MECHANISMS LINKING BELIEFS AND LANGUAGE ACHIEVEMENT
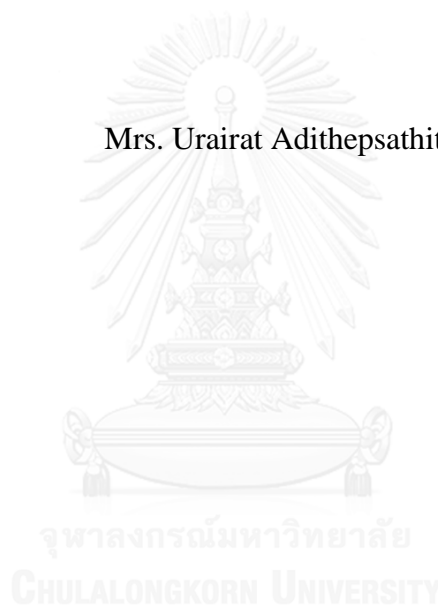## OF THAI EFL UNDERGRADUATE STUDENTS:
A STRUCTURAL EQUATION MODEL

Mrs. Urairat Adithepsathit

A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy Program in English as an International
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กลไกการเชื่อมโยงระหว่างความเชื่อและผลสัมฤทธิ์ทางการเรียนภาษาของนักศึกษาไทย
ระดับปริญญาตรีที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ:
โมเดลสมการโครงสร้าง

นางอุไรรัตน์ อดิเทพสถิต

Thesis Title   MECHANISMS LINKING BELIEFS AND
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By   Mrs. Urairat Adithepsathit
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อุไรรัตน์ อดิเทพสถิต : กลไกการเชื่อมโยงระหว่างความเชื่อและผลสัมฤทธิ์ทางการเรียนภาษา ของนักศึกษาไทยระดับปริญญาตรีที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ: โมเดลสมการ โครงสร้าง (MECHANISMS LINKING BELIEFS AND LANGUAGE ACHIEVEMENT OF THAI EFL UNDERGRADUATE STUDENTS: A STRUCTURAL EQUATION MODEL) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ. ดร.จิรดา วุฑฒ ยากร, 274 หน้า.

งานวิจัยฉบับนี้มีวัตถุประสงค์เพื่อ 1) ตรวจสอบระดับผลสัมฤทธิ์ทางการเรียนภาษาของ นักศึกษาไทยระดับปริญญาตรีที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ 2) อธิบายความเชื่อเกี่ยวกับ การ เรียนรู้ภาษาต่างประเทศ ทัศนคติ แรงจูงใจ และกลยุทธ์ในการเรียนภาษาของนักศึกษา และ 3) ตรวจสอบ ความสัมพันธ์เชิงเหตุและผลของตัวแปรด้านความเชื่อ ทัศนคติ แรงจูงใจ กลยุทธ์ ในการเรียนภาษา และ ผลสัมฤทธิ์ทางการเรียน กลุ่มตัวอย่างประกอบด้วยนักศึกษาจำนวน 848 คนที่ลงทะเบียนเรียนรายวิชา พื้นฐานภาษาอังกฤษในสองรายวิชาที่มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตสุราษฎร์ธานี เครื่องมือที่ใช้ ในการเก็บข้อมูลประกอบด้วยข้อสอบวัดผลสัมฤทธิ์ทางการเรียน และแบบสอบถาม ผลการวิจัยพบว่า กลุ่มตัวอย่างส่วนใหญ่มีผลสัมฤทธิ์ทางการเรียนอยู่ในระดับต่ำ ปัญหาที่พบคือ มีข้อจำกัดของความรู้ ทางด้านคำศัพท์ ไวยากรณ์ การสะกดคำและการออกเสียง กลุ่มตัวอย่างมีความเชื่อว่า ความรู้ทางด้าน คำศัพท์ วัฒนธรรม ไวยากรณ์ การแปล รวมถึงการเรียนรู้ ในประเทศที่ใช้ภาษาอังกฤษเป็นสิ่งสำคัญมาก ในการเรียนรู้ภาษา ดังนั้นความเชื่อจึงเป็นพื้นฐานสำคัญในการเรียนภาษา แต่ส่วนใหญ่ไม่เชื่อว่าตนเองมี ความสามารถพิเศษในการเรียนรู้ภาษาต่างประเทศ กลุ่มตัวอย่างแสดงทัศนคติในเชิงบวกต่อคนที่ใช้ ภาษาอังกฤษเป็นภาษาแม่และอาจารย์ผู้สอน ยกเว้นต่อรายวิชาภาษาอังกฤษ นอกจากนี้ยังตระหนักถึง ความสำคัญของภาษาอังกฤษในเชิงบูรณาการตนเองเข้ากับสังคมของกลุ่มเป้าหมาย และเชิงเครื่องมือ เพื่อให้ตนบรรลุเป้าหมาย กลุ่มตัวอย่างแสดงความวิตกกังวลในการใช้ภาษาอังกฤษและในชั้นเรียน มีความ คาดหวังทางสมรรถณะที่จะทำกิจกรรมง่ายๆ ได้ กลุ่มตัวอย่างมีความเข้มข้นของแรงจูงใจค่อนข้างสูงแต่ไม่ แสดงความตั้งใจและความต่อเนื่องอย่างเต็มที่ในการเรียน นอกจากนี้ยังเป็นผู้ใช้กลยุทธ์ในการเรียนรู้ภาษา ในระดับกลาง เทคนิคโมเดลสมการ โครงสร้างแสดงให้เห็นว่าทัศนคติ การรับรู้ความสามารถของตน และ พฤติกรรมที่ได้รับแรงจูงใจเป็นตัวกลางที่ดีที่ เชื่อมโยงอย่างเป็นเหตุและผลระหว่างความเชื่อเกี่ยวกับการ เรียนรู้ภาษาและผลสัมฤทธิ์ทางการเรียน ค่าสัมประสิทธิ์ของเส้นอิทธิพลระหว่างตัวแปรเหล่านี้มีนัยสำคัญ ทางสถิติ ยกเว้นเส้นอิทธิพลระหว่างกลยุทธ์การเรียนรู้ภาษาและผลสัมฤทธิ์ทางการเรียน เมื่อพิจารณา ความกลมกลืนของโมเดลพบว่าโมเดลทั้งสองมีระดับความกลมกลืนดีกับข้อมูลเชิงประจักษ์

สาขาวิชา   ภาษาอังกฤษเป็นภาษานานาชาติ   ลายมือชื่อนิสิต _____

ปีการศึกษา 2559   ลายมือชื่อ อ.ที่ปรึกษาหลัก _____

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KEYWORDS: LANGUAGE ACHIEVEMENT / STRUCTURAL EQUATION MODELING / BELIEFS ABOUT LANGUAGE LEARNING / ATTITUDES TOWARD LANGUAGE LEARNING

URAIRAT ADITHEPSATHIT: MECHANISMS LINKING BELIEFS AND LANGUAGE ACHIEVEMENT OF THAI EFL UNDERGRADUATE STUDENTS: A STRUCTURAL EQUATION MODEL. ADVISOR: ASST. PROF. JIRADA WUDTHAYAGORN, Ph.D., 274 pp.

This study aimed at 1) examining English achievement levels of Thai EFL undergraduate students, 2) describing their beliefs, attitudes, motivation and language learning strategies, and 3) exploring the causal relationships among beliefs, attitudes, motivation, language learning strategies, and language achievement. The total of 848 participants enrolling in two foundation English courses at Prince of Songkla University (PSU), Surat Thani Campus were included. The instruments comprised Achievement Tests and a set of questionnaire. The findings revealed that most participants were less proficient learners. Their problematic points were limited vocabulary and grammatical knowledge, misspelling, and mispronunciation. They believed that vocabulary, culture, grammar and translation knowledge, including learning in English-speaking countries were very important in English learning. Beliefs, thus, seem to be essential foundation for their language learning. However, most of them did not believe that they had special abilities to learn a foreign language. They expressed their positive attitudes toward English-speaking people and teachers, but did not do so toward English courses. They realized the importance of English in terms of integrative and instrumental orientation. The participants reflected their anxiety in English use and English class. They only expected themselves to do simple tasks/activities. They held high motivational intensity, but did not show their full attention nor great persistence in learning. Moreover, the participants were moderate strategy users. With SEM technique, the two achievement models showed that attitudes, self-efficacy and motivational behavior were mediators causally linking the beliefs and achievement, and all the path coefficients were statistically significant, except the one from language learning strategies to achievement. The models fitted to the data well.

Field of Study:	English as an International	Student's Signature	....
	Language	Advisor's Signature	....
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CHAPTER I
INTRODUCTION

1.1 Background of the study and statement of the problems

English has shifted her status from English as a second or foreign language to an international language or a lingua franca, which people having different language backgrounds select for communication. Accordingly, in Thailand all educational institutes at all levels realize the importance of English, and set it as a core subject starting from kindergarten until university.

The major problem that Thai EFL learners encounter is that they do not achieve desirable goals of language learning as can be seen from a national large scale English test like Ordinary National Educational Test (O-NET) (Mala, 2017). Those who have low language achievement tend to have limited opportunities to compete with others in international contexts. It is notable that English is one of the basic requirements for employment; therefore, those with higher English competence are likely to have advantages over others. Prince of Songkla University (PSU) realizes the problem and seriously plans and monitors how to understand students' English profiles in order to provide solutions. This is in accordance with the language policy of the university development plan on students' English skills in order that they have the required attributes of PSU graduates in terms of having international competencies. Moreover, the university administrators implement a new policy on students' language proficiency in 2016 in order to confirm the quality of PSU graduates by setting English as a graduation requirement. According to this new policy, students are required to take one of English tests and achieve the passing scores determined by the university. Then their satisfied scores are reported to the registrar's office to record them for graduation requirement. This policy challenges all stakeholders. As a result, the administrators encourage all faculties to carefully plan and make great effort to develop their students' English competence to meet this requirement.

Different levels of language achievement are caused by various variables and many comprehensive studies about effects of variables on language achievement have been carried out for decades. According to the good language-learner model of Naiman, Frohlich, Todesco, and Stern (1978 as cited in Skehan, 1989), there are five categories of variables. The first three causative or independent variables are the teaching, the learner and the context, while learning and outcome are the caused or dependent variables. The variables directly associated with learners themselves are the learners and learning categories. The model shows that those who are in the same teaching and learning context, but individually different are likely to have different language learning outcomes. It seems that individual differences play important roles in language achievement. In addition, various scholars emphasize that understanding individual differences among learners is a requirement for effective foreign or second language instruction (Oxford, 1992; Scarcella & Oxford, 1992; Skehan, 1989).

Regarding individual differences, Dörnyei (2008) defines the individual differences as "characteristics or traits in respect of which individuals may be shown to differ from each other" (p.1). This means that learner variables play powerful roles in affecting learning success. Moreover, learners have different characteristics to cope with their learning and this leads to different levels of language learning success. The different characteristics that each learner possesses make them distinct from each other, called individual differences (Dörnyei, 2008). According to Griffiths (2008), there are various individual characteristics or behaviors that are, to some extent, relevant to success in language learning such as motivation, aptitude, ages, styles, personality, gender, cultures, beliefs, strategies, metacognition, and autonomy. Some scholars include main individual characteristics, namely, language aptitude, motivation and language learning strategies (Dörnyei & Skehan, 2003; Ellis, 1985; Skehan, 1989) while Lightbown and Spada (2006) present intelligence, aptitude, learning styles, personality, motivation and attitudes, identity and ethnic group affiliation, and learner beliefs.

It is apparent that there are many individual variables associated with language learning. The variables that the present study selects for the structural equation model of language achievement are (1) beliefs about language learning, (2) language

attitudes, (3) motivation, and (4) learning strategies. The selected ones are like the basic requirements that all language learners need to retain because they originate from within each individual learner; and the most important thing is that these variables can be fostered.

Beliefs are important psychological variables that influence language achievement. Sigel (1985) defines 'beliefs' as "mental constructions of experience" (p.351). It is seen that learners construct their preconceived notions about something on the basis of their experience. In terms of language learning, beliefs refer to "beliefs about the nature of language and language learning" (Barcelos, 2003, p. 8) . Horwitz (1988) indicates that beliefs refer as "student opinions on a variety of issues and controversies related to language learning" (p. 284). This definition is in line with White (2008) who views beliefs in language learning aspects as "the beliefs that learners hold about themselves, about language and language learning and about the contexts in which they participate as language learners and language users" (p.121). According to the aforementioned definitions, the learner beliefs specifically relate to opinions about themselves and about language teaching and learning situations. Their preconceived ideas about language learning and teaching on the basis of their experience can produce influences on their learning behaviors and learning processes. Moreover, Wenden (1987) provides empirical evidence that learners' language learning strategies are influenced by beliefs about language learning. They do according to what they believe while learning a language.

Considerable research (Boakye, 2007; Daif - Allah, 2012; Takayoshi Fujiwara, 2014; Ghavamnia, Kassaian, & Dabaghi, 2011; Horwitz, 1987, 1988, 1999; Huang & Tsai, 2003; Mori, 1999; Peacock, 1999; Vibulphol, 2004) on beliefs about language learning has been carried out. For example, Daif - Allah (2012) explored Saudi university students' beliefs about learning English as a foreign language and examined the effect of gender on those beliefs. The results indicated that Saudi university students had positive and realistic beliefs in terms of the nature of language learning, communication strategies, motivation and expectations about learning English as a foreign language. Both males and females had similar beliefs about language learning in terms of the difficulty and the nature of language learning.

However, in terms of English aptitude, learning and communication, and motivation and expectations indicated significantly gender differences.

Furthermore, Ghavamnia et al. (2011) investigated the relationship between strategy use and three other variables: motivation, proficiency and learners' beliefs. The results revealed that Persian students most frequently used the cognitive strategy whereas socio-affective strategies were the least frequently used. Positive relationship between strategy use and the three variables were found. That is, more proficient and motivated students applied more language learning strategies. The students with positive language learning beliefs used more language learning strategies as well.

Language attitudes and motivation are the next two significant variables that are interrelated. Motivation is a psychological variable affecting language achievement. Gardner (1985) describes motivation to learn an L2 as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p.10). According to the definition, if learners are motivated, they will have desire and be willing to learn which lead to learning engagement. Moreover, Lightbown and Spada (2006) define "motivation in second language learning in terms of two factors: (1) learners' communicative needs, and (2) their attitudes towards the second language community" (p.64). Regarding this definition, it is obvious that motivation and attitude are closely interrelated. Additionally, regarding theory of Gardner (1985) , attitudes toward the target language group influence the success in language learning. This means that those who have positive attitudes toward the specific culture and people, and who are willing to integrate themselves in that culture and try to be like people in that community seem to be successful in learning that language.

The study conducted by Tremblay and Gardner (1995)   confirmed the relationship of attitudes, motivation and language achievement. They investigated the relationship of new measures of motivation. The results revealed that the variable of Language Attitudes influences Goal Salience, Valence and Self-Efficacy. In turn, these three constructs had effects on motivational behavior, and it further linked directly to language achievement. It is likely that Goal Salience, Valence and Self-Efficacy could be functioned as mediators of the relationship between Language Attitudes and Motivational Behavior, and Motivational Behavior directly led to

language achievement. In this study, two variables are selected to be measures of Motivation: Self-Efficacy and Motivational Behavior. Among the above mentioned three mediators, Self-Efficacy is selected for this study. This is supported by Clement and Kruidenier (1985) that self-confidence is the most determinant of motivation to learn and use the second language. Self-Efficacy refers to "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p. 2). The importance of Self-Efficacy is emphasized that it will bring about high motivational level (Bandura, 1991; Kirsch, 1986; Weiner, 1986 as cited in Tremblay & Gardner, 1995). The other selected measure, Motivational Behavior, is defined as "the characteristics of an individual that can be perceived by an observer" (p.506). It is concluded that "Motivational Behavior is a significant determinant of Achievement" (Tremblay & Gardner, 1995, p. 515) .

There are other comprehensive studies concerning attitudes and motivation (Dörnyei, 2003; Gardner, 1985, 2004; Gardner & Lambert, 1972; Sakiroglu & Dikilitas, 2012; Tremblay & Gardner, 1995). For example, Sakiroglu and Dikilitas (2012) investigated the multiple dimensions of factors affecting motivation. The results showed that the motivation levels of female learners were higher than male learners, and a direct relation between the proficiency level and motivation was found. Students with higher proficiency level tended to be more motivated than those with lower proficiency. Kormos, Kiddle, and Csizer (2011) examined the internal structure on language-learning motivation of three different groups of students in Chile: secondary school students, university students, and young adult learners. The four learner-internal variables investigated were language-learning goals, attitudes, self-related beliefs, and parental encouragement. The findings revealed that self-related beliefs played an important role in L2-learning motivation. According to the model of language learning motivation, all four learner-internal variables interact with one another.

Also, one of the most influential variables affecting language learning success is language learning strategies. Rubin (1987) views language learning strategies as "strategies which contribute to the development of the language system which the

learner constructs and affect learning directly" (p.23). This notion can be implied that each learner can create his/her own learning strategies which have direct effects on learning success. Oxford (1990) describes language learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8). Obviously, it is seen that learners' strategies are used to facilitate their learning and they can be applied to different learning contexts which can lead learners to be more successful in language learning in which many studies have been accordingly conducted.

For example, Liu and Chang (2013) examined the language learning strategies used by EFL Taiwanese university students and explored its relation to academic self-concept (ASC). The results indicated that in general compensation strategies wer the most frequently applied, whereas social strategies were used the least. In terms of ASC levels of participants, it showed that high ASC participants employed metacognitive strategies the most while medium and low ASC participants used compensation strategies the most. There was significantly positive relationship between the use of learning strategies and ASC. Moreover, it was reported that metacognitive and cognitive strategies showed the highest correlations with ASC. Gharbavi and Mousavi (2012) investigated the relationship between language learning strategy use and levels of language proficiency of Iranian university students majoring in TEFL. The participants were divided into elementary, intermediate and advanced learners according to a simulated TOEFL test. The results showed that there was a direct relationship between the use of learning strategies and proficiency levels. The participants with higher level of proficiency employed a larger number of strategies and used them more frequently.

According to the aforementioned information, it is obvious that beliefs about language learning are like a starting variable that affects students' learning behaviors which are able to lead to language achievement. This is supported by UNESCO (2013) who states that not only education is significant, but the beliefs in the possibilities to achieve success are also essential. The belief that "achievement is mainly a product of hard work, rather than inherited intelligence" reflects that success in education can be achieved if learners study hard enough. Those who have such belief would willingly put their effort to learn with a hope for success. This example

emphasizes the power of beliefs. Attitudes, motivation, and language learning strategies are functioned as mediators to reveal mechanism of language achievement. If learners have positive or realistic beliefs, they tend to have positive attitudes toward language learning and seem to be motivated to learn. Beliefs also influence language learning strategies. Learners learn according to what they believe. Additionally, those who have higher motivation and use effective learning strategies tend to have higher language learning achievement.

In addition, previous studies reveal that there are relationships among these selected variables and they powerfully influence language learning. Beliefs about language learning have effects on motivation, attitudes and learning procedure (Riley, 1996, 1997), on language learning strategies (Boakye, 2007; Ghavamnia et al., 2011; Horwitz, 1988; Li, 2010; Wenden, 1987), and on language outcomes e.g. achievement or proficiency (Abedini, Rahimi, & Zare-ee, 2011; Ehrman & Oxford, 1995). Moreover, attitudes and motivation influence language learning strategies (Oxford, 1990; Oxford & Nyikos, 1989), and language achievement (Gardner, 1985; Sakiroglu & Dikilitas, 2012). Language learning strategies also yield influence on language achievement or proficiency (Green & Oxford, 1995; Oxford, 1990; Oxford & Ehrman, 1995; Sakiroglu & Dikilitas, 2012). According to the previous empirical data, it is clear that the selected variables contain either direct or indirect effects or both on language achievement. Thus, two models illustrating mechanisms linking between beliefs and language achievement of Thai EFL undergraduate students are proposed: the listening-speaking achievement model, and the reading-writing achievement model.

Although there are many studies on the relations of beliefs, attitudes, motivation, and language learning strategies, we have very limited knowledge regarding the causal relationship among these variables with Thai EFL undergraduate students, specifically in the PSU context. The present study, therefore, is conducted in order to obtain empirical data and Structural Equation Modelling (SEM) is employed to confirm the proposed models.

1.2 Research questions

The study addresses the following three questions.

1. What is the English achievement level of Thai EFL undergraduate students?

2. To what extent do Thai EFL undergraduate students exhibit their beliefs, attitudes, motivation, and learning strategies?

3. What are the causal relationships among beliefs, attitudes, motivation, learning strategies, and language achievement of Thai EFL undergraduate students?

1.3 Objectives of the study

There are three objectives in this study.

1. To examine the English achievement level of Thai EFL undergraduate students

2. To describe the beliefs, attitudes, motivation, and learning strategies of Thai EFL undergraduate students

3. To explore the causal relationships among beliefs, attitudes and motivation, learning strategies, and language achievement of Thai EFL undergraduate students

1.4 Statements of hypothesis

Based on comprehensive studies, interrelationships among beliefs about language learning and other variables are robust. Since this study proposed two achievement models, the research hypotheses for the study are derived from a structural equation modeling analysis.

Hypothesis 1 indicates that Beliefs about Language Learning have a direct effect on Language Attitudes.

Hypothesis 2 describes that Beliefs about Language Learning have a direct effect on Language Learning Strategies.

Hypothesis 3 states that Language Attitudes have a direct effect on self-efficacy.

Hypothesis 4 indicates that self-efficacy has a direct effect on motivational behavior.

Hypothesis 5 states that motivational behavior has a direct effect on language achievement.

Hypothesis 6 indicates that language learning strategies have a direct effect on language achievement.

1.5 Scope of the study

Context and participants

The study was conducted at Prince of Songka University (PSU), Surat Thani campus, in Surat Thani province located in the South of Thailand. Due to the fact that the researcher has been working there as a Thai lecturer of English, she is able to get full access to facilities, and effective cooperation from teachers and students, including administrators' support. Thus, the study included the EFL undergraduate participants in the first semester of the academic year 2014 at Surat Thani campus. The participants were those who were studying two foundation English courses: English listening and speaking, as well as English reading and writing. At the end of the semester, the participants are asked to additionally take an achievement test in accordance with the English courses they enrolled. They were also asked to complete a set of questionnaire concerning their personal background, beliefs about language learning, language attitudes, motivation and language learning strategies.

Variables

In this study, four variables were investigated based on the empirical data. Regarding various studies, it is obvious that these four variables influence language achievement, and they are basic requirements that all language learners need to retain. These are supported by studies concerning good language learners. The results yield the significance of these variables. To illustrate, good language learners who are successful in language learning seem to have realistic beliefs about language learning,

positive attitudes, high motivation, and employ a wide variety of language learning strategies. These characteristics can bring about successful language learning.

Importantly, these variables can be fostered which means that when learners are fostered with these qualifications, they can become more successful in language learning. In the study, these variables were proposed in form of an achievement model. Beliefs about language learning were the psychological factor influencing learning behaviors and achievement. Thus, beliefs seem to be the first causative or independent variable, followed by attitudes which directly influence motivation, that further lead to language achievement. The mechanisms liking language attitudes and language achievement were confirmed by the empirical research conducted by Tremblay and Gardner (1995) in which the results confirm the causal relationships of the variables in the motivation model.

The achievement model

As a result, the achievement models proposed in this study were developed based on Tremblay and Gardner's study (1995). Additionally, language learning strategies being learning behaviors were influenced by beliefs about language learning, which were supported by comprehensive studies, and these strategies had an effect on language achievement. Accordingly, the achievement models were proposed.

1.6 Definitions of terms

Beliefs about language learning refer to learners' opinions about language teaching and learning. In this study, beliefs refer to the participants' opinions about foreign language aptitude, difficulty of language learning and the nature of language learning. The participants' beliefs are assessed by the modified version of Horwitz' BALLI (Beliefs About Language Learning Inventory) (1987).

Attitudes mean responses which a learner makes to a referent by evaluation based on his/ her experience and preconceived ideas, and the responses can be either positive or negative. In this study, they refer to positive or negative responses which the participants make to the English speakers, English course, and English teachers.

The participants also need to respond to interest in foreign language, integrative and instrument orientation.

Motivation refers to effort and desire to reach the goal of language learning, including attitudes towards language learning. In this study, motivation in this study means the effort and desire to learn English via the two constructs: self-efficacy and motivational behavior. Self-efficacy refers to beliefs that a learner has the capability to achieve a level of performance or achievement (Bandura, 1989). In this study self-efficacy means the participants' self-beliefs about their anxiety in language use and in language class, including their performance expectancy. Motivational behavior refers to " the characteristics of an individual that can be perceived by an observer" (Tremblay & Gardner, 1995, p. 506). In this study motivational behavior is defined as the observed participants' characteristics concerning motivational intensity, attention and persistence.

Language learning strategies signify specific actions which learners perform in order to facilitate their language learning and bring about more effective and more self-directed learning. In this study, the compensation strategies were focused in the listening-speaking achievement model, whereas the reading-writing achievement model focuses on metacognitive strategies.

Language achievement refers to the success in language learning according to the curriculum standards of Thai university foundation English courses (Office of Higher Education Commission, 2002). In this study the participants' language achievement was assessed by achievement tests developed based on the aforementioned standards. The participants took the test according to the foundation English course they were studying in the first semester of the academic year 2014.

Undergraduate students were the students who were studying the two foundation English courses: English Listening – Speaking, and English Reading – Writing, at Prince of Songkla University, Surat Thani Campus in the first semester of the academic year 2014.

1.7 Significance of the study

The study was conducted to find answers to questions in a new context in order to broaden the research scope concerning individual learners' differences by employing new methods to elicit the findings. Although this study proposed the achievement models based on Tremblay and Gardner (1995), two key variables of beliefs about language learning and language learning strategies were added. These two new specific models were investigated in order to establish a solid ground for further research to increase and/ or modify the theories and models. To illustrate, the study provided empirical evidence that revealed causal relationships among the selected individual variables, (namely, beliefs about language learning, attitudes, motivation, and language learning strategies) and language achievement which could bring about pedagogical and research implications.

In terms of pedagogical implications, language teachers are able to gain different perspectives in these selected variables and have better understanding about their students learning behaviors. Based on beliefs, the language teachers are aware of their students' preconceived ideas about language learning so that they can prepare language classes suitable for their students. Students can be more confident in the instructional approach and they are likely to be more successful in language learning.

Similarly, based on attitudes and motivation, language teachers are able to design tasks and activities that can foster positive attitudes toward language learning that further motivate their students to learn. As a result, students are likely to be motivated and be able to actively engage in their learning which leads to language learning success.

Regarding learning strategies, language teachers can train students to use effective strategies while learning. Students are able to choose appropriate strategies for different tasks to facilitate their learning which brings about improved proficiency and stronger confidence. It is clear that all the selected variables affect students' language learning achievement and stakeholders should realize the importance of these individual variables, especially when formulating language learning policy, developing instruction plans, tasks and activities.

In terms of research implications, this study can be a ground for researchers to broaden the horizon of research by exploring other individual variables affecting language learning achievement such as age, gender, learning style, and aptitude. In addition, it is worth investigating these selected individual variables in different contexts and different levels of education in order to compare the achievement models.

1.8 Limitations of the study

There were two limitations in this study. The first one was concerning generalizability. Since the study was conducted at PSU Surat Thani campus, only this specific context was emphasized because the participants were only from this campus. As a result, the research findings were not able to be generalized because they could not exemplify the entire EFL undergraduate population in Thailand. The generalizability was also in doubt whether the findings in this study could generalize to other PSU campuses, specifically the main Campus in Hat Yai, Songkla province.

