:

Part 1: Individual Factors or Personal information. These questions were designed to collect a description of basic information about the personal information of the respondent, such as student number, name, surname, gender and education level.

Part 2: This part is the strategy inventory for Korean language learning, which has applied (Oxford 1990) language learning theory. This part's questions are about the language learning strategies of students who learn Korean language as a foreign language in secondary school. These questions asked about the strategies of students to learn Korean language. Each question used a five-point Likert scale, divided by six sub-topics that included memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies.

Part 3: This part is the motivation inventory for Korean language learning motivation. This part's questions are about the language learning motivation, which is divided between Instrumental and Integrative motivation.

3.4 **Data Analysis**

This study analyzed data by Excel to find average ($\overline{X}$) and standard deviation (S.D.). Relationships between language learning strategies and language leaning motivation were found by Pearson correlation coefficient testing.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

The purpose of this research was to study about the language learning strategies and language learning motivation of secondary students in Nakhon Si Thammarat at Princess Chulabhorn's College Nakhon Si Thammarat, Benjamarachutit School, Yothinbumrung School and the Triam Udom Suksa School of the South. The researcher presents the data analysis as follows as the objective of this study:

4.1 Reliability Result

4.2 Individual Information (Personal Information)

4.3 Language learning strategies

4.4 Language learning motivation

4.1 Reliability Result

In this study, to find the reliability of the instrument or questionnaire, the researcher used the alpha coefficient reliability (Cronbach's Alpha) to test and measure the internal consistency of the scale questions in the questionnaire. Normally, coefficient alpha (Coefficient-α) is used for surveys or questionnaires that use a non-binary rating scale, so this study, which uses a 5-point rating scale, is well-suited for this kind of internal consistency testing. Normally Cronbach's Alpha reliability coefficient ranges between 0 and 1. Since this study is exploratory research, for confirming the reliability of the instrument, the Alpha Coefficient should be

greater than or equal to 0.7. For this study, the research applied the Cronbach's Alpha reliability coefficient testing separately to the main two instruments, the Strategy Inventory of Language Learning (SILL), and the Motivation Inventory of Language Learning.

As can be seen in Table 4, both scales have coefficient scores over 0.7, proving the high reliability of the instruments of this study.

Table 4 Reliability Result of Variables

Questionnaire	Cronbach's Alpha	Number of Items
Part 2 SILL	0.95	50
Part3 Motivation Inventory	0.90	20

4.2 Individual Information (Personal Information)

The individual information collected from secondary students at four schools in Nakhon Si Thammarat was divided by Student Number, Name and Surname, Gender, and Grade. Tables 5 through 8 show the gender information of the participating students at each school, while Tables 9 through 12 show the grade information of the participating students at each school.

In this study, the researcher selected only participants who study Korean language as a foreign language at secondary schools in Nakhon Si Thammarat, totaling 199 students. The number of female students was much higher than the number of male students, as shown in Tables 5 through 8. Table 5 is an overview of

the gender of students at Yothinbumrung School, where 16 out of 21 respondents were female, and 5 were male. Table 6 shows the overview of the gender of students at Princess Chulabhorn's College Nakhon Si Thammarat, where all 23 participants were female. Table 7 shows the overview of the gender of students at Benjamarachutit School, where 71 out of 83 total respondents were female, and 12 were male. Table 8 is an overview of the gender of students at the Triam Udom Suksa School of the South, where 54 out of 72 respondents were female, and 18 were male.

In regards to the grade level of students who participated in the survey, Table 9 shows the overview of the grade level of students at Yothinbumrung School, where 12 out of 21 participating students were in grade 10, three were in grade 11, and six were in grade 12. Table 10 shows the overview of the grade level of students at Princess Chulabhorn's College Nakhon Si Thammarat, where all 23 participating students were in grade 11. Table 11 shows the overview of the grade level of students at Benjamarachutit School, where all 83 participating students were in grade 11. Table 12 s shows the overview of the grade level of students at the Triam Udom Suksa School of the South, where 25 out of 72 respondents were in grade 10, 39 were in grade 11, and 8 were in grade 12.

Table 5 Gender (Yothinbumrung School)

Gender	N	Percent
Male	5	24%
Female	16	76%

Table 6 Gender (Princess Chulabhorn's College Nakhon Si Thammarat)

Gender	N	Percent
Male	0	0%
Female	23	100%

Table 7 Gender (Benjamarachutit School)

Gender	N	Percent
Male	12	14%
Female	71	86%

Table 8 Gender (Triam Udom Suksa School of the South)

Gender	N	Percent
Male	18	25%
Female	54	75%

Table 9 Grade (Yothinbumrung School)

Grade	N	Percent
Grade 10	12	57%
Grade 11	3	14%
Grade 12	6	29%

Table 10 Grade (Princess Chulabhorn's College Nakhon Si Thammarat)

Grade	N	Percent
Grade 10	0	0%
Grade 11	23	100%
Grade 12	0	0%

Table 11 Grade (Benjamarachutit School)

Grade	N	Percent
Grade 10	0	0%
Grade 11	0	0%
Grade 12	83	100%

Table 12 Grade (Triam Udom Suksa School of the South)

Grade	N	Percent
Grade 10	25	35%
Grade 11	39	54%
Grade 12	8	11%

4.3 Language learning strategies

The language learning strategies of secondary students who study Korean language as a foreign language at secondary schools in Nakhon Si Thammarat can be summarized and divided as shown in Tables 13 through 16. Table 13 shows the overview of language learning strategies of students at Yothinbumrung School. The strategies most commonly used by respondents were meta-cognitive strategies ($\overline{X}$ =3.20), followed by Social strategies ($\overline{X}$ =3.03), Memory strategies ($\overline{X}$ =2.88),

Affective strategies ($\overline{X}$ =2.72), Cognitive strategies ($\overline{X}$ =2.69), and Compensation strategies ($\overline{X}$ =2.50).

Table 13 Language Learning Strategies (Yothinbumrung School)

Language Learning Strategies	$\overline{X}$	S.D.
Memory Strategies	2.88	0.94
Cognitive Strategies	2.69	1.13
Compensation Strategies	2.50	1.14
Meta-Cognitive Strategies	3.20	1.07
Affective Strategies	2.72	1.19
Social Strategies	3.03	1.26

Table 14 shows the overview of language learning strategies of students in Princess Chulabhorn's College Nakhon Si Thammarat. The strategies most commonly used by respondents were meta-cognitive strategies ($\overline{X}$ = 3.43), followed by social strategies ($\overline{X}$ =3.33), memory strategies ($\overline{X}$ =3.14), affective strategies ($\overline{X}$ = 3.09), compensation strategies ($\overline{X}$ =2.88), and cognitive Strategies ($\overline{X}$ =2.77).

Table 14 Language Learning Strategies (Princess Chulabhorn's College Nakhon Si Thammarat)

Language Learning Strategies	$\overline{X}$	S.D.
Memory Strategies	3.14	1.05
Cognitive Strategies	2.77	1.25
Compensation Strategies	2.88	1.18
Meta-Cognitive Strategies	3.43	1.00
Affective Strategies	3.09	1.33
Social Strategies	3.33	1.21

Table 15 shows the overview of language learning strategies of students at Benjamarachutit School. The strategies most commonly used by respondents were meta-cognitive strategies ($\overline{X}$ =3.36), followed by social strategies ($\overline{X}$ = 3.32), memory strategies ($\overline{X}$ =3.28), affective strategies ($\overline{X}$ =3.07), cognitive strategies ($\overline{X}$ =2.97), and compensation strategies ($\overline{X}$ =2.92).

Table 15 Language Learning Strategies (Benjamarachutit School)

Language Learning Strategies	$\overline{X}$	S.D.
Memory Strategies	3.28	1.10
Cognitive Strategies	2.97	1.22
Compensation Strategies	2.92	1.04
Meta-Cognitive Strategies	3.36	1.05
Affective Strategies	3.07	1.14
Social Strategies	3.32	1.10

Table 16 shows the overview of language learning strategies of students at the Triam Udom Suksa School of the South. The strategies most commonly used by respondents were Social strategies ($\overline{X}$ =3.46), followed by meta-cognitive strategies ($\overline{X}$ =3.39), memory strategies ($\overline{X}$ =3.21), affective strategies ($\overline{X}$ =3.18), compensation strategies ($\overline{X}$ =3.10), and cognitive strategies ($\overline{X}$ =3.09).

Table 16 Language Learning Strategies (Triam Udom Suksa School of the South)

Language Learning Strategies	$\overline{X}$	S.D.
Memory Strategies	3.21	0.92
Cognitive Strategies	3.09	0.97

Compensation Strategies	3.10	0.94
Meta-Cognitive Strategies	3.39	0.91
Affective Strategies	3.18	0.94
Social Strategies	3.46	0.96

Table 17 Total Language Learning Strategies

Language Learning Strategies	$\overline{X}$	S.D.
Memory Strategies	3.20	1.02
Cognitive Strategies	2.96	1.14
Compensation Strategies	2.93	1.05
Meta-Cognitive Strategies	3.37	1.00
Affective Strategies	3.08	1.11
Social Strategies	3.23	1.09

Table 17 shows the cumulative total of language learning strategies of secondary students who are learning Korean language as a foreign language at secondary schools in Nakhon SI Thammarat. The results show that most students use meta-cognitive strategies, with an average value of 3.37, 3.23 for Social Strategies, 3.20 for Memory Strategies, 3.08 for Affective Strategies, 2.96 for Cognitive Strategies, and 2.93 for Compensation Strategies, respectively.

4.4 Language learning motivation

The language learning motivation of secondary students who study Korean language as a foreign language at secondary schools in Nakhon Si Thammarat is

summarized and divided in Tables 18 through Table 21, separated by school. Table 18 shows the overview of language learning motivation of students at Yothinbumrung School. The most common motivation for respondents was Integrative motivation ($\overline{X}$ =3.23), followed by Instrumental motivation ($\overline{X}$ = 2.90).

Table 18 Language Learning Motivation (Yothinbumrung School)

Language Learning Motivation	$\overline{X}$	S.D.
Instrumental Motivation	2.90	1.16
Integrative Motivation	3.23	1.09

Table 19 shows the overview of language learning motivation of students at Princess Chulabhorn's College Nakhon Si Thammarat. The most common motivation for respondents was Integrative motivation ($\overline{X}$ =3.58), followed by Instrumental motivation ($\overline{X}$ = 3.31).

Table 19 Language Learning Motivation (Princess Chulabhorn's College Nakhon Si Thammarat)

Language Learning Motivation	$\overline{X}$	S.D.
Instrumental Motivation	3.31	1.23
Integrative Motivation	3.58	1.20

Table 20 shows the overview of language learning motivation of students in Benjamarachutit School. T The most common motivation for respondents was Integrative motivation ($\overline{X}$ =3.65), followed by Instrumental motivation ($\overline{X}$ = 3.25**).**

Table 20 Language Learning Motivation (Benjamarachutit School)

Language Learning Motivation	$\overline{X}$	S.D.
Instrumental Motivation	3.25	1.17
Integrative Motivation	3.65	1.04

Table 21 shows the overview of language learning motivation of students at the Triam Udom Suksa School of the South. The most common motivation for respondents was Integrative motivation ($\overline{X}$ =3.57), followed by Instrumental motivation ($\overline{X}$ = 3.27).

Table 21 Language Learning Motivation (Triam Udom Suksa School of the South)

Language Learning Motivation	$\overline{X}$	S.D.
Instrumental Motivation	3.27	0.91
Integrative Motivation	3.57	0.95

Table 22 Total Language Learning Motivation

Language Learning Motivation	$\overline{X}$	S.D.
Instrumental Motivation	3.23	1.09
Integrative Motivation	3.57	1.04

In Table 22, we can see the combined total of language learning motivation of secondary students who are learning Korean language as a foreign language in Nakhon Si Thammarat. The cumulative average for Integrative Motivation was 3.57, and Instrumental Motivation was 3.23

4.5 Relationship between Language Learning Strategies and Language Learning Motivation

We found relationships between language learning strategies and language learning motivation by using Pearson correlation coefficient testing. The results showed that language learning strategies and language learning motivation had a correlation coefficient of 0.57, which means these two factors have a positive correlation.

CHAPTER V

CONCLUSION AND RECCOMENDATION

This chapter provides the conclusions of the study of the Korean language strategies and motivations of secondary school students in Nakhon Si Thammarat, and provides recommendations as follows:

5.1 Conclusion

The purpose of this study was to identify the learning strategies and language learning motivation of secondary students who are learning Korean language in Nakhon Si Thammarat, and to identify the relationship between these factors.

The population was comprised of secondary students in grades 10- 12 who study Korean language as a foreign language at one of four selected schools, including 23 students at Princess Chulabhorn's College Nakhon Si Thammarat, 83 students at Benjamarachutit School, 21 students at Yothinbumrung School, and 44 students at the Triam Udom Suksa School of the South. The inventory consists of 3 parts, which are individual information, Strategy Inventory for language learning, and Motivation Inventory for language learning.

The descriptive results of the questionnaires show the demographics of the respondents, which included student number, name, surname, gender and grade. The inferential statistic results provided the distribution of language learning strategies and language learning motivation.

5.2 The result and Discussion

The researcher would like to provide the results of this study by dividing according to the research questions as follows:

1. What language learning strategies are used by secondary students to study Korean language in Nakhon Si Thammarat?

This question was answered by using the results from the survey questionnaire by referring to the strategy inventory for language learning (SILL). As can be seen from the data in the previous chapter, and from the summary in Table 17, students most frequently used meta-cognitive strategies, with an average value of 3.37, followed by social strategies at 3.23, memory strategies at 3.20, affective strategies at 3.08, cognitive strategies at 2.96, and compensation strategies at 2.93, respectively. The one exception was at the Triam Udom Suksa School of the South, where social strategies were actually more commonly used than meta-cognitive strategies.

2. What is the language learning motivation of secondary students who study Korean language in Nakhon Si Thammarat?

As reflected in Table 22, the results show that the language learning motivation of secondary students who are learning Korean language as a foreign language in Nakhon Si Thammarat are primarily Integrative, with an average value of 3.57, versus an average value of 3.23 for Instrumental Motivation.

3. Is there a significant relationship between language learning strategies and language learning motivation of secondary students to study Korean language in Nakhon Si Thammarat?

This question is answered by used Pearson Correlation Coefficient founded the result as below:

The relationship found between language learning strategies and language learning motivation by using Pearson correlation coefficient testing was that they have a correlation coefficient of 0.57, which means these two factors have a positive correlation.

The results of this study, which found that the most frequently used learning strategies of students were meta-cognitive strategies, followed by social strategies, were consistent with much of previous research, such as the study of (Thirawat Tanthanis 2013), which also found that most students use meta-cognitive strategies to study English language, due to the fact that meta-cognitive strategies help students plan, investigate and evaluate their studies by themselves(Oxford 1990), and also help students to self-directed their learning, making it an important strategy on the path to language learning achievement. Our results were also consistent with the study of (Yang 2012), which found that students use social strategies and meta-cognitive strategies more than other strategies.

Our findings regarding the language learning motivation, however, differed from some other previous studies, such as with the studies of (Ahmadi 2011) and (Thirawat

Tanthanis 2013), which found that students have stronger instrumental motivation than integrative motivation toward language learning. The difference in results may stem from the fact that the present researcher's study focused on Korean as a target language for learning, while the studies of (Ahmadi 2011) and (Thirawat Tanthanis 2013) focused on English language. Korean language does not have the same status as English does with regards to being a global language and the common language of business, so students who learn English probably have more instrumental motivation than students who study Korean. This means that students who study Korean language as a foreign language possibly desire to study Korean language because they want to learn more the cultural community of Korean language.

With regards to this study's findings in regards to the existence of a positive relationship between language learning strategies and language learning motivation, the researcher's results were also consistent with the study of (Thirawat Tanthanis 2013), which found that these two factors are critical for achievement in the study of English language.

It is worth considering the relevance and application of the findings to the Standard of Basic Education Curriculum 2008 (The Ministry of Education 2008), which will be given the details in the Appendix E.

The researcher hypothesizes that if student utilize memory strategies to study Korean language as a foreign language, they will be able to explain/compare

differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

If students utilize meta-cognitive strategies to study Korean language as a foreign language, they will able to be follow this Standard of Basic Education Curriculum 2008 strand 1, language communication. If the students utilize meta-cognitive strategies, they will have plans in studying the language and will get more efficient results from their studies. Moreover, students will be able to evaluate and check their faults in studying. Also, the student will be able to observe instructions in manuals for various types of work, clarifications, explanations and descriptions. Moreover, they will be able to do research, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.

If students utilize cognitive strategies to study Korean language as a foreign language, they will be able to explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read. They will furthermore be able to speak and write to summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.

If student utilize affective strategies to study Korean language as a foreign language, they will be able to speak and write appropriately. They can ask for and

give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

If students utilize social strategies to study Korean language as a foreign language, they will be able to converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data continuously and appropriately. They will also be able to choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers. Moreover, they will also be able to analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately. They will also be able to research, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing. And students can use language for communication in real situations/simulated situations in the classroom, school, community and society.

In summary, if students utilize a variety of language learning strategies, they will more easily be able to follow the Standard of Basic Education Curriculum 2008, which will in turn help them to achieve more in their language studies.

5.3 Recommendations for Further Study

It is becoming increasingly common for a variety of language courses to be offered at secondary schools in Thailand. These courses typically follow The Basic Education Core Curriculum, which helps schools set syllabi and set indications to follow the objectives of the school.

However, the results of this study suggest that each school has its own pedagogy, resulting in differences as uncovered by the questionnaire. Although three schools had similar results, which the most commonly used language learning strategies were meta-cognitive strategies, followed by social strategies, students from the remaining school were shown to prefer social strategies above meta-cognitive strategies. Therefore, the researcher assumes that the difference in results might be due to different instructors, different schools, different teaching and learning, or different evaluations and indicators. To improve the efficiency of learning Korean language as a foreign language, we should develop standardized tests and evaluation indicators.

Instructors can refer to this research to study the patterns of teaching that respond to the standards and indicators by class. Additionally, the instructors can refer to the results of this research for application to their instruction in each school to help foster interest in class, helping students to have higher motivation to study and have fun with class. Instructors can also refer to this research to study teaching styles of another foreign language. To increase student efficacy in their language

studies, instructors should explain the different types of language learning strategies and explain how to use them to study foreign languages in order to foster higher achievement.

Social strategies were also self-reported at a high level by the students' surveys. These strategies consist of making questions to ask who is knowledgeable, such as setting questions to check their accuracy, and setting questions for error correction. Partnering with others, such as working with friends or partnering with a well-informed person or expert, as well as understanding others, culture, and the thoughts and feelings of others are other important aspects of social strategies.

Meta-cognitive strategies and social strategies, when combined, can make a powerful approach to the study of languages. However, it is possible to guide our students to even higher levels of achievement by also showing them how to incorporate the other four types of learning strategies, as well.

The results of this survey found that all of the students who study Korean language in Nakhon Si Thammarat rarely used cognitive strategies or compensation strategies. Having grown up in Nakhon Si Thammarat, the researcher believes that the reason why students don't use these strategies might stem from the fact that Korean class in Nakhon Si Thammarat is an elective subject, so the study hours are limited, offering limited opportunities for practice and the usage of other methods. In this case, the researcher strongly recommends that instructors should take the time to teach students about the different language learning strategies and how to use it to

get higher benefit. After students know what language learning strategies are and how to use them, they will hopefully be able to adapt it to their studies. If possible, teachers should provide real practicing or real speaking time in class, which will help students to practice learning strategies, as well.

Since it was found that secondary students who are learning Korean language as a foreign language in Nakhon Si Thammarat have higher levels of integrative than instrumental motivation, the researcher recommends that instructors adapt teaching tools to harness student motivation, which is likely tied to a desire to know more about Korean culture, or to communicate with Korean people and to be a part of the Korean cultural community.

As mentioned earlier in chapter 2, the previous research found that the students who live in the capital of Thailand use meta-cognitive and social strategies in learning Korean language. Even though it seems that the students in the provincial areas have less opportunity in learning foreign language than those in the capital area, however, this research found that the students in Nakhon Si Thammarat, which is a provincial area, share the same learning strategies as those in the capital area. Therefore, to bridge the gap in learning achievement between the capital and provincial areas, the instruction of other learning strategies could be crucial to increase student efficiency.

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    Korean as a foreign language at Mattayom Wat Makutkasat Secondary School
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APPENDICES

Appendix A: Questionnaire in English Version
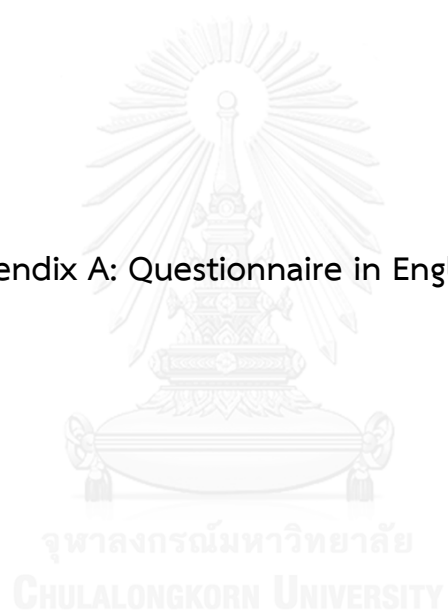
This questionnaires for study Korean language learning strategies and motivation of secondary

| The information that fill in this questionnaire will be secret |

<u>Part 1</u>: Please fill in the following information.

1. Student Number: _____

2. Name: _____   Surname: _____

3. Gender   ☐Male   ☐ Female

4. Grade Level: _____

<u>Part2</u>: Strategy inventory for Korean language learning

Directions:

This form of the strategy inventory for language learning (SILL) is for students of

Korean as foreign language. Please read each statement and fill in the table of the

response (1, 2, 3, 4 or 5) that tells how true of you the statement is

1. Never or almost never true of me.

2. Usually not true of me.

3. Somewhat true of me.

4. Usually true of me.

5. Always or almost always true of me.

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME MEANS that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half of time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in term of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements.

Part 2.1

Items	1	2	3	4	5
1. I think of relationship between what I already know and new things I learn in Korean.					
2. I use new Korean words in a sentence so I can remember them.					
3. I connect the sound of a new Korean word and an image or picture of the word to help remember the word.					

4. I remember a new Korean word by making a mental picture of a situation in which the word might be used.					
5. I use rhymes to remember new Korean words.					
6. I use flashcards to remember new Korean words.					
7. I physically act out new Korean words.					
8. I review Korean lessons often.					
9. I remember new Korean or phrases by remembering their location on the page, on the board, or on a TV Program subtitle.					

Part 2.2

Items	1	2	3	4	5
10. I say or write new Korean words several times.					
11. I try to talk like native Korean speakers.					
12. I practice the sounds of Korean.					
13. I use the Korean words I know in different ways.					
14. I start conversations in Korean.					
15. I watch Korean language TV shows spoken in Korean or go to movies spoken in Korean.					
16. I read for pleasure in Korean.					
17. I write notes, messages, letters, or reports in					

Items	1	2	3	4	5
Korean.					
18. I first skim a Korean passage (read over the passage quickly) then go back and read carefully.					
19. I look for words in my own language that are similar to new words in Korean.					
20. I try to find patterns in Korean.					
21. I find the meaning of a Korean word by dividing it into parts that I understand.					
22. I try not to translate word for word					
23 I make summaries of information that I hear or read in Korean.					

Part 2.3

Items	1	2	3	4	5
24. I make summaries of information that I hear or read in Korean.					
25. When I can't think of a word during a conversation in Korean, I use gestures.					
26. I make up new words if I do not know the right ones in Korean.					
27. I read Korean without looking up every new word.					
28 I try to guess what the other person will say next in Korean.					

29. If I can't think of a Korean word, I use a word or phrase that means the same thing.					

Part 2.4

Items	1	2	3	4	5
30 I try to find as many ways as I can to use my Korean.					
31. I notice my Korean mistakes and use that information to help me do better.					
32. I pay attention when someone is speaking Korean					
33. I try to find out how to be a better learner of Korean.					
34. I plan my schedule so I will have enough time to study Korean.					
35. I look for people I can talk in Korean.					
36. I look for opportunities to read as much as possible in Korean.					
37. I have clear goals for improving my Korean skills.					
38. I think about my progress in Learning Korean.					

Part 2.5

Items	1	2	3	4	5
39. I try to relax whenever I feel afraid of using Korean.					
40. I encourage myself to speak Korean even when I am afraid of making a mistake.					
41. I give myself a reward or treat when I do well in Korean.					
42. I notice of I am tense or nervous when I am studying or using Korean.					
43. I write down my feelings in a language learning diary.					
44. I talk to someone else about how I feel when I am learning Korean.					

Part 2.6

Items	1	2	3	4	5
45 If I do not understand something in Korean, I ask the other person to slow down or say it again.					
46. I ask Korean speakers to correct me when I talk.					
47. I practice Korean with other students.					
48. I ask for help from Korean speakers.					
49. I ask questions in Korean.					

50. I try to learn about the culture of Korean speakers.					

Part3: Motivation inventory for Korean language learning motivation.

Please mark √ in the box when it's true according your feeling.

<u>Meaning</u>   5   meaning   "The most true"

            4   meaning   "Very true"

            3   meaning   "True in the medium level"

            2   meaning   "Fact less"

            1   meaning   "Most fact less"

Instrumental Motivation	1	2	3	4	5
1. I mainly focus on using Korean for class assignment and the exams					
2. I simply quote the textbooks and do not really communicate myself when speaking or writing in class.					
3. I am interested in reading only Korean textbook for my university study, but not other Korean text e.g. magazines, lyrics, news.					
4. I am more interested in earning a Korean medium university degree and a good job than learning Korean language itself.					
5. I am more interested in furthering my higher education than learning Korean language itself.					

6. Learning Korean is important for traveling in Korea.					
7. Learning Korean is important for making me a knowledgeable and skillful person.					
8. Learning Korean is important for making me an educated person.					
9. Being proficient in Korean can lead to more success and achievement in life.					
10. Being proficient in Korean makes other people respect me.					

Integrative Motivation	1	2	3	4	5
11. Studying Korean enables me to understand Korean books, movies, TV series, music, TV variety, etc.					
12. Studying Korean enables me to better understand and appreciate the ways of life of native Korean speakers.					
13. Studying Korean enables to be able to keep in touch with Korean acquaintances or foreign people who interested in Korean language as well.					
14. Studying Korean enables me to discuss interesting topics in Korean with the people from other national backgrounds.					
15. Studying Korean enables me to transfer my knowledge to other people e.g. giving directions					

to tourists.					
16. Studying Korean enables me to participate freely in academic, social, and activities among Korean cultural groups.					
17. Studying Korean enables me to behave like native Korean speakers: e.g. accent, using Korean expressions.					
18. Studying Korean enables me to appreciate Korean arts and literature.					
19. Studying Korean helps me to be a hard work and sociable person like Korean speaking people.					
20. I am determine to study Korean as I can to achieve maximum proficiency.					
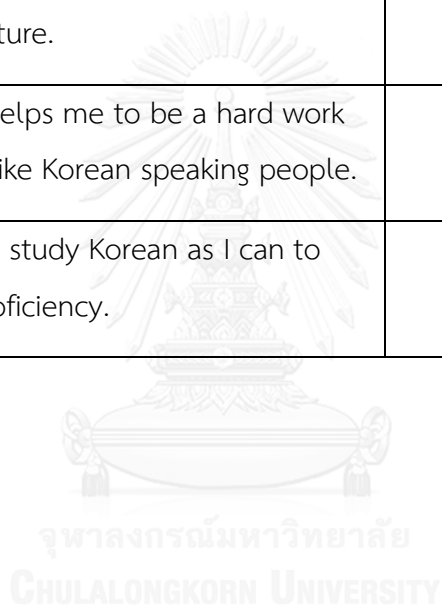
Appendix B: Questionnaire in Thai Version
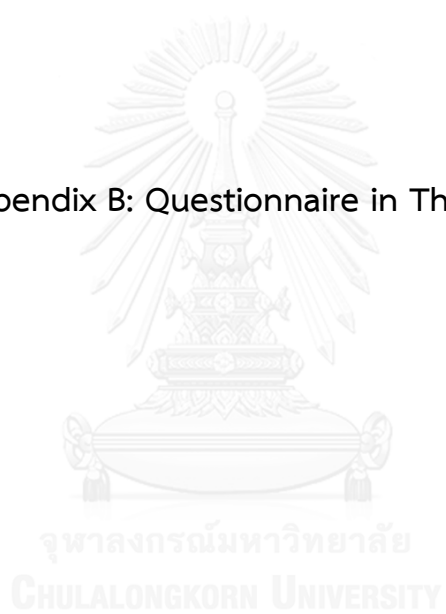
แบบสอบถามเพื่อการเรียนรู้กลวิธีการเรียนรู้และแรงจูงใจในการเรียนภาษาเกาหลีของนักเรียนมัธยม

ข้อมูลที่ใส่ลงในแบบสอบถามนี้จะเป็นความลับอย่างแน่นอน และจะไม่ถูกนำไปเผยแพร่ต่อผู้ที่ไม่ได้รับอนุญาต

ส่วนที่ 1 : กรุณากรอกข้อมูลลงในช่องว่าง

1. รหัสนักเรียน _____

2. ชื่อ _____นามสกุล_____

3. เพศ ☐ชาย   ☐หญิง

4. ระดับชั้น_____

ส่วนที่ 2 : แบบประเมินกลวิธีการเรียนรู้ภาษาเกาหลีชุดนี้ เป็นแบบประเมินสำหรับนักเรียนผู้ที่เรียน

ภาษาเกาหลีเป็นภาษาที่สอง โปรดอ่านแต่ละข้อความ และใส่คำตอบ(1 2 3 4 หรือ 5) ที่บ่งชี้ว่าแต่

ละข้อความจริงมากน้อยเพียงใด

1. ไม่หรือแทบไม่จริงสำหรับฉัน

2. มักจะไม่จริงสำหรับฉัน

3. จริงบ้าง ค่อนข้างจริงสำหรับฉัน

4. มักจะจริงสำหรับฉัน

5. จริงหรือจริงเสมอสำหรับฉัน

 โดยที่

ไม่หรือแทบไม่จริงสำหรับฉัน หมายถึง ข้อความนี้ไม่ค่อยจริงสำหรับฉันเลย

มักจะไม่จริงสำหรับฉัน หมายถึง สำหรับฉันข้อความนี้จริงน้อยกว่าครึ่งหนึ่ง

จริงบ้าง ค่อนข้างจริงสำหรับฉัน หมายถึง สำหรับฉันข้อความนี้จริงประมาณครึ่งหนึ่ง

มักจะจริงสำหรับฉัน หมายถึง สำหรับฉันข้อความนี้จริงมากกว่าครึ่งหนึ่ง

จริงหรือจริงเสมอสำหรับฉัน หมายถึง ข้อความนี้เป็นจริงเสมอสำหรับฉัน

ให้ตอบคำถามว่าข้อความที่คุณอ่านบ่งบอกถึงตัวคุณได้ดีเพียงใด กรุณาอย่าตอบคำถามโดยคิดว่าคุณ

ควรจะเป็นอย่างไร หรือคิดว่าคนอื่นทำกันอย่างไร ในการทำแบบประเมินกลวิธีการเรียนรู้ภาษา

เกาหลีชุดนี้ไม่มีคำตอบที่ถูกหรือผิดสำหรับข้อความในแบบประเมิน

<u>ส่วนที่ 2.1</u>

รายการ	1	2	3	4	5
1. ฉันจะคิดถึงความสัมพันธ์ระหว่างระหว่างสิ่งที่ฉันได้เรียนรู้มาก่อน และสิ่งใหม่ๆที่ฉันได้เรียนรู้ในภาษาเกาหลี					
2. ฉันใช้คำศัพท์ภาษาเกาหลีใหม่ๆในประโยค ฉันจึงจำคำศัพท์เหล่านั้นได้					
3. ฉันฟังการออกเสียงของคำศัพท์ภาษาเกาหลีใหม่ๆ และดูรูปภาพของคำศัพท์ เพื่อช่วยให้ฉันจดจำคำศัพท์ได้					
4.ฉันจำคำศัพท์ภาษาเกาหลีใหม่ๆ โดยนึกถึงภาพจำลองสถานการณ์ในสถานการณ์ที่คิดว่าจะใช้คำศัพท์นั้นได้					
5.ฉันใช้คำที่คล้องจองกันในการจำคำศัพท์ใหม่					
6.ฉันใช้การ์ดคำศัพท์หรือการ์ดรูปภาพในการจำคำศัพท์ภาษาเกาหลี					
7.ฉันแสดงออกทางกายกับคำศัพท์ภาษาเกาหลีใหม่ๆ					
8. ฉันทบทวนบทเรียนภาษาเกาหลีบ่อยครั้ง					
9. ฉันจำคำศัพท์ภาษาเกาหลี หรือวลีใหม่ๆโดยจำตำแหน่งของคำเหล่านั้นในหน้าหนังสือ บนกระดาน หรือสัญลักษณ์ตามท้องถนน					

<u>ส่วนที่ 2.2</u>

รายการ	1	2	3	4	5
10. ฉันพูดและเขียนคำศัพท์ใหม่ๆหลายๆครั้ง					
11. ฉันพยายามพูดให้เหมือนเจ้าของภาษา					
12. ฉันฝึกการออกเสียงในภาษาเกาหลี					
13. ฉันใช้คำศัพท์ภาษาเกาหลีในทางที่แตกต่างกัน					
14. ฉันเริ่มการสนทนาเป็นภาษาเกาหลี					
15. ฉันดูรายการทีวีโชว์ที่พูดเป็นภาษาเกาหลีหรือภาพยนตร์ที่เป็นภาษาเกาหลี					
16. ฉันอ่านหนังสือภาษาเกาหลีเพื่อความเพลิดเพลิน					
17. ฉันจดบันทึก ข้อความ จดหมาย หรือรายงานเป็นภาษาเกาหลี					
18. ฉันอ่านบทความภาษาเกาหลีแบบผ่านๆก่อนแล้วจึงค่อยกลับไปอ่านอย่างตั้งใจอีกครั้ง					
19. ฉันจะหาคำศัพท์ในภาษาของตัวฉันเอง ที่มีความหมายคล้ายคลึงกับคำศัพท์ใหม่ๆในภาษาเกาหลี					
20. ฉันพยายามหารูปแบบในภาษาเกาหลี					
21. ฉันหาความหมายของคำศัพท์โดยแบ่งคำศัพท์เป็นส่วนต่างๆตามที่ฉันเข้าใจ					
22. ฉันพยายามไม่แปลภาษาเกาหลีคำต่อคำ					
23. ฉันทำบทสรุปของข้อมูลที่ฉันได้ยิน หรือได้อ่านเป็นภาษาเกาหลี					

<u>ส่วนที่ 2.3</u>

รายการ	1	2	3	4	5
24. ฉันใช้วิธีการคาดเดาในการทำความเข้าใจคำศัพท์ที่ไม่คุ้นเคย					
25. เมื่อฉันไม่สามารถจำคำศัพท์ระหว่างสนทนาได้ ฉันจะ					

รายการ					
ใช้ท่าทางประกอบ					
26. ฉันสร้างคำศัพท์ใหม่ขึ้นมา ถ้าฉันไม่รู้คำศัพท์ที่ถูกต้องในภาษาเกาหลี					
27. ฉันอ่านภาษาเกาหลี โดยไม่ค้นหาคำศัพท์ใหม่ๆทุกคำ					
28. ฉันพยายามคาดเดาว่าคนอื่นกำลังจะพูดอะไรต่อไปในภาษาเกาหลี					
29. ถ้าฉันไม่สามารถคิดคำภาษาเกาหลีได้ ฉันจะใช้คำศัพท์หรือคำพูดที่มีความหมายเหมือนกัน					

<u>ส่วนที่ 2.4</u>

รายการ	1	2	3	4	5
30. ฉันพยายามหาทางที่จะใช้ภาษาเกาหลีให้มากเท่าที่จะทำได้					
31. ฉันจำคำนึงถึงข้อผิดพลาดในภาษาเกาหลีของฉัน และใช้ข้อผิดพลาดนั้นเพื่อปรับปรุงให้ดีขึ้น					
32. ฉันตั้งใจฟังเมื่อมีคนพูดเป็นภาษาเกาหลี					
33. ฉันพยายามค้นหาวิธีการเพื่อให้เป็นผู้เรียนภาษาเกาหลีที่ดีขึ้น					
34. ฉันวางแผนตารางเวลาเรียนของฉัน ดังนั้นฉันจึงมีเวลาพอในการเรียนภาษาเกาหลี					
35. ฉันมองหาคนที่จะสามารถคุยด้วยเป็นภาษาเกาหลีได้					
36. ฉันจะคอยหาโอกาสที่จะอ่านภาษาภาษาเกาหลีให้มากเท่าที่จะเป็นไปได้					
37. ฉันมีเป้าหมายที่ชัดเจนในการปรับปรุงทักษะทางด้านภาษาเกาหลีของฉัน					
38. ฉันคิดถึงความคืบหน้าในการเรียนภาษาเกาหลีของฉัน					

<u>ส่วนที่ 2.5</u>

รายการ	1	2	3	4	5
39. ฉันพยายามจะผ่อนคลายเมื่อไหร่ก็ตามที่ฉันรู้สึกกลัวที่จะใช้ภาษาเกาหลี					
40. ฉันให้กำลังใจตัวเองในการพูดภาษาเกาหลี แม้ในเวลาที่ฉันรู้สึกกลัวที่จะทำผิด					
41. ฉันให้รางวัลกับตัวเองเมื่อฉันใช้ภาษาเกาหลีได้ดี					
42. ฉันจะสังเกตได้ถึงความเครียด หรือความประหม่าในขณะที่ฉันกำลังเรียนหรือใช้ภาษาเกาหลี					
43. ฉันเขียนความรู้สึกของฉันลงในบันทึกประจำวันของการเรียนภาษา (Diary)					
44. ฉันจะพูดกับคนอื่นๆว่าฉันรู้สึกอย่างไร ในขณะที่เรียนภาษาเกาหลี					