The other limitation was the restricted access to the subjects. To illustrate, the majority of the students in Surat Thani campus were mostly from 14 southern-provinces due to the quota admission and special projects to recruit new students directly of the campus. The subjects participated in the study were relatively homogenous from the south who share the same background. They were from rural areas in the south where their parents' careers were mainly rubber or oil-palm farmers. Besides, their financial status was not good as can be seen from their educational loan application. Thus, the findings from this homogenous group might yield some specific findings which seemed to be different from other participant groups.

1.9 An overview of the study

Chapter 1 describes the background of the study and statement of problems in individual variables and language achievement. Research questions and objectives addressing the problems are presented. This chapter also illustrates the scope of the study, definitions of terms, significance as well as limitations of the study.

Chapter 2 reviews the literature related to individual variables, namely: beliefs about language learning, language attitudes and motivation, and language learning strategies. Since Structural Equation Modeling is adopted, related studies on SEM are also reviewed.

Chapter 3 elaborates on research design and methodology. The proposed models of language achievement of Prince of Songkla University undergraduate students are also introduced in this chapter. The population and samples, research instruments, data collection, and data analysis are demonstrated.

Chapter 4 reports the findings and discussions of the study with relation to the research objectives.

Chapter 5 presents the conclusions, pedagogy implications concerning the findings as well as recommendations for further studies.
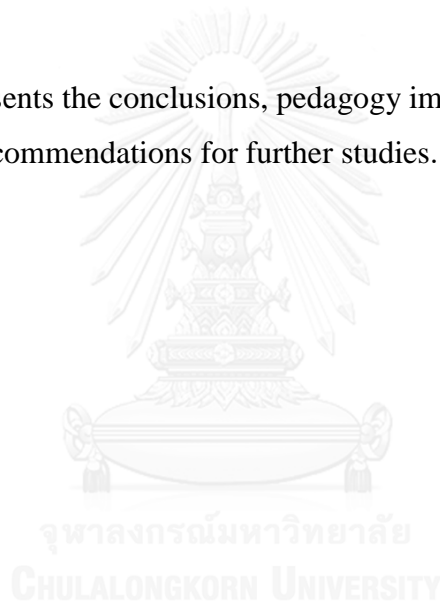
CHAPTER II
LITERATURE REVIEW

This chapter provides the reviews of the principles, concepts and research that are relevant to and necessary for exploring variables influencing language learning achievement. The review includes individual differences in terms of beliefs, attitudes and motivation, and learning strategies. The reviews of each variable involve definitions, its importance for language learning, relationships between other variables and language achievement as well as other related research. This chapter also reviews definitions of Structural Equation Modeling (SEM), steps in SEM application and models related to language achievement. The details of the reviews are described as follows.

2.1 Beliefs about language learning

    2.1.1 Definitions

    2.1.2 Importance of Beliefs about language learning

    2.1.3 Belief constructs

    2.1.4 Related research

        2.1.4.1 Learners' beliefs about language learning

        2.1.4.2 Relationship between beliefs and language achievement

        2.1.4.3 Relationship between beliefs and other variables

2.2 Attitudes and motivation

    2.2.1 Definitions of attitudes and motivation

    2.2.2 Attitudes and motivation on language learning

    2.2.3 Related research

        2.2.3.1 Individual differences and learners' attitudes and motivation

        2.2.3.2 Relationship between attitudes/ motivation and language achievement/ proficiency

2.3 Language learning strategies

    2.3.1 Definitions

2.1 Beliefs

In terms of individual differences, the variable 'belief' has become the topic of interest for researchers due to its effects on language learning process and achievement. The sections below explore and discuss the definitions, importance, relationships and related research regarding language learning beliefs.

2.1.1 Definitions

The definitions of beliefs are proposed by researchers involving ESL. To begin with, Sigel (1985) defines 'beliefs' as "mental constructions of experience" (p.351). It is seen that learners construct their preconceived notions about a thing on the basis of their experience. The Encyclopedia of Britannica (Goetz, 1988) states that "belief is a mental attitude of acceptance or assent toward a proposition without the full intellectual knowledge required to guarantee its truth" (p. 63). This definition emphasizes that learners' ideas that they hold to be true may be correct or incorrect. According to the aforementioned definitions of beliefs, I would like to conclude that

belief refers to preconceived ideas about something learners think to be true based on their experience; despite in reality these ideas may be right or wrong.

In terms of language learning, beliefs refer to "beliefs about the nature of language and language learning" (Barcelos, 2003, p. 8). White (2008) views beliefs in language learning aspects as "the beliefs that learners hold about themselves, about language and language learning and about the contexts in which they participate as language learners and language users" (p.121). Moreover, Horwitz (1988) indicates that beliefs refer "student opinions on a variety of issues and controversies related to language learning" (p. 284). Horwitz (1987) also points out that English language learners come to class with their presumption about the meaning of language learning and the characteristics of effective teaching. Consequently, learner beliefs specifically relate to opinions about themselves and opinions about language teaching and learning situations. Their preconceived ideas about language learning and teaching on the basis of their experience can produce influences on their learning behaviors and learning process.

2.1.2 Importance of Beliefs about Language Learning

As beliefs about language learning play a role in learners' learning behavior and learning processes, various researchers indicate its importance in the same direction.

Mori (1999) views that learners' beliefs can affects their learning ability; therefore, those who have positive beliefs about their learning can increase their learning performance. He also concludes that beliefs about language learning tend to produce particular effects on language learning strategy use. There is initially empirical evidence of the notion to support that learners' beliefs can affect their learning strategies (Wenden, 1987). This is in accordance with Horwitz (1987) who states that "erroneous beliefs about language learning may lead to less effective strategies (p.126)". She also emphasizes that language learners' beliefs are able to influence their attempt to learn languages. Moreover, regarding the study conducted by Cotterall (1995), she concludes that beliefs about teachers and their role, about feedback, about learners and their role, about language learning, and about learning in

general that language learners have will influence learners reaction to classroom learning; especially when classroom teaching is not in line with learners' experience. In addition, Lightbown and Spada (2006) suggest that learners' beliefs, based on their teaching and learning experience can impede or support their experience in classroom. Consequently, it is obvious that learners' beliefs about language learning have significant influence on their behavior and language performance. This is in accordance with Horwitz (1999) who supports that learners' experiences and learning actions are affected by their beliefs. Therefore, it is worthwhile to investigate learners' beliefs about language learning because it is considered as an important element to understand and predict language learning behavior (Rifin, 2000).

In addition, beliefs about language learning is viewed as one of the affective variables which encourages learners to engage in all language learning activities and can lead to language proficiency development (Horwitz, 1995). As a result, teachers should take this affective variable into account, and apply to their instruction. Regarding the knowledge and awareness of students' beliefs about language learning, teachers play crucial roles to enhance students' language learning success (Boakye, 2007; Mohebi & Khodadady, 2011).

According to the aforementioned information beliefs are considered to be the important psychological factors affecting language learning behavior and language achievement or proficiency. Consequently the present study uses beliefs about language learning as the first independent or causal variable in the models proposed.

2.1.3 Belief Constructs

There are scholars doing research on language learning beliefs and they view the structures of those beliefs in different aspects as follows.

Horwitz (1987) describes five constructs of beliefs about language learning, namely, foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations.

Cotterall (1995) identifies six factors underlying language learning beliefs derived from her questionnaire responses, namely, the role of teacher, the role of

feedback, learner independence, learner confidence in study ability, experience of language learning, and approach to studying.

Meanwhile Schommer (1990) proposes five constructs to reflect epistemological beliefs, namely, simple knowledge, omniscient authority, certain knowledge, innate ability and quick learning.

Mori (1999) illustrates six language learning belief variables in order to investigate students' language learning beliefs. Some variables are adapted from Schommer (1990) epistemological beliefs constructs, and some are from research on language learning beliefs and class observation, including a particular variable in the study. Those variables are analytic approach, risk taking, avoid ambiguity, reliance on L1, Japanese and Kanji perception.

The aforementioned constructs of beliefs reflect various perspectives of different researchers according to their particular research. The present study intends to follow Horwitz' s five main areas of beliefs, but only three areas are selected: foreign language apptitude, the difficulty of language learning, and the nature of language learning. It is because the other two areas overlap with constructs of other variables in the study.

2.1.4 Related research

Many researchers have conducted research on beliefs in various aspects. Actually, it is quite difficult to separate the variables used in the study since most studies examine various variables at a time to find their relationships. Thus, this section tries to divide them although there are some other variables included in previous studies. This section reviews the related research in three aspects: (1) learners' beliefs about language learning, (2) relationship between beliefs and language achievement/ proficiency, and (3) relationships between language learning beliefs and other variables.

2.1.4.1 Learners' beliefs about language learning

There are studies concerning beliefs about language learning that various learners in different contexts hold. Details of each study are described as the followings.

Daif - Allah (2012) investigated beliefs about language learning of Saudi university students majoring in English. The instrument used in the study was the modified Arabic version of BALLI. The results showed that the students had positive and realistic beliefs about learning English as a foreign language concerning the nature of language learning, communication strategies and motivation.

Diab (2006) examined and compared beliefs about two different target languages learning (English and French) of Lebanese university students. The tool used for data collection was the modified version of BALLI. The results indicated that the students had different beliefs about English and French learning which seemed to in line with the political and socio-cultural contexts in Lebanon. In terms of difficulty in learning foreign languages, the results also related to the language learning in Lebanon.

Boakye (2007) explored the beliefs about language learning of University of Pretoria students, and compared the results with the previous two studies. The respondents were the first-year students from different faculties at the University of Pretoria. The instrument applied for data collection was the 25 –item questionnaire adapted from Horwitz's BALLI. The findings revealed that there were similarities on several categories, particularly, motivation and aptitude. The negative effects could be occurred because of the students' beliefs about language learning, and they could influence the students' learning process and lead to their limited proficiency.

Mohebi and Khodadady (2011) investigated university students' language learning beliefs. The participants included 423 Iranian university students who were from different universities and Teacher Training Centers in Iran. BALLI, EFL version, was used as an instrument for data collection. The findings revealed that the participants held various language learning beliefs. The study also put an

emphasis on teachers' awareness of beliefs about language learning which learners hold and their own beliefs in order that teachers could help them achieve more success in language learning.

According to the aforementioned studies in EFL contexts, generally the results indicate that different learners hold different beliefs about language learning. At the same time, language learning beliefs seem to affect learners' learning process and behaviors, and they were likely to have relationships with learning outcomes. Moreover, teachers play a crucial role in supporting their leaners in order that their learners can be more successful in language learning.

2.1.4.2 Relationship between beliefs and language achievement/ proficiency

As it is said that beliefs about language learning influence learners' learning behaviors and learning process, and they produce relations to learning outcomes, research studies are performed in order to investigate these relationships. The followings are examples of study on this topic.

Bagherzadeh (2012) examined the beliefs about language learning of 125 non-English majors with different levels of English proficiency studying in Iranian University. The majors of all participants consisted of biology, geography, accounting and science. The tools used for data collection included the Michigan Language Proficiency Test (ECPE) and the translated version of BALLI. The findings revealed that the levels of English proficiency significantly affected the students' motivation. That is, the students with higher proficiency level held strong beliefs in the area of "motivation and expectations". Participants from different majors had significantly different aptitude.

Abedini et al. (2011) investigated the relationships among language learning beliefs, language learning strategy use and language proficiency of 203 Iranian undergraduate students. The tools used for data collection were BALLI, Strategy Inventory for Language Learning (SILL), and Michigan English Language Assessment Battery. Besides, the questionnaires on language learning beliefs and language learning strategy use included some open-ended questions. The findings

showed that generally students with more positive and reasonable beliefs used more strategies in language learning and they demonstrated higher levels of language proficiency.

Peacock (1999) found out about the effects of university students' and teachers' beliefs about language learning on language proficiency, and inspected the correlation between the students' self-rated proficiency and tested proficiency. The participants included 202 first year students and 45 English teachers at the City University of Hong Kong. The instruments consisted of BALLI (the student and teacher versions), comprehensive proficiency test, a semi-structured interview, a self-rated proficiency sheet. The results revealed that the four differences of students' and teachers' beliefs produced negative effects on proficiency. There were some different students' beliefs that affect language learning or proficiency. Those students who believed that learning a foreign language is mostly relevant to grammar rules were significantly less proficient than those who believed differently. Those students with less proficiency underestimated the difficulty of language learning, while those with more proficiency thought differently.

With respect to the aforementioned studies, learners who have strong beliefs about language learning, particularly motivation and have realistic estimate about language learning seem to employ more language learning strategies, and seem to be more proficient in language learning.

2.1.4.3 Relationships between beliefs and other variables

Several studies have been conducted in order to see relationships between beliefs and different variables.

Yang (1999) examined the relationship between beliefs about language learning and learning strategies of EFL college students in Taiwan. The findings revealed that the beliefs of self-efficacy in English learning gained strong influence on the use of learning strategies.

Navarro and Thornton (2011) examined the relationship between belief and action in self-directed language learning in a Japanese university context. This

longitudinal study employed contextual approaches to learner beliefs. The participants, two Japanese learners were observed over four months, and a variety of tools were used in order to triangulate the results. Particularly, the tool that reflected deeper understanding of belief development was the reflective journal with the factual documentation of learning behavior. The findings indicated that there was the complexity of this relationship and the learning context. Regarding the participants' decision making, it revealed that they applied their beliefs developed through the course in order to mediate new learning behavior.

Bonyadi, Nikou, and Shahbaz (2012) investigated the relationship between self-efficacy and language learning strategy use of 130 Iranian first year university students. The tools used for data collection included the Persian Adaptation of General Self-efficacy Scale and Strategy Inventory for Language Learning (SILL). The results indicated that no relationship between self-efficacy and language learning strategy use was found. In terms of language learning strategy use, the EFL Iranian learners frequently used metacognitive strategies. However, the number of years of English study caused significant differences in self-efficacy beliefs and metacognitive strategies.

Ghavamnia et al. (2011) explored the relationship between the three variables (motivation, language proficiency and learners' beliefs) and the use of learning strategies. The participants included 80 female university students majoring in Applied Linguistics who were at the age of early twenties. The instruments employed in the study were the adapted version of Watanabe's model of language learning motivation, the TOEFL test, BALLI and SILL. The results showed that the Iranian students used a variety of language learning strategies. However, the obvious preference towards the strategy use was observed. They frequently used the cognitive strategy, whereas the Socio-affective strategy was the least used. Moreover, the positive relationship among those variable was found. Those who held more positive language learning beliefs used more learning strategies than those who held less positive beliefs

Mesri (2012) examined the effects of gender on beliefs about language learning of Iranian University students. The participants included 90 male and female university students in Iran. The instrument used in the study was a 20-item questionnaire about how they learned English in general. The results indicated that there was no significant effect of gender on language learning beliefs.

Kayaoglu (2013) explored Turkish undergraduates' language learning beliefs and observed the relationship of learning strategy used by the poor and good learners. The participants consisted of 146 first-year university students who participated in a one-year intensive program offered by a university in Turkey. 86 participants were classified as poor learners and 60 as good learners according to their program instructors. The modified versions of BALLI and SILL were used for data collection. The findings indicated that good learners held significantly different language learning beliefs in the areas of perceptions about pronunciation, possessing special abilities, and the nature of language learning from poor language learners. Moreover, good language learners significantly used more compensation and metacognitive strategies than poor language learners.

Li (2010) found out about learners' language learning beliefs and language learning strategies, and investigated the relationship between learners' beliefs and their learning strategy use. The participants were 214 second-year English major students from four vocational colleges in Jiangxi. The research instruments consisted of Language Learning Belief Questionnaire developed by Liu (adapted from Horwitz' BALLI.), and Oxford's Strategy Inventory for Language Learning (SILL), 7.0 version. The results revealed that most participants agreed with the statements in LLBQ or remain neutral, except for difficulty of English and mother-tongue reliance categories. According to learning strategies, the participants frequently employed compensation strategy, whereas memory strategy was the least used. In addition, with respect to the relationship between language learning beliefs and language learning strategies, moderate correlation coefficient was found.

According to the mentioned studies, it can be seen that beliefs about language learning establish relationships with other variables. It can be seen that the

variable having close relationship with beliefs is learning strategies which is also included in the present study to confirm this link.

2.2 Attitudes and motivation

Attitudes and motivation are psychological factors affecting language achievement. In second language learning, attitudes and motivation are closely relevant to individual differences (Gardner, 2006); therefore, they are reviewed in the same section. The section below explores and discusses the definitions of attitudes and motivation, attitudes and motivation on language learning, and related studies on attitudes and motivation.

2.2.1 Definitions of attitudes and motivation

The definitions of the two variables, attitudes and motivations from different sources are respectively reviewed in this part.

Attitudes are defined by scholars in various ways. To begin with, Allport (1954) defines attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (p. 4)." This definition is concerning individual responses relevant to their mental state and experience, and it is in line with Gardner who views attitudes concerning individual differences. Gardner (1985) characterizes an individual's attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p.9). He puts an emphasis on learners' evaluative reaction to some referent based on their beliefs or preconception. Moreover, Ajzen (1988) describes attitude as "the individual's positive or negative evaluation of performing the particular behavior of interest" (p.117). Additionally, Eagley and Chaiken (1998) give a definition of attitude in the same way. They state that "an attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (p.269).

With respect to the aforementioned definitions of attitudes, it can be concluded that attitude refers to responses which individual makes to a referent by evaluation based on his/ her experience and preconceived ideas, and the responses can be either positive or negative. Attitudes are obviously influenced by beliefs or preconceived ideas; and in turn attitudes affect learning behaviors. As a result, the present study realizes the importance of the relationship between beliefs and attitudes, and regarding the proposed models in the study, the belief was employed as a causative variable which directly influenced attitudes.

The other psychological factor, motivation, is also illustrated in various ways. Gardner (1985) defines motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p. 10). According to the definition, if learners are motivated, they will have desire and be willing to learn which leads to learning engagement and affects learning success.

Scarcella and Oxford (1992) describe the definition of motivation concerning its components. They propose that motivation consists of internal and external components. The first component is behavioral characteristics and the latter is attitudinal structure. Regarding behavioral characteristics, there are three features, namely, decision, persistence and activity level. The attitudinal structure comprises four factors, namely, interest, relevance, expectancy and outcomes. Scarcella and Oxford emphasize that language learners should have both behavioral and attitudinal components in order to strengthen their motivation to learn. They also conclude that learners' attitudes produce direct effects on their learning behavior, and regarding to the motivation concept, both components are integral. Moreover, Lightbown and Spada (2006) define "motivation in second language learning in terms of two factors: 1) learners' communicative needs, and 2) their attitudes towards the second language community" (p.64). Regarding this definition, learners' needs and attitudes come to play roles in language learning motivation. For example, if learners have high levels of needs to communicate and have positive attitudes towards the target language

community, they are highly motivated to learn languages. Additionally, Dörnyei (1998) views that language learning motivation comprises three elements, namely, motivational intensity, desire to learn the target language, and an attitude toward the act of learning that language.

According to the aforementioned definitions of attitudes and motivation, it is obvious that both variables are closely interrelated. There are attitudinal elements in motivation and at the same time motivational implications are embedded in attitudes (Gardner, 2006), or it can be said that "motivation involves an attitudinal component" (Gardner, 1985, p. 60). In terms of research, the instrument to measure attitudes contains motivational components and the instrument for learning motivation measurement includes attitudinal components.

2.2.2 Attitudes and motivation in language learning

The importance of attitudes and motivation in language learning is agreed among researchers and practitioners. Both attitudes and motivation influence success in language learning (Dörnyei, 1994; Gardner & Lambert, 1972; Scarcella & Oxford, 1992). Dörnyei (1994) also supports that "motivation is one of the main determinants of second/ foreign language learning" (p.273). As it is mentioned that attitudes and motivation are interrelated, Ellis (1986) points out that the distinction between attitudes and motivations is not always clear. This is in line with Gardner and Lambert (1972 as cited in Ushioda, 2008). They "speculate that learners' underlying attitudes to the target language culture and people would have a significant influence on their motivation and thus their success in learning the language" (p.20). Thus, Gardner and Lambert (1972) identify two orientations of motivation: integrative and instrumental orientations. Integrative orientation refers to positive attitudes toward and interest in the target language, people and culture. The degree of success in mastering a target language depends on whether language learners are willing or desire to be like a member of that language community and to become associated with that community (Gardner & Lambert, 1972). These attitudes and interest seem to strongly influence second language learning achievement. The other orientation, instrumental, refers to "a desire to gain social recognition or economic advantages

through knowledge of a foreign language" (p.14). It seems that integrative orientation is from internal desire to learn another language, whereas instrumental orientation is from external factors. According to many studies conducted by Gardner and his associates, the results yield that integratively motivated learners are more successful in language learning than those who are instrumentally motivated (Ehrman, Leaver, & Oxford, 2003). It can be concluded that integrative orientation would have more influence on language achievement than instrumental orientation would do.

Moreover, Ryan and Deci (2000) identify motivation from internal desire as intrinsic motivation, and motivation from external reasons as extrinsic motivation. Intrinsic motivation refers to "the doing of an activity for its inherent satisfaction" (p.56). This means that learners desire to learn another language because of their own interests, enjoyment, challenge, and skill or knowledge development. In contrast, extrinsic motivation is defined as the doing of an activity in order to "attain some separable outcome" (p.60). In language learning, learners learn a target language because of external factors such as gaining a qualification, getting a job, getting higher position appointment, obtaining social recognition, or passing examinations.

In classroom contexts, all teachers expect that their students concentrate on studying, participate actively in all activities, do all assignment and study hard. Unfortunately, many students disappoint their teachers. However, Lightbown and Spada (2006) state that teachers can have more influence on students' behavior. "Teachers can make a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive" (p.64). Thus, teachers are important to motivate students to learn. Crookes and Schmidt (1991, p. 470) propose how to increase student's levels of motivation in learning. For example:

- Motivating students into the lesson: At the opening stages of lessons (and within transitions), it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students.

- Varying the activities, tasks, and materials: Students are reassured by the existence of classroom routines they can depend on. However, lessons that always consist of the same routines, patterns, and formats have been shown to lead to a decrease in attention

and an increase in boredom. Varying the activities, tasks, and materials can help to avoid this and increase students' interest levels.

- Using co-operative rather than competitive goals: Co-operative learning activities are those in which students must work together in order to complete a task or solve a

problem. These techniques have been found to increase the self-confidence of students, including weaker ones, because every participant in a co-operative task has an important role to play. Knowing that their team-mates are counting on them can increase students' motivation. (p. 470)

Moreover, Lightbown and Spada (2006) emphasize that culture and age differences are important to find appropriate way to motivate students. Some appropriate way for a group of students may not be effective for another group of students. Thus, students, contexts and learning environment should be carefully considered in order to determine the most appropriate ways to increase students' motivation.

2.2.3 Related research on attitudes and motivation

In recent decades, many researchers have conducted research on attitudes and motivation in various aspects. This section reviews the related research in two aspects; namely, (1) individual differences and learners' attitudes and motivation, and (2) relationships between attitudes and motivation, and language achievement/ proficiency.

2.2.3.1 Individual differences and learners' attitudes and motivation

Attitudes and motivation toward language learning may vary according to individual differences. Studies associated with other variables and attitudes and motivation of particular groups of learners are reviewed in this section.

Recent research on attitudes and motivation is conducted in EFL contexts. Sakiroglu and Dikilitas (2012) investigated the multiple dimensions of factors affecting motivation. The participants were 129 students at Gediz University in Turkey. The results showed that the motivation levels of female learners were higher than male learners, and a direct relation between the proficiency level and motivation was found. Students with higher proficiency level tended to be more

motivated than those with lower proficiency. Vaezi (2009) examined Iranian undergraduate students' integrative and instrumental motivation toward EFL learning. The participants included 79 non-English majored students from Islamic Republic of Iran. The research found that the students had very high motivation and positive attitudes toward learning English as a foreign language. The students were more instrumentally motivated.

Moreover, Kormos et al. (2011) examined the internal structure of language-learning motivation of three different groups of students in Chile, namely, secondary school students, university students, and young adults learners. The four learner-internal variables investigated were language-learning goals, attitudes, self-related beliefs, and parental encouragement. The findings revealed that self-related beliefs played important role in L2-learning motivation. According to the model of language learning motivation, all four learner-internal variables interacted with each other.

In ESL context, Shams (2008) explored 77 secondary school students' attitudes, motivation and anxiety in multilingual context in Karachi, Pakistan. Gender was also taken into consideration. The instrument consisted of Gardner's Attitude Motivation Test Battery (AMTB). The results showed that the participants had highly affirmative attitudes toward English language and its learning. They held higher extrinsic motivational goals than the intrinsic ones, without considering gender. The participants expressed their moderate anxiety level in language class, with high standard deviation.

In Thai context, Nuchnoi (2012) examined Rangsit University students' motivation towards learning English. The participants were 111 English major students at Rangsit University in Thailand. It was found that the students were highly motivated, which was helpful in passing their English courses. However, their desire to learn, motivational intensity, and attitudes to learning L2 did not correlate much with their classroom achievements. It implied that the students were slightly instrumentally motivated.

To conclude, it can be seen that attitudes and motivation contain close

relation to each other, and are also relevant to other factors such as beliefs, and language proficiency to which is beneficial to the present study.

2.2.3.2 Relationship between attitudes and motivation, and language achievement/ proficiency

Research has revealed that attitudes and motivation have influence on language learning. Researchers have conducted studies on relationships between these variables and language achievement or proficiency. To begin with, Samad, Etemadzadeh, and Far (2012) examined the relationship between motivation and language proficiency of 100 Iranian undergraduate students studying at Universiti Teknologi Malaysia (UTM). The participants were divided into two groups regarding their language proficiency: high achievers and low achievers. Instrumental and integrative aspects of motivations were considered. The results revealed that high achievers' language proficiency showed high correlation with integrative motivation. It meant that students with high language proficiency were highly integrative motivated.

Pae and Shin (2011) investigated the effects of differential instruction methods (communicative and conventional) on the relationships between intrinsic and extrinsic motivations, self-confidence, motivation, and EFL achievement. The participants were Korean university students and their teachers. The results revealed that extrinsic motivation related to EFL achievement through motivation. Intrinsic motivation related to EFL achievement through motivation and self-confidence only in a classroom promoting communicative instruction.

Moreover, Ba-Udhan (2010) explored the relationship between attitudes and English achievement of 71 undergraduate students at Hadhramout University of Science and Technology in Yemen. The findings revealed that the participants held positive attitudes toward English learning, native English –speakers, and their culture. They were also aware of the importance of English; in contrast, they discouraged people speaking English with them. However, they applied effective methods, e.g. reading, watching TV program in English, to improve their English proficiency. Positive correlation between attitudes toward English learning and their

proficiency was found. Besides, importance of motivation was also emphasized in the research conducted by Jafari (2013) who reported that more motivated learners were positively and easily facilitated in language learning. She suggested that teachers needed to put effort to increase learners to be more motivated.

Wang (2008) investigated relationships among intrinsic and extrinsic motivation and language achievement, and built English learning motivation scale in a specific Chinese context, and the Intrinsic/Extrinsic Motivation Scale of English learning. The participants included first-year non-English majored students. The results showed that there was positive correlation between autonomous extrinsic motivation, and intrinsic motivation and achievement. However, negative correlation was found between controlled extrinsic, and intrinsic motivation and achievement. Besides, motivation for knowledge, for challenge, internal fulfilment regulation and external utility regulation were found included in a multidimensional construct.