<u>ส่วนที่ 2.6</u>

รายการ	1	2	3	4	5
45. ถ้าฉันไม่เข้าใจบางสิ่งบางอย่างในภาษาเกาหลี ฉันจะขอให้คนอื่นพูดช้าลง หรือพูดอีกครั้ง					
46. ฉันจะขอให้คนที่พูดภาษาเกาหลีแก้ไขให้ฉันในขณะที่ฉันพูด					
47. ฉันฝึกฝนภาษาเกาหลีกับนักเรียนคนอื่นๆ					
48. ฉันจะขอความช่วยเหลือจากคนที่พูดภาษาเกาหลี					
49. ฉันจะถามคำถามเป็นภาษาเกาหลี					
50. ฉันพยายามเรียนรู้วัฒนธรรมของคนที่พูดภาษาเกาหลี					

ส่วนที่ 3 แบบสอบถามแรงจูงใจในการเรียนภาษาเกาหลีของนักเรียนมัธยม

จงกาเครื่องหมาย √ ลงในช่องที่ตรงกับความเป็นจริงที่ท่านรู้สึก

<u>ความหมาย</u>   5   หมายถึง   เป็นจริงมากที่สุด

             4   หมายถึง   เป็นจริงมาก

             3   หมายถึง   เป็นจริงปานกลาง

             2   หมายถึง   เป็นจริงน้อย

             1   หมายถึง   เป็นจริงที่น้อยที่สุด

แรงจูงใจเชิงเครื่องมือ	1	2	3	4	5
1.ฉันเน้นการใช้ภาษาเกาหลีในงานที่ได้รับมอบหมายและข้อสอบเป็นหลัก					
2.เมื่อพูดและเขียนในห้องเรียนฉันจะเอาคำพูดในแบบเรียนมาและไม่ได้สื่อสารด้วยตนเองจริงๆ					
3. ฉันสนใจอ่านเฉพาะหนังสือเรียนภาษาเกาหลีของโรงเรียนที่ฉันเรียนเท่านั้น โดยไม่สนใจหนังสือภาษาเกาหลีอื่นๆ เช่น หนังสือพิมพ์ นิตยสาร					
4.ฉันสนใจที่จะได้รับประโยชน์จากภาษาอังกฤษในระดับมหาวิทยาลัย และได้รับงานที่ดีมากกว่าการเรียนรู้ภาษาเกาหลีอย่างเดียว					
5.ฉันสนใจการเพิ่มพูนการศึกษาในอนาคตของฉันให้สูงขึ้นมากกว่าการเรียนรู้ภาษาเกาหลีอย่างเดียว					
6.การเรียนภาษาเกาหลีสำคัญต่อการท่องเที่ยวในประเทศเกาหลี					
7.การเรียนภาษาเกาหลีเป็นสิ่งสำคัญที่ทำให้ฉันเป็นคนที่มีความรู้และเป็นคนมีทักษะ					
8. การเรียนภาษาเกาหลีเป็นสิ่งสำคัญที่ทำให้ฉันเป็นคนมีการศึกษา					

9.การเป็นผู้เชี่ยวชาญในภาษาเกาหลีสามารถนำไปสู่การประสบความสำเร็จและบรรลุเป้าหมายในชีวิตมากขึ้น					
10. การเป็นผู้เชี่ยวชาญในภาษาเกาหลีทำให้คนอื่นนับถือฉัน					

แรงจูงใจเชิงบูรณาการ	1	2	3	4	5
11. การเรียนภาษาเกาหลีสามารถทำให้ฉันเข้าใจหนังสือ ภาพยนตร์ เพลง ได้					
12. การเรียนภาษาเกาหลีทำให้ฉันเข้าใจและเห็นถึงคุณค่าของวิถีชีวิตของเจ้าของภาษาได้					
13. การเรียนภาษาเกาหลีทำให้ฉันสามารถติดต่อกับเพื่อนชาวเกาหลีหรือเพื่อนต่างชาติที่สามารถพูดเกาหลีได้					
14. การเรียนภาษาเกาหลีสามารถทำให้ฉันแลกเปลี่ยนความคิดเห็นในหัวข้อที่สนใจกับคนต่างชาติกันได้					
15. การเรียนภาษาเกาหลีสามารถทำให้ฉันถ่ายทอดความรู้ของฉันให้คนอื่นได้ เช่น บอกเส้นทางให้นักท่องเที่ยวชาวหลีได้					
16. การเรียนภาษาเกาหลีสามารถทำให้ฉันมีอิสระในการเข้าร่วมโรงเรียน สังคมและกิจกรรมที่ต้องมีความชำนาญท่ามกลางคนกลุ่มอื่นที่ต่างวัฒนธรรมกัน					
17.การเรียนภาษาเกาหลีสามารถทำให้ฉันวางตัวได้เหมือนเจ้าของภาษา เช่น สำเนียง การใช้สำนวนภาษาเกาหลี					
18. การเรียนภาษาเกาหลีสามารถทำให้ฉันชื่นชมกับงานศิลปะและวรรณคดีภาษาเกาหลีได้					
19. การเรียนภาษาเกาหลีช่วยให้ฉันเป็นคนตั้งใจทำงานและเป็นคนที่เข้าสังคมได้ง่ายเหมือนคนที่พูดภาษาเกาหลี					
20. ฉันตัดสินใจที่จะเรียนภาษาเกาหลีให้ดีที่สุดเท่าที่ฉันจะสามารถทำให้สำเร็จจนมีความเชี่ยวชาญสูงสุด					

Appendix C: Result of The SILL Descriptive statics

Result of the Memory strategies Descriptive Statics

Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
1	4	4	5	4	4	2	2	1	1	3.00	1.50
2	3	3	4	3	3	3	3	2	2	2.89	0.60
3	5	4	5	3	4	2	4	3	5	3.89	1.05
4	3	2	2	2	2	2	2	3	2	2.22	0.44
5	3	2	3	2	2	2	2	2	2	2.22	0.44
6	2	4	4	3	3	2	2	3	2	2.78	0.83
7	4	4	4	4	3	3	3	4	2	3.44	0.73
8	2	3	4	3	3	2	2	4	2	2.78	0.83
9	3	3	2	2	2	3	5	4	4	3.11	1.05
10	4	4	4	4	3	3	3	4	3	3.56	0.53
11	4	2	3	2	1	2	4	3	3	2.67	1.00
12	3	3	3	3	1	3	4	4	3	3.00	0.87
13	2	3	1	1	2	3	2	2	2	2.00	0.71
14	2	2	2	2	2	2	2	2	2	2.00	0.00
15	4	4	4	4	4	4	2	3	4	3.67	0.71
16	3	2	3	4	1	2	2	4	3	2.67	1.00
17	3	2	4	3	2	3	3	4	3	3.00	0.71
18	4	3	4	3	5	3	3	2	2	3.22	0.97
19	3	3	3	2	2	2	2	2	3	2.44	0.53
20	2	4	4	3	3	3	3	5	2	3.22	0.97
21	2	2	4	3	2	2	2	3	4	2.67	0.87
22	4	4	4	3	3	3	3	4	4	3.56	0.53
23	3	3	3	2	2	2	2	3	2	2.44	0.53
24	2	2	2	2	2	2	4	2	2	2.22	0.67
25	5	4	4	3	2	2	5	3	3	3.44	1.13
26	5	3	4	3	2	3	3	3	3	3.22	0.83

Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
27	3	3	4	4	2	1	1	3	3	2.67	1.12
28	3	3	4	4	2	3	3	3	4	3.22	0.67
29	3	4	5	4	2	5	2	4	2	3.44	1.24
30	3	2	3	2	1	1	2	3	1	2.00	0.87
31	4	3	4	3	2	2	3	3	2	2.89	0.78
32	5	3	4	3	4	2	4	5	3	3.67	1.00
33	3	2	4	3	3	1	2	3	2	2.56	0.88
34	4	3	4	4	2	3	3	3	3	3.22	0.67
35	3	3	3	2	4	3	2	2	2	2.67	0.71
36	3	1	3	2	4	5	2	2	1	2.56	1.33
37	5	5	5	4	4	4	3	5	3	4.22	0.83
38	4	2	3	4	3	3	2	4	3	3.11	0.78
39	4	4	4	5	3	1	3	3	3	3.33	1.12
40	4	3	3	3	1	3	2	3	3	2.78	0.83
41	4	3	5	4	1	4	3	4	3	3.44	1.13
42	3	2	3	1	4	5	4	5	4	3.44	1.33
43	4	4	4	5	3	2	4	3	3	3.56	0.88
44	4	4	5	5	4	4	4	5	5	4.44	0.53
45	5	4	5	5	2	2	2	1	5	3.44	1.67
46	5	4	5	5	3	4	4	5	5	4.44	0.73
47	5	5	5	5	5	5	5	5	5	5.00	0.00
48	4	4	4	5	4	3	4	4	4	4.00	0.50
49	3	1	3	1	1	1	3	2	2	1.89	0.93
50	3	2	3	3	2	3	2	3	1	2.44	0.73
51	4	4	5	4	4	4	4	4	4	4.11	0.33
52	3	1	2	3	3	1	2	2	2	2.11	0.78
53	5	4	4	4	3	3	5	5	5	4.22	0.83
54	4	3	4	4	3	3	3	3	3	3.33	0.50
55	3	5	4	5	4	2	2	3	3	3.44	1.13

Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
56	4	4	5	5	4	2	2	2	2	3.33	1.32
57	5	3	4	3	4	4	3	3	2	3.44	0.88
58	5	3	5	4	4	4	3	2	4	3.78	0.97
59	5	5	5	4	3	5	5	5	3	4.44	0.88
60	4	5	3	3	3	2	3	2	2	3.00	1.00
61	5	3	3	5	4	3	3	1	1	3.11	1.45
62	5	5	5	5	5	5	5	4	5	4.89	0.33
63	5	3	5	3	3	2	4	3	2	3.33	1.12
64	3	3	3	4	3	4	3	2	4	3.22	0.67
65	3	3	4	3	3	4	4	3	3	3.33	0.50
66	4	4	4	4	4	4	3	3	4	3.78	0.44
67	4	4	4	4	4	4	2	2	2	3.33	1.00
68	3	3	2	3	1	1	2	1	2	2.00	0.87
69	5	5	5	5	5	5	5	5	5	5.00	0.00
70	3	2	3	3	1	1	2	2	3	2.22	0.83
71	4	2	3	1	2	1	4	3	5	2.78	1.39
72	5	5	5	4	4	5	5	5	1	4.33	1.32
73	2	2	2	3	2	2	3	3	2	2.33	0.50
74	4	4	5	4	4	3	3	4	4	3.89	0.60
75	3	2	4	2	2	3	2	2	2	2.44	0.73
76	4	2	2	2	2	2	2	2	2	2.22	0.67
77	4	3	3	3	3	2	5	2	3	3.11	0.93
78	4	4	4	4	4	4	4	4	4	4.00	0.00
79	4	3	4	4	4	4	4	4	4	3.89	0.33
80	5	5	5	4	4	4	5	4	4	4.44	0.53
81	4	5	4	2	2	3	3	4	5	3.56	1.13
82	5	5	5	5	4	3	3	4	4	4.22	0.83
83	4	3	4	5	3	2	4	3	4	3.56	0.88
84	4	3	3	5	5	2	2	3	4	3.44	1.13

Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
85	3	3	3	3	3	3	3	3	3	3.00	0.00
86	5	3	5	5	4	5	3	4	4	4.22	0.83
87	3	4	3	3	4	3	2	2	3	3.00	0.71
88	3	3	4	3	3	4	4	3	3	3.33	0.50
89	5	4	3	4	3	2	2	2	3	3.11	1.05
90	3	2	2	2	3	3	3	3	3	2.67	0.50
91	3	3	5	4	3	4	3	4	3	3.56	0.73
92	3	2	3	3	2	2	2	2	3	2.44	0.53
93	4	5	5	4	3	5	5	4	4	4.33	0.71
94	2	3	4	3	3	2	3	2	3	2.78	0.67
95	5	4	4	3	4	4	5	4	5	4.22	0.67
96	3	4	3	2	2	3	3	2	3	2.78	0.67
97	1	1	1	1	1	1	1	1	1	1.00	0.00
98	1	3	5	4	4	1	2	2	3	2.78	1.39
99	2	1	2	2	2	2	2	3	2	2.00	0.50
100	4	3	4	4	3	1	1	3	1	2.67	1.32
101	5	4	5	3	3	3	3	4	5	3.89	0.93
102	4	4	4	4	2	2	2	2	3	3.00	1.00
103	4	5	5	4	3	4	4	4	4	4.11	0.60
104	4	4	4	3	3	2	2	4	3	3.22	0.83
105	2	2	3	3	2	2	3	2	2	2.33	0.50
106	5	4	5	4	3	3	4	4	4	4.00	0.71
107	3	3	3	2	2	2	3	2	3	2.56	0.53
108	4	4	4	4	2	3	4	2	2	3.22	0.97
109	3	4	4	3	5	5	3	3	3	3.67	0.87
110	3	2	4	3	2	3	3	2	2	2.67	0.71
111	3	2	2	3	2	2	3	2	2	2.33	0.50
112	4	3	2	5	3	2	5	4	2	3.33	1.22
113	2	1	2	1	1	2	2	1	3	1.67	0.71

Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
114	4	2	2	3	2	3	2	2	2	2.44	0.73
115	4	3	3	3	3	3	4	4	3	3.33	0.50
116	3	3	3	3	4	3	2	3	2	2.89	0.60
117	3	3	3	3	3	3	3	3	3	3.00	0.00
118	4	4	3	3	3	3	3	3	3	3.22	0.44
119	4	3	4	3	3	3	3	3	3	3.22	0.44
120	3	3	2	2	2	2	2	4	3	2.56	0.73
121	4	3	4	5	4	3	3	4	4	3.78	0.67
122	3	3	4	5	5	4	4	3	3	3.78	0.83
123	3	3	4	3	3	4	4	3	3	3.33	0.50
124	5	3	5	4	4	4	4	4	4	4.11	0.60
125	3	1	3	2	3	1	3	3	2	2.33	0.87
126	4	4	5	3	4	3	5	4	4	4.00	0.71
127	3	3	4	4	3	4	4	3	5	3.67	0.71
128	4	4	4	4	3	3	5	3	4	3.78	0.67
129	4	3	3	3	3	3	3	2	3	3.00	0.50
130	3	3	3	3	4	4	4	4	3	3.44	0.53
131	4	4	4	4	3	3	3	3	3	3.44	0.53
132	3	2	3	3	2	3	4	3	2	2.78	0.67
133	3	3	4	4	3	5	3	3	3	3.44	0.73
134	3	3	3	3	3	2	1	3	2	2.56	0.73
135	4	4	4	4	3	4	5	3	3	3.78	0.67
136	4	4	4	4	3	1	1	1	2	2.67	1.41
137	3	2	3	3	2	2	3	2	3	2.56	0.53
138	4	5	3	3	4	3	3	3	2	3.33	0.87
139	4	4	4	3	3	3	4	4	3	3.56	0.53
140	3	3	4	4	3	3	3	3	4	3.33	0.50
141	4	4	4	4	4	4	4	4	5	4.11	0.33
142	4	3	5	4	4	4	4	3	5	4.00	0.71

Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
143	4	2	3	4	3	5	2	3	5	3.44	1.13
144	4	3	3	3	3	3	3	3	3	3.11	0.33
145	4	4	5	4	5	4	3	4	5	4.22	0.67
146	4	3	3	2	2	3	4	2	2	2.78	0.83
147	4	3	4	4	3	5	4	3	4	3.78	0.67
148	5	5	5	5	3	3	4	3	2	3.89	1.17
149	2	5	3	2	1	3	2	2	5	2.78	1.39
150	3	3	3	3	2	2	1	2	3	2.44	0.73
151	5	3	4	5	5	3	3	5	5	4.22	0.97
152	3	2	2	2	2	1	1	2	2	1.89	0.60
153	3	2	4	3	3	3	2	2	1	2.56	0.88
154	5	3	4	4	4	3	2	3	2	3.33	1.00
155	5	5	5	5	5	5	5	5	5	5.00	0.00
156	2	2	2	2	3	2	2	3	2	2.22	0.44
157	3	2	2	2	2	2	3	2	2	2.22	0.44
158	4	2	3	2	2	2	2	2	2	2.33	0.71
159	3	2	3	3	2	2	2	2	2	2.33	0.50
160	3	4	3	4	2	3	4	3	2	3.11	0.78
161	3	3	3	4	5	5	4	5	5	4.11	0.93
162	5	3	3	4	3	4	3	2	2	3.22	0.97
163	4	3	4	4	3	3	4	4	3	3.56	0.53
164	2	2	3	3	5	2	2	3	5	3.00	1.22
165	3	3	4	4	4	3	3	3	3	3.33	0.50
166	4	3	4	4	3	4	3	4	3	3.56	0.53
167	4	2	4	3	3	4	3	4	4	3.44	0.73
168	4	5	4	4	5	5	5	4	5	4.56	0.53
169	3	2	4	4	3	4	4	2	2	3.11	0.93
170	2	2	3	3	2	4	3	5	3	3.00	1.00
171	5	4	4	3	2	2	3	3	4	3.33	1.00

Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
172	3	3	3	3	3	3	3	3	3	3.00	0.00
173	3	3	4	3	2	3	3	3	3	3.00	0.50
174	4	4	4	5	5	3	4	3	4	4.00	0.71
175	4	2	3	2	3	2	3	2	3	2.67	0.71
176	3	2	3	2	3	2	3	2	3	2.56	0.53
177	3	3	4	2	3	3	3	2	3	2.89	0.60
178	3	3	4	3	4	3	4	3	4	3.44	0.53
179	4	4	4	4	3	3	3	3	4	3.56	0.53
180	5	2	3	3	3	3	3	3	3	3.11	0.78
181	4	3	4	5	4	5	5	4	4	4.22	0.67
182	3	3	2	2	2	2	2	3	2	2.33	0.50
183	5	3	4	3	2	4	4	4	3	3.56	0.88
184	4	3	3	3	4	3	4	3	4	3.44	0.53
185	3	3	4	3	4	4	3	4	4	3.56	0.53
186	5	3	3	3	3	3	3	3	2	3.11	0.78
187	3	4	3	4	3	4	3	4	3	3.44	0.53
188	5	4	4	3	3	2	2	4	2	3.22	1.09
189	3	5	2	3	2	2	2	4	3	2.89	1.05
190	3	4	2	3	3	2	3	4	3	3.00	0.71
191	3	3	3	3	3	3	3	3	3	3.00	0.00
192	3	2	3	2	2	3	2	3	3	2.56	0.53
193	3	4	5	3	3	4	4	2	2	3.33	1.00
194	3	2	4	2	2	2	5	2	4	2.89	1.17
195	4	2	3	3	3	3	3	3	3	3.00	0.50
196	3	3	3	3	3	3	2	1	3	2.67	0.71
197	4	3	4	3	3	2	3	4	3	3.22	0.67
198	4	3	3	3	4	3	4	3	4	3.44	0.53
199	3	3	3	2	2	2	3	3	3	2.67	0.50

Result of the Cognitive strategies Descriptive Statics

Students /Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	$\overline{X}$	S.D.
1	2	2	3	2	2	3	2	1	2	3	2	2	1	1	2.00	0.68
2	2	2	3	2	2	1	1	3	1	3	3	3	2	1	2.07	0.83
3	3	4	2	5	3	5	4	1	5	3	1	3	4	1	3.14	1.46
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.00	0.00
5	2	3	2	2	2	2	1	2	2	2	2	2	2	2	2.00	0.39
6	3	4	4	3	2	1	2	1	2	1	3	4	2	2	2.43	1.09
7	5	4	5	3	3	2	2	2	4	5	5	3	4	1	3.43	1.34
8	3	4	4	3	2	2	2	3	3	3	4	3	4	3	3.07	0.73
9	2	3	3	3	4	3	4	4	4	3	1	4	2	3	3.07	0.92
10	3	4	3	4	3	3	4	4	4	3	3	4	3	4	3.50	0.52
11	3	5	5	2	4	3	2	1	1	2	2	5	2	1	2.71	1.49
12	3	4	4	4	2	5	4	3	2	3	3	2	1	2	3.00	1.11
13	2	5	5	3	1	1	1	1	1	1	3	2	2	2	2.14	1.41
14	1	1	2	2	2	3	3	1	2	3	2	3	2	3	2.14	0.77
15	3	5	5	1	2	5	3	1	2	5	3	5	1	3	3.14	1.61
16	4	4	4	3	2	4	4	2	3	3	3	4	1	1	3.00	1.11
17	3	3	4	3	1	1	2	2	3	2	2	1	1	2	2.14	0.95
18	3	3	3	3	2	5	3	2	2	4	3	2	3	1	2.79	0.97
19	2	3	3	2	2	5	3	1	2	2	1	1	1	1	2.07	1.14
20	4	4	3	3	1	3	2	3	4	5	5	3	2	2	3.14	1.17
21	3	4	4	2	2	3	2	2	2	2	3	2	2	2	2.50	0.76
22	4	4	5	3	4	5	3	2	4	4	3	4	2	3	3.57	0.94
23	1	2	3	2	1	1	1	1	1	2	2	2	2	1	1.57	0.65
24	2	4	2	2	3	5	1	1	2	3	2	2	2	2	2.36	1.08
25	2	4	5	2	4	5	1	1	5	1	5	3	1	3	3.00	1.66

Students /Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	$\overline{X}$	S.D.
26	3	4	5	2	2	5	1	1	2	3	4	2	4	2	2.86	1.35
27	3	5	5	2	3	5	3	2	2	1	1	2	2	1	2.64	1.45
28	4	3	3	3	3	2	2	2	3	4	3	4	4	4	3.14	0.77
29	3	3	5	3	4	5	5	3	5	4	3	5	2	2	3.71	1.14
30	2	3	3	1	2	4	1	2	2	1	2	1	2	2	2.00	0.88
31	3	2	3	2	2	4	2	1	2	2	2	3	2	2	2.29	0.73
32	4	5	5	4	3	5	1	1	1	2	3	4	3	2	3.07	1.49
33	5	5	4	3	4	5	3	2	2	4	4	4	3	4	3.71	0.99
34	3	3	4	2	2	4	1	1	2	2	2	3	3	1	2.36	1.01
35	3	3	4	2	1	2	2	1	1	3	3	2	2	1	2.14	0.95
36	2	2	3	1	1	1	1	1	1	5	3	4	5	1	2.21	1.53
37	4	4	4	4	2	3	1	1	3	3	3	3	3	3	2.93	1.00
38	4	3	3	2	2	5	1	2	1	4	4	4	2	1	2.71	1.33
39	3	5	5	3	3	5	1	1	1	2	4	4	3	1	2.93	1.54
40	3	3	3	2	2	5	4	1	2	2	3	3	3	2	2.71	0.99
41	4	4	4	3	3	5	1	2	3	4	4	5	3	3	3.43	1.09
42	4	3	4	2	3	2	2	2	2	3	4	4	3	2	2.86	0.86
43	3	5	4	3	3	5	2	1	1	2	3	4	3	1	2.86	1.35
44	4	5	4	3	3	4	2	1	1	2	1	1	2	3	2.57	1.34
45	4	4	5	4	4	5	4	2	2	3	5	5	2	3	3.71	1.14
46	4	5	5	5	5	5	4	3	3	5	5	3	4	2	4.14	1.03
47	5	5	5	5	5	5	5	5	2	3	3	3	1	4	4.00	1.36
48	4	5	4	4	4	5	3	4	4	4	4	4	4	4	4.07	0.47
49	3	4	4	2	2	5	2	1	1	1	2	1	2	1	2.21	1.31
50	2	3	2	2	2	5	1	1	1	2	2	2	1	1	1.93	1.07
51	4	5	4	4	3	5	3	2	3	3	3	4	4	3	3.57	0.85
52	3	4	4	3	3	4	3	1	2	2	3	2	2	1	2.64	1.01
53	4	5	5	4	2	5	2	2	3	3	4	4	2	2	3.36	1.22

Students /Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	$\overline{X}$	S.D.
54	4	4	4	3	4	5	2	2	2	3	3	3	3	2	3.14	0.95
55	3	4	3	2	2	4	2	1	2	3	2	2	3	1	2.43	0.94
56	3	4	4	4	2	3	1	1	3	3	3	2	3	2	2.71	0.99
57	3	5	4	3	1	5	1	1	3	3	4	3	3	2	2.93	1.33
58	3	4	4	3	3	5	2	2	3	4	3	4	2	3	3.21	0.89
59	3	5	5	5	5	5	2	1	4	4	5	5	1	1	3.64	1.69
60	2	2	3	2	1	1	1	1	2	2	3	2	2	1	1.79	0.70
61	2	2	2	1	2	3	1	1	1	2	1	1	1	1	1.50	0.65
62	5	5	5	5	5	5	4	4	4	4	4	5	3	4	4.43	0.65
63	4	5	5	3	4	5	3	1	3	3	3	2	2	1	3.14	1.35
64	3	4	3	2	2	4	2	1	2	2	2	2	2	1	2.29	0.91
65	3	4	5	3	4	5	4	2	3	4	4	4	3	3	3.64	0.84
66	3	5	4	3	3	5	3	3	3	4	3	3	4	5	3.64	0.84
67	3	4	3	3	3	4	3	2	2	3	3	3	2	2	2.86	0.66
68	2	3	2	3	2	4	1	1	1	1	1	1	1	1	1.71	0.99
69	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00	0.00
70	3	3	3	3	2	4	1	1	1	2	3	2	2	2	2.29	0.91
71	3	5	5	1	2	4	1	1	1	1	2	4	2	2	2.43	1.50
72	5	5	5	1	3	5	1	1	5	1	3	5	1	3	3.14	1.83
73	2	3	3	1	1	2	1	1	1	1	1	1	2	1	1.50	0.76
74	5	5	5	4	5	4	3	5	5	5	5	4	4	4	4.50	0.65
75	4	4	4	3	3	2	2	1	2	4	4	2	2	1	2.71	1.14
76	3	3	3	3	4	4	2	2	2	2	2	2	2	2	2.57	0.76
77	3	4	4	3	3	2	2	2	2	3	3	3	3	3	2.86	0.66
78	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00	0.00
79	3	3	4	5	4	4	2	3	3	3	4	3	4	3	3.43	0.76
80	5	4	4	4	4	5	3	3	3	3	3	3	3	3	3.57	0.76
81	3	4	4	3	2	1	2	3	3	4	4	3	5	5	3.29	1.14

Students /Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	$\overline{X}$	S.D.
82	4	4	4	3	5	2	2	2	2	3	3	3	3	3	3.07	0.92
83	3	5	5	4	5	3	2	1	2	4	4	3	4	2	3.36	1.28
84	4	5	5	2	2	2	1	1	1	1	1	1	1	1	2.00	1.52
85	4	4	4	4	4	4	5	5	5	4	5	5	4	5	4.43	0.51
86	4	5	5	3	3	4	2	2	1	2	5	2	3	3	3.14	1.29
87	3	2	3	2	2	3	4	2	3	3	3	2	4	3	2.79	0.70
88	4	5	5	4	4	5	4	3	4	4	4	3	3	3	3.93	0.73
89	3	5	5	4	3	5	3	1	3	3	3	4	3	4	3.50	1.09
90	3	4	2	3	2	5	4	3	5	5	4	3	4	4	3.64	1.01
91	3	2	3	2	2	2	2	1	1	3	4	3	3	4	2.50	0.94
92	3	4	4	3	2	5	2	2	3	3	2	3	2	2	2.86	0.95
93	3	5	5	5	4	5	5	4	4	3	4	3	3	4	4.07	0.83
94	3	4	4	3	3	3	2	2	3	2	2	3	2	2	2.71	0.73
95	5	5	5	5	5	5	3	3	4	5	5	5	3	3	4.36	0.93
96	3	4	4	3	2	3	2	1	1	2	3	3	1	1	2.36	1.08
97	2	2	1	2	3	1	2	1	2	1	1	2	1	1	1.57	0.65
98	2	5	5	2	3	3	1	1	1	1	3	3	1	1	2.29	1.44
99	1	3	3	2	1	1	1	1	1	1	1	1	1	1	1.36	0.74
100	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1.29	0.73
101	2	3	4	4	5	5	4	3	2	5	3	1	2	2	3.21	1.31
102	3	5	5	5	3	2	2	2	2	3	4	4	2	2	3.14	1.23
103	4	4	4	4	4	4	4	3	3	3	4	4	4	4	3.79	0.43
104	3	5	5	3	2	2	1	1	1	2	2	2	2	2	2.36	1.28
105	2	4	4	2	2	2	2	1	1	3	2	2	2	2	2.21	0.89
106	4	5	4	4	4	5	4	2	3	3	3	4	3	2	3.57	0.94
107	2	3	3	2	2	5	2	2	2	4	2	2	2	2	2.50	0.94
108	3	4	4	2	3	5	3	3	2	3	3	3	2	3	3.07	0.83
109	4	5	5	4	3	5	1	3	3	5	4	4	4	4	3.86	1.10

Students /Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	$\overline{X}$	S.D.
110	2	3	2	2	3	4	3	2	3	2	3	4	3	3	2.79	0.70
111	2	4	3	2	2	2	1	1	2	2	2	2	2	2	2.07	0.73
112	2	4	4	3	2	5	2	2	2	2	2	2	2	3	2.64	1.01
113	1	1	1	2	1	2	3	3	2	1	1	3	2	1	1.71	0.83
114	2	3	3	2	1	2	1	1	1	2	2	2	2	2	1.86	0.66
115	3	3	4	2	2	2	1	1	2	2	2	2	2	1	2.07	0.83
116	4	4	4	3	3	4	3	2	3	3	4	3	3	3	3.29	0.61
117	3	2	3	2	3	4	1	1	4	3	3	3	2	3	2.64	0.93
118	3	3	3	2	2	4	2	2	2	3	3	2	2	2	2.50	0.65
119	4	3	3	3	3	3	2	2	3	4	3	3	3	3	3.00	0.55
120	2	4	4	3	3	2	2	1	3	1	1	4	3	2	2.50	1.09
121	4	4	4	4	3	3	3	3	4	4	3	4	3	4	3.57	0.51
122	4	2	2	3	2	2	3	4	3	3	4	3	4	4	3.07	0.83
123	4	5	5	3	5	5	2	3	3	3	3	3	3	2	3.50	1.09
124	4	5	4	3	3	5	5	3	1	2	3	3	2	4	3.36	1.22
125	3	4	4	1	3	4	2	3	2	3	3	2	3	3	2.86	0.86
126	4	5	4	4	3	5	2	2	3	4	4	3	2	4	3.50	1.02
127	4	3	4	4	3	3	4	4	4	4	4	4	4	4	3.79	0.43
128	3	4	4	3	3	5	3	3	4	4	4	4	3	3	3.57	0.65
129	3	3	4	3	3	3	3	3	4	3	4	4	3	3	3.29	0.47
130	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3.14	0.36
131	3	4	3	3	3	4	3	2	2	3	3	3	3	2	2.93	0.62
132	3	4	4	3	3	4	4	3	4	3	4	4	3	4	3.57	0.51
133	3	3	5	2	1	1	1	2	2	3	3	3	1	2	2.29	1.14
134	2	3	4	3	1	2	1	1	1	1	1	2	2	3	1.93	1.00
135	3	4	4	4	3	3	2	3	4	4	4	5	5	4	3.71	0.83
136	3	4	3	2	1	2	2	1	4	3	4	3	3	3	2.71	0.99
137	2	4	3	3	4	5	3	2	2	2	3	3	2	2	2.86	0.95

Students /Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	$\overline{X}$	S.D.
138	3	4	4	3	3	5	4	3	3	4	3	4	3	4	3.57	0.65
139	2	3	4	3	3	5	4	2	3	3	3	3	2	3	3.07	0.83
140	3	4	4	3	4	5	3	3	3	3	3	3	3	2	3.29	0.73
141	5	4	4	4	2	4	4	4	5	4	5	4	4	5	4.14	0.77
142	3	4	4	4	3	4	2	3	3	3	4	3	3	3	3.29	0.61
143	1	2	3	3	5	1	1	1	2	5	3	4	4	4	2.79	1.48
144	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.00	0.00
145	4	4	5	4	5	5	5	4	5	4	5	5	4	5	4.57	0.51
146	1	3	4	3	2	1	1	1	2	2	1	1	2	1	1.79	0.97
147	3	4	3	4	3	3	4	5	5	4	4	5	4	3	3.86	0.77
148	3	5	5	4	5	5	2	3	3	3	3	3	1	3	3.43	1.22
149	2	5	5	3	4	3	2	1	2	2	2	3	4	1	2.79	1.31
150	2	4	4	2	2	5	3	1	2	2	1	3	3	3	2.64	1.15
151	5	5	5	5	5	5	5	2	5	5	5	4	3	4	4.50	0.94
152	2	3	3	3	2	5	5	3	1	4	4	4	3	3	3.21	1.12
153	2	2	2	2	1	3	3	2	3	1	2	3	1	2	2.07	0.73
154	3	5	5	3	3	5	4	4	4	4	3	4	3	3	3.79	0.80
155	4	5	5	4	5	5	4	3	3	3	3	3	3	3	3.79	0.89
156	4	5	4	2	2	4	3	2	2	2	3	4	3	2	3.00	1.04
157	2	2	3	2	2	3	2	1	1	1	2	2	2	2	1.93	0.62
158	2	4	4	3	1	2	2	1	3	2	4	2	2	2	2.43	1.02
159	2	3	2	2	2	2	2	2	3	2	3	2	2	3	2.29	0.47
160	2	3	3	3	1	2	3	2	3	2	3	2	3	2	2.43	0.65
161	1	1	3	3	4	3	2	2	2	3	4	3	2	2	2.50	0.94
162	3	5	4	3	3	5	4	4	3	4	3	3	3	3	3.57	0.76
163	3	3	4	3	2	4	3	3	3	2	2	2	2	3	2.79	0.70
164	2	4	4	2	3	5	2	2	2	5	5	3	2	2	3.07	1.27
165	3	4	3	3	2	3	3	2	2	3	2	4	2	2	2.71	0.73

Students /Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	$\overline{X}$	S.D.
166	3	5	5	4	3	5	4	2	5	3	3	4	4	4	3.86	0.95
167	5	3	4	3	3	4	5	3	4	4	3	4	2	3	3.57	0.85
168	4	5	4	5	5	5	4	4	5	5	5	4	5	4	4.57	0.51
169	2	3	3	3	4	5	5	2	2	4	4	2	2	2	3.07	1.14
170	5	5	5	4	2	4	3	1	3	3	3	4	3	2	3.36	1.22
171	3	4	4	2	2	5	4	2	2	3	3	4	2	2	3.00	1.04
172	3	3	4	3	3	4	3	3	3	2	3	3	4	4	3.21	0.58
173	3	2	3	4	3	3	3	3	4	3	3	3	3	3	3.07	0.47
174	4	3	4	4	4	4	3	4	3	4	3	3	1	4	3.43	0.85
175	2	2	3	2	2	3	2	2	2	3	2	3	2	3	2.36	0.50
176	2	3	2	3	3	3	3	3	3	2	3	3	2	2	2.64	0.50
177	3	2	3	3	3	4	3	3	2	3	3	2	3	2	2.79	0.58
178	4	4	3	3	4	3	4	4	4	3	3	3	4	4	3.57	0.51
179	3	3	4	4	3	4	3	3	3	3	3	3	3	3	3.21	0.43
180	2	3	2	2	2	3	2	3	3	3	3	3	2	2	2.50	0.52
181	4	5	5	4	5	5	3	3	4	3	4	4	4	4	4.07	0.73
182	2	4	3	2	2	3	2	2	3	3	3	2	3	3	2.64	0.63
183	4	3	3	3	4	5	3	3	4	4	4	3	3	3	3.50	0.65
184	3	3	3	3	3	4	3	3	3	4	4	3	3	4	3.29	0.47
185	4	3	3	4	3	3	3	4	4	3	4	3	3	3	3.36	0.50
186	4	4	3	3	3	2	2	3	3	3	4	3	2	2	2.93	0.73
187	2	2	3	3	3	2	4	3	3	4	2	3	3	2	2.79	0.70
188	2	5	5	3	3	4	4	3	3	2	3	2	3	3	3.21	0.97
189	4	3	4	3	2	3	4	4	4	3	3	3	3	3	3.29	0.61
190	3	5	4	3	3	2	2	3	2	2	3	4	3	3	3.00	0.88
191	2	4	3	2	3	2	3	3	3	2	3	2	2	2	2.57	0.65
192	3	3	4	3	3	4	3	3	3	3	4	4	3	4	3.36	0.50
193	4	3	4	4	2	3	2	3	2	3	2	3	3	4	3.00	0.78

Students /Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	$\overline{X}$	S.D.
194	2	4	3	3	2	3	2	3	3	2	2	2	3	3	2.64	0.63
195	3	3	3	3	2	3	3	3	2	3	3	3	3	3	2.86	0.36
196	2	4	3	3	4	3	2	3	2	2	3	2	2	3	2.71	0.73
197	3	4	4	3	3	4	3	2	2	2	3	3	3	3	3.00	0.68
198	4	4	3	3	3	4	3	4	3	3	2	2	3	3	3.14	0.66
199	2	3	2	3	3	3	3	2	2	3	2	3	2	3	2.57	0.51

Result of the Compensation strategies Descriptive Statics

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
1	1	1	2	1	1	2	1.33	0.52
2	2	5	2	1	2	1	2.17	1.47
3	1	1	3	1	1	2	1.50	0.84
4	2	4	3	3	3	3	3.00	0.63
5	2	4	2	1	3	4	2.67	1.21
6	3	3	1	2	2	2	2.17	0.75
7	4	5	1	2	3	4	3.17	1.47
8	3	3	1	2	1	3	2.17	0.98
9	4	3	4	2	3	3	3.17	0.75
10	2	3	4	4	3	4	3.33	0.82
11	4	5	5	1	3	2	3.33	1.63
12	2	3	2	1	2	2	2.00	0.63
13	3	2	1	3	2	4	2.50	1.05
14	2	2	2	3	2	3	2.33	0.52
15	5	4	5	3	2	5	4.00	1.26
16	4	1	2	2	2	3	2.33	1.03
17	1	2	1	1	2	2	1.50	0.55
18	1	4	3	3	3	4	3.00	1.10
19	3	3	2	2	3	3	2.67	0.52
20	2	4	3	1	1	3	2.33	1.21
21	2	3	1	1	2	2	1.83	0.75
22	3	5	1	2	2	3	2.67	1.37
23	2	3	3	1	1	1	1.83	0.98
24	2	4	2	3	2	3	2.67	0.82
25	4	4	1	1	2	2	2.33	1.37
26	4	4	3	2	2	4	3.17	0.98
27	4	3	1	2	3	4	2.83	1.17