Yang & Lau (2003) followed 35 students to examine their attitudes toward English they held before and after their university study. The findings revealed that the participants realized the importance of English in terms of jobs and personal growth. They were also aware of relation between positive attitudes and language use.

In conclusion, the studies on attitudes and motivation reveal noticeable relationships with other variable, especially learning outcome, and motivated learners seem to achieve higher level of language achievement. Therefore, in the present study, attitudes and motivation are included to confirm their relationships with English language achievement.

2.3 Language learning strategies

Learning strategies are influential factors affecting language learning success; therefore, this variable has been studied in various aspects, for example, learning strategies used by different learners in terms of levels of education and proficiency, fields of study, age, and gender, as well as relationships between learning strategies and other variables. This section explores and discusses the definitions of language

learning strategies, their importance to language learning, system of language strategies, and related research.

2.3.1 Definitions

The term 'strategy' is from the ancient Greek term 'strategia', which refers to generalship or the art of war. Although this term is related to military contexts, it implies some characteristics: planning, competition, conscious manipulation and movement toward a goal. In consequence, this term can be used when referring to other settings dealing with plan, step, or conscious actions toward achievement of an objective (Oxford, 1990). In terms of strategies for language learning, there are definitions defined by many scholars. Firstly, O'Mally, Chamot, Stewner-Manzanares, Kupper, and Russo (1985) describe learning strategies based on the original definition (Rigney, 1978 as cited in (O'Mally et al., 1985) as "any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (p.23). Another researcher, Oxford (1990) also defines language learning strategies based on Rigney, but she expands the notion as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8). It is obvious that learners' strategies are used to facilitate their learning, and they can be applied to different learning contexts which can lead learners to be more successful in language learning.

This is in line with O'Mally and Chamot (1990) who define learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information"(p.1). It seems that learning strategies are like tools needed for learning. Moreover, Rubin (1987) views language learning strategies as "strategies which contribute to the development of the language system which the learner constructs and affect learning directly" (p.23). This notion can be implied that each learner can create his/her own learning strategies which have direct effects on learning success. Additionally, Griffiths (2015, p. 426) has distilled and defines language learning strategies as "actions chosen by learners (either deliberately or automatically) for the purpose of learning or regulating the learning of language".

Based on this definition, learners need to choose actions appropriate for their learning.

According to the aforementioned definitions, it can be concluded that learning strategies are specific actions which learners perform in order to facilitate their language learning and bring about more effective and more self-directed learning. Besides, these actions produce direct effects on language learning.

2.3.2 Importance of language learning strategies

Learning strategies are like tools to facilitate learning. According to research studies, it reveals that language learning strategies influence learners' language achievement or proficiency. Regarding individual differences, language learning strategies are recognized as an important factor affecting language learning success or language proficiency of individual learners (Gardner & MacIntyre, 1993; Oxford, 1990; Skehan, 1989). The importance of language learning strategies is also emphasized that learning strategies are "tools for active, self-directed involvement, which is essential for communicative competence development (Oxford, 1990; Scarcella & Oxford, 1992). Those who employ appropriate language learning strategies seem to be more self-confident and to have greater improved language proficiency (Oxford, 1990). Learning strategies are also relevant to learner autonomy as Oxford (2008, p. 52) states that "learning strategies are generally signs of learner autonomy." This is in accordance with Hsiao and Oxford (2002, p. 369) who describe that "learning strategies for L2s help build learner autonomy, which requires the learner to take conscious control of his or her own learning process." According to the above mentioned, it is clear that language learning strategies play an important role in promoting self-directed learning or autonomy which lead to language learning success.

Moreover, learners are able to be trained or taught to use different learning strategies in different language tasks. According to the strategy training, learners can improve their use of language learning strategies (O'Mally & Chamot, 1990; Oxford, 1990) which can bring about more successful in language learning. Griffiths (2015, pp. 429-430) suggests important stages for teaching language

strategies which can be found in successful instruction models as follows: (1) raising learners' awareness of learning strategies, (2) using explicit instruction, (3) practicing, (4) using implicit instruction by inserting in regular classroom activities, and (5) evaluating their own use of learning strategies. Furthermore, Rubin (2013, p. 3) concludes four common steps for language learning strategy teaching models from scholars. The sequence of four steps is: "(1) preparation: teachers raise learner awareness of problems and strategies; (2) presentation: teacher models, names, and explains new strategy, suggesting possible benefits; (3) practice: teacher provides multiple practice opportunities to help students move toward autonomous use of the strategies through gradual withdrawal of the scaffolding, eventually enabling transfer of strategies to fresh tasks; and (4) evaluation: learners us criteria to evaluate effectiveness of strategies and determine whether they addressed their problem (and, if they did not, to consider what other strategies to use)". According to these aforementioned steps, it can be seen that Griffiths and Rubin conclude essential steps of language learning teaching. They put an emphasis on learners' awareness of language learning strategies, then learners are explicitly and implicitly taught how to use them and are provided with opportunity to practice using and applying those strategies to different tasks, and finally learners evaluate their strategy use. However, Macaro (2001) claims that "Strategy training is a gradual, recursive, and longitudinal process." This notice shows that strategy training is a long time process; therefore, Rubin (2013, p. 2) suggests language practitioners that they "should not expect a quick fix, but rather an organized, well-informed endeavor to help learners move toward the goal of self-management." Additionally, she proposes essential characteristics of learning strategy instruction that it should "be contextualized, scaffolded, explicit, with choice, with control, and relevant" (p.2).

In conclusion, language learning strategies play an important role in language learning success, and they are teachable. Thus, language learners can be trained how to use appropriate strategies in various task types. Knowing a wide variety of learning strategies and its appropriate use are likely to be potential tools to achieve the ultimate goal of language learning. Consequently, it is worth to investigate learners' use of learning strategies, and they are included in the present study to explore causal relationship with other variables.

2.3.3 Classification of language learning strategies

Many studies have been conducted in order to classify learning strategies into main categories including specific strategies. The well-known scholars have made significant contribution to learning strategies. To begin with, Rubin (1981) classified language learning strategies into two main categories: direct strategies and indirect strategies. Direct strategies, or strategies that directly affect learning, consist of clarification, monitoring, memorization, guessing, deductive reasoning, and practicing. As for indirect strategies or processes that contribute indirectly to learning, they comprise two kinds of strategies, namely, finding more opportunities for practice, and producing tricks to continue communication.

Moreover, Griffiths (2015) views that at the early period, learning strategies are classified focusing only on cognitive strategies. Nevertheless, researchers put more emphasis on metacognitive strategies. The importance of these indirect strategies is stressed as O'Mally et al. (1985, p. 24) assert that "students without metacognitive approaches are essentially learners without directions." Later on, the sociocultural influence is considered as an important idea of learning from more knowledgeable others. With regard to this development, O'Mally and Chamot (1990) include this developed idea in their preliminary classification of learning strategies as the details shown in Table 1.

Table 1

Preliminary classification of learning strategies

Classification / Learning strategy	Description
Metacognitive	
Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases
Planning	Planning for the organization of either written or spoken discourse
Monitoring	Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring

Classification / Learning strategy	Description
Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place
Cognitive Strategies	
Rehearsal	Repeating the names of items or objects to be remembered
Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes
Inferencing	Using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts
Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained
Deducing	Applying rules to the understanding of language
Imagery	Using visual images (either generated or actual) to understand and remember new verbal information
Transfer	Using known linguistic information to facilitate a new learning task
Elaboration	Linking ideas contained in new information, or integrating new ideas with known information
Social/affective strategies	
Cooperation	Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity
Questioning for clarification	Eliciting from a teacher or peer additional explanation, rephrasing, or examples
Self-talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task

(Source: O'Mally & Chamot, 1990: 46)

According to Table 1, learning strategies are classified into three categories: metacognitive, cognitive and social/ affective strategies. Metacognitive strategies concern knowing about learning which are higher order executive skills. Cognitive strategies deal with specific ways to directly enhance learning, and social/ affective strategies associate with interaction with other people.

Moreover, the well-known scholar whose language learning strategy inventory is widely used is Oxford (1990). She proposes a comprehensive language learning strategy system which consists of two main classes: direct and indirect strategies as details shown in Figure 1.
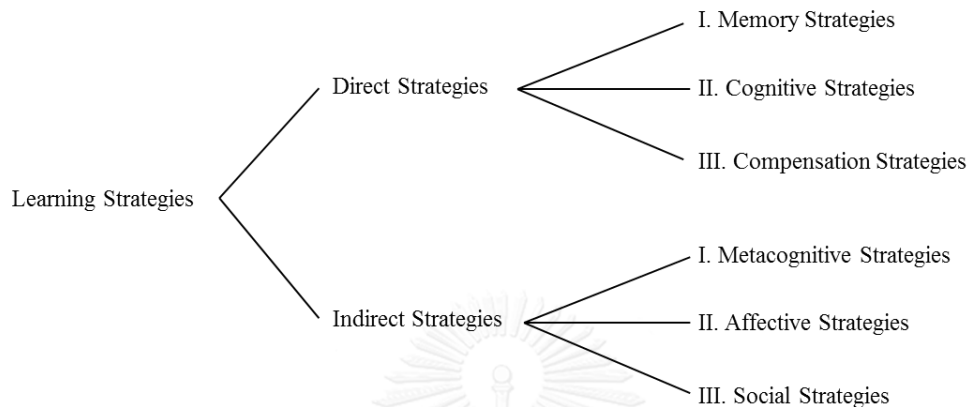
Figure 1 Diagram of the Strategy System (Source: Oxford (1990, p. 16)

Regarding Figure 1, the direct strategies - learning strategies that directly involve the target language, are divided into three groups: memory strategies, cognitive strategies and compensation strategies. Also the indirect strategies, which provide indirect support for language learning, consist of three groups: metacognitive, affective and social strategies. These six groups under two categories are closely interrelated, that is, both direct and indirect strategies work and support each other to facilitate learning.

Moreover, Oxford divides each category into groups, and under each group is composed of specific language learning strategies as illustrated in Figure 2.

DIRECT STRATEGIES

A. Creating
mental
linkages

B. Applying
images and
sounds

. *Memory*
strategies

C. Reviewing well

D. Employing
action

II. *Cognitive*
strategies

A. Practicing

B. Receiving and
sending messages

C. Analyzing and
reasoning

D. Creating
structure for
input and output

III. *Compensation*
strategies

A. Guessing
intelligently

B. Overcoming
limitations
in speaking
and writing

INDIRECT STRATEGIES

I. *Metacognitive*
strategies

A. Centering
your
learning

B. Arranging and
planning
your learning

C. Evaluating
your learning

II. *Affective*
strategies

A. Lowering
your
anxiety

B. Encouraging
yourself

C. Taking your
emotional
temperature

III. *Social*
strategies

A. Asking
questions

B. Cooperating
with others

C. Empathizing
with others

Figure 2 Diagram of the strategy system showing 2 classes, 6 groups and 19 sets
(Oxford, 1990, p. 17)

As seen from Figure 2, these specific strategies help teachers and learners have better understanding about language learning strategy hierarchy, and it is practical to use this information as a primary source for pedagogy application.

According to all the learning strategies presented in the diagrams, it is obvious that these learning strategies play as basic information for the development of the tool, Strategy Inventory for Language Learning (SILL) to assess learners' language learning strategies. All the items in this questionnaire are associated with all the learning strategies in the strategy system.

In the present study, Compensation Strategies are selected to employ in the proposed Listening-Speaking achievement model, whereas Metacognitive Strategies are selected to use in the Reading-Writing achievement model.

2.3.4 Related research

According to the importance of learning strategies, there have been many studies conducted in different aspects. The studies reviewed in this section are classified into two aspects: (1) individual differences and the use of language learning strategies, and (2) relationships between learning strategies and language achievement/ proficiency.

2.3.4.1 Individual differences and the use of language learning strategies

It is interesting to investigate the strategy use of different learners in different learning contexts and learners of different proficiency levels, gender, ages and so on. This can reveal other related individual variables affecting their language strategy use.

The studies presented in this section were conducted in EFL contexts. The first one is in China. Yu and Wang (2009) investigated language learning strategy use of Chinese EFL learners based on socio-cultural theory perspective under the context of EFL curriculum and pedagogy reform. The participants included 144 boys and 134 girls from three junior secondary schools in Northeast China. The research instruments were questionnaires consisting of participants' demographic background, and language learning strategy use modified from SILL, and a semi-structured interview. The results indicated that the participants used memory and cognitive strategies more often than other types of strategies. Memory, compensation, cognitive and metacognitive strategies significantly correlated with the learners' English achievement, whereas only cognitive and metacognitive strategies showed significant learners' achievement prediction. Regarding the interview, it showed that the learning context, classroom practice and assessment methods in the school produced strong effects on the learning strategy use, while these factors did not play roles in

developing communicative competence and learning autonomy which were the gist of the educational reform in China. As a result, it suggested that teachers need to change their classroom instruction and to be aware of social dimension of strategy use as well as student-teacher interaction in order to provide more opportunities for students to develop their communicative competence.

Another study conducted in Chinese context, Liu and Chang (2013) examined the language learning strategies used by EFL Taiwanese university students and explored its relation to academic self-concept (ASC). The participants included 163 first-year university students in Taiwan, 75 males and 88 females. The research instruments consisted of the Strategy Inventory for Language Learning (SILL), and the academic self-concept questionnaire. The results indicated that in general compensation strategies were the most frequently used, whereas social strategies were used the least. In terms of ASC levels of participants, it showed that high ASC participants employed metacognitive strategies the most, while medium and low ASC participants used compensation strategies the most. There was significantly positive relationship between the use of learning strategies and ASC. Moreover, it is reported that metacognitive and cognitive strategies showed the highest correlations with ASC.

The next study concerns adults' learning and strategy use. Oxford and Ehrman (1995) inspected adults' learning strategies and examined the relationships between learning strategies and other variables such as proficiency, teacher perceptions, gender, aptitude, learning style and anxiety. Unlike other studies, this study examined a set of comprehensive variables relevant to language learning strategies. The participants in the study were 520 adults (273 males and 247 female) at the Foreign Service institute who were highly educated and motivated. Because of these characteristics, this group of participants may not be the representatives of general foreign language learners. Various instruments were used in the study: the Affective Survey, the Hartman Boundary Questionnaire, the Learning and Study Strategies Inventory, the Learning Style Profile, the Mayers-Briggs Type Indicator, the Type Differentiation Indicator, the Modern Language Aptitude Test, Proficiency ratings, the Strategy Inventory for Language Learning, and Teacher ratings. The results revealed that the participants used compensation, social strategies and

cognitive strategies moderately. All subscales of language learning strategies showed moderate to strong relations to the total SILL, whereas the relationship among pairs of subscales was moderately strong. In terms of relation to proficiency, the study indicated that only the use of cognitive strategy had significant correlation with end-of-training language proficiency ratings. Gender also related to the learning strategy use. Overall, females used more learning strategies than males, and females used more compensation strategies than males did, although there were slight differences. Moreover, there were relationships between language learning strategies, and motivation and anxiety.

Rahimi, Riazi, and Saif (2008) investigated post-secondary Persian students' use of language learning strategies, variables affecting their choice of strategies, and relationship between these variables and participants' strategy use pattern. The participants were classified into low-, mid-, and –high proficiency learners. The instruments included SILL, two questionnaires concerning attitudes and motivation, and learning styles. The results showed that the key factors affecting language use were proficiency and motivation whereas gender did not show any effects on language use. In terms of gender, the study conducted by Min (2012) showed that gender influenced language learning use. Female senior high school students in China used learning strategies more frequently than males did. This finding disagreed with the former study.

Moreover, Nguyen and Godwyll (2010) examined whether gender, age, nationality and proficiency levels influenced the use of language learning strategies. The participants included 75 international students at Ohio University. The findings yielded significant relation among the choice of learning strategies and the variables. The most frequent used strategies were social and metacognitive one whereas the least frequency used strategies were affective and memory ones.

To sum up, the findings from studies showed that factors affecting the use of language learning strategies varied according to learners and contexts such as gender, age, nationality, motivation, proficiency leaning contexts, classroom practice, and class assessment. Besides, based on comprehensive studies (Griffiths, 2003;

O'Mally & Chamot, 1990; Rubin, 1975, 2013; Wenden, 1987) revealed that beliefs affected language learning strategies.

2.3.4.2 Relationships between language learning strategies and language achievement

Studies are conducted to investigate the relationships between language learning strategies and language achievement/ proficiency.

Gharbavi and Mousavi (2012) investigated the relationship between language learning strategy use and levels of language proficiency of Iranian university students majoring in TEFL. The participants were divided into elementary, intermediate and advanced learners according to results of a simulated TOEFL test. The research instruments included a simulated proficiency test which was taken from a sample TOEFL test, and the Strategy Inventory for Language Learning (SILL). The results showed that there was a direct relationship between the use of learning strategies and proficiency levels. The participants with higher level of proficiency employed a larger number of strategies and used them more frequently.

Green and Oxford (1995) explored the relationships among language learning strategy use, gender and proficiency level of three groups of students at the University of Puerto Rico. The study also analyzed variation in the use of individual strategies. The participants consisted of 374 students who studied in three different levels of English courses, namely, Prebasic (124), Basic (129) and Intermediate (121) English at the University of Puerto Rico. There were two main instruments. The first one was a general proficiency test called the English as a Second Language Achievement Test (ESLAT). The other instrument was the 50-item Strategy Inventory for Language Learning (SILL) (version 7.0 for ESL/ EFL). The results revealed that more successful learners used more learning strategies and women used higher levels of strategies than men. Regarding the analysis of the use of individual strategies, it showed that with proficiency level and gender only some items illustrated significant variation, and significant variation by proficiency level did not always show more frequent use of learning strategies by more successful students. Moreover, the more often strategies used by the more successful students were active, naturalistic practice,

and were used in combination with a variety of other strategies frequently used by learners at all proficiency levels.

The study carried out by Yu and Wang (2009) included 144 boys and 134 girls from three junior secondary schools in China. SILL and semi-structured interview were used to collect the data. The results showed that the participants used memory and cognitive strategies the most frequently. Memory, compensation, cognitive, and metacognitive significantly correlated with the learners' English achievement. Also cognitive and metacognitive strategies yielded significant learners' achievement.

It can be seen that different studies report different learning strategies that are significant related to language achievement, for example, cognitive strategies (Ehrman & Oxford, 1995; Liu & Chang, 2013; Yu & Wang, 2009), and metacognitive strategies (Liu & Chang, 2013; Pishghadam & Khajavy, 2013; Yunus & Abdullah, 2011). Moreover, learners with higher proficiency seem to use more strategies than those who were weak. In this study, all six categories of language learning strategies are included in the model in order to examine the overall responses of participants' self-report on their strategy use.

2.4 Structural Equation Modeling (SEM)

Although SEM is well-known and widely used in behavioral sciences, it is not much recognized in the language field. SEM can be used in the field of language testing and learning, it is found that SEM was mostly used to examine learners' strategy use and trait/ test structure (In'nami & Koizumi, 2011). The SEM is explained in detail in this section. It reviews definitions and aspects of SEM, step of SEM applications, and models related to language achievement.

2.4.1 Definitions and aspects of SEM

SEM stands for structural equation modeling. It is a technique that is used to confirm the causal relationships between variables in a diagrammatic form (Foster et al., 2006), or it can be called 'graphical path diagram' (Hox & Bechger,

n.d.). Schumacker and Lomax (2010) state that "SEM uses various types of models to depict relationships among observed variables, with the same basic goal of providing a quantitative test of a theoretical model hypothesized by the researcher (p. 2)". Moreover, Byrne (2010) defines SEM as "a statistical methodology that takes a confirmatory (i.e., hypothesis-testing) approach to the analysis of a structural theory bearing on some phenomenon" (p.3). He also refers to Bentler and points out that "the theory represents 'causal' processes that generate observations on multiple variables". Besides this, Byrne (2010, p. 3) adds that regarding to the term SEM, there are two significant aspects of the procedure. The first is that a series of structural (i.e., regression) equations represents the causal processes under study. The other aspect is that these structural relations can be displayed in forms of diagrams which provide a clearer conceptualization of the theory under study. According to the definitions, it can be concluded that SEM is a statistical method to investigate hypothesized relationships among variables in form of a diagram. It seems that researchers need to construct a model based on theory and empirical studies in order to test if the sets of selected variables define the constructs that are hypothesized to be related in a certain way (Schumacker & Lomax, 2010).

To sum up, "structural equation modeling tests theoretical models using the scientific method of hypothesis testing to advance our understanding of the complex relationships among constructs" (Schumacker & Lomax, 2010, p. 2).

Structural equation modeling provides convenient framework for statistical analysis such as factor analysis, regression analysis, discriminant analysis and canonical correlation (Hox & Bechger, n.d.). There are reasons why SEM is popular. According to Byrne (2010), SEM is widely used because of considerable differences from former generation of multivariate procedures. SEM consists of four significant aspects as follows. First, SEM takes a confirmatory approach to the data analysis. It is designed to analyze data for inferential purposes, whereas other multivariate procedures are for descriptive purposes. Second, SEM provides estimates of measurement errors while traditional multivariate procedures ignore these errors. These measurement errors may bring about serious mistakes. Third, SEM is able to analyze both observed and unobserved (i.e., latent) variables. Finally, SEM method is

able to be applied to model multivariate relations or to estimate indirect effects, whereas other statistical methods cannot easily do this. SEM can be used to investigate whether an independent variable produces a direct effect on a dependent variable or whether it does so via a mediating variable, which is determined as an indirect effect.

Another perspective about the reasons why SEM is popular is from Schumacker and Lomax (2010, pp. 6-7). They provide four reasons as follows. First, researchers increasingly recognize the importance of the use of multiple observed variables to explain their complex scientific inquiry or phenomena. SEM techniques allow researchers to model and test sophisticated phenomena. In other words, SEM can be used to confirm or disconfirm theoretical models in a quantitative mode. Second, SEM provides greater recognition to the validity and reliability of observed scores from measurement instruments. This is because SEM analysis includes measurement errors and both latent and observed variables can be also analyzed. Third, SEM is able to analyze more advanced theoretical SEM models of complex phenomena. Finally, SEM software programs become more user-friendly.

From the aforementioned reasons, it is obvious that Byrne emphasizes the different aspects that traditional multivariate procedures do not have, whereas Schumacker and Lomax reflect overall benefits of SEM.

2.4.2 Steps in SEM applications

According to Bollen and Long (1993 cited in (J. Wang & Wang, 2012, p. 2)), there are five steps involved in most SEM applications.

1. Model formulation. In this step a researcher specify the SEM model based on theory or empirical findings. Generally, SEM model consists of two parts, namely, the measurement model and the structural model.

2. Model identification. This step helps determine if there is a unique solution for all the free parameters in the specified model. The model should be identified in order to implement the next step, model estimation. If the model is misspecified, model estimation may not reach a solution.

3. Model estimation. This step helps estimate model parameters and generate fitting function. Although there are various SEM estimation methods, maximum likelihood is the most common one.

4. Model evaluation. In this step, the researcher needs to assess whether the model fits the data. If the model fits data and results are interpretable, the modeling process can stop here.

5. Model modification. If the model does not fit the data, the researcher needs to re-specify or modify the model. After the model is re-specified, step 1 to 4 should be executed again. (p.2)

Kline (2011, pp. 91-92) also proposes the steps for SEM applications which are slightly different from the previous steps. He divided the steps into two main groups: basic and optional steps. There are six basic steps of SEM. The first two steps are similar to Bollen and Long, but Kline adds a step before model estimation. The added step is the measures selection. In model estimation step, he splits into three sub-steps: evaluate model fit, interpret parameter estimates, and consider equivalent or near-equivalent models. The next step is to re-specify the model if it does not fit well enough. The last step, result report is added as well. For better understanding, Figure 3 presents the flowchart of the basic steps of SEM.
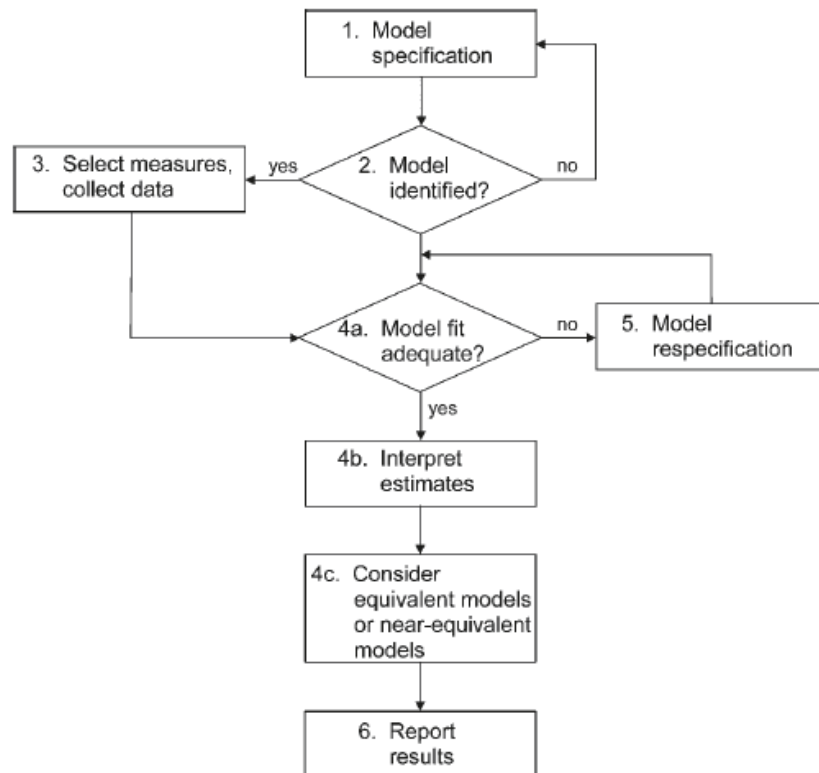
Figure 3 Flowchart of the basic steps of SEM (Kline, 2011)

The optional steps of SEM are replication and application of the results. The replication of structural equation models is important if the model is more than a statistical exercise. There should be more application of results from SEM analyses. Kline adds these optional steps because there is limited replication and application of SEM.

2.4.3 Models related to language achievement

In language teaching and learning research, some language achievement models are investigated.

Apairach (2014) proposed the model consisting of five variables, namely, beliefs about language learning, language learning strategies, proficiency, gender, and educational context of upper secondary school students in Thailand. The structural equation model yielded the significantly direct effect of educational context on beliefs

about language learning, and beliefs directly and significantly influenced language learning proficiency. The proposed model fitted to the data well.

The classic research conducted by Tremblay and Gardner (1995) did not mainly focus on language achievement, but investigated the relation of new measures of motivation to the existing measures of attitudes and motivation. In the study the researchers proposed the motivation model shown in Figure 4.
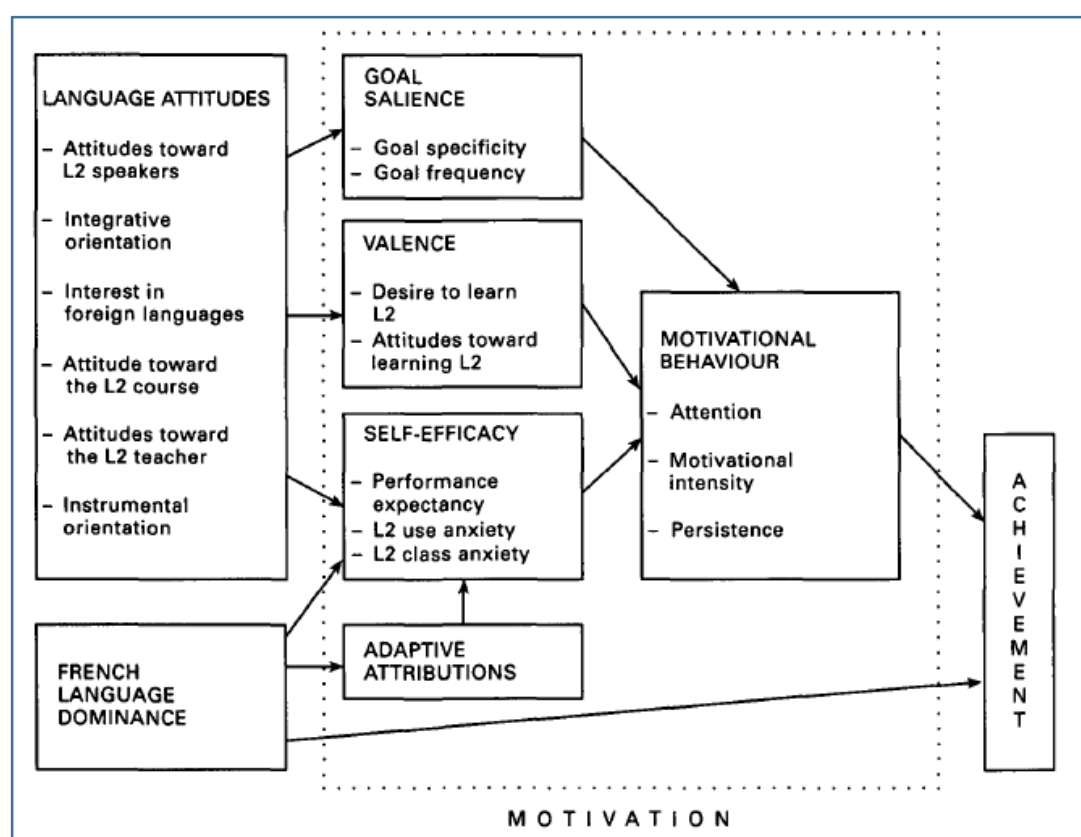
Figure 4 Model of L2 motivation (Tremblay & Gardner, 1995)

The L2 motivation model shows several measures that affect language achievement. According to the model, it was clear that there were causal relationships among language attitudes, motivational behavior and language achievement. The L2 motivation model presented in Tremblay and Gardner's study was in a bilingual context. The participants were students in a bilingual school who studied French subjects, but the environment outside the school was mainly English.

Another research adapted Tremblay and Gardner' model was conducted by Wudthayagorn (2000). The participants in America studing Japanese as a foreign language were included. SEM analysis revealed statistically significant effects of language attitudes on self-efficacy, and such effects were found from self-efficacy on motivational behavior. However, in her study the effect of motivational behavior on Japanese language achievement is not significant which is different from the findings of the present study. Moreover, two direct effects were additionally drawn from valence and self-efficacy to Japanese language achievement. These differences seem to be caused by the different contexts of the studies. According to the earlier mentioned studies, it can be concluded that studies carried out in different contexts can bring about different findings.

Therefore, the present study needed to investigate how participants in Thailand where participants studied English as a foreign language, and did not have English-speaking environment out of class, revealed the findings. This study proposed two language achievement models of Thai EFL undergraduate students based on the L2 motivation model mentioned above. Although the context was different, the model could be applied because it concerns about language achievement in second or foreign language contexts.

In this study, four variables were investigated based on the empirical data. Regarding various studies, it is obvious that these four variables influence language achievement, and they are basic requirements that all language learners need to retain. These are supported by studies concerning good language learners. The results yield the significance of these variables. To illustrate, good language learners who are successful in language learning seem to have realistic beliefs about language learning, positive attitudes, high motivation, and employ a wide variety of language learning strategies. These characteristics can bring about successful language learning.

Importantly, these variables can be fostered which means that when learners are fostered with these qualifications, they can become more successful in language learning. In the study, these variables were proposed in form of an achievement model. Beliefs about language learning were the psychological factor influencing learning behaviors and achievement. Thus, beliefs seem to be the first causative or

independent variable, followed by attitudes which directly influence motivation, that further lead to language achievement. The mechanisms liking language attitudes and language achievement were confirmed by the empirical research conducted by Tremblay and Gardner (1995) in which the results confirm the causal relationships of the variables in the motivation model.

2.5 Chapter Summary

This chapter reviews the literature related to individual variables, namely, beliefs about language learning, attitudes, motivation, and language learning strategies in terms of principles, concepts and related research. Structural Equation Modeling (SEM) is also introduced. The literature review also indicate how achievement model in this study to be proposed.

CHAPTER III
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides the information about the research design and methodology employed in the study. The description of research design and procedure, subjects of the study, ethical issues, instruments used in the study, data collection, and data analysis are illustrated.

Before starting, the objectives of the study are restated for readers' convenience.

1. To examine the English achievement level of Thai EFL undergraduate students

2. To describe the beliefs, attitudes and motivation, and learning strategies of Thai EFL undergraduate students

3. To explore the causal relationships among beliefs, attitudes, motivation, learning strategies, and language achievement of Thai EFL undergraduate students

3.2 Context of the study

Prince of Songkla University (PSU) was established in 1967 as the first university in the South of Thailand. PSU consists of five campuses, located in the major provinces around the south: Hatyai, Pattani, Phuket, Surat Thani and Trang. All campuses offer programs of higher education associated with the needs of their communities. The central aims of the university are to raise general education standards and support regional industries and development. Moreover, the university aims to establish excellence in research and teaching, to provide academic services to communities, and to take an active role in the preservation of national heritage in arts and cultures, especially for those from southern Thailand.

PSU, Surat Thani Campus, located in Makhamtia, Muang District, Surat Thani province, was established in 1990. The campus consists of two facuties: (1) Faculty of Sciences and Industrial Technology, and (2) Faculty of Liberal Arts and Management Sciences. The first faculty offers six programs: Information Technology, Chemistry for Industry, Food Technology, Agricultural Science and Technology, Industrial Management Technology, and Rubber Industry Technology. The latter faculty also offers six programs: Public and Enterprise Management, Languages Communication and Business, Business Development, Information Technology Business, Business Economics, and Tourism Business Management.

The two main methods of obtaining new students in each academic year are 14 southern-province-quota admission and central admission. The majority of the students are from the quota admission method. Moreover, Surat Thani campus initiates direct admission quota in form of various projects for students in the south in order to offer them additional education opportunities. Thus, the majority of the students studying in the campus are from southern provinces and many are from schools in the rural areas.

Normally, according to curriculum structure, all students have to study general education courses for 30-33 credits depending on their study programs, and the foundation English courses are ones of them. In Surat Thani Campus, the two foundation English courses are English Listening-Speaking, and English Reading-Writing. These two courses are classified based on the skills use, and the students have to start with the listening-speaking course followed by the reading-writing course in the following semester. Some students start studying the first foundation English course in the first semester and the second foundation course in the second semester within the first year of study. Although the descriptions of these two courses are rather general, the curriculum standards for foundation English courses (Office of Higher Education Commission, 2002) are taken into consideration when designing lesson plans for these courses. It means that these two foundation English courses are designed in line with the curriculum standards for foundation English courses. These standards comprise two main goals of social and academic English which each

university can manage such goals according to its contexts. Each goal has its own standards and the details are as follows.

Goal 1: To use English to communicate in social settings both inside and outside the university.

Standard 1: Students will use spoken and written English for personal statements, and for enjoyment and enrichment.

Standard 2: Students will use spoken and written English to participate appropriately in social interaction.

Standard 3: Students will recognize and understand cultural differences.

Standard 4: Students will use appropriate learning strategies to extend their communicative competence.

Goals 2: To use English to help achieve personal and academic goals and to promote life-long learning.

Standard 1: Students will use English to access and process information and to construct knowledge in both spoken and written forms.

Standard 2: Students will use English to participate in academic contexts.

Standard 3: Students will use appropriate learning strategies to acquire, construct, and apply academic knowledge and to develop critical thinking skills.

In Surat Thani Campus, the majority of first-year students start studying the first foundation course, English Listening-Speaking in the first semester and the other in the second one of the first year. The rest study the first foundation English course in the second semester within the first year and the other in the first semester of the second year. This study expects to examine if the students achieve the goals for the foundation English standards after the completion of the courses.

3.3 Subjects of the study

This study aimed at examining language achievement of Thai EFL undergraduate students and the four selected variables: (1) beliefs about language learning, (2) attitudes, (3) motivation, and (4) language learning strategies. The causal relationships among the selected variable and the language achievement of Thai EFL undergraduate students were also explored. Normally, Thai students study English as a foreign language. Most undergraduate students in universities throughout Thailand have to study English as required general education courses, generally called foundation English courses. Since the researcher gained full access to Prince of Songkla University, Surat Thani Campus, it was practical and appropriate to include the students in this campus to be the subjects of the study.

The purposive sampling was employed to choose the participants in the study. In order to examine the language achievement level of Thai EFL undergraduate students, the subjects of the study were those who were studying the two foundation English courses in the first semester in the academic year 2014. In this semester, the overall population of the listening and speaking course was 768 in 19 sections. The needed number of subjects was 400; thus, ten sections taught by one teacher were included in the first group of the subjects with 467 first-year students who studied the English Listening – Speaking course. As for the reading and writing course, the overall population was 412 in ten sections; therefore, all students were included in the study. The students who did not attend the class on the test day were excluded.

As a result, there were 443 first-year students studying the English Listening – Speaking course, and 405 second-year students studying the English Reading – Writing course participating in the study. Since Structural Equation Modeling (SEM) was employed in this study, the required sample size needed to be large enough to "maintain power and obtain stable parameter estimates and standard errors" (Schumacker & Lomax, 2010, p. 41) of the language achievement model of PSU undergraduate students. The number of samples needed for each group in the study was about 400.

However, this study intended to examine the language achievement of first- and second-year students who studied the first and second foundation English courses respectively in the academic year 2014. If there were students other than the first- or second-year were found studying in the foundation courses, they were included.

Moreover, the researcher was aware of the limitation of purposive sampling, which was rather limited to generalize the results of the study because the samples might not be correct in estimating the representativeness, hence, this sampling method was employed because of accessibility to the participants and effective management.

The selection criteria of the samples in the study are described below.

1. The suitability of the samples

It was believed that the purposively selected samples were appropriate for the objectives of the study because the first-year and second-year students had already study the foundation English courses, and it was reasonable to assess the language achievement regarding the goals of the curriculum standards for foundation English courses. As a result, the selected samples could effectively reflect their levels of language achievement after the completion of their foundation language courses.

2. The accessibility and feasibility of the samples

To assess the students' English achievement to meet the university policy, students' language competency needed to be improved in order that they could internationally communicate with others throughout the world. The early assessment provided some washback and pedagogy implication to the stakeholders in order to enhance language teaching and learning in the campus, and there was time for students to upgrade themselves before graduation. Having language competency is also one of the required attributes of PSU graduates. Therefore, to assess the students' language achievement and to find causal relationships of the four individual variables: beliefs, attitudes, motivation, and learning strategies, such actions would be willingly consented by the university. Moreover, as a teacher at PSU Surat Thani Campus, the working network was available.

3. Willingness to participate in the study

All participants were informed about details of the study and the importance of their participation to the study was emphasized. The participants were required to take an achievement test and to complete a set of questionnaire concerning their demographic background, beliefs about language learning, attitudes, motivation, and language learning strategies.

3.4 Ethical issues

International Language Testing Association (2007) introduces the ILTA Guidelines for Practice which provide some fundamental considerations for good testing in all situations. These guidelines are closely relevant to ILTA Code of Ethics (International Language Testing Association, 2000) which describes ethical ideals whereas the ILTA guidelines for Practice put an emphasis on practical detailed considerations for good testing, and the rights and responsibilities of all stakeholders. The guidelines consist of 7 sections: a) basic considerations for good testing in all situations, b) responsibilities of test designers and test writers, c) obligations of institutions preparing or administering high stakes examinations and responsibilities to test takers and stakeholders, d) obligation of those preparing and administering publicly available tests, e) responsibilities of users of test results, f) special considerations for norm- referenced, criterion-referenced and computer adaptive testing, and g) rights and responsibilities of test takers. The study followed some directly related sections of the guidelines e.g. basic considerations for good testing in all situations, responsibilities of test designers and test writers, and rights and responsibilities of test takers which are described as the followings.

The first section concerns about test constructs, validity and reliability of the test. This study clearly illustrated the constructs of the achievement tests used in order to express what was supposed to be measured. The test constructs were determined based on the curriculum standards for foundation English courses and they were expressed in test specifications. In terms of validity, the content validity of the tests was confirmed by at least three experts in the field. Therefore, the curriculum

standards and test specification were taken into account to ensure that the achievement tests were valid. In addition, reliability of the achievement tests needed to be confirmed by employing KR-20 to describe the internal consistency of the test. For the paragraph writing task, it provided two topics for the participants to choose and to write a well organized paragraph about the chosen one. There were also at least two raters, one was the researcher and the other was a teacher in the Language Department. The raters were trained about how to rate such writing task based on the developed paragraph scoring rubric, and certainly correlation coefficient was calculated in order to confirm inter-rater reliability. The same process was completed in an oral interview.

Another section of the ILTA Guidelines for Practice is responsibilities of test designers and test writers. This section emphasizes essentials of test development as follows.

1. To develop the achievement tests, test purposes, test constructs, and test specification were determined and clarified in detail.

2. The achievement tests were carefully designed and all test items and test tasks were edited before a pilot study. The results from the pilot study were also considered to revise the tests.

3. In a paragraph writing task, there was an analytical rubric specifically developed for the task and the raters were trained before scoring the writings. In case of more than one rater, inter-rater reliability was calculated to ensure scoring consistency.

4. The achievement tests were kept safely until the test administration so that fairness was not violated; and all test takers were treated equally.

5. The achievement tests played formative roles to offer washback about the quality of learners' performance. Therefore, the test results were reported to test takers and stakeholders in understandable formats.

The last related section concerns about the rights and responsibilities of test takers. Both rights and responsibilities were paralleled; therefore, they were mentioned at once in this section.

1. All participants were informed that the purpose of the study was part of the researcher's fulfillment of the requirements for the doctoral degree. The participants were expected to take an achievement test and a set of questionnaire consisting of five sections: their demographic background, beliefs about language learning, their attitudes toward language learning, motivation in language learning, including their use of language learning strategies. They had the right to ask any questions and to receive explanations regarding the study.

2. All participants were treated equally and impartially.

3. The achievement tests and questionnaire used in the study were validated by the experts in the field and all the test items and question items were piloted before employing in the main study.

4. The participants were notified of the purposes for testing and a kind of test to be used. The results of the achievement tests were reported to the participants, teachers and administrators so that they would have beneficial information for further improvement of the foundation English courses.

5. The participants were informed in advance about the test administration when and how they received the test results.

6. The explanation of the test results were given according to professional codes of ethics.

7. The participants were acknowledged that the results of the tests and questionnaire did not bring about any effect on their grades and graduation.

8. The participants received the test results within a reasonable amount of time and the results were reported in understandable patterns.

9. The privacy of all participants were protected, and all participants were expected to sign the consent form before participating in the study.

3.5 Research design

This study was a quantitative research design aiming at examining PSU undergraduate students' language achievement level and exploring causal relationships among the selected variables (beliefs, attitudes, motivation, and learning strategies) and language achievement. This research was conducted into five main steps as follows.

3.5.1. Proposition of a model of language achievement of Thai EFL undergraduate students

A language achievement model of Thai EFL undergraduate students was proposed after reviewing all related literatures. The relationships among the four variables: beliefs about language learning, attitudes, motivation, and language learning strategies, including the relationships between these variables and language achievement are identified by using lines with arrows as shown in Figure 1. The line with one arrow means that the variable has a direct effect on the other(s).

There were two models proposed in this paper. The first one showed the mechanisms linking between beliefs about language learning and the achievement of listening and speaking skills. The other describes the mechanisms linking between beliefs about language learning and the achievement of reading and writing skills. That is, the listening-speaking achievement model was for the listening-speaking course, and the reading-writing achievement model was for the reading-writing course.

As we know that listening and speaking are the first two skills that children acquire in their lives, the English Listening-Speaking course is like the first foundation English course that the new students learn in university. The skills focused in each course are also relevant to the 'locus of control'. In other words, listening skill has different orientation of control, that is, external. The external locus of control means that learners cannot control anything they listen to. In contrast, reading and writing skills share internal orientation which means that learners themselves can control their reading and writing.

They can go back and forth to revise or recheck their reading and writing. The proposed models of language achievement of Thai EFL undergraduate students are illustrated in Figures 5 and 6.
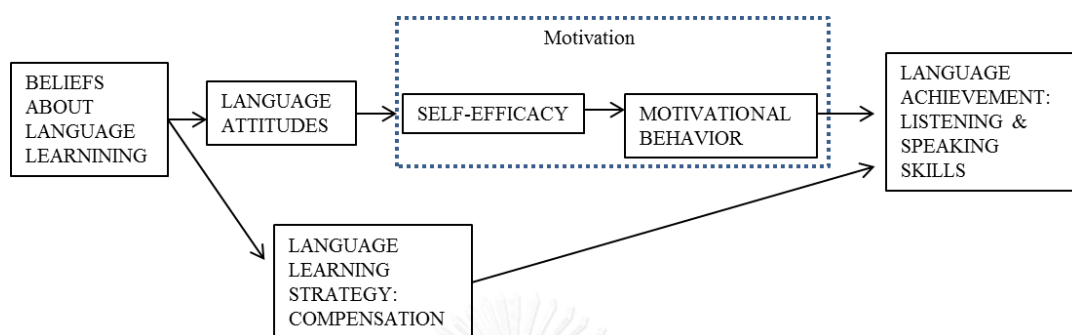
Figure 5 The proposed model of listening speaking achievement of Thai EFL
undergraduate students

According to Figure 5, Beliefs about Language Learning were the causative variable or independent variable while language attitudes, motivation, language learning strategies and language achievement were the caused variables or dependent variables. The model demonstrated that beliefs about language learning directly influenced attitudes toward English learning and language learning strategies. Attitudes had effects on motivation constructs of self-efficacy and motivational behavior, which produced a direct effect on language achievement. Moreover, beliefs about language learning also influenced language learning strategies, and the strategies further produced direct effects on language achievement. The listening-speaking achievement model focused on compensation strategies in the strategy system proposed by Oxford (1990).

With respect to communication particularly oral communication, compensation strategies played important roles. These strategies can be used when learners are unable to retrieve appropriate vocabulary and grammatical knowledge. Although less proficient language learners employ more compensation strategies, advanced learners sometimes use them to understand or when they experience a temporary breakdown (Oxford, 1990).   Besides this, some compensation strategies

such as using mime or gestures are used in speaking. If considering the locus of control of listening that is outside the learners, it is obvious that compensation strategies are beneficial to help learners keep on using the language even they possess insufficient appropriate vocabulary and grammatical knowledge.
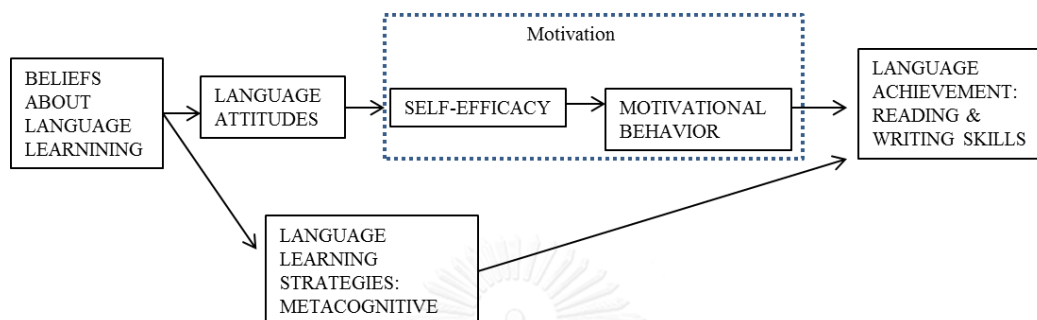
Figure 6 The proposed model of reading- writing achievement of Thai EFL
undergraduate students

The other model proposed in the study was reading-writing achievement model of Thai EFL undergraduate students as shown in Figure 6. The directions of effects were similar to the first model, but the difference was on language learning strategies, this model focused on metacognitive strategies. These strategies were appropriate for the orientation of the locus of control for reading and writing which was inside of the learners because these metacognitive strategies involve monitoring of production or comprehension as Brown (1994) states that "Metacognitive is a term used in information-processing theory to indicate an 'executive' function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluating learning after an activity is completed" (p.115). It is apparent that if considering the locus of control both monitoring and evaluating were important for reading and writing activities; therefore, these strategies were selected for this reading-writing achievement model.

Since the selected variables were latent ones, there were indicators reflecting each variable. Figures 7 and 8 illustrate all the indicators used in both proposed models.
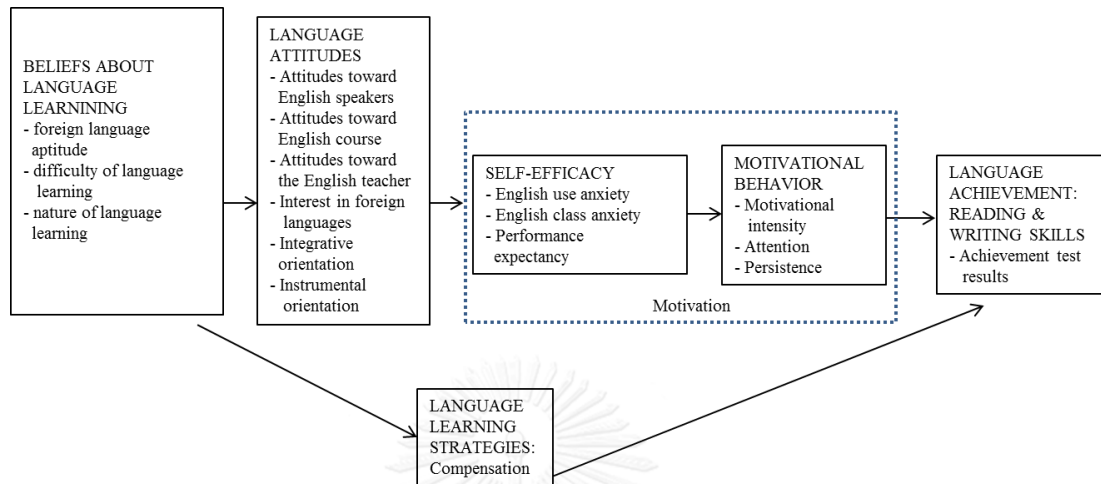
Figure 7 Indicators for variables in Listening-Speaking achievement model
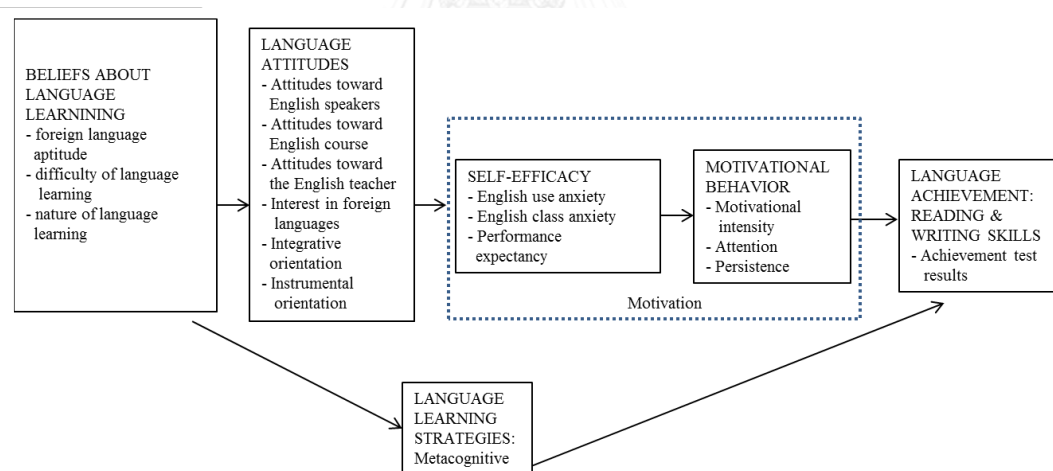
Figure 8 Indicators for variables in Reading-Writing achievement model

With regard to Figures 7 and 8, it is clear that each latent variable in both proposed models consisted of the same indicators or observed variables. The first variables, beliefs about language learning, comprised three indicators: foreign language aptitude, the difficulty of language learning, and the nature of language

learning. The next latent variable, language attitudes, included six indicators: attitudes toward English-speaking people, attitudes toward English class, attitudes toward the English teacher, interest in foreign language, integrative orientation, and instrument orientation. Actually, the next variable, language learning strategies, consisted of one observed variable according to the locus control of the language skills, compensation for listening and speaking skills, and metacognitive for reading and writing skills. However, according to the literature review in Chapter 2, all 6 strategy categories were included in the questionnaire and the factor loading of these measure were reported in Chapter 4. The later variable, self-efficacy had three indicators: English use anxiety, English class anxiety, and performance expectancy. The variable, motivational behavior, consisted of motivational intensity, attention and persistence. The last variable was language achievement which was reflected by the results of the achievement test.

By using SEM, the researcher expected to find out the causal relationships among these variables, and between them and language achievement as the models proposed. This study illustrates baseline data on English language achievement of Thai EFL undergraduate students of PSU. It reflects the students' English profiles, and language teaching and learning management which stakeholders should carefully take into consideration. Moreover, the study provides empirical evidence that systematically proved causal relationships among the selected individual variables (beliefs about language learning, attitudes, motivation, and language learning strategies) and language achievement in the form of a structural equation model. Additionally, the study contributes to useful pedagogical and research implications for language teachers, students and those who are interested in different variables related to language learning.

Additionally, the study aimed at investigating the hypothesized relationships of the variables in the proposed models; therefore, to analyze the construct validity of the proposed models, the goodness of fit of the model needed to be taken into consideration. If the models did not fit to the data, the Mplus program would offer adjustment considering the modification indices. This study relied on the empirical data and the model fit criteria concluded by Kwan and Walker (2003) and Hansen,

Rosen, and Gustafsson (2004). The hypothesized models were fitted to the collected data in accordance with the following criteria of the goodness of fit indices as shown in Table 2.

Table 2

Statistics and criteria of the model fit indices

Statistics for the model fit	Criteria	
1. χ^2 /df	<2.00	

2. Trucker-Lewis Index (TLI)
    Or Non-Normed Fit Index
    (NNFI)
	>0.960	

3. Comparative Fit Index (CFI)	>0.960	
4. Root Mean Square Error of Approximation (RMSEA)	<0.050	= good
	0.051 – 0.080	= acceptable
	0.081 – 0.100	= fair
	>0.100	= not good
5. Standardized Root Mean Square Residual (SRMRW and SMRB)	<0.050	

3.5.2. Development and modification of research instruments

The research instruments consisted of two achievement tests and a set of questionnaire regarding beliefs about language learning, attitudes, motivation, and learning strategies. The Beliefs about Language Learning Inventory (BALLI) (Horwitz, 1987), the Attitudes/ Motivation Test Battery (AMTB) (Gardner, 1985), and Strategy Inventory for Language Learning (SILL) (Oxford, 1990) were modified in accordance with the PSU context in order to assess participants' beliefs, attitudes, motivation, and learning strategies respectively. In terms of two achievement tests, the researcher developed the test according to the curriculum standards for foundation English courses (Office of Higher Education Commission, 2002). The curriculum standards determined two main goals covering the two areas: social language and academic language.