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
28	3	5	2	3	4	5	3.67	1.21
29	4	3	4	2	3	4	3.33	0.82
30	4	4	2	3	3	2	3.00	0.89
31	2	3	1	2	2	2	2.00	0.63
32	5	5	2	2	2	4	3.33	1.51
33	4	4	3	2	4	4	3.50	0.84
34	3	4	1	2	2	2	2.33	1.03
35	2	4	1	2	1	4	2.33	1.37
36	2	4	1	5	1	3	2.67	1.63
37	5	4	1	2	3	4	3.17	1.47
38	3	5	4	1	1	2	2.67	1.63
39	3	5	1	3	4	2	3.00	1.41
40	4	4	1	3	3	3	3.00	1.10
41	4	4	2	3	5	3	3.50	1.05
42	3	4	2	3	4	3	3.17	0.75
43	4	4	1	3	1	4	2.83	1.47
44	3	3	3	2	4	4	3.17	0.75
45	4	5	5	3	2	5	4.00	1.26
46	4	2	3	4	5	4	3.67	1.03
47	4	3	2	3	3	4	3.17	0.75
48	3	5	4	4	4	4	4.00	0.63
49	3	4	3	2	3	4	3.17	0.75
50	3	2	3	2	2	2	2.33	0.52
51	3	4	3	3	4	3	3.33	0.52
52	4	4	3	2	3	2	3.00	0.89
53	5	5	3	3	4	5	4.17	0.98
54	4	4	4	2	3	3	3.33	0.82
55	3	4	2	1	3	2	2.50	1.05
56	3	4	2	1	3	5	3.00	1.41

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
57	5	5	3	2	3	5	3.83	1.33
58	3	4	3	2	3	3	3.00	0.63
59	1	5	1	1	3	4	2.50	1.76
60	2	2	1	1	1	2	1.50	0.55
61	3	5	5	5	3	5	4.33	1.03
62	5	5	2	3	3	4	3.67	1.21
63	3	2	2	2	4	3	2.67	0.82
64	4	4	2	1	3	5	3.17	1.47
65	3	3	2	2	3	2	2.50	0.55
66	3	4	2	3	4	3	3.17	0.75
67	3	4	3	3	3	4	3.33	0.52
68	1	2	1	1	2	1	1.33	0.52
69	3	3	3	3	4	4	3.33	0.52
70	2	2	1	1	2	1	1.50	0.55
71	3	5	1	3	2	3	2.83	1.33
72	5	5	1	1	2	2	2.67	1.86
73	2	2	1	2	3	2	2.00	0.63
74	4	5	3	3	3	3	3.50	0.84
75	4	4	2	3	3	2	3.00	0.89
76	2	2	2	3	2	2	2.17	0.41
77	3	3	4	2	2	3	2.83	0.75
78	4	4	4	4	4	4	4.00	0.00
79	4	3	4	4	4	3	3.67	0.52
80	4	4	2	3	4	3	3.33	0.82
81	3	5	3	1	2	1	2.50	1.52
82	4	4	3	3	3	3	3.33	0.52
83	3	4	3	3	3	3	3.17	0.41
84	4	4	2	1	1	1	2.17	1.47
85	3	3	3	5	3	5	3.67	1.03

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
86	3	4	1	2	4	3	2.83	1.17
87	4	2	3	2	2	3	2.67	0.82
88	3	4	3	3	4	3	3.33	0.52
89	4	2	2	3	4	3	3.00	0.89
90	4	4	3	3	3	2	3.17	0.75
91	3	3	2	2	3	3	2.67	0.52
92	3	2	2	2	3	4	2.67	0.82
93	4	4	4	4	3	4	3.83	0.41
94	2	4	3	2	3	3	2.83	0.75
95	4	4	4	2	5	1	3.33	1.51
96	2	3	2	2	3	4	2.67	0.82
97	2	3	1	2	1	1	1.67	0.82
98	4	3	3	1	4	2	2.83	1.17
99	3	2	1	1	4	1	2.00	1.26
100	2	5	4	1	2	1	2.50	1.64
101	3	3	4	1	4	2	2.83	1.17
102	3	3	2	2	2	4	2.67	0.82
103	4	4	3	3	3	3	3.33	0.52
104	3	3	2	2	3	3	2.67	0.52
105	4	4	3	2	2	3	3.00	0.89
106	4	4	2	3	3	3	3.17	0.75
107	3	2	2	2	4	2	2.50	0.84
108	3	3	2	2	4	3	2.83	0.75
109	4	2	2	2	2	2	2.33	0.82
110	3	4	2	1	2	2	2.33	1.03
111	3	3	2	2	3	3	2.67	0.52
112	4	3	2	2	4	2	2.83	0.98
113	2	3	4	3	2	2	2.67	0.82
114	2	4	2	3	2	2	2.50	0.84

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
115	3	3	2	2	2	3	2.50	0.55
116	2	2	2	3	3	3	2.50	0.55
117	3	3	1	1	3	3	2.33	1.03
118	4	4	2	2	3	3	3.00	0.89
119	4	3	2	2	3	2	2.67	0.82
120	4	4	2	1	2	3	2.67	1.21
121	3	2	2	3	3	3	2.67	0.52
122	4	4	2	1	3	4	3.00	1.26
123	4	4	3	2	3	4	3.33	0.82
124	3	2	1	2	3	5	2.67	1.37
125	3	3	2	2	3	3	2.67	0.52
126	4	4	3	3	4	4	3.67	0.52
127	3	4	4	3	4	4	3.67	0.52
128	2	4	3	2	3	3	2.83	0.75
129	3	2	3	5	3	2	3.00	1.10
130	3	3	4	3	3	4	3.33	0.52
131	4	3	2	3	2	2	2.67	0.82
132	3	2	3	3	4	3	3.00	0.63
133	3	1	1	1	2	3	1.83	0.98
134	3	2	1	1	1	4	2.00	1.26
135	4	4	4	3	5	4	4.00	0.63
136	3	4	3	3	2	2	2.83	0.75
137	3	3	2	2	3	3	2.67	0.52
138	3	3	3	3	4	4	3.33	0.52
139	3	4	2	2	3	3	2.83	0.75
140	4	5	3	3	3	4	3.67	0.82
141	4	4	5	5	4	5	4.50	0.55
142	4	4	5	4	5	5	4.50	0.55
143	3	5	5	1	4	5	3.83	1.60

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
144	3	4	3	3	3	4	3.33	0.52
145	3	4	5	4	5	5	4.33	0.82
146	2	3	2	2	2	3	2.33	0.52
147	4	5	4	5	4	3	4.17	0.75
148	4	4	4	2	4	1	3.17	1.33
149	5	5	1	2	5	3	3.50	1.76
150	3	3	2	2	3	3	2.67	0.52
151	5	5	5	4	5	4	4.67	0.52
152	3	4	1	1	3	5	2.83	1.60
153	2	3	1	3	1	2	2.00	0.89
154	3	4	4	5	4	5	4.17	0.75
155	5	4	4	4	4	4	4.17	0.41
156	4	4	2	3	4	5	3.67	1.03
157	2	4	2	1	3	2	2.33	1.03
158	2	4	3	3	2	3	2.83	0.75
159	3	3	3	2	3	4	3.00	0.63
160	3	2	3	2	2	3	2.50	0.55
161	2	3	2	3	2	3	2.50	0.55
162	4	5	3	2	3	5	3.67	1.21
163	3	2	2	2	3	3	2.50	0.55
164	2	4	3	2	5	3	3.17	1.17
165	3	3	2	2	2	2	2.33	0.52
166	2	4	1	2	3	2	2.33	1.03
167	4	3	3	2	2	4	3.00	0.89
168	5	4	5	5	4	5	4.67	0.52
169	3	3	2	1	4	3	2.67	1.03
170	2	4	2	2	3	3	2.67	0.82
171	3	2	2	3	4	2	2.67	0.82
172	4	4	3	3	3	4	3.50	0.55

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
173	3	3	3	3	3	3	3.00	0.00
174	3	3	3	2	2	3	2.67	0.52
175	2	3	2	3	3	2	2.50	0.55
176	2	3	3	3	2	2	2.50	0.55
177	3	2	3	3	3	3	2.83	0.41
178	3	3	4	3	3	4	3.33	0.52
179	3	3	3	3	3	3	3.00	0.00
180	4	2	4	3	3	3	3.17	0.75
181	3	2	3	2	3	3	2.67	0.52
182	2	3	3	3	3	3	2.83	0.41
183	3	3	3	3	4	3	3.17	0.41
184	4	3	4	3	3	4	3.50	0.55
185	3	3	4	3	3	3	3.17	0.41
186	3	3	3	2	2	3	2.67	0.52
187	3	2	3	4	3	4	3.17	0.75
188	3	3	3	3	4	2	3.00	0.63
189	4	4	4	3	3	4	3.67	0.52
190	3	3	3	3	3	4	3.17	0.41
191	3	3	3	4	3	2	3.00	0.63
192	4	3	3	4	4	3	3.50	0.55
193	4	2	3	2	3	2	2.67	0.82
194	3	4	3	3	4	2	3.17	0.75
195	3	3	3	3	3	3	3.00	0.00
196	3	2	3	2	3	3	2.67	0.52
197	3	4	3	3	3	3	3.17	0.41
198	2	3	3	3	4	4	3.17	0.75
199	2	3	2	3	3	4	2.83	0.75

Result of the Meta-cognitive strategies Descriptive Statics

Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
1	2	3	4	2	2	2	2	2	1	2.22	0.83
2	2	3	4	4	3	2	2	3	3	2.89	0.78
3	1	3	1	2	3	1	2	1	2	1.78	0.83
4	3	3	3	3	3	3	3	3	3	3.00	0.00
5	3	4	5	4	4	2	3	2	3	3.33	1.00
6	5	5	4	5	4	3	3	3	5	4.11	0.93
7	2	4	4	5	4	2	2	4	5	3.56	1.24
8	4	3	3	3	4	3	4	4	4	3.56	0.53
9	3	2	4	1	2	3	3	4	3	2.78	0.97
10	3	3	4	4	4	4	3	2	4	3.44	0.73
11	5	5	5	5	4	5	5	5	5	4.89	0.33
12	4	3	4	4	3	3	3	4	4	3.56	0.53
13	3	4	5	3	4	4	3	3	5	3.78	0.83
14	2	2	3	3	2	3	2	3	3	2.56	0.53
15	4	5	5	5	4	3	3	2	2	3.67	1.22
16	4	4	3	1	4	5	5	5	3	3.78	1.30
17	2	3	4	4	3	1	2	2	2	2.56	1.01
18	4	3	3	3	2	2	3	3	3	2.89	0.60
19	3	2	3	2	1	2	2	1	3	2.11	0.78
20	5	4	4	4	4	4	4	4	4	4.11	0.33
21	3	3	3	3	3	2	2	2	3	2.67	0.50
22	4	5	4	5	4	3	4	4	4	4.11	0.60
23	3	2	2	3	2	3	3	2	1	2.33	0.71
24	3	5	5	5	4	2	3	5	5	4.11	1.17
25	2	4	5	5	2	2	3	2	3	3.11	1.27
Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
26	4	4	4	4	3	1	4	4	4	3.56	1.01

										$\overline{X}$	S.D.
27	4	3	3	2	3	3	3	3	3	3.00	0.50
28	3	3	3	3	4	4	3	4	5	3.56	0.73
29	4	4	4	4	3	4	4	4	5	4.00	0.50
30	4	2	3	4	4	2	3	3	4	3.22	0.83
31	4	3	4	4	2	3	3	3	3	3.22	0.67
32	4	4	5	4	4	5	5	5	5	4.56	0.53
33	4	5	4	3	3	4	3	3	4	3.67	0.71
34	4	4	4	4	3	3	4	3	3	3.56	0.53
35	2	3	3	3	2	1	2	2	3	2.33	0.71
36	2	2	2	3	2	1	1	1	2	1.78	0.67
37	5	5	5	5	5	4	3	3	3	4.22	0.97
38	4	4	2	3	4	2	3	3	3	3.11	0.78
39	3	5	5	4	4	3	5	4	4	4.11	0.78
40	3	4	3	3	3	2	4	4	4	3.33	0.71
41	3	2	3	4	5	2	3	3	3	3.11	0.93
42	5	3	4	4	3	4	4	4	5	4.00	0.71
43	4	4	4	4	3	1	3	3	5	3.44	1.13
44	3	4	5	4	3	3	3	3	4	3.56	0.73
45	3	3	4	5	4	3	2	2	3	3.22	0.97
46	3	3	5	4	4	5	5	5	5	4.33	0.87
47	5	5	5	5	4	3	3	3	3	4.00	1.00
48	4	5	4	4	4	4	3	4	4	4.00	0.50
49	4	3	4	3	1	3	1	1	1	2.33	1.32
50	4	3	4	4	3	3	3	3	3	3.33	0.50
51	4	4	4	4	3	4	3	4	4	3.78	0.44
52	4	4	4	4	3	3	3	3	4	3.56	0.53
53	3	3	5	5	4	3	5	3	5	4.00	1.00
54	3	3	4	4	4	4	4	4	4	3.78	0.44
Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
55	2	4	4	3	2	3	2	3	3	2.89	0.78

										$\overline{X}$	S.D.
56	3	2	3	2	3	2	2	3	3	2.56	0.53
57	4	4	4	4	3	3	3	3	4	3.56	0.53
58	3	4	4	4	2	3	3	2	2	3.00	0.87
59	3	5	5	5	3	5	5	5	5	4.56	0.88
60	3	2	2	2	3	2	2	2	3	2.33	0.50
61	3	4	4	4	2	1	1	1	2	2.44	1.33
62	5	5	4	5	4	3	4	4	4	4.22	0.67
63	4	4	4	5	3	3	3	5	4	3.89	0.78
64	5	5	5	4	3	2	2	2	3	3.44	1.33
65	4	3	4	5	2	3	2	3	4	3.33	1.00
66	3	4	5	4	3	3	3	3	3	3.44	0.73
67	3	3	3	3	2	2	2	2	2	2.44	0.53
68	2	3	4	3	1	2	2	2	2	2.33	0.87
69	3	3	4	4	4	5	5	5	5	4.22	0.83
70	2	2	2	1	1	1	1	2	2	1.56	0.53
71	3	4	3	4	2	2	2	4	3	3.00	0.87
72	5	4	5	5	4	4	5	5	5	4.67	0.50
73	2	3	3	2	1	1	3	4	2	2.33	1.00
74	4	4	5	5	4	3	3	3	4	3.89	0.78
75	2	3	2	2	2	1	2	2	4	2.22	0.83
76	3	3	3	3	2	2	2	2	2	2.44	0.53
77	3	2	3	2	2	2	3	3	3	2.56	0.53
78	4	4	4	4	4	4	4	4	4	4.00	0.00
79	5	5	3	4	5	4	3	4	4	4.11	0.78
80	4	3	5	4	3	4	3	4	5	3.89	0.78
81	3	4	5	2	3	3	4	5	5	3.78	1.09
82	4	4	4	4	4	3	3	4	5	3.89	0.60
83	3	4	5	4	5	2	2	4	5	3.78	1.20
Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
84	4	5	5	5	3	5	5	5	5	4.67	0.71

85	3	4	4	2	3	3	3	3	3	3.11	0.60
86	4	5	3	4	3	5	4	5	4	4.11	0.78
87	2	3	4	4	3	2	4	3	2	3.00	0.87
88	4	3	4	4	3	3	3	3	3	3.33	0.50
89	4	4	4	5	3	2	3	4	4	3.67	0.87
90	4	3	5	3	5	3	4	3	4	3.78	0.83
91	3	4	3	4	4	2	2	4	4	3.33	0.87
92	4	4	4	2	5	3	3	4	3	3.56	0.88
93	4	3	5	5	4	4	5	4	5	4.33	0.71
94	3	3	3	2	2	2	2	3	3	2.56	0.53
95	5	5	5	5	3	5	5	4	4	4.56	0.73
96	4	4	4	4	3	3	3	3	3	3.44	0.53
97	2	1	2	1	1	1	2	1	1	1.33	0.50
98	3	5	5	5	3	5	5	5	5	4.56	0.88
99	4	3	4	2	2	2	1	1	1	2.22	1.20
100	3	3	5	2	1	1	1	1	1	2.00	1.41
101	3	3	4	2	2	4	2	3	5	3.11	1.05
102	4	3	3	4	2	2	3	2	2	2.78	0.83
103	4	4	3	4	4	3	3	4	4	3.67	0.50
104	3	3	3	3	2	2	2	3	3	2.67	0.50
105	2	3	4	3	3	2	2	2	3	2.67	0.71
106	4	4	4	4	3	3	4	4	5	3.89	0.60
107	4	4	2	3	2	2	2	4	4	3.00	1.00
108	3	3	3	3	3	3	3	3	3	3.00	0.00
109	4	4	5	5	4	4	5	5	5	4.56	0.53
110	3	3	3	3	2	2	3	2	2	2.56	0.53
111	3	3	3	3	3	3	2	3	3	2.89	0.33
112	4	4	5	5	3	3	4	4	4	4.00	0.71
Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
113	1	2	1	2	2	2	1	1	3	1.67	0.71

114	4	3	4	3	3	4	3	4	3	3.44	0.53
115	3	3	4	4	3	3	3	3	3	3.22	0.44
116	3	4	5	4	3	2	3	4	4	3.56	0.88
117	3	4	4	4	3	2	2	3	4	3.22	0.83
118	4	3	4	4	4	3	3	4	4	3.67	0.50
119	3	4	3	3	3	3	3	3	3	3.11	0.33
120	2	3	3	4	2	3	3	3	3	2.89	0.60
121	3	4	3	4	4	3	4	3	4	3.56	0.53
122	4	4	4	3	3	4	3	4	3	3.56	0.53
123	4	4	4	3	3	3	2	3	4	3.33	0.71
124	5	5	5	4	4	5	4	3	3	4.22	0.83
125	4	4	4	4	3	2	3	4	5	3.67	0.87
126	3	4	3	4	3	4	4	5	4	3.78	0.67
127	5	5	5	5	5	4	5	5	5	4.89	0.33
128	4	4	5	4	3	4	3	3	3	3.67	0.71
129	3	3	3	3	3	3	3	3	3	3.00	0.00
130	3	3	4	4	3	2	3	3	3	3.11	0.60
131	3	4	4	4	2	3	3	3	3	3.22	0.67
132	2	3	2	3	4	3	3	3	2	2.78	0.67
133	3	3	2	1	1	2	3	3	3	2.33	0.87
134	2	3	2	2	2	1	2	3	2	2.11	0.60
135	3	3	4	4	3	4	3	4	4	3.56	0.53
136	3	3	4	4	3	4	4	3	3	3.44	0.53
137	3	2	3	3	2	2	2	3	2	2.44	0.53
138	3	4	3	3	4	3	3	3	4	3.33	0.50
139	3	2	4	4	2	3	3	4	4	3.22	0.83
140	3	3	4	4	3	3	4	5	5	3.78	0.83
141	4	4	4	4	5	4	5	4	5	4.33	0.50
Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
142	5	4	4	3	4	4	5	5	4	4.22	0.67