3.5.2.1 Processes of instrument modification and development

After all research instruments were developed and adapted, there was an experts' validation in order to confirm content validity of all instruments. The instruments were adjusted according to the experts' comments and suggestions before using in a pilot study. The instrument adjustment was made again upon getting the results from the pilot study and after that all the instruments were ready for the main study. However, the processes of the questionnaires and the achievement tests had some differences. Figures 9 and 10 illustrate details of the two processes.
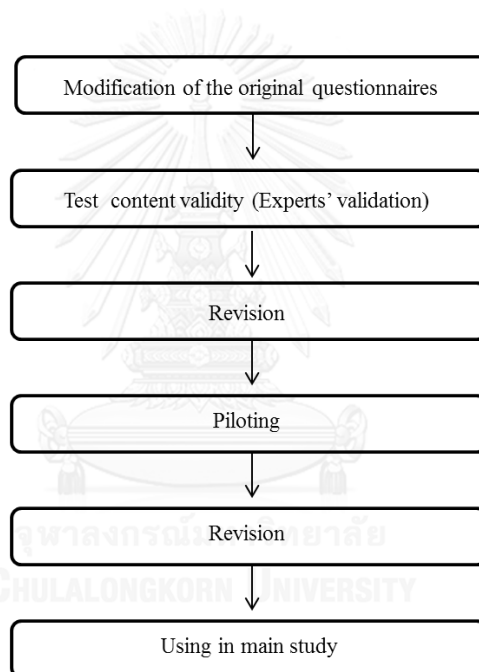
Figure 9 Process of questionnaire modification

```
┌─────────────────────────────────────┐
│     Planning the achievement test     │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│  Designing the test (Test specification)  │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│ Testing  content validity (Experts' validation) │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│            Revising the test           │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│               Piloting                 │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│            Revising the test           │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│           Using in main study          │
└─────────────────────────────────────┘
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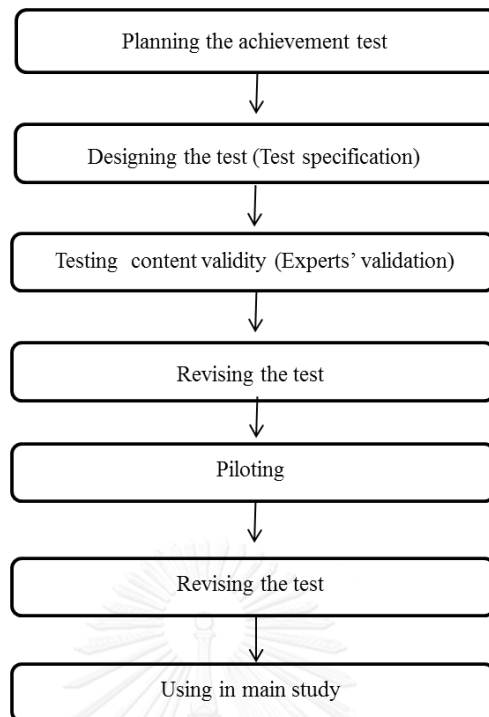
Figure 10 Process of achievement test development adapted from Cambridge (2013)

Regarding the processes in Figures 9 and 10, the process of achievement test development was more complicated because the achievement tests were mainly based on the constructs of the four skills being relevant to the curriculum standards for foundation English courses, and they were specifically developed to assess students' language achievement in a particular context. Moreover, the content validity and reliability were confirmed by the experts and pilot study.

Validation of the listening and speaking achievement test

The achievement tests were validated by three experts in the field of English language instruction, and English language evaluation and assessment. The tests were evaluated concerning the relation between each test item and its objective. Each achievement test was rated on a ±1 scale: -1 means inappropriate; 0 means undecided; and +1 means appropriate. Any items that scored below 0.5 were revised. The experts' evaluation of the two achievement tests: the listening and speaking achievement test and the reading and writing achievement test were described

respectively. Table 3 illustrates mean scores of the experts' evaluation of the first achievement test.

Table 3

Mean scores of experts' evaluation of the listening and speaking achievement test

Items	Objective/ skill	Mean
Listening section		
1	Relating utterances to their situational contexts	0.67
2	Relating utterances to their situational contexts	0.67
3	Relating utterances to their situational contexts	0.33
4	Relating utterances to their situational contexts	0.33
5	Relating utterances to their situational contexts	0.33
6	Relating utterances to their situational contexts	0.33
Dialogue 1		1.00
7	Making inferences	
8	Making inferences	0.33
Dialogue 2		0.33
9	Making inferences	
10	Making inferences	0.33
Dialogue 3		0.33
11	Identifying details	
12	Identifying details	0.33
Dialogue 4		0.67
13	Recognizing major syntactic patterns (instructions)	
14	Recognizing major syntactic patterns (instructions)	0.67
15	Recognizing major syntactic patterns (instructions)	0.67
Monologue 1		0.33
16	Identifying topics	
17	Analyzing intention	0.33
18	Identifying details	1.00
Monologue 2		0.33
19	Identifying topics	
20	Making inferences	1.00
21	Analyzing purposes	0.33
Monologue 3		0.67
22	Identifying topics	
23	Identifying main ideas	0.67
24	Analyzing purposes	0.33
25	Identifying details	1.00
26	Identifying details	0.33
Monologue 4		0.67
27	Identifying details	
28	Identifying details	0.67
29	Identifying details	0.67
30	Identifying details	0.67
Speaking section		1.00
31	Recognizing words/ expressions in different situations	
32	Recognizing words/ expressions in different situations	1.00
33	Recognizing words/ expressions in different situations	1.00

Items	Objective/ skill	Mean
34	Recognizing words/ expressions in different situations	1.00
35	Recognizing words/ expressions in different situations	0.33
36	Recognizing words/ expressions in different situations	0.33
37	Recognizing words/ expressions in different situations	0.33
38	Recognizing words/ expressions in different situations	0.33
39	Making responses to different stimuli	1.00
40	Making responses to different stimuli	1.00
41	Making responses to different stimuli	1.00
42	Making responses to different stimuli	1.00
43	Making responses to different stimuli	1.00
44	Making responses to different stimuli	1.00
45	Making responses to different stimuli	1.00
46	Making responses to different stimuli	0.33

0.5 - 1 = Accepted, > 0.5 = Revised

As observed from Table 1, there were twenty items which scored below 0.5. These problematic items were revised according to the experts' comments. The problematic items concerned the appropriateness of alternatives. For example, some items contained more than one possible answer and some alternatives were not good distractors, for instance: three out of four alternatives started with 'what'; therefore, the other one needed to start with the same question word. Moreover, the format of the alternatives was revised i.e. the arrangement of the alternative was arranged from the shortest to the longest. Furthermore, regarding the experts' comments, some topics of the listening were neither interesting nor relevant to the first year students, for example, the job interview and international students' life in the United States. Therefore, these topics were changed to the mobile application and the PSU students' accommodation respectively.

In terms of questions in the oral interview section, there were six questions asking about personal details and future plans as described in Table 4.

Table 4

Mean scores of experts' evaluation of the oral interview section

Items	Objective/ skill	Mean
Oral interview section		1.00
1	Talking about personal detail	
2	Talking about personal detail	1.00
3	Talking about personal detail	0.33
4	Talking about personal detail	0.33
5	Talking about future plans	0.33
6	Talking about future plans	1.00

0.5 - 1 = Accepted, > 0.5 = Revised

As can be seen from Table 4, three questions which scored below 0.5 were revised. According to the experts' comments, some items contained more than one question, for example, "What do you usually do when you have free time? And explain why do you like to do it?" The questions in this item were separated into two items: "What do you usually do when you have free time?" and "Why do you like to do that activity?"

Reliability process of the listening and speaking achievement test

The listening and speaking achievement test was piloted with 40 second-year students who had studied the English Listening-Speaking course in the previous year, and they were not included in the main study. Kuder-Richardson Formula 20 (KR 20) was employed to assess the internal reliability of the test by using the SPSS program version 21. The reliability of the listening section was 0.77, the speaking section was 0.78 and the overall reliability of the whole test was 0.88. It indicated that this achievement test was reliable enough and could be used in the main study. .Moreover, for better quality of the test, the item facility and item discrimination were calculated by using the Microsoft Excel Program version 2013. The item facility of the test ranged from 0.20 to 0.85, and the item discrimination ranged from 0.20 to 0.45. The listening and speaking test items were revised again. For the "too difficult" items, the correct alternatives in those items were made more explicit whereas for the "too easy" items, the correct alternatives were made less explicit.

Moreover, in the oral interview section, there were two raters rating the participants' responses. The rater were trained how to use the scoring rubric used in this study and the inter-rater reliability was calculated in order to observe the scoring consistency of both raters. The correlation coefficient was 0.83.

Validation of the reading and writing achievement test

The reading and writing achievement test was validated by three experts in the field of English language instruction, and English language evaluation and assessment. The steps were the same as the ones in the listening and speaking test. Table 3 shows the experts' evaluation.

Table 5

Mean scores of experts' evaluation of the reading and writing achievement test

Items	Objective/ skill	Mean
Reading section		1.00
Reading passage 1		1.00
1	Identifying topics	
2	Identifying main ideas	1.00
3	Recognizing references	1.00
4	Identifying details	1.00
Reading passage 2		0.67
5	Recognizing vocabulary in contexts	
6	Recognizing vocabulary in contexts	0.67
7	Recognizing vocabulary in contexts	1.00
8	Recognizing vocabulary in contexts	1.00
9	Recognizing vocabulary in contexts	1.00
Reading passage 3		1.00
10	Identifying topics	
11	Identifying details	1.00
12	Identifying details	1.00
13	Making inferences	1.00
14	Guessing word meaning in contexts	0.67
15	Making inferences	0.33
Reading passage 4		0.33
16	Identifying main ideas	
17	Identifying details	0.33
18	Making inferences	0.33
19	Recognizing references	0.67
20	Guessing word meaning in contexts	0.33
21	Analyzing tones	0.33
Reading passage 5		1.00
22	Identifying topics	
23	Identifying details	1.00
24	Identifying details	1.00
25	Identifying details	0.33
26	Identifying details	1.00

Items	Objective/ skill	Mean
27	Recognizing references	0.33
28	Guessing word meaning in contexts	1.00
29	Guessing word meaning in contexts	1.00
30	Analyzing purposes	1.00
Writing section		1.00
31	Analyzing grammatical errors	
32	Analyzing grammatical errors	1.00
33	Analyzing grammatical errors	0.33
34	Analyzing grammatical errors	0.67
35	Analyzing grammatical errors	1.00
36	Analyzing grammatical errors	1.00
37	Analyzing grammatical errors	1.00
38	Analyzing grammatical errors	1.00
39	Analyzing grammatical errors	0.67
40	Analyzing grammatical errors	0.67
41	Analyzing grammatical errors	1.00
42	Analyzing grammatical errors	1.00
Items	Objective/ skill	Mean
43	Analyzing grammatical errors	0.67
44	Analyzing grammatical errors	0.67
45	Analyzing grammatical errors	0.67
46	Analyzing grammatical errors	1.00

$0.5 - 1 =$ Accepted, $> 0.5 =$ Revised

As can be seen from Table 3, there were nine items scoring below 0.5 and these items were revised according to the experts' comments. The problematic items concerned the appropriateness of alternatives. To illustrate, some items contained more than one possible answer; therefore, the alternatives were revised in order to have only one correct answer. Another comment was that the passage was far-fetched from students' life. It was about a letter of resignation; thus, this passage was changed to a letter of thank you for a scholarship, and the question objectives were maintained. Moreover, the distractor format was also rearranged regarding the length, starting with the shortest to the longest.

Reliability process of the reading and writing achievement test

The reading and writing achievement test was piloted with 33 second-year students who already studied the English Reading-Writing course in the previous year, and they were not included in the main study. Kuder-Richardson Formula 20 (KR 20) was employed to assess the internal reliability of the test by using the SPSS program version 21. The reliability of the reading section was 0.88, the speaking section was 0.77 and the overall reliability of the whole test was 0.92. It indicated that this achievement test was reliable and could be used in the main study. . Moreover,

for better quality of the test, the item facility and item discrimination were calculated by using the Microsoft Excel Program version 2013. The item facility of the test ranged from 0.25 to 0.58, and the item discrimination ranged from 0.20 to 0.60. The test items were revised again. For the "too difficult" items, the correct alternative in those items were made more explicit.

Moreover, in the paragraph writing section, there were two raters rating the participants' writing. The rater were trained how to use the scoring rubric used in this study and the inter-rater reliability was calculated in order to observe the scoring consistency of both raters. The correlation coefficient was 0.87.

Validation of the questionnaire

The content validity of the questionnaire was evaluated by three experts in the field of English instruction and English assessment and evaluation. The questionnaire was evaluated on the content in each variable, as well as on English and Thai translation of each statement. The questionnaire was rated in a ±1 scale: -1 means inappropriate; 0 means undecided; and +1 means appropriate.. Any items that scored below 0.5 were revised. The experts' evaluation of the questionnaire showed that all statements were homogeneously evaluated in a +1 scale. In other words, the mean scores of all the statements in the questionnaire was 1.00 which means that the questionnaire demonstrated great content validity. The experts also suggested some corrections of Thai translation for better understanding. Moreover, according to the experts' comments, some overlapped items were cut off, and after the revision of the questionnaire, the total number decreased from 139 to 109.

Reliability process of the questionnaire

After the questionnaire was piloted, the reliability of all variables in the questionnaire was calculated by using Cronbach's alpha. The correlation coefficients of all variables are reported in Table 6.

Table 6

Reliability of all variables employing Cronbach's alpha

Variable	Mean	SD	Cronbach's Alpha (α)
Beliefs about Language Learning	3.85	.38	.752
Attitudes toward English Learning	3.80	.47	.883
Self-efficacy	3.37	.55	.917
Motivational Behavior	3.26	.65	.891
Language Learning Strategies	3.37	.55	.959

As displayed in Table 6, the reliability of the variables in this study ranged from 0.752 to 0.959, indicating that the questionnaire was reliable and could be used in the main study.

Also, the item-total correlation values of the statements in each variable were calculated separately in order to examine the internal consistency of the statements, indicating that the statements in each variable were correlated, and could be used in the main study. Table 7 illustrates the mean scores, standard deviation, and item-total correlation values of statements in each variable.

Table 7

Item-total correlation and means of statements in the questionnaire

Statements	Mean	SD	Item-total correlation
Beliefs about Language Learning			
Foreign language aptitude			
1. It is easier for children than adults to learn a foreign language.	3.44	0.85	.412
2. Some people have a special ability for learning foreign languages.	4.18	0.76	.452
3. People who are good at mathematics or science are not good at learning foreign languages.	3.79	0.80	.540
4. I have a special ability for learning foreign languages.	3.58	0.94	.580
5. Women are better than men at learning foreign languages.	3.53	1.00	.480

Statements	Mean	SD	Item-total correlation
6. Everyone can learn to speak a foreign language.	3.35	0.74	.449
Difficulty of language learning			
7. Some languages are easier to learn than others.	4.09	0.83	.152
8. English is a very easy language.	3.32	0.85	.153
9. I believe that I will learn to speak English very well.	3.40	0.82	.094
10. It is easier to read and write English than to speak and understand it.	4.18	0.76	.452
The nature of language learning			
11. It is necessary to know about English-speaking cultures in order to speak English.	4.14	0.79	.391
12. It is best to learn English in an English-speaking country.	3.95	0.93	.326
13. The most important part of learning a foreign language is learning vocabulary words.	4.47	0.57	.357
14. The most important part of learning a foreign language is learning grammar.	4.07	0.78	.188
15. The most important part of learning English is learning how to translate from my native language.	3.91	0.74	.335
Language Attitudes			
Attitudes toward English-speaking people			
1. Most native English speakers are so friendly and easy to get along with.	3.44	0.85	.431
2. I wish I could have many native English speaking friends.	4.18	0.76	.315
3. The more I get to know native English speakers, the more I like them.	3.79	0.80	.486
4. You can always trust native English speakers.	3.46	0.80	.436
Attitudes toward the English course			
5. I enjoy the activities of our English class much more than those of my other classes.	3.58	0.94	.680
6. I look forward to the time I spend in English class.	3.23	0.80	.615
7. English is one of my favorite courses.	3.53	1.00	.602
Attitudes toward the English teacher			
8. I look forward to going to class because my English teacher is so good.	3.35	0.74	.542
9. My English teacher has a dynamic and interesting teaching style.	3.63	0.79	.255
10. My English teacher is a great source of inspiration to me.	3.56	0.85	.662
Interest in foreign languages			
11. I wish I could speak many foreign languages perfectly.	4.07	0.88	.450
12. I wish I could read newspapers and magazines in many foreign languages.	3.95	0.93	.457
13. I enjoy meeting people who speak foreign languages.	3.93	0.78	.549
Integrative orientation			
14. Studying English is important because it will allow me to be more at ease with people who speak English.	3.84	0.88	.612
15. Studying English is important because it will enable me to better understand and appreciate English art and literature.	3.77	0.73	.563
16. Studying English is important because I will be able to participate more freely in the activities of other cultural groups.	4.07	0.68	.501

Statements	Mean	SD	Item-total correlation
Instrumental orientation			
17. Studying English is important because it will make me more educated.	4.18	0.74	.527
18. Studying English is important because it will be useful in getting a good job.	4.65	0.52	.395
19. Studying English is important because other people will respect me more if I have knowledge of a foreign language.	3.93	0.94	.441
Motivation in Language Learning			
Self-efficacy			
English use anxiety			
1. Speaking English anywhere makes me feel worried.	3.46	0.95	.379
2. I feel anxious if someone asks me something in English.	3.51	0.87	.426
English class anxiety			
3. I never feel quite sure of myself when I am speaking in our English class.	3.42	1.00	.364
4. It embarrasses me to volunteer answers in our English class.	3.25	1.06	.468
5. It worries me that other students in my class seem to speak English better than I do.	3.51	1.04	.365
Performance expectancy *I'm likely to be able to…*			
6. have everyday conversations with others in English.	3.75	0.87	.342
7. describe my present job, studies, or other major life activities accurately in details.	3.49	0.78	.625
8. talk about the future plans.	3.44	0.82	.536
9. speak English well enough to be able to teach my friend.	3.14	1.00	.787
10. understand simple statements or questions in English	3.65	0.88	.600
11. understand a native speaker who is speaking to me as quickly and as colloquially as he/ she would to another native speaker.	3.14	0.97	.739
12. read personal letters, emails or note written to me in which the writer has deliberately used simple words and constructions.	3.65	0.99	.674
13. read popular novels without using a dictionary.	3.07	1.07	.808
14. write a well-organized paragraph.	3.05	1.01	.803
15. write an essay in English.	3.00	1.02	.768
16. edit my friends' writing.	2.81	1.03	.760
17. work as a writer for an English newspaper.	2.72	1.05	.683
Motivational behavior			
Motivational intensity			
18. When I have a problem understanding something in my English class, I always ask my teacher for help.	3.25	0.79	.527
19. I really work hard to learn English.	3.88	0.71	.598
20. After I get my English assignment back, I always rewrite them, correcting my mistakes.	3.40	0.98	.625
Attention			
21. Nothing distracts me when I am studying English.	2.82	0.89	.682
22. I usually remain focused in class right until the end of a lecture.	3.02	0.95	.680
23. I rarely miss any points presented in a lecture.	3.16	0.96	.704

Statements	Mean	SD	Item-total correlation
Persistence			
24. I work on my English homework regularly.	3.42	0.91	.710
25. I usually finish my English homework before watching television or going out.	3.00	0.91	.673
26. I usually maintain a high level of effort throughout an entire course.	3.37	0.94	.627
Language Learning Strategies			
Memory strategies			
1. I think of relationships between what I already know and new things I learn in English	3.39	0.68	.479
2. I use new English words in a sentence so I can remember them.	3.56	0.87	.570
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.	3.49	0.83	.521
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	3.74	0.81	.527
5. I use rhymes to remember new English words.	2.98	0.79	.552
6. I use flashcards to remember new English words.	2.88	0.91	.397
7. I physically act out new English words.	3.26	0.84	.437
8. I review English lessons often.	3.05	0.85	.640
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.14	1.01	.482
Cognitive strategies			
10. I say or write new English words several times.	3.21	0.94	.701
11. I try to talk like native English speakers.	3.74	0.81	.460
12. I practice the sounds of English.	3.91	0.71	.545
13. I use the English words I know in different ways.	3.39	0.92	.657
14. I start conversations in English.	3.11	0.99	.700
15. I watch English language TV shows spoken in English or go to movies spoken in English.	3.49	1.05	.483
16. I read for pleasure in English.	3.00	0.98	.599
17. I write notes, messages, letters, or reports in English.	2.63	1.10	.519
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.54	1.07	.744
19. I try to find patterns in English.	3.40	1.03	.648
20. I find the meaning of an English word by dividing it into parts that I understand.	3.37	1.10	.672
21. I try not to translate word-for-word.	3.32	1.06	.519
22. I make summaries of information that I hear or read in English.	2.95	0.99	.595
Compensatory strategies			
23. To understand unfamiliar English words, I make guesses.	3.63	0.88	.484
24. When I can't think of a word during a conversation in English, I use gestures.	3.75	0.87	.518
25. I make up new words if I do not know the right ones in English.	3.33	1.08	.501
26. I read English without looking up every new word.	2.91	1.02	.446
27. I try to guess what the other person will say next in English.	3.37	1.03	.658
28. If I can't think of an English word, I use a word or phrase that means the same thing.	3.63	0.96	.623

Statements	Mean	SD	Item-total correlation
Metacognitive strategies			
29. I try to find as many ways as I can to use my English.	3.39	0.96	.713
30. I notice my English mistakes and use that information to help me	3.28	0.98	.719
31. I pay attention when someone is speaking English.	3.68	0.89	.551
32. I try to find out how to be a better learner of English.	3.75	0.87	.681
33. I plan my schedule so I will have enough time to study English.	3.07	0.94	.556
34. I look for people I can talk to in English.	3.18	0.97	.547
35. I look for opportunities to read as much as possible in English.	3.42	0.93	.703
36. I have clear goals for improving my English skills.	3.86	0.83	.615
37. I think about my progress in learning English.	4.14	0.88	.370
Affective strategies			
38. I try to relax whenever I feel afraid of using English.	3.86	0.77	.498
39. I encourage myself to speak English even when I am afraid of making a mistake.	3.88	0.78	.548
40. I give myself a reward or treat when I do well in English.	3.11	1.11	.528
41. I notice if I am tense or nervous when I am studying or using English.	3.53	0.98	.485
42. I write down my feelings in a language learning diary.	3.53	0.98	.355
43. I talk to someone else about how I feel when I am learning English.	2.84	1.12	.532
Social strategies			
44. If I do not understand something in English, I ask the other person to slow down or say it again.	3.89	0.82	.658
45. I ask English speakers to correct me when I talk.	3.11	1.03	.543
46. I practice English with other students.	3.19	1.06	.516
47. I ask for help from English speakers.	3.11	1.01	.511
48. I ask questions in English.	2.91	1.04	.626
49. I try to learn about the culture of English speakers.	3.88	0.91	.542

Item-total correlation ≥ 0.2 = accepted, > 0.2 = revised, deleted

As displayed in Table 7, the item-total values of most statements in each variable were higher than 0.2, except statements number 8, 9, 10 and 14 in the variable beliefs about language learning. This indicated that all the statements with item-total correlation higher than 0.2 were reliable and able to be used in the main study. The four statements being lower than 0.2 should be deleted, but they were kept because each item collected different perspectives of beliefs about language learning.

Moreover, the correlation coefficients among all variables were computed by employing Pearson correlation. Table 8 describes the correlation coefficients among the variables.

Table 8

Correlation coefficients of beliefs, attitudes, self-efficacy, motivational behavior, and language learning strategies

Variable	Beliefs	Attitudes	Self-efficacy	Motivational behavior	Language learning strategies
Beliefs	-	.844**	.208	.504**	.496**
Attitudes	-	-	.173	.558**	.479**
Self-efficacy	-	-	-	.595**	.377**
Motivational behavior	-	-	-	-	.619**
Language learning strategies	-	-	-	-	-

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

As seen from Table 8, the language learning strategies were significantly correlated with motivational behavior, self-efficacy, attitudes and beliefs at the 0.01 level. The significant correlation of motivational behavior and other variables was found at the 0.01 level. Meanwhile, the insignificantly positive correlation was found between the two pairs of the variables: self-efficacy and attitudes, and self-efficacy and beliefs.

3.5.2.2 The pilot study

The pilot study was beneficial for the main study because the researcher could check and test upon the completion of all research instruments and could prevent problems that might occur in the main study. The followings are the purposes of the pilot study:

1. To study how to appropriately administer the achievement tests and the questionnaire

2. To identify different weak points of all research instruments needed to be revised before using in the main study

3. To prepare the researcher for the main study

The findings obtained from the pilot study revealed weak points about all research instruments, test administration, and questionnaire responses. Hence, the researcher could find out ways to improve those problematic issues before the commencement of the main study.

The pilot study was taken at the beginning of the first semester in academic year 2014. The participants in the pilot study included 74 students who completed the foundation English courses in the previous semester, 40 students took the listening and speaking achievement test, and 34 students took the reading and writing achievement test. The results were used as fundamental information for the revision of all research instruments as aforementioned in the validation and reliability processes of all instruments. As for questionnaire completion, because both achievement tests were administered on different days in the evening after their normal classes, all participants were asked to come again on another day. However, out of 74 participants (40 and 34) only 57 were able to attend the questionnaire session. As a result, the participants in the main study were asked to complete the questionnaire as soon as they finished the achievement test in order to assure that they handed in all the completed research instruments. It was advisable that the test be administered in their normal classes after receiving permission from the teachers.

3.5.3. Data collection

Data were collected in the academic year 2014 at the end of the first semester two Foundation English courses. The participants in both foundation English courses were asked to take the achievement test regarding their courses and a set of questionnaire about beliefs, attitudes, motivation, and learning strategies. For those who were in the Listening-Speaking Course their listening and speaking skills were assessed, and for those who were in the Reading-Writing Course, their reading and writing skills were assessed. The participants needed to complete the set of questionnaire comprising participants' demographic background, beliefs about language learning, attitudes, motivation, and language learning strategies after they finished the achievement test. They could ask if they had questions about the questionnaire in order to get better understanding. All questionnaires were collected

before the participants left the classroom. The data collection process is shown in Figure 11.
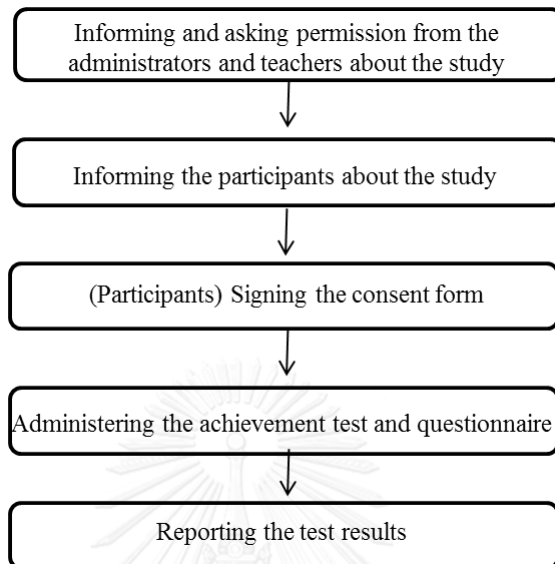
Figure 11 Data collection process

According to the data collection process, it was obvious that the researcher needed to inform the administrators and the teachers of the two foundation English courses about the present study, and asked for permission to collect the data from the target groups. Both groups of participants were asked to take the achievement test regarding the foundation courses they studied and complete questionnaire at the end of the semester. Before taking the test, the participants were informed about the study and the importance of their participation including their rights and responsibilities. In the test administration, the researcher was available in case the participants needed some explanation about the test and questionnaire. Finally, a month after the test the results were provided to the administrators, teachers and participants.

The language achievement tests developed in this study were not used as the final tests of the courses. The participants still needed to take their normal final test developed by their teachers. The achievement tests were administered in their normal classes after their teachers' permission. Their normal schedules were checked to ensure that there was enough time for the participants to finish the test and

questionnaire. Since the tests were administered in their normal classes, all participants received points for their attendance and in class activity participation.

3.5.4. Data analysis

Descriptive statistics such as percentage, frequency, mean score and standard diviation were calculated by using the SPSS program version 21 in order to analyze the participants' achievement levels, and to describe the beliefs about language learning, attitudes, motivation and language learning strategies. In terms of the participants' achievement levels, they were categorized based on the study conducted by Teh (2014) on dividing learners' language achievement into five grades: A (80% and above), B (70% and above), C (60% and above), D (50% and above), and E (44% and below). Also based on Teh, the terms for those achievement levels were coined as: excellent learners and less excellent learners whereas excellent learners were those with grades A and B, and less excellent learners were to those with grades C to E.

Also, as this research aimed at exploring the causal relationships of the four selected variables and language achievement; therefore, in order to achieve the objectives, structural equation modeling (SEM) was employed. SEM is a technique that is used to confirm the causal relationships between variables in a diagrammatic form (Foster et al., 2006). SEM is appropriate to confirm the hypothesized model based on prior research studies, and it is able to analyze both observed and latent variables. Moreover, it provides estimates of measurement errors and can be used to investigate whether an independent variable produces a direct effect on a dependent variable or whether it does so via a mediating variable. As a result, SEM is suitable to employ in the study in order to respond constructively to the objective of the study.

There are many software programs used for performing SEM. Initially, LISREL is initially developed, but later others are created such as AMOS, EQS, Mx, Mplus, CALIS (a module of SAS), SEPATH (amodule of Statistica) and so on. Generally, these software programs provide statistical analysis of raw data, and routines for handling missing data and detecting outliers, generating the program's syntax, diagram the model, and provide for import and export of data and figures of a theoretical model (Schumacker & Lomax, 2010).

The software program used to perform SEM in this research was Mplus version 7.11. After raw data were collected, the Mplus program was applied in order to test the relationships among the selected variables and language learning achievement. The researcher could test whether the data fitted the proposed models of Thai EFL undergraduate students' language achievement.

3.5.5. Model Adjustment

The proposed models of language achievement of Thai EFL undergraduate students were tested and were later adjusted in terms of the goodness of model fit according to the collected data. The conclusion and modification were provided for better understanding about the discovered phenomena in PSU context.

3.6 Research instruments

The present study employed four research instruments to collect data for all variables. First, the modified version of Beliefs about Language Learning Inventory (BALLI) (Horwitz, 1987) was employed to assess participants' language learning beliefs. Second, the modified version of the Attitudes/ Motivation Test Battery (AMTB) (Gardner, 1985) was used to assess participants' language attitudes and motivation. Third, the modified version of Strategy Inventory for Language Learning (SILL) (Oxford, 1990) was employed to assess participants' language learning strategies. These instruments were put together in the same set of questionnaire, but in four different sections. In this set of questionnaire, one section of demographic background was added at the beginning in which the participants were asked about their personal information such as age, gender, years of English study, faculty, and field of study. The last instrument used to assess participants' language achievement was the achievement test. There were two sets of the test, one was for the Listening-Speaking Course and the other was for the Reading-Writing Course. These two sets were developed based on the curriculum standards for foundation English courses. The details of each instrument are described as follows.

3.6.1 Beliefs about Language Learning Inventory (BALLI)

The well-known instrument to assess learners opinions on various issues relevant to language learning was developed by Horwitz (1987) called Beliefs About Language Learning Inventory (BALLI). It has been widely used for assessing learners' beliefs about language learning in ESL/ EFL contexts. The questionnaire consists of five key areas: 1) foreign language aptitude, 2) the difficulty of language learning, 3) the nature of language learning, 4) learning and communication strategies, 5) motivations and expectation. There are 34 items with five-point Likert-scale ranging from strongly disagree to strongly agree. In this study, to assess participants' beliefs about language learning, the BALLI was modified in accordance with the PSU context. The last two key areas, learning and communication strategies, and motivation and expectation, were omitted in order to ovoid overlapped items in the other sections regarding attitudes, motivation and language learning strategies. Therefore, the section about language learning beliefs consisted of 15 items in three key areas: 1) foreign language aptitude, 2) the difficulty of language learning, and 3) the nature of language learning.

The followings are examples of the modified version of beliefs about language learning questionnaire:

Example 1   original = The most important part of learning a foreign language is
                                 learning grammar.

              modified = The most important part of learning English is learning
                                 grammar.

Example 2   original = The most important part of learning a foreign language is
                                 learning vocabulary words.

              modified = The most important part of learning English is learning
                                 vocabulary words..

Moreover, the BALLI was translated into Thai in order to avoid any misunderstanding and difficulty when the participants completed the questionnaire. It could ensure that the findings accurately reflect their beliefs in language learning.

Example 1: Foreign language aptitude

It is easier for children than adults to learn a foreign language.

เด็กเรียนรู้ภาษาต่างประเทศได้ง่ายกว่าผู้ใหญ่

Example 2: People who are good at mathematics or science are not good at learning

foreign languages.

คนที่เก่งคณิตศาสตร์หรือวิทยาศาสตร์มักจะไม่เก่งภาษาต่างประเทศ

3.6.2 Attitudes/ Motivation Test Battery (AMTB)

Attitudes and motivation are two latent variables that are interrelated; therefore, Gardner (1985) has developed an instrument to measure learners' attitudes and motivation in foreign language learning, called Attitude/ Motivation Test Battery (AMTB). This instrument aims at assessing major affective components relevant to second language learning. The AMTB was particularly designed to investigate attitude and motivation of English-speaking students who learn French as a second language; therefore, all items are only related to French learning. This version comprises of 19 sub-scales: 8 sub-scales are in seven-point Likert-scale format ranging from strongly agree to strongly disagree, 3 sub-scales are in multiple-choice format, and 9 sub-scales are in a semantic differential format. However, later, Gardner (2004) develops an English version of AMTB which is for secondary school students who study English as a foreign language. There are totally 12 sub-scales with only in six-point Likert-scale ranging from strongly agree to strongly disagree. The 12 sub-scales in the English version include interest in foreign languages, parental encouragement, motivational intensity, English class anxiety, English teacher evaluation, attitudes toward English-speaking people, integrative orientation, desire to learn English, English course evaluation, English use anxiety, and instrumental orientation.

In this study, both versions of the AMTB were modified according to the PSU context. In each scale there were some items that asked the same thing in different ways in order to cross check participants' responses; therefore, these kinds of items

were cut off in order to make the questionnaire shorter. All items in the questionnaire were changed to five-point Likert scale like other sections for consistency. The questionnaire was also translated into Thai in order that the participants of the study could effectively reflect their attitudes and motivation in language learning without any language barriers. The followings are examples of the modified version of attitudes and motivation.

Example 1   When I have a problem understanding something in my
                   English class, I always ask my teacher for help.

                   เวลาที่ไม่เข้าใจเนื้อหาที่เรียนในวิชาภาษาอังกฤษฉันจะขอความช่วยเหลือ
                   จากอาจารย์เสมอ

Example 2   My English teacher is a great source of inspiration to me.

                   อาจารย์สอนภาษาอังกฤษเป็นแรงบันดาลใจที่ยิ่งใหญ่สำหรับฉัน

3.6.3 Strategy Inventory for Language Learning (SILL)

In order to assess learners' language learning strategies, many researchers use or adapt them from the widely used instrument, Strategy Inventory for Language Learning (SILL) (7.0 version), which is developed by Oxford (1990). It is a self-report questionnaire consisting of 50 items. The SILL is used for investigating the frequency of learners' use of 50 strategies in language learning which are categorized into six categories based on Oxford's classification system. The six categories are: (1) Memory strategies, (2) Cognitive strategies, (3) Compensation strategies, (4) Metacognitive strategies, (5) Affective strategies, and (6) Social Strategies. This questionnaire employs a five-point Likert scale comprising 1 means never or almost never true of me, 2 means usually not true of me, 3 means somewhat true of me, 4 means usually true of me, and 5 means always or almost always true of me. Normally, the participants are asked to read statements and select the frequency that is particularly true to them while learning a language. In this study, the SILL was modified in order to fit the PSU context. Additionally, a Thai version of the modified SILL was developed in order to obtain more accurate results without any language barrier. Some examples are as follows:

Example 1   Memory strategies

I use new English words in a sentence so I can remember them.

ฉันใช้คำศัพท์ภาษาอังกฤษใหม่ในประโยคทำให้ฉันจำได้

Example 2   I use rhymes to remember new English words.

ฉันใช้คำคล้องจองในการจำคำศัพท์ภาษาอังกฤษใหม่

All aforementioned instruments were translated into Thai in order to avoid any misunderstanding that may occur while collecting data, and to ensure that all the responses reflected the participants' beliefs about language learning, attitudes, motivation, and language learning strategies. All Thai versions of the modified instruments were inspected by the experts in the field to make sure that the participants understand the same thing in the same way as in the English version.

3.6.4 Language achievement tests

In this study language achievement tests were used to assess learners' language achievement. The tests were developed based on the curriculum standards of foundation English courses. There were two sets of language achievement tests: the first set assessing listening and speaking skills, and the other assessing reading and writing skills. The test specifications of the two achievement tests were written according to Davidson and Lynch (2002) (Appendix A). The two achievement tests are described below.

The listening and speaking achievement test

The English Achievement Test 1 consisted of two sections: Listening and Speaking. First, in the listening section, the skills needed to measure were identifying details, topics, main ideas or important information, making inferences, analyzing intention/ purposes/ tone, recognizing major syntactic patterns, and relating utterances to their situational contexts. Tasks were developed based on Brown (2004). Three types of listening tasks in this test were communicative stimulus-response, information transfer, and question-and-answer. The main task was communicative stimulus-response, which meant that test takers listened to monologues or dialogues

and then answered the related comprehension questions. If considering authenticity of the task, monologues and dialogues in the task were rather authentic because test takers could hear them in real life situations. However, if considering the response format, multiple-choice was far from authentic. The next task was information transfer which is used in diagram/ chart-filling formats. The diagram/ chart-filling task seemed to be more authentic because the test takers could encounter this kind of task in their daily life. The test takers listened to a passage, then tried to focus on the relevant information so that they could select the words or phrases to complete the chart or diagram. With one or two word- answer format that the test takers transfered from the passage, it could be marked correct or incorrect and did not need any rubric for scoring. The last listening task was responsive listening in question-and-answer format. This interactive task assessed the test takers' understanding about the questions or stimuli, which simulated real life situations, then they chose the best response to the question from the provided alternatives.

The second section in the English Achievement 1, speaking section, was divided into two main formats: a paper-based test and an oral interview. The test takers' speaking ability was assessed directly and indirectly via the oral interview and test paper respectively. The two test formats were administered at different times. Normally, in large-scale assessment, indirect speaking assessment seems to be more practical, while direct assessment sounds impractical. Nevertheless, this study made effort to have the test takers speak in order to assess their speaking ability directly. The skill needed for the oral interview was to talk about personal information and future plan, and the task was to answer the questions orally. Regarding this oral task, the test takers needed to use both language knowledge and strategic competence to accomplish it; therefore, various aspects of speaking performance were assessed. This task was more authentic because the test takers had face-to-face communication. Although it took time for scoring and administering the oral test, it was worthwhile to do so.

In the paper-based test or indirect speaking assessment, the needed skills are making responses to different stimuli, and recognizing words/expressions in different situations. The task for making responses to different stimuli is responsive speaking in question-and-answer format. In this task, the test takers read the questions or conversation and then chose the best response from the alternatives. The questions in

this task were relevant to telephoning, and offering, responding to invitations, and other daily life situations. This task was used in order to assess the test takers' knowledge of cultural reference and evaluating the correctness or appropriateness of the responses, which were components of language knowledge and strategic competence. The task for words/ expressions recognition was gap filling. In this task, the test takers read conversations in two situations (giving directions and interviewing) and then chose the appropriate words or expressions to each blank from the alternatives provided. This task intended to assess the participants' vocabulary and expressions used in different situations. Although the formats seemed less authentic, the topics of the conversations/ questions are in real life. With respect to the response attribute, all tasks in this part employ multiple-choice. It is practical for scoring a large number of test papers.

The reading and writing achievement test

The English Achievement Test 2 consisted of two sections: reading and writing. In the reading section, the skills needed to be assessed were 1) identifying topics, and main ideas, 2) identifying specific or important details of reading texts, 3) analyzing tones/ purpose/ intention of the passage, 4) making inferences, 5) recognizing inferences, 6) vocabulary in contexts, and 7) guessing word/ idiom/phrase meanings in contexts. There were five reading passages which had reading ability index ranging from 43.6 to 64.6. According to the Flesch Reading Ease Score, the scores from 0.0 to 30.0 are interpreted that the passages are best understood by university graduates, from 30.0 to 50.0 are best understood by college students, from 50.0 to 60.0 are best understood by 10th to 12th grade students, and 60.0 to 70.0 are easily understood by students at the age of 13-15. Since the test takers are Thai EFL learners, the readability index should be between 30.0 to 70.0.

The test tasks in the reading section included cloze and impromptu reading plus comprehension questions. All tasks in the reading section emphasized interactive reading which had a combination of both form-focused and meaning-focus objectives but with more emphasis on meaning. They also had more focus on top-down process than on bottom-up process. The main task in the Reading Section was the impromptu reading plus comprehension questions which were designed to assess reading comprehension. After reading passages, the test takers needed to respond to the

questions, covering the comprehension of various features: topic, main idea, specific details, tone/ purpose/ intention of the passages, expressions/ idioms/ phrases in context, inference, and grammatical features (references). This task was used because various skills could be assessed at once. The other task was cloze where the test takers' knowledge of grammar and vocabulary were assessed. They needed to understand the context and then select the best words/ phrases to the blanks. Moreover, all tasks in this section provided reading materials used in real world such as articles from magazines, newspapers and the internet. It was more authentic if they were considered in terms of the sources of materials.

The other section was writing which consisted of two skills: analyzing errors, and writing a paragraph. The section included editing or error analysis, and a paragraph construction. The editing task asked the test takers to find the incorrect parts from the specified alternatives and the prompts were developed to assess their grammatical knowledge which included knowledge about parts of speech, participial phrases, subject and verb agreement, tenses, propositions, if clauses, pronouns and comparison. Although this task tended to assess linguistic competence, it could be seen more authentic because it was like simulation of editing written passages in real life (Brown, 2004). The other task was paragraph construction where test takers needed to choose only one topic from the topics given before writing a well-organized paragraph about the chosen one. The topics provided were closely related to test takers' life, and they were quite familiar with those topics that the test takers could clearly reflect their English knowledge via their writing.

3.7 Chapter summary

This chapter elaborates on research design and methodology. The proposed models of language achievement of Thai EFL undergraduate students are also introduced. The details of the research subjects, all research instruments, data collection, and data analysis are illustrated.

CHAPTER 4
RESERCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of this study. The findings are reported according to the three objectives respectively. The first objective focuses on the achievement levels of the two groups of participants gained from the achievement tests, including their diagnostic profiles. This part describes how well the participants perform through the achievement tests, and their problematic points that need to be solved in order to improve their English ability. Research objective two demonstrates quantitative results obtained from the questionnaire consisting of the beliefs, attitudes, motivation, and language learning strategies of Thai EFL undergraduate students. Finally, research objective three depicts the causal relationships among beliefs, attitudes, motivation, learning strategies, and language achievement of Thai EFL undergraduate students by employing structural equation modelling (SEM).

4.2 Findings and discussions

4.2.1 Research objective 1: To examine the English achievement level of Thai EFL undergraduate students

The participants were divided into two groups regarding the foundation English courses they were studying in the first semester, the academic year 2014, namely, the listening-speaking and reading-writing courses. Thus, their language performances were also described in separate sections.

4.2.1.1 The achievement levels of participants studying the listening and speaking course

Initially, the distribution of the participants in this group was clearly illustrated in three aspects, namely, age, gender and study programs as shown in Table 9.

Table 9

Distribution of participants in listening and speaking group in terms of age

Age	n	Percentage
18	174	39.28
19	246	55.53
20	23	5.19
Total	443	100

The number of participants in this listening and speaking group was 443, with the age ranging from 18 to 20. According to Table 9, more than half of them were 19 (55.53%), about 40 percent were 18, and about 5 percent were 20. This was because most of the participants were the first - year students (normally at the age of 18 or 19), only some of them were re-entered students.

Table 10

Distribution of participants in listening and speaking group in terms of gender

Gender	n	Percentage
Male	70	15.80
Female	373	84.20
Total	443	100

In terms of gender, the vast majority of the participants were female (84.20%) and the minority were male students (15.80%) as observed in Table 10.

Table 11

Distribution of participants in listening and speaking group in terms of study programs

Study program		n	percentage
Industrial Management Technology		6	1.35
Rubber Industry Technology		43	9.71
Food Technology		47	10.61
Chemistry for Industry		42	9.48
Environmental Management Technology		2	0.45
Public and Enterprise Management		2	0.45
Languages, Communication and Business		137	30.98
Business Development		67	15.12
Business Economics		97	21.90
	Total	443	100

Since the foundation English courses were designed to serve all students from all study programs in the campus, they could choose to enroll in the section which its study time suited them the most. Thus, the participants in this study were from different study programs and the number of students from each program could not be expected. As illustrated in Table 11, the participants majoring in Languages, Communication and Business were the majority of this group (30.98%), followed by   Business Economics students (21.90%), Business Development students (15.12%), Food Technology students (10.61%), Rubber Industry Technology students (9.71%), Chemistry for Industry students (9.48%), and the rest was Industrial Management Technology (1.35%), Environmental Management Technology (0.45%), and Public and Enterprise Management (0.45%).

The participants in this group took the in-house achievement test comprising two main sections: listening and speaking skills. With regard to the listening section, there were 30 multiple-choice items concerning listening comprehension in different situations. With respect to the speaking section, it consisted of 16 multiple-choice items concerning making responses to questions, and

an oral speaking part. All the scores were converted into normalized T-score in order to clearly classify their achievement levels, and this kind of score was also used for the model estimate.

There were several ways to categorize English achievement levels. This study applied the achievement scales developed by Teh (2014), which was used to classify Arabic achievement levels. He divides learners' language achievement into five levels, that is, grade A (80% and above), B (70% and above), C (60% and above), D (50% and above), and E (44% and below). These achievement scales are also similar to the ones used as a normal practice for grading language achievement in the foundation English courses at PSU, Surat Thani Campus. At the campus, the grading scale for the foundation courses were set by teachers, which was criterion-referenced evaluation. The ranges of grading were similar to Teh's scales although most letter grades had a plus sign (A = 80% and above, B+ = 75% - 79% , B = 70% - 74%, C+ = 65% - 69%, , C = 60% - 64%, D+ = 55% - 59%, D = 45% - 54%, and E = below 45%). Moreover, Teh coins the terms for those achievement levels as excellent learners and less excellent learners. Excellent learners refer to those who get grades A and B, while less excellent learners refer to those who get grades C to E.

The results of the listening and speaking achievement test were reported in the table below.

Table 12

EFL undergraduate students' English listening and speaking achievement levels

Grades	Frequency	Percentage	Achievement level
A	6	1.35	Excellent learners
B	15	3.39	(n = 21, 4.74%)
C	57	12.87	Less excellent learners
D	240	54.18	(n = 422, 95.26%)
E	125	28.22	
Total	443	100	

Note: Those who obtained grades A and B were considered as excellent learners, and others as less excellent learners.

As observed from table 12, the vast majority of the participants (95.26%) were categorized as less excellent learners, while 4.74 percent of them were defined as excellent learners. The majority of the participants obtained grade D (54.18%), followed by E (28.22%), C (12.87%), B (3.39%) and A (1.35%) respectively. This may be because the students did not get used to the oral interview by using the equipment in the language laboratory. The oral interview session was administered in a language laboratory, the researcher asked them questions in front of class and each of them individually recorded their responses on the computer. According to the recording, it was found that many participants did not answer the questions. Some participants only giggled and said nothing, some tried to ask their friends how to answer the questions, some only made short responses to some questions. Thus, their speaking scores were not good, which directly affected the whole scores. Although these participants did not do well in the oral interview part, all of them were necessarily included in the study due to the requirement of a large number of participants for SEM.

4.2.1.2 The achievement levels of participants studying the reading and writing course

In this part, the background information of the participants in this group was described in detail.

Table 13

Distribution of participants in reading and writing group in terms of age

Age	n	Percentage
19	127	31.36
20	261	64.44
21	17	4.20
Total	405	100

The participants' age was ranging from 19 to 21 as shown in Table 13. The majority of the participants were 20 (64.44%), followed by 19

(31.36%) and 21 (4.20%). This was because most of them were the second-year students. They started to study the first foundation English course (listening and speaking) when they were in the second semester of the first year, and they studied the second foundation English course (reading and writing) when they were in the first semester of their second year. Some of them were re-entered students. Thus, the majority of the participants in the reading and writing course were older than those in the listening and speaking course.

Table 14

Distribution of participants in reading and writing group in terms of gender

Gender		n	Percentage
Male		84	20.74
Female		321	79.26
	Total	405	100

The distribution of the participants' gender was clearly showed in Table 14 that approximately 80 percent of the participants were female, whereas about 20 percent of them were male. The ratio of female and male participants in both groups was not different.

Table 15

Distribution of participants in reading and writing group in terms of study programs

Study program		n	Percentage
Agricultural Science and Technology		79	19.51
Public and Enterprise Management		159	39.26
Business Development		1	0.25
Information Technology Business		79	19.51
Tourism Business Management		86	21.23
Business Economics		1	0.25
	Total	405	100

With regard to the participants' study programs as shown in Table 15, it was seen that the majority of the participants majored in Public and Enterprise Management (39.26%), followed by Tourism Business Management (21.23%), Agricultural Science and Technology (19.51%), Information Technology Business (19.51%), Business Development (0.25%) and Business Economics (0.25%). The last two majors had only one participant each. This was because they re-entered the class due to their grades.

The participants in this group took the in-house achievement test comprising two main sections: reading and writing skills. With regard to the reading part, there were 30 multiple-choice items concerning reading comprehension, and in the writing section there were multiple-choice items focusing on error analysis and a paragraph writing.

Table 16

EFL undergraduate students' English reading and writing achievement levels

Grades	Frequency	Percentage	Achievement level
A	7	1.73	Excellent learners
B	13	3.21	(n = 20, 4.94%)
C	38	9.38	Less excellent learners
D	225	55.56	(n = 385, 95.06%)
E	122	30.12	
Total	405	100	

Note: Those who obtained grades A and B were considered as excellent learners, and others as less excellent learners.

The results of the reading and writing achievement test were reported in Table 16. The English reading and writing achievement levels were also categorized employing the achievement scale developed by Teh (2014) as the aforementioned reasons. According to Table 16, twenty participants (4.94%) were excellent learners, whereas 385 participants (95.06%) were less excellent learners. Considerably, the findings revealed that the majority of the participants obtained grade D (55.56%), followed by E (30.12%), C (9.38%), B (3.21%), and A (1.73%).

There were some points to be considered regarding the scores they received. First of all, many of the participants left the paragraph writing part blank. Some of them just wrote down the question or the instructions of the test task. Some participants only wrote down a few sentences, and there were a few participants writing the paragraph in Thai. One of the participants did not write any English words, but a note in Thai to the raters that she did not intend to be irresponsible or rude for doing nothing in the writing task, it was because she could not write in English indeed. Another point was that the participants might not get used to the paragraph writing to express their ideas about a topic. After interviewing the teachers teaching the foundation courses at the campus, it was found that the students normally took tests consisting of multiple-choice or short answer formats, and wrote a paragraph about themselves in the English reading and writing foundation course.

        With regard to the results of both achievement tests, it revealed that the participants' English performances were at the low level. This seems to be caused by the fact that the Surat Thani campus has poor input, which is supported by the English scores the students obtained when they entered the campus based on admission decision made by the Committee of Higher Education. Generally, there were two main types of admission in PSU, namely, the first one was central admission and the other was 14 southern-province quota admission. Therefore, when they applied for their study, their scores for the key subjects were needed to be considered. For the central admission, the students use the O-NET scores. O-NET (Ordinary National Educational Test) is administered annually by the National Institute of Educational Testing Service (NIETS) for grade 6 (Prathom 6), grade 9 (Mathayom 3), and grade 12 (Mathayom 6) students in order to evaluate their knowledge in 5 key subjects: Science, Mathematics, Social Studies, English and Thai. In terms of 14 southern-province quota admission, the students need to take the entrance examination administered by PSU. The students applying for this quota admission have to be in the southern provinces, but they can choose to apply for the universities in cooperation with this quota throughout the country, for example, Thaksin University, Walailak University, Chiang Mai University, and Khon Kaen University. The statistics of the students' scores dated from 2013 to 2016 from the campus' registrar office were illustrated in Table 17.

Table 17

English O-NET scores of PSU students for admission from 2013 to 2016

Year	Central admission					14 southern-province-quota admission				
	Mean	SD	Min	Max	N	Mean	SD	Min	Max	N
2013	19.11	4.89	8.00	35.00	367	28.42	6.55	8.00	58.50	1,162
2014	22.22	5.87	8.00	42.00	285	27.03	5.97	9.00	48.50	1,567
2015	22.25	6.22	8.00	44.00	263	27.90	6.58	10.50	76.50	1.789
2016	23.37	7.03	9.00	48.00	236	26.74	6.41	8.50	68.50	2,682

(Source: Registrar's office, PSU Surat Thani campus)

As observed from the English scores of the PSU Surat Thani students in the past four years in Table 17, the average scores of the students from 14 southern-province-quota admission were noticeably higher than those from the central admission. However, all the students' average scores from the previous years were under 30. This can be implied that the students entering PSU Surat Thani campus have quite limited English foundation. This inevitably reflects the quality of English language education in Thailand. This problem has been prolonged in our education system for decades. The recently report on English O-NET scores of Mathayom 6 students strongly supported this phenomenon. Mala (2017) reported that English was one of the least favorite subjects among the students and the average score was 27.7. With respect to NIETS, another interesting point is that the average scores in all subjects of students in urban schools were higher than those in rural schools. It reflects that students studying in urban schools seem to have better learning opportunities than those in rural schools in terms of facilities for learning, sources of knowledge, teachers, family economy and learning support system. Additionally, this observation has remained true for many years.

Additionally, regarding the result of the PSU English Test, it showed that the students at PSU, Surat Thani campus demonstrated their Enlgish proficiency at low levels. PSU English Test is the paper-based test developed by the university in order to evaluate the students' English proficiency, and it has been used since the academic year 2012. All third-year students who are the target group are

required to take the PSU English test. The test consists of four parts: listening (20 points), vocabulary (15 points), structure and usage (35 points), and reading (30 points). The total score is 100, and the university sets the passing score at 50 which is in the proficiency level 4. The scales of the proficiency are divided into 7 levels as shown in Table 18.

Table 18

The Total Scores and Levels of the English proficiency in PSU English Test

Total Score	Level
80 – 100	7 (Distinction)
70 – 79	6
60 – 69	5
50 – 59	4
40 – 49	3
30 – 39	2
1 – 29	1
0	0

The sum scores of all parts in the test is used to represent the students' English proficiency. According to Table 18, the proficiency level 1 ranges from 1 to 29 points, level 2 from 30 to 39, level 3 from 40 – 49, level 4 from 50 – 59, level 5 from 60 – 69, level 6 from 70 – 79, and level 7, or distinction, 80 and above. As the university determines to use English as a graduation requirement in the academic year 2016 (for the students who entered the university in 2016), the score from the PSU English Test is one of the alternatives for the students to submit for graduation. Thus, the passing score for graduation is set at the proficiency level 5 or 50 points and above.

The third-year students' scores together with their proficiency levels are reported to the administrators. The results of the test in the previous three years are illustrated in Table 19.

Table 19

The PSU English Test results from the academic years 2013 to 2015

Proficiency level	Faculty of Liberal Arts and Management Sciences			Faculty of Science and Industrial Technology		
	2013 (%)	2014 (%)	2015 (%)	2013 (%)	2014 (%)	2015 (%)
7	0.00	0	0.52	0.00	0	0.00
6	1.07	0	2.59	0.00	0	0.00
5	3.21	0.75	7.43	0.00	0	0.00
4	6.84	4.89	12.95	0.73	1.80	0.87
3	14.32	15.41	22.11	8.74	8.00	10.68
2	36.97	36.47	30.74	45.63	40.00	40.74
1	37.61	42.48	23.66	44.90	50.20	47.71
Total (N)	468	531	579	412	500	465
Min.	13	15	85	13	10	11
Max.	77	65	17	58	59	56
Mean	34.60	32.73	40.21	30.61	30.34	30.47

According to Table 19, it is obvious that the proficiency levels of the third-year students were in line with the findings of the present study. The mean scores of both faculties in the past three years did not reach the passing score. The mean scores of the Faculty of Liberal Arts and Management Science were higher than those in the Faculty of Science and Industrial Technology. Considering the mean score of the all students were below 40 out of 100 suggesting that they were weak. In other words, the English proficiency levels of the third-year students were mostly in levels 1 and 2 which were considered as low proficiency students.

With regard to the aforementioned evidence, it could strongly support the findings of the participants' English achievement level in this study. Both poor input and low proficiency students brought about the fact that the participants in this study could not do well in the achievement tests and obtained low level of language achievement.