143	4	4	3	3	1	1	2	5	5	3.11	1.54
144	3	4	3	3	3	4	3	3	3	3.22	0.44
145	4	5	5	5	5	4	5	4	3	4.44	0.73
146	3	3	2	2	3	3	2	2	1	2.33	0.71
147	3	4	5	4	5	4	4	5	5	4.33	0.71
148	5	5	5	5	2	5	5	5	5	4.67	1.00
149	4	4	5	3	5	3	3	3	3	3.67	0.87
150	4	5	5	5	4	4	4	4	5	4.44	0.53
151	5	5	5	5	5	5	5	5	5	5.00	0.00
152	4	3	3	2	2	3	3	3	2	2.78	0.67
153	3	2	2	3	1	2	3	1	2	2.11	0.78
154	4	4	3	4	5	4	4	4	4	4.00	0.50
155	5	4	4	4	5	4	4	4	4	4.22	0.44
156	4	5	5	3	3	4	3	3	5	3.89	0.93
157	3	3	4	3	4	2	2	2	2	2.78	0.83
158	3	3	4	4	4	4	4	4	4	3.78	0.44
159	2	3	3	2	2	2	2	3	3	2.44	0.53
160	3	3	4	3	3	2	3	2	3	2.89	0.60
161	3	1	2	3	3	2	2	3	3	2.44	0.73
162	5	4	5	5	4	5	4	4	4	4.44	0.53
163	3	2	4	3	3	2	3	2	3	2.78	0.67
164	2	3	3	4	3	2	3	3	4	3.00	0.71
165	3	3	3	3	2	2	2	2	4	2.67	0.71
166	5	4	5	5	4	2	4	4	3	4.00	1.00
167	4	5	5	5	3	3	4	4	4	4.11	0.78
168	5	5	5	4	5	4	5	4	5	4.67	0.50
169	3	3	4	3	2	2	3	2	3	2.78	0.67
170	3	5	3	4	3	2	3	4	3	3.33	0.87
Students/Items	1	2	3	4	5	6	7	8	9	$\overline{X}$	S.D.
171	5	2	4	4	3	2	4	4	5	3.67	1.12

172	4	5	4	5	4	3	3	2	3	3.67	1.00
173	3	3	2	4	3	4	3	3	3	3.11	0.60
174	3	4	4	4	4	4	3	5	3	3.78	0.67
175	2	3	3	2	3	3	2	3	2	2.56	0.53
176	3	3	3	3	3	4	3	3	3	3.11	0.33
177	3	3	4	4	4	4	4	3	3	3.56	0.53
178	3	4	4	4	3	3	4	3	3	3.44	0.53
179	3	3	4	4	3	3	3	3	3	3.22	0.44
180	3	3	3	3	3	3	3	3	3	3.00	0.00
181	4	5	5	5	5	5	5	4	4	4.67	0.50
182	3	4	3	3	3	3	4	3	3	3.22	0.44
183	4	4	4	4	4	4	4	3	4	3.89	0.33
184	3	4	5	3	3	3	3	3	3	3.33	0.71
185	3	4	4	3	3	3	4	4	3	3.44	0.53
186	3	3	4	4	3	3	3	3	4	3.33	0.50
187	3	3	3	4	3	3	4	3	4	3.33	0.50
188	4	3	3	3	4	5	5	3	4	3.78	0.83
189	4	3	4	3	2	4	4	4	4	3.56	0.73
190	4	2	3	4	3	3	3	4	3	3.22	0.67
191	3	3	3	3	2	3	3	3	2	2.78	0.44
192	4	4	4	4	3	3	4	4	4	3.78	0.44
193	4	3	3	3	4	3	3	3	3	3.22	0.44
194	3	3	3	5	2	3	2	3	2	2.89	0.93
195	3	3	3	3	3	3	3	3	3	3.00	0.00
196	3	3	4	3	3	3	3	3	4	3.22	0.44
197	4	4	4	4	3	2	4	3	4	3.56	0.73
198	3	3	4	3	4	3	4	3	3	3.33	0.50
199	3	3	3	3	2	4	2	3	2	2.78	0.67

Result of the Affective strategies Descriptive Statics

Students/Items	1	2	3	4	5	$\overline{X}$	S.D.
1	2	2	3	1	2	2.00	0.63
2	3	3	3	1	4	2.83	0.98
3	2	1	3	2	1	1.67	0.82
4	3	1	1	1	3	1.83	0.98
5	3	2	2	2	3	2.67	0.82
6	4	4	3	1	2	3.00	1.26
7	4	3	1	1	1	2.33	1.51
8	4	3	3	1	3	2.83	0.98
9	3	2	3	3	3	2.67	0.52
10	4	3	3	4	4	3.50	0.55
11	5	5	3	1	5	3.83	1.60
12	3	4	4	4	4	3.83	0.41
13	4	4	5	3	3	3.83	0.75
14	2	1	1	1	1	1.33	0.52
15	3	1	5	1	5	3.00	1.79
16	2	1	5	4	3	3.00	1.41
17	3	2	3	4	1	2.50	1.05
18	4	3	3	1	3	3.00	1.10
19	3	2	4	1	1	2.33	1.21
20	4	4	2	1	3	2.50	1.38
21	2	3	2	3	4	2.67	0.82
22	4	4	5	2	4	4.00	1.10
23	4	3	4	2	4	3.50	0.84
24	5	4	3	1	5	3.50	1.52
25	5	1	3	1	2	2.83	1.83
26	3	3	2	1	3	2.50	0.84

Students/Items	1	2	3	4	5	$\overline{X}$	S.D.
27	3	2	1	1	1	2.00	1.26
28	4	3	3	4	3	3.33	0.52
29	4	2	2	1	1	2.17	1.17
30	2	5	3	1	5	3.33	1.63
31	4	3	2	1	2	2.50	1.05
32	5	3	2	2	5	3.67	1.51
33	5	4	3	3	4	4.00	0.89
34	4	3	2	1	3	2.83	1.17
35	3	2	2	1	1	2.17	1.17
36	2	5	2	1	5	2.67	1.86
37	5	5	3	1	1	3.33	1.97
38	3	3	2	1	4	2.83	1.17
39	3	3	2	2	1	2.33	0.82
40	4	4	2	3	3	3.50	1.05
41	4	4	2	2	5	3.50	1.22
42	5	4	5	2	5	4.17	1.17
43	3	2	5	1	4	3.33	1.63
44	4	4	4	1	3	3.17	1.17
45	4	4	3	2	2	3.00	0.89
46	5	5	4	1	2	3.50	1.64
47	5	2	3	2	3	3.17	1.17
48	4	4	5	3	4	4.00	0.63
49	2	1	2	1	3	1.67	0.82
50	4	4	2	1	3	2.83	1.17
51	4	3	3	3	3	3.33	0.52
52	4	4	3	2	4	3.50	0.84
53	3	3	4	3	5	3.50	0.84
54	3	3	2	1	3	2.50	0.84
55	4	3	3	1	1	2.67	1.37

Students/Items	1	2	3	4	5	$\overline{X}$	S.D.
56	5	4	2	1	2	3.00	1.55
57	3	3	4	4	5	3.83	0.75
58	3	3	3	1	3	2.67	0.82
59	5	2	1	1	5	2.67	1.86
60	2	3	3	2	4	2.67	0.82
61	4	1	5	1	5	3.50	1.97
62	5	5	2	3	3	3.83	1.33
63	2	3	4	1	3	2.83	1.17
64	5	2	1	2	2	2.83	1.72
65	5	4	4	2	3	3.83	1.17
66	4	3	3	3	4	3.50	0.55
67	3	3	2	2	2	2.50	0.55
68	2	2	2	1	2	2.00	0.63
69	4	4	4	5	3	4.00	0.63
70	1	1	2	1	2	1.50	0.55
71	3	3	3	1	1	2.50	1.22
72	5	3	4	1	5	3.83	1.60
73	2	2	4	2	4	2.83	0.98
74	4	3	3	1	1	2.67	1.37
75	2	2	2	2	4	2.50	0.84
76	3	2	2	2	2	2.33	0.52
77	3	3	3	3	3	3.33	0.82
78	4	4	4	4	4	4.00	0.00
79	3	4	4	3	5	3.67	0.82
80	4	4	3	3	3	3.50	0.55
81	1	2	1	4	5	2.50	1.64
82	4	4	3	2	2	3.17	0.98
83	4	3	4	1	4	3.33	1.21
84	5	3	2	1	4	3.33	1.63

Students/Items	1	2	3	4	5	$\overline{X}$	S.D.
85	3	4	3	3	3	3.17	0.41
86	5	2	3	3	5	3.83	1.33
87	4	3	3	3	3	3.17	0.41
88	3	3	2	2	3	2.67	0.52
89	4	2	1	1	4	2.67	1.51
90	4	2	2	2	3	2.67	0.82
91	5	4	3	3	4	3.83	0.75
92	2	3	2	2	3	2.50	0.55
93	5	5	1	1	3	3.17	1.83
94	3	3	3	2	3	2.67	0.52
95	4	4	2	2	3	3.00	0.89
96	4	4	4	1	2	3.00	1.26
97	1	1	1	2	1	1.33	0.52
98	4	4	5	2	4	3.83	0.98
99	1	1	5	1	5	2.33	2.07
100	5	1	1	1	5	2.67	1.97
101	4	4	2	1	2	2.67	1.21
102	3	2	2	3	4	2.83	0.75
103	4	4	4	4	4	4.00	0.00
104	3	3	2	2	3	2.67	0.52
105	2	3	2	2	5	2.83	1.17
106	5	4	3	4	3	3.67	0.82
107	3	3	3	2	2	2.50	0.55
108	3	3	3	2	3	2.83	0.41
109	4	4	3	1	2	2.83	1.17
110	3	3	3	2	2	2.67	0.52
111	2	2	3	1	3	2.33	0.82
112	4	2	2	2	4	3.00	1.10
113	3	2	2	2	2	2.00	0.63

Students/Items	1	2	3	4	5	$\overline{X}$	S.D.
114	4	3	3	3	3	3.17	0.41
115	4	3	4	3	3	3.33	0.52
116	3	4	4	2	4	3.33	0.82
117	5	3	5	1	4	3.83	1.60
118	4	3	3	2	4	3.17	0.75
119	4	3	3	3	3	3.33	0.52
120	3	4	3	4	3	3.33	0.52
121	4	4	2	2	4	3.17	0.98
122	3	4	4	4	3	3.50	0.55
123	4	5	3	1	2	3.17	1.47
124	5	5	3	3	4	4.00	0.89
125	4	3	5	1	4	3.50	1.38
126	5	5	4	5	4	4.50	0.55
127	4	4	4	4	4	4.00	0.00
128	4	3	3	2	3	3.17	0.75
129	4	3	5	4	3	3.83	0.75
130	3	3	3	2	4	3.17	0.75
131	3	4	2	2	2	2.67	0.82
132	2	3	4	3	3	3.00	0.63
133	1	2	3	2	3	2.17	0.75
134	2	2	1	2	2	2.00	0.63
135	5	4	4	3	4	4.17	0.75
136	3	3	4	1	2	2.33	1.21
137	3	2	4	1	2	2.50	1.05
138	3	3	4	3	4	3.50	0.55
139	3	2	1	1	5	2.50	1.52
140	3	3	2	2	4	2.83	0.75
141	3	3	4	2	5	3.50	1.05
142	4	3	4	4	3	3.50	0.55

Students/Items	1	2	3	4	5	$\overline{X}$	S.D.
143	4	3	5	1	1	3.00	1.67
144	3	3	3	3	3	3.00	0.00
145	5	4	3	4	5	4.17	0.75
146	2	3	2	4	2	2.33	1.03
147	5	3	4	4	5	4.17	0.75
148	5	5	5	1	5	4.33	1.63
149	2	2	1	4	4	2.67	1.21
150	4	4	3	2	3	3.33	0.82
151	5	4	2	3	5	4.00	1.26
152	3	1	3	2	3	2.50	0.84
153	2	2	3	2	2	2.33	0.52
154	4	3	4	4	3	3.50	0.55
155	5	5	5	5	5	5.00	0.00
156	4	4	5	2	3	3.67	1.03
157	3	3	5	2	4	3.50	1.05
158	3	3	4	2	2	2.83	0.75
159	3	2	2	1	4	2.50	1.05
160	2	2	3	2	3	2.33	0.52
161	3	2	3	4	1	2.50	1.05
162	4	3	3	2	3	3.00	0.63
163	3	3	2	3	2	2.67	0.52
164	3	3	3	2	3	3.00	0.63
165	4	4	5	2	2	3.67	1.37
166	3	2	3	3	5	3.33	1.03
167	4	4	4	3	3	3.50	0.55
168	4	5	4	4	5	4.50	0.55
169	5	5	3	2	2	3.17	1.47
170	3	3	3	2	2	2.83	0.75
171	5	3	2	3	3	3.33	1.03

Students/Items	1	2	3	4	5	$\overline{X}$	S.D.
172	3	3	4	4	3	3.33	0.52
173	3	3	3	3	4	3.00	0.63
174	3	4	3	4	3	3.50	0.55
175	4	2	3	2	3	3.00	0.89
176	3	3	3	4	3	3.17	0.41
177	3	3	2	4	3	3.00	0.63
178	4	3	4	4	3	3.50	0.55
179	3	3	4	3	3	3.17	0.41
180	3	3	2	3	2	2.50	0.55
181	4	3	2	2	4	3.17	0.98
182	3	2	3	3	3	2.83	0.41
183	4	4	4	4	4	4.00	0.00
184	4	3	4	3	3	3.50	0.55
185	4	3	3	3	3	3.33	0.52
186	3	3	3	3	3	3.17	0.41
187	3	3	3	2	3	2.67	0.52
188	4	4	3	2	4	3.33	0.82
189	4	4	3	5	5	4.17	0.75
190	3	3	3	3	3	3.00	0.00
191	3	3	3	3	3	3.00	0.00
192	4	4	4	2	3	3.50	0.84
193	3	3	3	2	2	2.50	0.55
194	3	3	3	3	3	3.00	0.00
195	3	3	3	3	3	3.00	0.00
196	3	3	4	3	4	3.33	0.52
197	3	3	3	4	3	3.17	0.41
198	3	4	4	4	4	3.67	0.52
199	2	2	4	2	4	3.00	1.10

Result of the Social strategies Descriptive Statics

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
1	2	2	3	5	1	1	2.33	1.51
2	4	2	2	4	1	3	2.67	1.21
3	1	1	3	1	2	1	1.50	0.84
4	3	3	3	3	3	3	3.00	0.00
5	4	2	3	2	1	2	2.33	1.03
6	3	3	2	2	1	4	2.50	1.05
7	4	4	4	3	2	4	3.50	0.84
8	4	3	3	3	3	3	3.17	0.41
9	2	3	2	4	4	4	3.17	0.98
10	3	3	4	4	4	4	3.67	0.52
11	5	5	5	5	4	5	4.83	0.41
12	4	4	3	4	1	4	3.33	1.21
13	5	5	5	5	4	5	4.83	0.41
14	2	1	2	2	1	2	1.67	0.52
15	5	5	2	4	3	5	4.00	1.26
16	4	4	3	4	3	2	3.33	0.82
17	5	2	1	1	1	2	2.00	1.55
18	4	4	2	2	1	5	3.00	1.55
19	3	3	2	3	3	2	2.67	0.52
20	4	4	4	4	1	1	3.00	1.55
21	4	3	4	2	2	4	3.17	0.98
22	5	4	4	4	2	5	4.00	1.10
23	4	3	2	2	1	3	2.50	1.05
24	5	5	5	2	2	5	4.00	1.55
25	5	5	4	4	1	3	3.67	1.51
26	5	4	3	3	3	4	3.67	0.82

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
27	3	3	3	3	1	4	2.83	0.98
28	3	2	3	2	1	2	2.17	0.75
29	5	4	4	2	2	5	3.67	1.37
30	4	4	4	3	2	4	3.50	0.84
31	3	2	3	1	1	4	2.33	1.21
32	3	3	5	5	3	5	4.00	1.10
33	5	4	4	3	3	4	3.83	0.75
34	4	3	4	3	2	4	3.33	0.82
35	2	2	3	1	1	2	1.83	0.75
36	5	4	5	4	1	2	3.50	1.64
37	5	5	5	5	2	3	4.17	1.33
38	4	3	3	2	1	5	3.00	1.41
39	3	3	4	3	3	2	3.00	0.63
40	3	4	5	4	2	4	3.67	1.03
41	3	1	5	3	2	5	3.17	1.60
42	5	3	4	4	3	4	3.83	0.75
43	3	4	3	3	2	5	3.33	1.03
44	5	4	4	3	2	4	3.67	1.03
45	4	3	3	3	1	4	3.00	1.10
46	5	4	4	5	4	5	4.50	0.55
47	5	4	2	3	3	5	3.67	1.21
48	4	4	5	5	4	5	4.50	0.55
49	3	1	3	2	1	3	2.17	0.98
50	3	3	3	3	2	4	3.00	0.63
51	4	3	4	3	3	4	3.50	0.55
52	4	4	3	4	2	4	3.50	0.84
53	5	3	3	2	2	5	3.33	1.37
54	4	4	4	4	3	4	3.83	0.41
55	4	3	2	3	1	4	2.83	1.17

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
56	5	5	3	5	3	5	4.33	1.03
57	4	4	3	1	3	4	3.17	1.17
58	5	5	5	3	3	4	4.17	0.98
59	5	5	5	5	3	5	4.67	0.82
60	3	3	2	2	1	2	2.17	0.75
61	5	3	1	5	1	4	3.17	1.83
62	5	4	5	3	3	5	4.17	0.98
63	4	4	4	4	3	5	4.00	0.63
64	5	5	5	2	2	5	4.00	1.55
65	5	3	4	4	3	5	4.00	0.89
66	4	3	4	4	2	4	3.50	0.84
67	3	3	3	3	2	3	2.83	0.41
68	2	2	2	1	1	4	2.00	1.10
69	3	4	5	4	4	4	4.00	0.63
70	2	2	3	2	2	3	2.33	0.52
71	4	2	2	1	1	4	2.33	1.37
72	5	5	5	5	3	5	4.67	0.82
73	2	2	2	3	1	3	2.17	0.75
74	4	4	4	4	4	5	4.17	0.41
75	5	5	5	4	3	3	4.17	0.98
76	3	2	3	2	2	2	2.33	0.52
77	3	2	2	3	2	4	2.67	0.82
78	4	4	4	4	4	4	4.00	0.00
79	3	4	3	3	4	4	3.50	0.55
80	3	2	4	4	4	5	3.67	1.03
81	5	3	4	2	1	5	3.33	1.63
82	4	4	4	4	4	4	4.00	0.00
83	3	3	4	3	2	2	2.83	0.75
84	5	2	1	1	1	5	2.50	1.97