4.2.1.3 The diagnostic profiles

This part presents the participants' speaking and writing performances focusing on the oral interview and the paragraph writing sections respectively.

4.2.1.3.1 Listening skills

The oral interview section was focused in order to explain the   participants' speaking performance regarding the speaking scoring rubrics adapted from Linder (1977). It is an analytic rubric consisting of four criteria, namely, fluency, comprehensibility, amount of communication, and quality of communication. According to the question items in the oral interview test, the participants were asked to make responses to all questions in full sentences. There were 7 questions related to their personal details, study areas and future plans. The questions started with one-answer response e.g. "Where is your hometown?," followed by the one with explaining response e.g. "Can you tell me one interesting place in your hometown? Give me details about that place." The findings revealed that the participants could answer the former type questions, but many of them ignored the last type questions. This means that they were more confident when they gave short answers, but they felt uncertain when they needed to give reasons or explain in longer sentences.

Regarding the criteria in the scoring rubric, most of the participants were not fluent in English speaking. They often made unnatural pauses, occasionally halts in responses and fragmentary delivery. This might be because they tried to think and retrieved words in their repertoire before they made responses to the questions. Their limited English vocabulary and grammatical knowledge brought about unnatural pauses, halts and fragmentary delivery. Sometimes they answered and corrected themselves when they made mistakes in their speaking or when they tried to answer in full sentences. In terms of comprehensibility, the participants could make understandable words, phrases, and short simple sentences. Most of them seemed to understand questions, especially the ones that did not need reasons or explanation, but

they mostly made short responses instead of full sentences. However, some of the participants did not understand the questions and asked their friends nearby them about the meaning of the questions, and then they made short responses. Some of them asked their friends how to make responses to the questions, some copied their friends' responses, and some said nothing after listening to the questions.

According to the next criteria, amount of communication which refers to the quality of information relevant to the communicative situation the students is able to convey, most of the participants could convey relevant responses. However, there was a small number of participants who answered irrelevant information. This might be the results of misunderstanding or not enough vocabulary repertoire to understand and answer relevant to the questions. For example, "What is your major?" "*I major romantic.*" Moreover, lack of English structure knowledge was one of main reasons why they could not do well in this productive skill. The last speaking criteria quality of communication was related to the grammatical correctness of the students' statement. The majority of the students had structural problems while speaking. The grammatical points that they often made were subject-verb agreement, pronouns, tenses and sentence structures. Contrastive analysis studies (Bennui, 2008; Khamkhien, 2010) reported the problems that EFL students have in common concerning speaking and writing, mostly with L1 interference. For example, Bennui (2008) found that the third-year English major students at Thaksin University, in the southern part of Thailand, had problems in writing because of L1 interference in terms of lexical, structure including language style and Thai culture. These problems, especially in lexical and structural levels such as word order, subject-verb agreement were in agreement with the present study. Additionally, Ting, Mahadhir, and Chang (2010) also found that the Malaysian university students encountered five areas of grammatical errors, namely, prepositions, questions, plural form of nouns, subject-verb agreement and tense. These errors, except questions, were also found in the present study made by the participants.

The participants' problems in English use found in the oral interview part in this study were described based on Bennui (2008) who reported

about levels of problems in English use in two levels, namely, lexical and structural levels. Accordingly, the English problems of the participants in this study were described as follows.

In terms of problems in lexical level, the participants literally translated from Thai to English. For example, "Hot water is beautiful". In this sentence the participant used the word "*hot water*" to refer to "*hot spring*". This may be because they did not know the word "spring" or they literally translated the word from Thai. The next example, "*I playing computer." This showed the literally translation of the verb "play" in Thai. This is because in Thai, the word "*play*" is informally used to refer to "use or work on". Thus, the correct sentence should be "I *work on (use)* a computer". This problem was also found in the study conducted by Thep-Ackarapong (2005).

In terms of problems in structural level, the participants had problems with subject-verb agreement, tenses, and sentence structures. The participant's response, "*… because it *make* me funny … " ,   * "My hometown *have* Promlok waterfall" , and "*It *have* more animal such as tiger, elephant and giraffe". These examples revealed the interference of L1. To illustrate, in Thai verbs are not changed in accordance with tenses or subject form. In other words, there is not subject-verb agreement structure in Thai. Thus, the participants did not concern the subject-verb agreement rules which was as observed in Bennui's (2008) study. Moreover, the participants did not pay attention to the plural forms of a noun as in "*It *have* more animal such as tiger, elephant and giraffe". This also reflected the interference of L1 because in Thai a noun is not changed although it has a plural meaning. However, the aforementioned examples were transcribed from the participants' recorded responses in the speaking task. The participants may realize the plural forms of nouns, but they did not pronounce the final sounds for plural forms.

Another problem found was the use of tenses. As in Thai sentence structure, verbs are not changed regarding any tenses. The example, * "I'*m will be *air hostess.", indicated the participant' s confusion of tense forms and usage. The participant was confused with the tense they used to talk about his future. Actually, he could use a present tense to talk about his dream occupation at the time he spoke, but he chose to use the future tense instead. However, the structure of his

future tense was grammatically incorrect because he added 'v. be' after the subject. Moreover, as seen in the example above, the article is also problematic for Thai learners because it is not in Thai structure. The example, "*I like watch cartoon, listen music." showed that the participant used Thai structure in this sentence. The words were ordered as subject + verb + object pattern, but the words were not changed to make grammatically correct sentence.

.   However, the participants could make some structurally correct statements in easy questions. Sometimes they corrected themselves while speaking in order to make correct sentences.

Example: Interviewer: What is your major?

   Participant: Business Development….my major is Business

                       Development.

                                According to the above example, the participant firstly made a short response, but he monitored and self-corrected his own answer to be grammatically correct.

                                As for questions needed more complicated answers or more explanation, many participants could not use grammatically correct sentences. They avoided answering in full sentences, so, they only responded in fragments.

Example: Interviewer: Why do you like to study in that major?

   Participant: Because …like…. math.

                                Importantly, pronunciation was one of the participants' problematic points, which is in harmony with Khamkhien (2010). Also he states that pronunciation is "claimed to be impeding or contributing to the lack of speaking competence of Thai learners" (p.187). The participants mispronounced some words such as "*chemistry*", "*listen*", "*industry*", "*business*", "*island*", "*language*", "*sad*", "*feel*", "*watch*" and "*management*". Moreover, the participants encountered difficulty pronouncing the final sounds because of the absence of these sounds in Thai. Specifically, when the 's' final sound in the plural form is not pronounced, the participants did not realize the correct form and make further mistakes. Moreover, the

initial sounds were problematic. To illustrate, the participants were not be able to pronounce some sounds such as "th" sound as in *think*, *thank*, "*h*" and "*s*" sounds. This was because of the absence in Thai and articulation problems (Khamkhien, 2010).   In regard to the word begun in /h/ sound as in "happy", it was found that some southern students who had some southern dialects encountered difficulty in pronouncing this sounds. They pronounced this word with vowel sounds. This example obviously showed L1 (southern dialect) interference.

To conclude, the diagnostic profile of the participants' listening and speaking skills revealed that the participants seemed to have limited knowledge of vocabulary and sentence structures. According to Nation (2006), he states that in order to comprehend written and spoken texts at ease without consulting dictionaries or other sources, learners need to know around 8,000 – 9,000 word-family vocabulary and 6,000 – 7,000 word-family vocabulary respectively. As a result of this, the participants had difficulty in finding suitable word choices related to the situation and string all the words together into grammatically correct sentences. Besides this, L1 interferes with the English usage. Thus, teachers should provide them with words in the areas of target topics, and prepare them with required structures so that they feel inner confidence in formulating responses.

4.2.1.3.2 Writing skills

In this part the paragraph writing section was focused in order to explain the participants' writing performance regarding the writing scoring rubric. This rubric consisted of six criteria, namely, topic sentence, supporting details, organization of ideas, word choice, mechanics, and grammar. There were two topics for them to choose. The first one was about importance of Facebook, and the other was love in their school age. With respect to paragraph writing, many participants could not finish their writing, only rewrote the question, wrote very few sentences, or even left the answer sheet blank. However, there were participants who accomplished this test task. According to the rubric criteria, mostly their topic sentences were not clear, but they somewhat introduced the topic and main idea of the paragraph. Some participants did not state a topic sentence. They only wrote the supporting details

regarding the chosen writing situation. As a result, their paragraphs did not have adequate supporting details or sometimes their supporting details were not relevant to the chosen topic. This also affected the organization of ideas in their paragraphs. Some ideas did not support the main ideas and brought about confusion of meaning. In terms of word choice, the participants could use words in appropriate contexts. This might be because they wrote about what was close in their everyday life.

Nevertheless, some could not use appropriate words for the situation, which led to confused meaning. Moreover, most participants had spelling problems. Some participants knew the correct words, but they did not know how to spell them correctly. This might be because in their real life they could use spelling tools to help them check the spelling automatically; so, they did not need to know the exact spelling. Punctuation use was also problematic for some participants. Some used few punctuations in their writing. They only write run-on sentences without any full stops. Finally, grammar was one of the main problems for the participants. Some had ideas about the content and organization of the paragraph, but they did not know how to write in English. This meant that many of them did not have enough English vocabulary and structure knowledge. Thus, they could not express their ideas in this task.

To conclude, the participants seemed to have not enough English language skills to compose a well-organized paragraph. When they studied in their normal classes, they had limited time to practice writing a paragraph. Regarding the interview with the teachers, they said that the participants had limited knowledge of English vocabulary and structures; so, they had to start from sentence writing. They needed to learn how to string words into correct sentence structures before writing a paragraph. Therefore, teachers should equip their students with vocabulary and grammatical knowledge, which are seen as basic English knowledge for writing. The students should also be encouraged to use appropriate punctuations and correct spelling.

This part identified points for further improvement for both speaking and writing skills. These achievement tests can serve as a diagnostic role (Brown, 2004) so that the participants and instructors have better understanding

about the participants' performance and have guidelines to find solutions for their students based on the aforementioned diagnostic profile.

4.2.2 Research objective 2: To describe the beliefs, attitudes, motivation, and learning strategies of Thai EFL undergraduate students

To correspond to this research objective, descriptive statistics was used to represent overall responses of all participants from both foundation English courses according to each variable respectively. The findings revealed the underlying beliefs about language learning, attitudes and motivation of all undergraduate EFL participants in the study. Actually the participants responded to the question items based on a 5-point Likert scale ranging from strongly disagree to strongly agree. However, in this part, the participants' responses were categorized in three main scales, namely, disagree, neutral and agree. This was because the trends of agreement were clearly observed and discussed. The personal background of all participants consisted of faculties, study programs, age, and gender. To illustrate, there were 848 participants from the two faculties in PSU, Surat Thani Campus: the Faculty of Sciences and Industrial Technology, and the Faculty of Liberal Arts and Management Sciences.

Table 20

Distribution of EFL undergraduate students in terms of faculties and study programs

Faculty/ Study program	N	Percentage
1. Sciences & Industrial Technology	**219**	**25.83**
Agricultural Science and Technology	79	9.32
Industrial Management Technology	6	0.71
Rubber Industry Technology	43	5.07
Food Technology	47	5.54
Chemistry for Industry	42	4.95
Environmental Management Science	2	0.24

Faculty/ Study program	N	Percentage
2. Liberal Arts and Management Sciences	**629**	**74.17**
Languages Communication and Business	137	16.16
Public and Enterprise Management	161	18.99
Business Development	68	8.02
Information Technology Business	79	9.32
Tourism Business Management	86	10.14
Business Economics	98	11.56
Total	**848**	**100**

Table 20 describes the distribution of all participants in terms of faculties and study programs. The majority of the participants were from the Faculty of Liberal Arts and Management Science (74.17%) and the minority were from the Faculty of Sciences and Industrial Technology (25.83%). Regarding the Faculty of Sciences and Industrial Technology, most participants were from Agricultural Science and Technology (9.32%), followed by Food Technology (5.54%) Rubber Industry Technology (5.07%), Chemistry for Industry (4.95%), Industrial Management Technology (0.71%), and Environmental Management Technology (0.24%). For the Faculty of Liberal Arts and Management Science, the majority of the participants majored in Public and Enterprise Management (18.99%), Languages Communication and Business (16.16%), Business Economics (11.56%), Tourism Business Management (10.14%), Information Technology Business (9.32%), and Business Development (8.02%).

Table 21

Distribution of EFL undergraduate students in terms of age

Age		N	Percentage
18 years		174	20.52
19 years		373	43.99
20 years		284	33.49
21 years		17	2.00
	Total	848	100

According to Table 21, it describes the distribution of all participants in terms of age. Most of them were the first-year and second-year students, so the majority of them were 19 years old (43.99%), followed by 20 (33.49%), 18 (20.52%) and 21 (2.00%).

Table 22

Distribution of EFL undergraduate students in terms of gender

Gender		N	Percentage
Male		154	18.16
Female		694	81.84
	Total	848	100

In terms of gender, there were more female than male participants in this study. The majority of them were female (81.84%), and the minority were male participants (18.16%) as illustrated in Table 22.

4.2.2.1 The participants' beliefs about language learning

Regarding the modified version of BALLI, the findings were described in Table 23, the percentages of all participants' responses to the first construct of beliefs about language learning, foreign language aptitude. Items 2, 4 and

6 deal with special abilities to learn a foreign language, whereas items 1, 3 and 5 deal with characteristics of language learners' potential to success.

Table 23

Percentages of Thai EFL students' beliefs about foreign language aptitude

Item	Statement	Disagree %	Neutral %	Agree %
1	It is easier for children than adults to learn a foreign language.	4.01	20.64	75.35
2	Some people have a special ability for learning foreign languages.	5.78	16.39	77.83
3	People who are good at mathematics or science are not good at learning foreign languages.	30.78	39.86	29.36
4	I have a special ability for learning foreign languages.	29.13	52.59	18.28
5	Women are better than men at learning foreign languages.	42.10	42.69	15.21
6	Everyone can learn to speak a foreign language.	2.83	11.56	85.61

According to Table 23, all the participants' responses were presented here in three scales as aforementioned earlier. The vast majority of the participants (85.61%) reported their strong agreement on the statement that everyone had ability to learn to speak a foreign language, followed by the statement, "Some people have a special ability for learning foreign languages." (77.83%), and the statement, "It is easier for children than adults to learn a foreign language." (75.35%). With respect to their own abilities in language learning, more than half of the participants (52.59%) responded in "neutral" scale on the statement about their special abilities. According to other special characteristics of language learners, in terms of gender, the similar number of participants approximately 42 percent responded in

"disagree" and "neutral" scales on the statement that women can learn a foreign language better than men. Besides this, for subjects or fields of study, most participants responded in "neutral" scale on the statement "People who are good at mathematics or science are not good at learning foreign languages" (39.86%).

As observed from the above findings, it is obvious that the participants believed that everyone has ability to learn a foreign language although they endorsed special gifted abilities for language learning. In other words, they believed in humans' potential to learn a language, but those who were language-gifted may be able to learn better. This finding was in line with the study conducted by Vibulphol (2004). In her study, the Thai pre-service teachers seemed to believe that "the special ability for language learning is a gift but not a universal requirement for language learning" (p. 83). Moreover, Apairach (2014) similarly found that most Thai upper secondary students believed in everyone' ability to learn a language, and a special ability for foreign language learning existed. Thus, the learners' beliefs about humans' potential to learn language should be maintained, so that they realize that all learners meet requirement to learn a foreign language.   However, most of the participants did not see themselves as language-gifted learners. This may be because they were not confident in their language abilities. Also, this belief seems to have effects on their ability expectancy. It means that if they have negative beliefs about themselves, they seem not to be good language learners.

On the contrary, Altan (2006) found that the belief about innate ability existed in Turkish language-major university students, but the majority of them believed that they hold the special ability to learn a foreign language. As supported by Horwitz (1988), she emphasizes that foreign language aptitude can bring about perspectives on language learning. In other words, if learners have negative aptitude for language learning, they may have negative expectation about themselves and do not put effort in language learning. Thus, this belief should be corrected in order that they have more confidence and can be good language learners.

Considering other special characteristics of languages learners, the participants in this study strongly believed that children could learn a foreign language better than adults; that is, age was an influential factor affecting language learning. This finding is in accordance with Chirdchoo and Wudthayagorn (2001)

who support that young learners are better at language learning. Also Horwitz (1988) views this belief, "it is easier for children than adult to learn a foreign language" as a common wisdom. However, Brown (2000) asserts that children have advantages over adults in language learning because they take "cognitive and affective effort" in language acquisition (p.87), while adults hold other fruitful qualifications for learning, for example, thinking process. In terms of gender and field of interest, the participants did not show their beliefs in these statements. They seemed to believe that gender and subject of interest did not influence success in language learning.

Table 24

Percentages of Thai EFL students' beliefs about difficulty of language learning

No.	Statement	Disagree %	Neutral %	Agree %
7	Some languages are easier to learn than others.	9.91	31.49	58.60
8	English is a very easy language.	31.02	50.12	18.87
9	I believe that I will learn to speak English very well.	22.65	48.47	28.89
10	It is easier to read and write English than to speak and understand it.	30.78	37.03	32.20

Regarding the second construct of beliefs about language learning, difficulty of language learning, items 7 and 8 deal with the relative difficulty of languages, item 9 concerns the participants' self-efficacy in English learning, and item 10 addresses the relative difficulty of language skills. Table 24 illustrates the percentages of the participants' responses in this category. The majority of the participants (58.60%) agreed with only one statement, "Some languages are easier to learn than others", whereas they responded to other statements (items 8, 9 and 10) in the "neutral" scale. Regarding this, it is obvious that the participants believed in language learning difficulty hierarchy, and most of them made responses on the difficulty of English language in the "neutral" scale (50.12%). It can be implied that

they believed English was not every easy, but not too difficult to learn. Also the study conducted by Apairach (2014) revealed that "the Thai upper secondary students viewed English as a rather moderately difficult language" (p.140). In contrast, the study conducted in Lebanon revealed that the Lebanese university students mostly viewed English as an easy language, and English was easier than French (Diab, 2006). It is quite clear to say that learners in different contexts hold different beliefs.

In terms of their beliefs in their potential to learn English, they mostly made responses in the "neutral" scale (48.47%). This reflects that the participants did not have confidence about their abilities to learn English which is in accordance with their aptitude in foreign language learning aforementioned in the previous category. In other words, the learners believed that someone had special ability to learn a language, but they did not believed they hold this advantageous ability as in previous studies (Apairach, 2014; T. Fujiwara, 2011).

Moreover, the participants did not obviously report their agreement or disagreement in relative difficulty of language skills. The difficulty of reading and writing skills, and listening and speaking skills were varied in their perception. As observed, the percentages all three scales were in the close ranges, namely, 37.03 percent, 32.20 percent and 30.78 percent in the "neutral", "agree", and "disagree" scales respectively. This seemed that the participants perceived the different difficulty of English skills.

Table 25

Percentages of Thai EFL students' beliefs about the nature of language learning

No.	Statement	Disagree %	Neutral %	Agree %
11	It is necessary to know about English-speaking cultures in order to speak English.	6.95	27.71	65.33
12	It is best to learn English in an English-speaking country.	10.85	22.29	66.87
13	The most important part of learning a foreign language is learning vocabulary words.	5.31	16.27	78.42
14	The most important part of learning a foreign language is learning grammar.	12.74	27.95	59.32
15	The most important part of learning English is learning how to translate from my native language.	10.61	34.55	54.83

The last category of beliefs about language learning in this study, the nature of language learning, deals with components important for language learning as shown in Table 25. Items 11 and 12 concerns the roles of culture of and language immersion in English speaking countries. Items 13 – 15 deal with the importance of vocabulary, grammar and translation knowledge. The responses of the items in this category are reported in Table 25. The participants reported their agreement on all statements in this category. The overwhelming majority of them totally agreed that vocabulary was the most important element of foreign language leaning (78.42%), followed by immersion in English speaking countries (66.87%), knowledge about English speaking culture (65.33%), grammar knowledge (59.32%), and translation (54.83%). This means that the participants realized the importance of all elements presented in this category.

According to these responses, the participants seemed to believe that vocabulary was the most important element for foreign language learning.

This belief is in accordance with MaCarthy (1990) who asserts that vocabulary knowledge is crucial for communication. Without words, learners cannot communicate although they know grammar and sounds. Also Hu and Nation (2000) emphasize the importance of vocabulary knowledge. They found that, for reading skills, learners needed to know about 98% of words in order to fully comprehend the text.

Moreover, the participants believed that learning a foreign language in that speaking country and its culture could make them learn better and tended to become more successful in language learning. This means that learners would have a lot of opportunities to use the target language in their real life situations. Immersion in the English speaking country can help learners involve in culture which is also important in learning a foreign language. Sometimes if learners do not understand its culture, they may not truly understand underlying meaning of the language.

Unlike studying English in Thailand, especially in PSU, learners do not have enough opportunities to use English out of class, especially for those who are not in big cities. This is in line with the results of the O-NET (Mala, 2017), that is, the scores of students in the rural areas are lower than those in big cities, where there are more English learning resources. Moreover, grammar and translation should not be neglected. They believed that these two elements could certainly help them succeed in learning a foreign language.

4.2.2.2 The participants' attitudes toward language learning

The participants' attitudes toward English learning, consisted of six categories: attitudes toward English speaking people, attitudes toward English course, attitudes toward the English teacher, interest in foreign languages, integrative orientation, and instrument orientation. The responses of each category were illustrated below. Table 26 describes the participants' attitudes toward English speaking people.

Table 26

Percentages of Thai EFL students' attitudes toward English-speaking people

No.	Statement	Disagree %	Neutral %	Agree %
1	Most native English speakers are so friendly and easy to get along with.	12.50	44.81	42.69
2	I wish I could have many native English speaking friends.	5.78	28.54	65.69
3	The more I get to know native English speakers, the more I like them.	8.84	41.86	49.29
4	You can always trust native English speakers.	22.29	46.34	31.37

According to Table 26, the majority of the participants showed their agreement on the statement, "I wish I could have many native English speaking friends" (65.69%), followed by the statement, "The more I get to know native English speakers, the more I like them." (49.29%). Nevertheless, most of them responded to the statements, "You can always trust native English speakers" (46.34%), and "Most native English speakers are so friendly and easy to get along with" in the "neutral" scale.

To illustrate, the participants displayed their positive attitudes toward native English speaking people. They would like to have many native friends and they felt positive to know them better and be friends with them. This may be because they would have more opportunities and could practice their English with their native English speaking friends. They may feel more at ease when communicating in English with their foreign friends than with Thai people. They may not want to lose face if they made mistakes during communication.

This finding is in line with the study conducted by Yunus and Abdullah (2011). They found that the low- proficiency primary school students in the rural area in Malaysia desired to interact with English native speakers. In other words they had positive attitudes toward English native speakers. However, in this study the

participants' neutral responses to items 1 and 2 can be implied that although the participants had positive attitudes toward English-speaking people, they did not show their trust in foreign people's personal behaviors. Although most of them were neutral about these two items, as observed, they showed trends toward the agreement or positive attitudes.

Table 27

Percentages of Thai EFL students' attitudes toward English course

No	Statement	Disagree %	Neutral %	Agree %
5	I enjoy the activities of our English class much more than those of my other classes.	19.22	44.34	36.44
6	I look forward to the time I spend in English class.	19.58	54.60	25.83
7	English is one of my favorite courses.	23.00	41.75	35.25

Table 27 describes responses of the participants' attitudes toward English course. Most participants totally responded to all three statements in the "neutral" scale. That is, more than half of the participants (54.60%) remained neutral about awaiting to spend time in English class, followed by enjoyment of activities in English class (44.34%), and their acceptance of English as their favorite subject (41.75%). However, if looking closer at the trends of their responses, they showed their trends toward agreement on these statements. As observed, the percentages of agreement were higher than those of disagreement. This can be implied that the participants did not reflect their negative attitudes toward their English class. If teachers realize this situations, they are able to boost their students' positive attitudes toward English class by creating their activities and environment suitable for their students. This is supported by Gardner and Lambert (1972). They state that understanding learners' attitudes can help language teachers to provide teaching programs for learners in order to generate attitudes and motivation for

successful learning. The study conducted by Gomleksiz (2010) also confirms the important role of teachers in developing learners' positive attitudes toward English learning.

Table 28

Percentages of Thai EFL students' attitudes toward English teacher

No.	Statement	Disagree %	Neutral %	Agree %
8	I look forward to going to class because my English teacher is so good.	9.67	39.27	69.06
9	My English teacher has a dynamic and interesting teaching style.	7.55	33.96	58.49
10	My English teacher is a great source of inspiration to me.	10.14	39.98	49.88

The next category is attitudes toward the English teacher. The responses of this category are shown in Table 28. The majority of the participants expressed their agreement on the statement, "I look forward to going to class because my English teacher is so good" (69.06%), on the statement "My English teacher has a dynamic and interesting teaching style." (58.49%), and on the statement "My English teacher is a great source of inspiration to me" (49.88%). This implied that the participants had positive attitudes toward their English teachers who could encourage them to pay more attention to English learning, their teachers used dynamic and interesting teaching styles so that they could inspired them to intentionally learn English. This is supported by Gardner (1985) that learners' attitudes toward the target language group influence their success in learning the language. Also Mantle-Bromley (1995) asserts the importance of attitudes toward the teacher, the class, the language, the speaker, and its culture, and the study found their significant relationship with learners' achievement and intention to maintain language study. Besides, Dörnyei (2003) emphasizes that attitude can predict language achievement.