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
85	2	3	3	3	3	3	2.83	0.41
86	5	5	2	5	3	5	4.17	1.33
87	3	4	4	3	2	4	3.33	0.82
88	4	4	4	2	2	4	3.33	1.03
89	4	3	3	3	2	5	3.33	1.03
90	5	2	4	3	3	4	3.50	1.05
91	3	2	2	3	2	4	2.67	0.82
92	3	3	3	3	2	3	2.83	0.41
93	3	3	4	4	3	5	3.67	0.82
94	3	4	2	4	3	3	3.17	0.75
95	5	5	5	4	3	5	4.50	0.84
96	3	3	2	2	2	4	2.67	0.82
97	2	3	4	3	1	1	2.33	1.21
98	5	5	5	5	2	3	4.17	1.33
99	5	1	1	1	1	4	2.17	1.83
100	4	3	1	2	1	3	2.33	1.21
101	3	3	5	5	2	5	3.83	1.33
102	2	3	3	3	2	4	2.83	0.75
103	4	4	4	4	3	4	3.83	0.41
104	4	3	3	3	2	4	3.17	0.75
105	4	4	3	4	2	4	3.50	0.84
106	4	3	4	4	4	5	4.00	0.63
107	2	2	1	3	2	4	2.33	1.03
108	3	3	3	3	3	3	3.00	0.00
109	4	3	3	3	3	3	3.17	0.41
110	3	3	2	2	2	3	2.50	0.55
111	3	2	2	3	2	3	2.50	0.55
112	2	2	4	3	2	5	3.00	1.26
113	1	3	2	2	3	2	2.17	0.75

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
114	2	2	3	2	2	4	2.50	0.84
115	3	3	3	3	3	3	3.00	0.00
116	3	3	3	2	3	4	3.00	0.63
117	5	4	3	4	2	4	3.67	1.03
118	4	3	3	4	2	4	3.33	0.82
119	4	4	3	4	2	4	3.50	0.84
120	3	3	3	4	4	4	3.50	0.55
121	3	4	4	4	3	4	3.67	0.52
122	4	4	3	4	3	2	3.33	0.82
123	4	5	4	4	3	4	4.00	0.63
124	5	5	2	4	3	5	4.00	1.26
125	3	4	2	3	2	3	2.83	0.75
126	4	4	3	2	4	5	3.67	1.03
127	4	4	4	4	4	4	4.00	0.00
128	4	4	3	3	2	5	3.50	1.05
129	2	3	4	4	4	3	3.33	0.82
130	5	5	4	5	2	3	4.00	1.26
131	3	2	4	4	3	4	3.33	0.82
132	4	3	4	3	3	4	3.50	0.55
133	5	3	3	2	3	3	3.17	0.98
134	3	3	2	3	1	2	2.33	0.82
135	4	4	4	3	4	5	4.00	0.63
136	3	2	4	3	2	4	3.00	0.89
137	2	3	3	3	2	4	2.83	0.75
138	3	4	4	3	3	4	3.50	0.55
139	3	3	3	4	2	5	3.33	1.03
140	4	4	4	3	3	4	3.67	0.52
141	4	5	4	4	5	5	4.50	0.55
142	4	4	5	4	4	5	4.33	0.52

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
143	5	4	4	4	2	4	3.83	0.98
144	3	3	3	3	3	3	3.00	0.00
145	4	5	4	5	3	4	4.17	0.75
146	3	3	3	2	1	2	2.33	0.82
147	4	5	4	4	5	5	4.50	0.55
148	5	5	5	5	5	5	5.00	0.00
149	5	4	2	2	4	3	3.33	1.21
150	4	4	3	3	2	5	3.50	1.05
151	5	5	5	5	3	4	4.50	0.84
152	4	3	2	4	2	2	2.83	0.98
153	3	2	2	1	3	1	2.00	0.89
154	3	4	3	4	4	5	3.83	0.75
155	5	5	5	5	5	5	5.00	0.00
156	4	3	3	2	2	4	3.00	0.89
157	5	5	5	5	4	3	4.50	0.84
158	3	3	2	4	2	4	3.00	0.89
159	3	3	2	2	1	2	2.17	0.75
160	3	4	3	3	2	2	2.83	0.75
161	3	2	3	2	3	4	2.83	0.75
162	4	4	5	5	4	5	4.50	0.55
163	4	3	3	3	2	3	3.00	0.63
164	2	2	3	2	2	4	2.50	0.84
165	5	4	3	4	3	4	3.83	0.75
166	3	4	4	2	2	4	3.17	0.98
167	4	4	4	4	3	4	3.83	0.41
168	5	4	5	5	4	5	4.67	0.52
169	3	2	3	3	4	4	3.17	0.75
170	4	3	4	2	3	4	3.33	0.82
171	3	5	4	5	3	5	4.17	0.98

Students/Items	1	2	3	4	5	6	$\overline{X}$	S.D.
172	4	4	3	3	4	5	3.83	0.75
173	3	3	3	3	3	3	3.00	0.00
174	3	4	3	3	4	3	3.33	0.52
175	3	4	3	3	2	2	2.83	0.75
176	3	3	3	3	4	3	3.17	0.41
177	3	3	4	3	2	3	3.00	0.63
178	3	4	3	3	3	4	3.33	0.52
179	4	4	4	4	3	4	3.83	0.41
180	3	4	3	3	3	3	3.17	0.41
181	4	5	4	3	5	5	4.33	0.82
182	3	3	3	2	2	2	2.50	0.55
183	4	4	4	4	4	4	4.00	0.00
184	5	3	3	4	3	3	3.50	0.84
185	3	3	4	3	4	4	3.50	0.55
186	4	4	4	3	3	4	3.67	0.52
187	4	3	3	2	3	2	2.83	0.75
188	5	5	5	5	3	4	4.50	0.84
189	4	4	3	3	3	5	3.67	0.82
190	5	3	3	3	2	4	3.33	1.03
191	3	3	3	3	3	3	3.00	0.00
192	4	4	5	4	4	5	4.33	0.52
193	2	3	3	3	2	2	2.50	0.55
194	5	5	5	5	3	3	4.33	1.03
195	3	3	3	3	3	3	3.00	0.00
196	3	2	3	3	2	3	2.67	0.52
197	3	3	2	3	2	3	2.67	0.52
198	2	3	3	4	3	4	3.17	0.75
199	4	4	4	4	2	3	3.50	0.84

Appendix D: Result of the Motivation Descriptive Statics
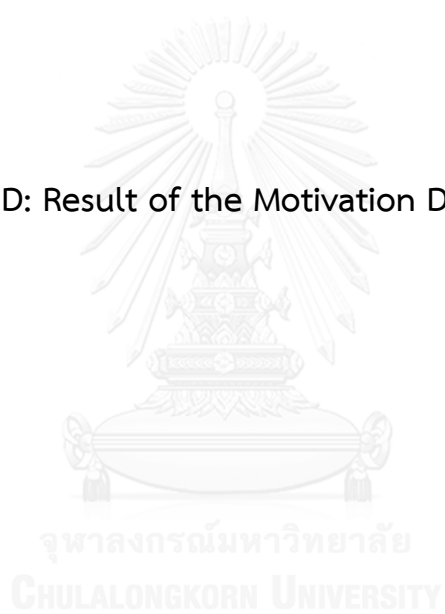
Result of the Instrumental Motivation Descriptive Statics

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
1	2	2	1	3	2	5	4	4	5	5	3.30	1.49
2	3	3	2	5	3	2	2	2	2	1	2.50	1.08
3	4	4	5	4	5	4	4	5	5	5	4.50	0.53
4	4	3	3	3	3	3	3	3	3	3	3.10	0.32
5	2	2	1	2	2	2	2	2	3	2	2.00	0.47
6	3	2	2	3	5	5	4	4	4	3	3.50	1.08
7	3	4	1	4	4	4	5	5	5	4	3.90	1.20
8	3	1	2	3	4	3	3	3	4	2	2.80	0.92
9	3	3	3	3	4	3	3	2	3	2	2.90	0.57
10	3	4	3	3	3	4	4	4	4	4	3.60	0.52
11	5	2	1	1	1	2	3	4	2	1	2.20	1.40
12	2	2	1	4	4	4	4	4	4	2	3.10	1.20
13	3	4	3	3	3	4	3	3	2	3	3.10	0.57
14	3	3	1	1	1	2	3	3	3	2	2.20	0.92
15	1	3	1	1	2	2	2	1	1	2	1.60	0.70
16	4	2	3	2	3	2	3	4	4	4	3.10	0.88
17	1	2	2	3	2	2	3	2	1	2	2.00	0.67
18	2	3	1	3	3	1	3	3	1	3	2.30	0.95
19	2	3	1	3	3	3	3	3	3	3	2.70	0.67
20	1	1	1	5	5	2	5	5	5	5	3.50	1.96
21	2	3	3	4	4	4	2	2	3	3	3.00	0.82
22	4	2	2	3	3	5	5	4	5	4	3.70	1.16
23	1	1	3	3	2	3	3	4	3	3	2.60	0.97
24	2	3	4	5	5	5	3	3	3	1	3.40	1.35
25	4	3	1	2	3	5	3	3	5	4	3.30	1.25
26	4	3	1	4	3	5	5	4	5	4	3.80	1.23

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
27	1	3	1	3	3	5	3	3	3	2	2.70	1.16
28	2	3	2	3	3	5	4	4	3	3	3.20	0.92
29	4	2	1	2	2	5	5	5	5	4	3.50	1.58
30	5	2	2	2	2	4	4	4	5	5	3.50	1.35
31	3	2	1	4	4	4	4	3	3	1	2.90	1.20
32	2	2	4	4	4	5	5	4	3	2	3.50	1.18
33	4	3	2	2	2	3	3	3	3	4	2.90	0.74
34	3	2	1	3	3	3	4	3	2	1	2.50	0.97
35	1	3	1	4	3	5	3	2	2	1	2.50	1.35
36	1	4	4	5	5	4	4	3	3	3	3.60	1.17
37	3	3	1	5	5	5	5	5	5	5	4.20	1.40
38	3	3	1	5	4	4	4	2	2	2	3.00	1.25
39	2	3	1	3	5	5	3	3	3	3	3.10	1.20
40	5	3	2	4	4	5	5	4	4	4	4.00	0.94
41	2	2	2	4	5	5	5	5	4	4	3.80	1.32
42	2	4	2	3	2	5	4	4	5	3	3.40	1.17
43	3	4	5	5	4	5	5	4	4	2	4.10	0.99
44	3	3	2	2	5	4	4	3	2	2	3.00	1.05
45	1	2	1	5	5	5	5	4	2	3	3.30	1.70
46	4	3	1	1	1	5	5	5	5	1	3.10	1.91
47	3	1	1	3	5	3	5	3	3	1	2.80	1.48
48	3	3	2	2	2	3	4	3	4	3	2.90	0.74
49	3	5	2	5	5	4	3	2	2	2	3.30	1.34
50	2	2	2	4	4	5	3	3	2	1	2.80	1.23
51	3	2	3	2	2	4	4	4	4	4	3.20	0.92
52	2	2	3	4	4	4	4	4	4	4	3.50	0.85
53	2	3	1	3	4	3	3	2	5	2	2.80	1.14
54	4	2	1	2	4	5	5	5	5	3	3.60	1.51
55	3	3	2	4	4	3	3	3	3	2	3.00	0.67

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
56	2	3	4	5	5	3	3	3	5	5	3.80	1.14
57	3	3	3	5	5	5	4	4	3	4	3.90	0.88
58	3	2	2	4	4	4	3	3	3	3	3.10	0.74
59	1	1	1	5	5	5	4	3	2	1	2.80	1.81
60	5	4	3	3	3	5	3	2	3	1	3.20	1.23
61	1	1	5	4	3	5	3	3	2	1	2.80	1.55
62	5	2	3	3	3	4	4	4	4	4	3.60	0.84
63	5	3	2	5	5	5	5	5	3	3	4.10	1.20
64	3	3	1	5	5	5	5	3	2	1	3.30	1.64
65	2	3	2	5	5	3	3	3	4	2	3.20	1.14
66	3	1	1	2	5	4	4	3	3	3	2.90	1.29
67	3	3	3	3	3	3	3	2	2	2	2.70	0.48
68	3	3	4	4	4	2	3	3	2	2	3.00	0.82
69	4	4	4	5	5	4	4	3	4	4	4.10	0.57
70	3	3	4	5	3	5	3	3	3	3	3.50	0.85
71	2	1	1	3	5	5	4	3	2	2	2.80	1.48
72	3	1	1	5	5	5	4	5	3	3	3.50	1.58
73	1	2	3	3	2	4	4	3	4	3	2.90	0.99
74	4	3	1	1	5	5	5	5	5	4	3.80	1.62
75	3	2	3	3	4	4	4	4	3	4	3.40	0.70
76	3	3	3	5	5	5	5	5	5	5	4.40	0.97
77	2	3	2	4	4	4	4	4	4	4	3.50	0.85
78	4	4	4	4	4	4	4	4	4	4	4.00	0.00
79	3	3	4	4	2	3	3	4	3	3	3.20	0.63
80	3	3	1	2	3	5	5	5	5	4	3.60	1.43
81	3	2	1	3	5	5	5	4	4	4	3.60	1.35
82	2	2	2	4	2	5	5	5	3	4	3.40	1.35
83	2	3	3	3	3	3	3	3	4	5	3.20	0.79
84	2	5	2	5	5	5	5	5	5	2	4.10	1.45

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
85	3	3	3	5	5	4	2	2	1	1	2.90	1.45
86	4	2	1	3	4	5	4	3	5	5	3.60	1.35
87	3	3	2	4	3	5	4	5	5	2	3.60	1.17
88	2	4	1	2	3	4	4	3	3	3	2.90	0.99
89	2	3	1	1	1	4	4	4	4	4	2.80	1.40
90	2	3	3	4	2	3	5	3	2	4	3.10	0.99
91	2	2	2	3	4	4	4	4	4	4	3.30	0.95
92	3	4	2	2	3	2	3	3	3	2	2.70	0.67
93	4	3	2	4	4	3	4	3	4	4	3.50	0.71
94	2	3	4	4	3	3	2	3	3	2	2.90	0.74
95	2	1	1	5	5	5	5	5	4	3	3.60	1.71
96	2	3	4	4	5	5	4	3	3	2	3.50	1.08
97	2	1	1	2	1	1	2	3	2	1	1.60	0.70
98	2	4	4	4	5	5	5	5	5	5	4.40	0.97
99	1	5	5	5	5	5	4	4	4	1	3.90	1.60
100	1	3	5	5	1	5	5	5	3	3	3.60	1.65
101	4	3	1	4	5	5	4	5	5	1	3.70	1.57
102	4	4	3	3	2	4	4	4	4	5	3.70	0.82
103	3	3	3	4	3	3	4	4	4	4	3.50	0.53
104	3	2	3	2	3	2	3	3	3	2	2.60	0.52
105	4	3	4	3	4	5	4	4	3	3	3.70	0.67
106	5	3	2	4	4	3	5	5	5	1	3.70	1.42
107	2	2	2	4	3	3	3	3	3	3	2.80	0.63
108	2	3	2	3	2	3	3	3	3	3	2.70	0.48
109	4	3	3	4	3	3	3	3	3	3	3.20	0.42
110	2	3	3	3	3	3	2	2	2	2	2.50	0.53
111	2	2	2	2	2	2	3	3	3	2	2.30	0.48
112	2	2	2	5	4	5	5	1	4	4	3.40	1.51
113	1	1	2	2	1	1	3	2	2	1	1.60	0.70

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
114	2	2	2	3	2	2	2	3	2	3	2.30	0.48
115	2	3	2	2	1	1	3	2	2	1	1.90	0.74
116	3	3	2	3	3	4	4	3	4	2	3.10	0.74
117	3	3	2	3	4	5	4	4	5	3	3.60	0.97
118	3	3	2	3	4	5	4	4	5	3	3.60	0.97
119	4	3	3	3	2	3	4	3	3	3	3.10	0.57
120	3	4	4	4	4	4	3	3	4	3	3.60	0.52
121	4	3	3	3	3	3	3	4	4	3	3.30	0.48
122	4	3	2	3	4	3	4	4	3	4	3.40	0.70
123	3	4	3	4	5	4	4	4	5	3	3.90	0.74
124	4	3	2	4	4	5	5	4	4	4	3.90	0.88
125	2	2	2	3	2	5	4	3	3	2	2.80	1.03
126	3	4	2	3	4	4	3	2	4	2	3.10	0.88
127	5	2	3	3	3	3	3	4	3	1	3.00	1.05
128	3	2	2	4	4	5	4	4	4	4	3.60	0.97
129	3	4	3	3	3	5	5	3	2	2	3.30	1.06
130	2	2	3	5	5	5	5	3	4	3	3.70	1.25
131	2	2	1	3	3	5	4	4	4	2	3.00	1.25
132	2	3	3	4	3	3	3	4	3	4	3.20	0.63
133	2	2	3	3	3	2	1	3	3	2	2.40	0.70
134	2	2	2	3	3	3	3	3	3	3	2.70	0.48
135	4	3	4	4	3	4	4	4	3	4	3.70	0.48
136	4	3	3	4	4	3	4	3	4	4	3.60	0.52
137	1	2	3	2	4	3	3	3	3	3	2.70	0.82
138	3	3	3	3	4	4	3	3	4	3	3.30	0.48
139	3	3	2	3	4	3	3	4	4	4	3.30	0.67
140	3	3	2	3	2	4	4	4	4	3	3.20	0.79
141	4	5	4	4	5	4	4	4	5	4	4.30	0.48
142	3	4	4	4	4	3	5	4	4	4	3.90	0.57

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
143	2	2	3	1	4	1	4	4	2	3	2.60	1.17
144	4	3	3	3	3	3	3	4	3	3	3.20	0.42
145	3	4	4	5	4	5	5	5	5	5	4.50	0.71
146	4	3	1	4	3	4	3	2	3	2	2.90	0.99
147	5	4	5	5	4	4	3	3	4	3	4.00	0.82
148	2	2	3	4	4	4	4	4	4	4	3.50	0.85
149	2	3	1	4	4	4	4	4	4	4	3.40	1.07
150	2	3	2	3	4	4	4	4	5	3	3.40	0.97
151	3	5	1	5	5	5	4	3	3	3	3.70	1.34
152	2	2	2	2	2	2	2	2	2	2	2.00	0.00
153	3	2	4	2	3	2	4	2	1	1	2.40	1.07
154	3	4	4	4	3	5	5	3	4	2	3.70	0.95
155	5	5	5	4	4	4	4	4	5	4	4.40	0.52
156	4	4	3	5	5	5	5	5	4	3	4.30	0.82
157	2	2	2	2	3	4	4	3	3	2	2.70	0.82
158	2	2	2	2	3	3	4	4	4	4	3.00	0.94
159	3	3	2	3	3	2	3	3	2	3	2.70	0.48
160	3	2	3	4	3	2	3	3	3	2	2.80	0.63
161	3	2	3	2	3	2	3	2	3	2	2.50	0.53
162	2	3	4	5	5	5	5	5	5	5	4.40	1.07
163	2	3	2	2	3	4	4	3	4	2	2.90	0.88
164	4	3	3	5	3	5	4	4	4	3	3.80	0.79
165	3	3	3	3	3	5	4	3	3	3	3.30	0.67
166	2	3	3	3	5	5	4	3	3	3	3.40	0.97
167	4	4	4	5	4	4	4	3	4	3	3.90	0.57
168	4	3	5	4	5	4	3	5	5	5	4.30	0.82
169	2	3	2	3	3	5	5	5	4	3	3.50	1.18
170	4	5	3	4	4	3	3	4	5	3	3.80	0.79
171	2	3	2	5	5	5	5	4	4	3	3.80	1.23

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
172	4	4	4	5	4	3	3	3	3	2	3.50	0.85
173	3	3	4	3	3	2	3	3	2	3	2.90	0.57
174	3	4	3	4	3	3	4	3	4	3	3.40	0.52
175	4	5	4	5	4	3	3	2	2	2	3.40	1.17
176	4	3	2	2	2	3	2	2	2	2	2.40	0.70
177	3	3	4	4	4	4	3	3	4	3	3.50	0.53
178	3	3	3	3	3	4	4	4	4	4	3.50	0.53
179	3	3	3	3	3	3	3	3	3	3	3.00	0.00
180	2	3	5	5	2	3	3	3	2	3	3.10	1.10
181	3	3	4	4	3	4	3	3	3	3	3.30	0.48
182	3	3	2	3	2	2	3	3	2	3	2.60	0.52
183	3	4	2	3	3	5	3	4	3	3	3.30	0.82
184	4	3	3	3	3	3	3	3	3	3	3.10	0.32
185	3	3	4	3	4	3	3	3	4	3	3.30	0.48
186	3	3	3	2	3	4	4	3	3	2	3.00	0.67
187	3	3	2	3	2	3	3	3	3	2	2.70	0.48
188	4	3	3	2	3	3	4	4	4	4	3.40	0.70
189	2	3	4	2	4	4	3	3	4	4	3.30	0.82
190	2	3	2	5	4	3	3	3	3	2	3.00	0.94
191	3	3	3	3	3	3	3	3	3	3	3.00	0.00
192	3	3	2	3	4	4	4	4	3	2	3.20	0.79
193	3	3	3	2	3	3	3	3	3	3	2.90	0.32
194	3	5	3	2	2	3	3	2	2	3	2.80	0.92
195	3	2	3	3	3	3	3	3	3	3	2.90	0.32
196	3	3	3	3	3	3	3	3	3	3	3.00	0.00
197	2	2	2	3	3	4	3	3	3	3	2.80	0.63
198	3	4	3	4	3	4	3	3	4	3	3.40	0.52
199	2	3	4	3	5	4	3	3	2	2	3.10	0.99

Result of the Integrative Motivation Descriptive Statics

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
1	5	5	4	4	5	5	5	4	4	4	4.50	0.53
2	2	3	2	1	1	2	2	1	2	2	1.80	0.63
3	5	5	3	5	4	4	4	3	5	4	4.20	0.79
4	3	3	3	3	3	3	3	3	3	3	3.00	0.00
5	3	3	3	3	3	3	3	2	3	3	2.90	0.32
6	5	4	3	3	5	4	3	4	5	5	4.10	0.88
7	5	5	5	5	5	5	3	5	4	5	4.70	0.67
8	3	3	3	4	2	3	1	2	3	4	2.80	0.92
9	3	3	3	2	4	3	2	2	3	3	2.80	0.63
10	3	2	4	4	4	3	3	4	4	4	3.50	0.71
11	4	3	3	3	3	5	1	3	3	5	3.30	1.16
12	5	4	5	4	4	4	2	3	3	4	3.80	0.92
13	2	2	2	3	1	1	1	3	2	3	2.00	0.82
14	3	2	3	3	2	3	3	2	3	2	2.60	0.52
15	5	5	4	3	2	5	3	5	5	1	3.80	1.48
16	2	3	4	3	2	3	4	3	3	5	3.20	0.92
17	4	2	3	2	2	3	1	2	3	1	2.30	0.95
18	3	3	2	3	4	3	3	3	3	3	3.00	0.47
19	5	3	3	3	3	3	3	3	3	3	3.20	0.63
20	5	3	4	4	4	1	3	2	2	5	3.30	1.34
21	4	4	4	3	2	3	2	4	2	3	3.10	0.88
22	5	5	4	4	5	4	4	5	4	5	4.50	0.53
23	3	2	2	2	1	1	2	2	2	2	1.90	0.57
24	5	5	5	5	2	4	2	3	3	5	3.90	1.29
25	4	3	2	2	2	3	3	4	4	5	3.20	1.03
26	5	5	5	4	3	3	3	4	3	5	4.00	0.94
27	5	5	5	4	4	3	3	5	3	5	4.20	0.92

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
28	3	3	4	3	4	5	3	4	3	3	3.50	0.71
29	5	5	5	5	5	5	4	5	5	5	4.90	0.32
30	5	5	4	3	4	4	4	5	3	4	4.10	0.74
31	4	4	3	3	3	3	3	3	3	2	3.10	0.57
32	5	5	4	4	3	3	3	5	4	5	4.10	0.88
33	5	5	3	3	2	3	3	4	3	4	3.50	0.97
34	4	3	2	2	1	2	2	3	2	3	2.40	0.84
35	2	3	3	2	3	3	1	1	1	3	2.20	0.92
36	2	3	1	1	1	2	1	2	1	1	1.50	0.71
37	5	5	5	3	3	3	4	4	4	4	4.00	0.82
38	5	5	2	3	2	2	5	5	4	4	3.70	1.34
39	4	3	3	3	1	4	4	3	2	5	3.20	1.14
40	4	4	4	3	3	4	2	3	3	4	3.40	0.70
41	5	2	4	4	2	2	5	4	4	5	3.70	1.25
42	5	4	5	4	4	4	4	3	4	5	4.20	0.63
43	5	5	4	4	3	5	5	4	4	5	4.40	0.70
44	5	4	5	5	5	5	5	5	3	5	4.70	0.67
45	3	4	5	5	5	4	4	3	3	4	4.00	0.82
46	5	4	5	5	5	5	5	4	4	5	4.70	0.48
47	4	4	3	3	2	1	3	3	3	4	3.00	0.94
48	4	4	4	4	4	4	4	3	3	4	3.80	0.42
49	4	2	3	2	3	2	1	2	2	1	2.20	0.92
50	5	4	3	3	3	4	4	3	3	3	3.50	0.71
51	4	4	3	4	4	4	4	3	4	4	3.80	0.42
52	5	5	5	5	5	5	4	4	4	5	4.70	0.48
53	5	4	3	3	2	3	4	3	3	5	3.50	0.97
54	5	4	4	4	4	4	3	5	4	5	4.20	0.63
55	5	3	4	2	4	3	3	4	3	3	3.40	0.84
56	5	5	5	5	3	5	4	4	4	3	4.30	0.82

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
57	4	4	1	3	2	3	3	4	3	4	3.10	0.99
58	4	4	4	4	4	4	4	3	3	3	3.70	0.48
59	5	5	5	5	5	5	2	5	3	3	4.30	1.16
60	3	2	1	2	3	3	2	2	2	3	2.30	0.67
61	5	5	3	2	2	2	1	1	1	4	2.60	1.58
62	5	5	5	5	5	5	5	4	4	4	4.70	0.48
63	4	3	3	4	5	5	5	3	3	5	4.00	0.94
64	5	5	5	5	5	5	4	4	4	5	4.70	0.48
65	5	3	4	4	4	5	3	4	3	4	3.90	0.74
66	5	3	4	4	4	4	4	3	4	4	3.90	0.57
67	4	3	3	3	4	3	3	3	3	3	3.20	0.42
68	5	4	3	3	3	3	3	4	3	2	3.30	0.82
69	5	5	4	5	5	4	4	5	4	4	4.50	0.53
70	5	5	2	2	2	2	2	2	3	3	2.80	1.23
71	5	4	5	4	4	3	4	3	3	5	4.00	0.82
72	5	5	5	3	5	3	5	5	5	5	4.60	0.84
73	5	5	4	4	4	4	4	4	4	4	4.20	0.42
74	5	4	5	5	5	5	5	5	4	5	4.80	0.42
75	3	4	2	4	2	2	4	4	3	3	3.10	0.88
76	5	5	5	5	5	5	5	5	5	5	5.00	0.00
77	3	3	3	4	3	4	3	3	3	4	3.30	0.48
78	4	4	4	4	4	4	4	4	4	5	4.10	0.32
79	2	3	3	3	3	2	4	2	3	3	2.80	0.63
80	5	4	4	4	4	4	4	4	4	4	4.10	0.32
81	3	5	3	2	3	4	5	2	5	5	3.70	1.25
82	5	3	3	3	4	4	4	2	3	4	3.50	0.85
83	5	3	3	3	4	4	4	2	3	4	3.50	0.85
84	5	5	5	5	5	5	5	5	5	5	5.00	0.00
85	3	3	3	3	3	3	3	3	3	1	2.80	0.63

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
86	5	4	5	3	2	3	5	4	4	5	4.00	1.05
87	5	3	4	2	2	4	3	5	5	3	3.60	1.17
88	4	4	4	4	4	4	4	4	3	3	3.80	0.42
89	5	5	3	3	2	4	2	5	3	2	3.40	1.26
90	4	4	2	3	5	5	4	3	3	5	3.80	1.03
91	3	3	3	2	2	3	3	3	3	3	2.80	0.42
92	4	4	4	3	3	4	3	4	3	4	3.60	0.52
93	5	5	5	5	5	5	5	5	5	5	5.00	0.00
94	4	3	3	3	2	3	2	3	3	3	2.90	0.57
95	5	5	4	5	5	4	5	4	5	5	4.70	0.48
96	4	5	3	3	2	3	3	4	3	5	3.50	0.97
97	2	1	1	2	1	1	1	2	1	2	1.40	0.52
98	5	5	5	5	5	5	5	5	5	5	5.00	0.00
99	5	5	5	5	5	5	5	5	5	5	5.00	0.00
100	3	3	5	2	3	3	3	3	3	3	3.10	0.74
101	5	5	5	4	4	5	1	5	3	4	4.10	1.29
102	5	5	5	5	5	5	5	5	5	5	5.00	0.00
103	4	4	4	4	4	4	4	4	4	3	3.90	0.32
104	3	3	2	2	2	3	3	4	2	2	2.60	0.70
105	3	5	2	2	3	2	4	3	2	4	3.00	1.05
106	4	4	4	4	4	4	4	4	4	4	4.00	0.00
107	4	3	3	3	2	3	2	4	2	4	3.00	0.82
108	4	3	4	3	3	3	2	3	3	3	3.10	0.57
109	5	3	3	4	3	3	3	4	4	4	3.60	0.70
110	4	3	3	2	2	3	3	3	3	2	2.80	0.63
111	2	2	2	2	2	2	3	2	2	3	2.20	0.42
112	5	5	4	4	4	4	3	3	2	4	3.80	0.92
113	3	2	4	2	5	4	2	2	2	1	2.70	1.25
114	4	3	4	3	3	4	3	4	4	4	3.60	0.52

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
115	3	2	4	2	5	4	2	2	2	1	2.70	1.25
116	3	4	4	4	4	4	3	4	3	4	3.70	0.48
117	5	4	5	4	4	4	4	4	4	4	4.20	0.42
118	5	4	5	4	4	4	4	4	4	4	4.20	0.42
119	3	3	3	2	3	3	4	3	3	4	3.10	0.57
120	3	2	3	4	3	2	3	3	2	3	2.80	0.63
121	3	3	4	3	4	3	3	3	2	4	3.20	0.63
122	4	3	3	3	4	4	3	2	4	3	3.30	0.67
123	5	4	5	4	4	4	4	4	4	4	4.20	0.42
124	5	5	4	4	4	4	3	3	4	3	3.90	0.74
125	4	3	3	3	3	2	3	3	3	4	3.10	0.57
126	5	5	5	4	4	4	3	5	5	4	4.40	0.70
127	3	3	2	3	3	3	1	2	3	5	2.80	1.03
128	4	4	4	4	3	4	3	4	3	4	3.70	0.48
129	4	3	3	2	3	4	3	4	3	3	3.20	0.63
130	4	5	2	3	2	3	3	3	3	3	3.10	0.88
131	5	4	5	5	5	5	4	3	3	4	4.30	0.82
132	3	4	3	4	3	2	3	5	4	3	3.40	0.84
133	3	3	3	2	2	3	3	3	3	3	2.80	0.42
134	3	3	2	2	3	3	2	1	1	1	2.10	0.88
135	4	3	3	3	4	2	3	4	3	3	3.20	0.63
136	4	3	4	5	2	4	3	2	4	4	3.50	0.97
137	3	3	3	4	3	2	3	3	3	3	3.00	0.47
138	5	4	4	4	3	3	4	3	4	4	3.80	0.63
139	5	5	4	5	5	5	4	4	4	4	4.50	0.53
140	5	3	3	3	3	3	3	3	3	5	3.40	0.84
141	3	4	4	5	5	5	4	4	4	5	4.30	0.67
142	4	4	4	4	5	5	5	3	3	3	4.00	0.82
143	5	4	4	4	4	5	4	3	2	5	4.00	0.94

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
144	3	4	3	4	3	3	3	4	3	3	3.30	0.48
145	4	5	4	5	4	3	4	5	5	5	4.40	0.70
146	2	1	1	2	2	2	1	3	2	1	1.70	0.67
147	4	4	5	4	4	3	4	4	5	3	4.00	0.67
148	4	4	4	5	5	5	5	5	5	5	4.70	0.48
149	5	2	5	5	5	5	5	5	5	5	4.70	0.95
150	4	4	4	4	4	4	4	4	4	5	4.10	0.32
151	5	5	5	5	5	5	5	5	3	5	4.80	0.63
152	5	3	2	2	2	3	1	3	3	3	2.70	1.06
153	3	2	1	2	4	3	3	2	2	3	2.50	0.85
154	4	4	4	4	4	5	5	4	4	4	4.20	0.42
155	4	5	5	5	4	4	5	4	5	4	4.50	0.53
156	5	4	5	4	5	5	4	4	5	5	4.60	0.52
157	4	3	5	4	4	3	2	3	3	3	3.40	0.84
158	3	3	3	4	4	4	4	4	4	4	3.70	0.48
159	3	3	3	3	3	2	3	2	3	4	2.90	0.57
160	3	3	2	3	2	3	2	3	4	3	2.80	0.63
161	3	2	3	2	3	2	3	3	2	3	2.60	0.52
162	5	5	5	5	5	4	5	4	5	5	4.80	0.42
163	4	4	4	3	3	3	3	2	2	3	3.10	0.74
164	5	5	4	3	3	4	4	5	3	3	3.90	0.88
165	5	5	5	5	4	4	4	5	3	5	4.50	0.71
166	4	4	3	4	4	4	3	3	3	5	3.70	0.67
167	5	5	4	4	3	5	4	4	5	5	4.40	0.70
168	5	4	5	5	5	4	5	5	4	5	4.70	0.48
169	2	3	4	1	2	4	3	5	5	5	3.40	1.43
170	5	4	3	3	4	5	4	4	3	5	4.00	0.82
171	5	4	4	4	3	4	3	5	4	5	4.10	0.74
172	3	3	3	4	3	2	3	4	4	3	3.20	0.63

Students/Items	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	S.D.
173	2	2	3	3	3	4	3	3	3	4	3.00	0.67
174	4	4	5	4	5	4	3	4	4	5	4.20	0.63
175	4	5	3	2	3	3	3	3	3	4	3.30	0.82
176	2	3	2	3	2	3	2	3	2	3	2.50	0.53
177	3	4	3	3	3	4	4	4	3	4	3.50	0.53
178	3	3	4	3	4	3	4	4	4	3	3.50	0.53
179	5	5	5	4	5	5	5	4	4	4	4.60	0.52
180	3	2	4	3	4	3	4	2	3	4	3.20	0.79
181	5	3	3	3	3	4	4	4	4	5	3.80	0.79
182	3	2	2	2	4	2	3	2	3	2	2.50	0.71
183	4	4	4	3	5	4	3	3	3	4	3.70	0.67
184	4	3	3	4	3	3	3	3	3	3	3.20	0.42
185	4	4	3	4	3	3	3	4	4	3	3.50	0.53
186	3	3	3	3	4	4	4	4	4	4	3.60	0.52
187	3	3	3	4	3	3	3	3	4	3	3.20	0.42
188	4	5	3	3	3	4	4	3	5	5	3.90	0.88
189	4	4	5	5	4	3	4	5	5	4	4.30	0.67
190	4	4	4	4	3	3	3	3	3	4	3.50	0.53
191	4	4	3	4	2	3	3	4	4	3	3.40	0.70
192	4	4	3	4	3	4	3	4	3	3	3.50	0.53
193	2	3	2	3	3	3	3	2	3	2	2.60	0.52
194	2	3	2	3	3	2	3	2	3	3	2.60	0.52
195	3	3	3	3	2	3	2	4	2	2	2.70	0.67
196	4	4	3	2	3	4	3	3	4	3	3.30	0.67
197	4	3	4	3	3	3	3	3	3	3	3.20	0.42
198	3	4	2	3	4	3	3	3	4	3	3.20	0.63
199	4	3	4	5	5	4	2	3	3	3	3.60	0.97

Appendix E: The Standard of Basic Education Curriculum 2008

The Standard of Basic Education Curriculum 2008 consists of four strands, eight

standards and 21 indicators as follow:

- **Language for Communication:** use of foreign languages for listening,

speaking, reading and writing, exchanging data and information, expressing feelings

and opinions, interpreting, presenting data, concepts and views on various matters,

and creating interpersonal relationships appropriately

- **Language and Culture:** use of foreign languages harmonious with culture

of native speakers; relationships, similarities and differences between languages and

cultures of native speakers; languages and cultures of native speakers and Thai

culture; and appropriate application

- **Language and Relationship with Other Learning Areas:** use of foreign

languages to link knowledge with other learning areas, forming the basis for further

development, seeking knowledge and broadening learners' world views

- **Language and relationship with Community and the World:** use of

foreign languages in various situations, both in the classroom and the outside

community and the global society, forming a basic tool for further education,

livelihood and exchange of learning with the global society

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning that including of

1. Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

2. Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.

3. Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read

4. Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

1. Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data continuously and appropriately.

2. Choose and use requests and give instructions, clarifications and explanations fluently.

3. Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.

4. Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

5. Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning.

Strand 1: Language for Communication

Standard   F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

1. Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society.

2. Speak and write to summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.

Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.

Strand 2: Language and Culture

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

1. Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers.

2. Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.

Participate in, give advice and organise language and cultural activities appropriately.

Strand 2: Language and Culture

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

2. Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

1. Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

1. Use language for communication in real situations/simulated situations in the classroom, school, community and society.

Strand 4: Language and Relationship with Community and the World

Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

1. Use foreign languages in conducting research, collecting, analysing and summarising knowledge/various data from the media and different learning sources for further education and livelihood.

2. Disseminate/convey to the public data and news about the school, community and the local area/the nation in foreign languages.

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