Positive attitudes toward learning situations closely relate to language achievement. Therefore, those who maintained neutral should be actively encouraged in order to have positive attitudes toward English learning.

Table 29

Percentages of Thai EFL students' interest in foreign languages

No.	Statement	Disagree %	Neutral %	Agree %
11	I wish I could speak many foreign languages perfectly.	5.55	23.00	71.46
12	I wish I could read newspapers and magazines in many foreign languages.	7.20	24.53	68.28
13	I enjoy meeting people who speak foreign languages.	8.73	34.32	56.96

Table 29 describes the participants' responses of the next category, interest in foreign languages. Regarding interest in foreign language, the participants strongly agreed on all statements. They agreed that they would like to correctly use many foreign languages (71.46%), to read printed documents in different foreign languages (68.28%), and they were willing to have conversations with foreigners (56.96%). It is obvious that they had considerable interest in foreign language and would like to find opportunities to communicate with foreigners. They also would like to immerse themselves in foreign environment and to use all language skills like native speakers of foreign languages.

Table 30

Percentages of Thai EFL students' integrative orientation

No.	Statement	Disagree %	Neutral %	Agree %
14	Studying English is important because it will allow me to be more at ease with people who speak English.	9.20	33.73	57.08
15	Studying English is important because it will enable me to better understand and appreciate English art and literature.	8.26	36.32	55.42
16	Studying English is important because I will be able to participate more freely in the activities of other cultural groups.	5.19	27.00	67.81

According to AMTB, two forms of orientations, integrative and instrument orientations were employed in this study. The participants' responses regarding integrative orientation are illustrated in Table 30. This category deals with importance of involvement in the target culture and environment. The participants mostly responded to all the statements in the "agree" scale. They realized the importance of English learning in order to involve in or to be a member of that cultural group. The participants felt that knowing English helped them typically involve in activities of other cultural groups (67.81%), followed by the statement that they felt at ease when being with English-speaking people (57.08%), and they were aware that English knowledge helped them have better understanding of English art and literature (55.42%).

Table 31

Percentages of Thai EFL students' instrumental orientation

No.	Statement	Disagree %	Neutral %	Agree %
17	Studying English is important because it will make me more educated.	5.89	22.88	71.23
18	Studying English is important because it will be useful in getting a good job.	4.49	10.85	84.67
19	Studying English is important because other people will respect me more if I have knowledge of a foreign language.	10.03	30.31	59.67

The last category of attitudes toward English learning is instrument orientation, which concerns English as a tool to bring more successful in all aspects of lives. The participants made all responses to the statements in the "agree" scale as described in Table 31. The highest percentage of them (84.67%) showed their strongly agreement on the statement, "Studying English is important because it will be useful in getting a good job". The participants realized that knowing English was beneficial to employment. The higher English proficiency, the more opportunities they had to get a better job. Most of them agreed with the statement, "Studying English is important because it will make me more educated" (71.23%). Regarding this item, they thought that English knowledge helped them have higher status. Moreover, The participants responded to the statement, "Studying English is important because other people will respect me more if I have knowledge of a foreign language." (59.67%) in the "agree" scale. This meant that they realized the importance of English in terms of social effect, that is, they needed to be accepted from others.

To sum up, regarding the attitudes toward English learning the majority of the participants expressed their positive attitudes toward the statements in most categories, namely, attitudes toward the English teacher, interest in foreign

languages, integrative orientation, and instrument orientation. Although the participants displayed positive attitudes toward the English teacher, they remained neutral for the category, attitudes toward English course. This may be because they personally did not like the English subject, but they appeared optimistic about their English teacher. Therefore, teachers should encourage and inspire them so that they have positive attitudes toward English learning. Thus, they will realize the importance of English and put effort in their English learning, including targeting at success in their learning. The findings of attitudes were in agreement with Yunus and Abdullah (2011) study. The participants were low-proficiency primary students from schools ing the rural area which was similar to the participants in the present study. The participants in Yunus and Abdullah' study revealed similar findings regarding language learning attitudes. The participants held positive attitudes toward English native speakers, and the teacher, and they had low sense of self-efficacy. However, the difference finding between Yunus and Abdullah's study and the present study was that they felt positive toward the English course.

4.2.2.2 The participants' motivation in English learning

In this study the motivation variable consists of two main categories, namely, self-efficacy and motivational behavior. Self-efficacy comprises of three sub-categories: English use anxiety, English class anxiety and performance expectancy. Motivational behavior includes three sub-categories: motivational intensity, attention and persistence.

Table 32

Percentages of Thai EFL students' English use anxiety

No.	Statement	Disagree %	Neutral %	Agree %
1	Speaking English anywhere makes me feel worried.	13.45	33.37	53.18
2	I feel anxious if someone asks me something in English.	13.21	32.67	54.13

Table 32 describes the responses of the participants' English use anxiety and Table 26 addresses the participants' responses to the statements about English class anxiety. As observed, the majority of the participants expressed their agreement on these categories. More than half of the participants reflected their anxiety when they needed to speak English no matter where they were (53.18%), and they were anxious when answering questions in English (54.13%). Their responses reflected their anxiety which was inconsistent with English class anxiety.

Table 33

Percentages of Thai EFL students' English class anxiety

No.	Statement	Disagree %	Neutral %	Agree %
3	I never feel quite sure of myself when I am speaking in our English class.	19.81	31.13	49.05
4	It embarrasses me to volunteer answers in our English class.	21.46	37.50	41.03
5	It worries me that other students in my class seem to speak English better than I do.	17.92	35.85	46.23

According to Table 33, most participants agreed on the statement, "I never feel quite sure of myself when I am speaking in our English class." (49.05%), followed by the statement, "It worries me that other students in my class seem to speak English better than I do." (46.23%), and the statement, "It embarrasses me to volunteer answers in our English class." (41.03%). As observed from these responses, most participants did not have confidence in their English ability. Thus, they did not want to demonstrate their performance in public. Also they compared themselves with others in class, and this comparison could repeatedly emphasize their anxiety, and brought about negative effects on English learning.

According to English use and English class anxiety, the participants expressed high anxiety in these categories, which inevitably affected their

learning. Regarding to Krashen (1981) affective filter hypotheses, he supports that high anxiety and low self-confidence can block second language acquisition. (Horwitz, 2001) also assert the relation of language anxiety and negative reaction of learners in language acquisition.

Table 34

Percentages of Thai EFL students' performance expectancy

No.	Statement I'm likely to be able to …	Disagree %	Neutral %	Agree %
6	have everyday conversations with others in English.	13.09	36.67	50.24
7	describe my present job, studies, or other major life activities accurately in details.	13.33	42.45	44.22
8	talk about the future plans.	16.86	37.03	46.10
9	speak English well enough to be able to teach my friend.	25.23	33.84	40.92
10	understand simple statements or questions in English	13.68	32.55	53.78
11	understand a native speaker who is speaking to me as quickly and as colloquially as he/ she would to another native speaker.	27.83	36.56	35.62
12	read personal letters, emails or note written to me in which the writer has deliberately used simple words and constructions.	20.87	36.20	42.92
13	read popular novels without using a dictionary.	37.97	33.49	28.53
14	write a well-organized paragraph.	39.04	36.97	25.00
15	write an essay in English.	42.57	30.07	27.36

No.	Statement	Disagree	Neutral	Agree
	I'm likely to be able to …	%	%	%
16	edit my friends' writing.	43.86	31.96	24.17
17	work as a writer for an English newspaper.	44.93	31.37	23.70

In terms of performance expectancy, the statements concern English abilities in many aspects, namely, listening and speaking skills in daily life situations, reading and writing skills in simple and complicated situations. Table 34 illustrates varied responses of the participants. Most participants responded to the statements concerning simple tasks in everyday life situations in the "agree" scale, whereas they responded to the statements related to more complicated tasks in the "disagree" scale. In other words, the majority of the participants were confident in their abilities to understand simple English sentence structures (53.78%), to communicate with others in English in daily life situations (50.24%), to talk about future plan (46.10%), to talk about their study or other major personal activities (44.22%), and to teach their friends (40.92%). Regarding more complicated tasks, they did not expect that they could be a writer (44.93%), edit their friends' writing (43.86%), write an English essay (42.57%), write a well-organized paragraph (39.04%), and read for pleasure (37.97%). Besides this, the participants mostly responded to the statement, "understand a native speaker who is speaking to me as quickly and as colloquially as he/ she would to another native speaker" in the neutral scale. This means that they were not certain if they could understand natural English among native speakers.

As aforementioned, the most of participants would competently perform well in listening and speaking tasks in daily life situations and reading tasks with simple language structure. However, they did not expect to perform well in writing and editing tasks which needed higher language proficiency to accomplish the tasks. The participants would be highly motivated if they did tasks that they had confidence, and that did not far beyond their abilities to perform. It is apparent that the participants' performance expectancy was in agreement with their anxiety. In other words, they expressed high anxiety so they expected that they could do simple

language tasks. This is also supported by studies which yielded negative correlation between foreign language learning and language performance or achievement (Horwitz, 2001; Hussain, Shahid, & Zaman, 2011; LU & Liu, 2011). That is, if learners have high level of anxiety, their performance tends to decrease. Additionally, Wang (2006) suggests that strong sense of confidence is necessary for making efforts to learn a second language.

Table 35

Percentages of Thai EFL students' motivational intensity

No.	Statement	Disagree %	Neutral %	Agree %
18	When I have a problem understanding something in my English class, I always ask my teacher for help.	16.51	37.26	46.23
19	I really work hard to learn English.	10.73	35.38	53.89
20	After I get my English assignment back, I always rewrite them, correcting my mistakes.	16.51	41.63	41.87

The other category of motivation is motivational behavior which is divided into three sub-categories, namely, motivational intensity, attention and persistence. Motivational intensity deals with effort learners put to learn English. The participants' responses to this sub-category are stated in Table 35. The majority of the participants revealed their agreement on all the statements. They agreed that they asked their teachers when they had a problem related to their English lessons (46.23%), and more than half of them reported their effort to study English (53.89%). Although the highest percentage (41.87%) of the participants responded to the statement, "After I get my English assignment back, I always rewrite them, correcting my mistakes" in the "agree" scale, the close number of participants (approximately 41.63%) made responses to this statement in the "neutral" scale. Also there were some participants who disagreed in this statement. This can be implied that many

participants did not give much attention to correct mistakes in their work. Therefore, teachers should motivate them to realize benefits of correction and learn from them.

Table 36

Percentages of Thai EFL students' attention

No.	Statement	Disagree %	Neutral %	Agree %
21	Nothing distracts me when I am studying English.	17.17	47.52	26.30
22	I usually remain focused in class right until the end of a lecture.	23.82	45.05	31.13
23	I rarely miss any points presented in a lecture.	24.18	45.28	30.54

Regarding the sub-category, attention, there are three items concerning the participants' concentration on learning in their English class. The participants' responses are described in Table 36. Most of the participants responded to all statements in the "neutral" scale. To illustrate, the majority of participants were neutral on the statement, "Nothing distracts me when I am studying English." (47.52%), followed by the statement, "I rarely miss any points presented in a lecture" (45.28%), and the statement, "I usually remain focused in class right until the end of a lecture." (45.05%). The findings reflected that the participants did not concentrate on their learning during the class. However, the tendency of their responses were toward agreement.

Table 37

Percentages of Thai EFL students' persistence

No.	Statement	Disagree %	Neutral %	Agree %
24	I work on my English homework regularly.	19.93	41.98	38.09
25	I usually finish my English homework before watching television or going out.	27.13	42.92	29.96
26	I usually maintain a high level of effort throughout an entire course.	18.86	44.22	36.92

The last sub-category of motivation behavior is persistence and the three items deal with maintaining effort to English tasks over time. Table 37 describes the participants' responses to the items in this sub-category. The majority of the participants made all responses to all statements in the "neutral" scale. Most of them stayed neutral to the statement, "I usually maintain a high level of effort throughout an entire course" (44.22%), followed by the statement, "I usually finish my English homework before watching television or going out" (42.92%), and the statement, "I work on my English homework regularly." (41.98%). Regarding the findings, the participants were not sure whether they exerted their effort to complete their homework before doing other pleasure activities, and they were not certain if they usually did their homework. It means that they might not have sustained effort to accomplish their English tasks out of class. This is supported by Dörnyei (2001). He states that

"…in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language" (p. 5).

Motivating learners to learn is crucial in language learning. Thus, teachers play an important role. Teachers should understand their students and

try to motivate them to learn so that they will give their effort to accomplish their English tasks. This is in line with Jafari (2013). She suggested that language teachers should motivate learner to increase their opportunities to learn a language.

With regard to the last variable, language learning strategies, this study employed the modified version of SILL to reveal strategies the participants used in English learning. According to Oxford (1990) the language learning strategies were divided into two main categories: direct strategies and indirect strategies. Direct strategies consist of memory, cognitive and compensation strategies, whereas indirect strategies include metacognitive, affective and social strategies. The percentage of each item illustrated in the table was broadly grouped into three scales: low frequency, medium frequency, and high frequency. Table 38 describes the participants' use of each strategy in memory strategies.

Table 38

Percentages of Thai EFL students' memory strategies

No.	Statement	Low Frequency %	Medium Frequency %	High Frequency %
1	I think of relationships between what I already know and new things I learn in English	24.05	51.30	24.65
2	I use new English words in a sentence so I can remember them.	18.51	47.05	34.43
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	22.76	41.63	35.61

No.	Statement	Low Frequency %	Medium Frequency %	High Frequency %
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	18.16	40.21	41.63
5	I use rhymes to remember new English words.	28.31	43.28	28.42
6	I use flashcards to remember new English words.	38.45	39.62	21.93
7	I physically act out new English words.	30.66	37.85	31.49
8	I review English lessons often.	30.54	47.29	22.17
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	29.24	41.27	29.49

According to Table 38, it was found that generally in order to remember new English words, most participants reported high frequency use of one strategy (item 4), "I remember a new English word by making a mental picture of a situation in which the word might be used"(41.63%). They mostly reported medium frequency use of other strategies in this category. To illustrate, they used relationship between old and new words (51.30%), followed by reviewing English lessons (47.29%), using new words in a sentence (47.05%), using rhymes to remember new words (43.28%), connecting the sound of a new word and an image or a picture (41.63%), remembering the location of a new word on the page (41.27%), using flashcards (39.62%), and acting out new words (37.85%). Interestingly, although of participants reported their medium use of these strategies, they revealed the tendency toward the use of some strategies at a high frequency. This phenomenon happened in the following strategies: using new words in a sentence, connecting the sound of a

new word and a picture, and acting out new words. In contrast, the participants expressed the tendency toward the use of some strategies at a low frequency. These strategies included using flashcards and reviewing English lesson often.

Table 39

Percentages of Thai EFL students' cognitive strategies

No.	Statement	Low Frequency %	Medium Frequency %	High Frequency %
10	I say or write new English words several times.	28.89	43.16	27.94
11	I try to talk like native English speakers.	16.62	37.97	45.40
12	I practice the sounds of English.	15.09	37.38	47.52
13	I use the English words I know in different ways.	24.18	43.16	32.67
14	I start conversations in English.	30.19	43.04	26.77
15	I watch English language TV shows spoken in English or go to movies spoken in English.	27.36	37.38	35.26
16	I read for pleasure in English.	42.80	35.38	21.82
17	I write notes, messages, letters, or reports in English.	45.52	34.32	20.17
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	26.65	36.56	36.79
19	I try to find patterns in English.	27.59	41.98	30.42
20	I find the meaning of an English word by dividing it into parts that I understand.	23.47	39.86	36.67

No.	Statement	Low Frequency %	Medium Frequency %	High Frequency %
21	I try not to translate word-for-word.	31.01	39.62	29.37
22	I make summaries of information that I hear or read in English.	38.32	38.80	22.87

Table 39 illustrates the percentages of participants' use of cognitive strategies. In general, the participants mostly reported their medium use of the strategies (items 10, 13, 14. 15, 19, 20, 21, and 22). The majority of participants demonstrated their high frequency use of three strategies (items 11, 12 and 18) in cognitive strategies: talking to native speakers of English (45.40%), pronunciation practice (47.52%), and reading techniques (36.79%). This means that most participants focused on speaking and reading skills. On the contrary, most of them expressed the strategy usage at the low level in two strategies (items 16, and 17), namely, reading for pleasure (42.80%), and writing in English (45.52%). This indicated that they seemed to be uncomfortable to write in English to communicate with others, and they tried to avoid reading in English, even novels or short stories. Moreover, they showed their trends toward high frequency use of four strategies (items 13, 15, 19 and 20), and their trends toward low frequency use of three strategies (items 14, 21 and 22) although most of them reported their medium frequency use in these strategies.

Table 40

Percentages of Thai EFL students' compensatory strategies

No.	Statement	Low Frequency %	Medium Frequency %	High Frequency %
23	To understand unfamiliar English words, I make guesses.	22.91	36.20	40.92
24	When I can' t think of a word during a conversation in English, I use gestures.	19.81	40.45	39.74
25	I make up new words if I do not know the right ones in English.	34.79	40.21	25.00
26	I read English without looking up every new word.	33.37	40.80	25.83
27	I try to guess what the other person will say next in English.	24.41	39.15	36.44
28	If I can' t think of an English word, I use a word or phrase that means the same thing.	24.89	38.33	36.79

With regard to the compensatory strategies, the percentages of participants' responses are described in Table 40. The participants mostly reported their high frequency level of one strategy use (40.92%), "To understand unfamiliar English words, I make guesses". This was the strategy that they mostly used when they encountered difficult or unseen words. The majority of them used the rest strategies at the medium level (items 24, 25, 26, 27, and 28). Nevertheless, they obviously showed the trends toward high frequency use of three strategies (items 24, 27, and 28): using gestures (39,74%), guessing follow-up messages (36.44%), and using the same meaning words or phrases (36.79%). On the other hand, their trends

toward low frequency were observed in two strategies (items 25 and 26): making-up words (34.79%), and reading without looking up the meaning of new words. This means that many participants did not want to coin their own new words, and they tended to find the meaning of every word they did not know.

Table 41

Percentages of Thai EFL students' metacognitive strategies

No.	Statement	Low Frequency %	Medium Frequency %	High Frequency %
29	I try to find as many ways as I can to use my English.	25.82	41.51	32.67
30	I notice my English mistakes and use that information to help me	25.82	39.98	34.20
31	I pay attention when someone is speaking English.	14.27	35.61	50.12
32	I try to find out how to be a better learner of English.	14.03	32.78	53.19
33	I plan my schedule so I will have enough time to study English.	32.08	41.27	26.65
34	I look for people I can talk to in English.	30.30	36.08	33.61
35	I look for opportunities to read as much as possible in English.	25.47	38.09	36.44
36	I have clear goals for improving my English skills.	15.45	32.19	52.36
37	I think about my progress in learning English.	11.09	31.96	56.96

According to indirect strategies, the participants' responses of
metacognitive strategies were shown in Table 41. As observed, more than half of the
participants reported their high frequency use of four strategies (items 31, 32, 36, and
37), that is, paying attention to speakers (50.12%), finding how to improve themselves
(53.19%), setting goals to improve their English (53.36%), and thinking about their
English learning progress (56.96%). It is obvious that the surprising numbers of
participants used the aforementioned strategies at a high frequency level, which was
quite different from the previous strategies. However, the majority of the participants
revealed the low frequent use of many strategies (item 29, 30, 33, 34, and 35).

Table 42

Percentages of Thai EFL students' affective strategies

No.	Statement	Low Frequency %	Medium Frequency %	High Frequency %
38	I try to relax whenever I feel afraid of using English.	12.85	36.32	54.83
39	I encourage myself to speak English even when I am afraid of making a mistake.	13.91	36.56	49.53
40	I give myself a reward or treat when I do well in English.	29.83	41.75	40.42
41	I notice if I am tense or nervous when I am studying or using English.	22.40	40.68	36.91
42	I write down my feelings in a language learning diary.	48.59	32.08	19.34
43	I talk to someone else about how I feel when I am learning English.	35.15	37.85	27.00

Table 42 illustrates the percentages of the participants' responses to affective strategies. Two strategies that the majority of them expressed their high frequency of strategy usage were trying to be relaxed when using English (54.83%), and encouraging themselves to speak without anxiety about making mistakes (49.53%). In contrast, most participants showed their low use of the strategy (item 42): writing their feeling in English (48.59%). This also revealed their avoidance of writing in English, which might be caused by their limited ability in writing skills. Moreover, the participants mostly reported their medium use of three strategies (items 40 (41.75%), 41 (40.68%), and 43 (37.85%). Two of them revealed trends toward high frequency, namely, giving good reinforcement when doing well (40.42%), noticing themselves while studying English (39.91%). On the other hand, there was a strategy with a trend toward low frequency, namely, talking to someone about their feeling about English learning (35.15%).

Table 43

Percentages of Thai EFL students' social strategies

No.	Statement	Low Frequency %	Medium Frequency %	High Frequency %
44	If I do not understand something in English, I ask the other person to slow down or say it again.	17.81	35.50	46.70
45	I ask English speakers to correct me when I talk.	35.73	36.44	27.83
46	I practice English with other students.	29.36	40.09	30.54
47	I ask for help from English speakers.	34.90	36.91	28.18
48	I ask questions in English.	36.79	42.57	20.64

No.	Statement	Disagree %	Neutral %	Agree %
49	I try to learn about the culture of English speakers.	20.76	35.02	44.22

The participants' responses to social strategies are illustrated in Table 43. Most participants demonstrated their high frequency of usage in two strategies (items 44 and 49): asking the speakers to speak slowly or repeatedly for better understanding (46.70%), and trying to learn about culture (44.22%). This can be implied that the participants emphasize the importance of culture in language learning which was in consistent with the nature of language learning. The rest strategies were used at the medium frequency (items 45 (36.44%), 46 (40.09%), 47 (36.91%), and 48 (42.57%)), but trends were clearly observed from the table. That is, the participants reported their trends toward high frequency in the strategy: practicing English with friends (30.54%). Whereas the three strategies showed trends toward low frequency of strategy usage: asking speakers to correct their mistakes when speaking (35.73%), asking speakers for help (34.90%), and asking questions in English (36.79%).

In order to compare the frequency of strategies use, the means and standard deviation of each group were calculated. The levels of frequency were related to Oxford (1990) division, namely, 1.00 – 2.40 as low, 2.50 – 3.40 as medium, and 3.50 – 5.00 as high frequency. Table 44 shows the mean scores and standard deviations of language learning strategies.

Table 44

Mean scores and standard deviations of language learning strategies

Strategies	Mean	SD	Level of frequency
Memory strategies	3.03	0.92	medium
Cognitive strategies	3.02	0.98	medium
Compensatory strategies	3.09	0.99	medium
Metacognitive strategies	3.28	0.98	medium

Strategies	Mean	SD	Level of frequency
Affective strategies	3.07	1.00	medium
Social strategies	3.09	0.99	medium
Average mean	3.10	0.98	medium

As observed from Table 44, generally, the participants in this study were moderate strategy users. They used all strategies at the medium frequency, but the metacognitive strategies were the most frequently used among these participants. This is in agreement with Kalajahi, Nimehchisalem, and Pourshahian (2012). However, these finding were different from the study conducted by Yaping (2010). Although the participants in her study were medium strategy users, they used compensation strategies the most frequently.

Based on previous studies, the results revealed that higher proficiency learners used a wide variety of language learning strategies and use them more often than the lower ones (Gharbavi & Mousavi, 2012; Green & Oxford, 1995). The results from these previous studies were in harmony with ones in the present study. Since the participants in the present study were generally less excellent learners, most of them were likely to be moderate learning strategy users.

4.2.3 Research objective 3: To explore the causal relationships among beliefs, attitudes and motivation, learning strategies, and language achievement of Thai EFL undergraduate students

To achieve this objective, structural equation modeling (SEM) was employed to estimate the models by using MPlus Program version 7.11. All the symbols or letters including their meanings used in this part were clearly presented as follows.

Symbols or letters	Meaning
N	the number of participants
M	Mean
SD	Standard deviation
SE	Standard error
χ^2	Chi-square
df	Degree of Freedom
TE	Total Effect
ID	Indirect Effect
DE	Direct Effect
R^2	Coefficient of Determination
TLI	Trucker-Lewis Index
CFI	Comparative Fit Index
RMSEA	Root Mean Square Error of approximation
SRMRW	Standardized Root Mean Square Residual

The meanings of variables use for the analysis

Letters	Meaning
AC	Achievement
MT	Motivation
LA	Language attitudes
BE	Beliefs about language learning
LS	Language learning strategies
SE	Self-efficacy
MB	Motivational behavior
FLA	Foreign language aptitude
DLL	Difficulty of language learning
NLL	The nature of language learning
AEP	Attitudes toward English-speaking people
AEC	Attitudes toward English course
AET	Attitudes toward the English teacher

TFL	Interest in foreign languages
IGO	Integrative orientation
ITO	Instrumental orientation
EUA	English use anxiety
ECA	English class anxiety
PFE	Performance expectancy
MTI	Motivational intensity
ATT	Attention
PST	Persistence
MMS	Memory strategies
CNS	Cognitive strategies
CPS	Compensatory strategies
MTS	Metacognitive strategies
AFS	Affective strategies
SCS	Social strategies

In order to obtain basic information about the variables, descriptive statistics of all items in the questionaire responded by all the participants were reported as illustrated in Table 45.

Table 45

Mean scores and standard deviations of all variables

Variables	Mean	SD
Beliefs about language learning (BE)	**3.47**	**0.91**
Foreign language aptitude (FLA)		
Q101 It is easier for children than adults to learn a foreign language.	3.98	0.82
Q102 Some people have a special ability for learning foreign languages.	3.97	0.84
Q103 People who are good at mathematics or science are not good at learning foreign languages.	3.02	1.07
Q104 I have a special ability for learning foreign languages.	2.85	0.83
Q105 Women are better than men at learning foreign languages.	2.63	0.96
Q106 Everyone can learn to speak a foreign language.	4.36	0.82
Average FLA	3.47	0.89

Variables	Mean	SD
Difficulty of language learning (DLL)		
Q107 Some languages are easier to learn than others.	3.64	0.93
Q108 English is a very easy language.	2.85	0.85
Q109 I believe that I will learn to speak English very well.	3.08	0.86
Q110 It is easier to read and write English than to speak and understand it.	3.03	1.01
Average DLL	3.15	0.91
The nature of language learning (NLL)		
Q111 It is necessary to know about English-speaking cultures in order to speak English.	3.80	0.88
Q112 It is best to learn English in an English-speaking country.	3.84	1.00
Q113 The most important part of learning a foreign language is learning vocabulary words.	4.13	0.89
Q114 The most important part of learning a foreign language is learning grammar.	3.67	1.00
Q115 The most important part of learning English is learning how to translate from my native language.	3.58	0.89
Average NLL	3.80	0.93
Language Attitudes (LA)	**3.61**	**0.90**
Attitudes toward English-speaking people (AEP)		
Q201 Most native English speakers are so friendly and easy to get along with.	3.38	0.87
Q202 I wish I could have many native English speaking friends.	3.83	0.87
Q203 The more I get to know native English speakers, the more I like them.	3.53	0.86
Q204 You can always trust native English speakers.	3.10	0.95
Average AEP	3.46	0.89
Attitudes toward English course (AEC)		
Q205 I enjoy the activities of our English class much more than those of my other classes.	3.23	0.93
Q206 I look forward to the time I spend in English class.	3.07	0.87
Q207 English is one of my favorite courses.	3.17	1.03
Average AEC	3.16	0.94
Attitudes toward the English teacher (AET)		
Q208 I look forward to going to class because my English teacher is so good.	3.52	0.89
Q209 My English teacher has a dynamic and interesting teaching style.	3.65	0.86
Q210 My English teacher is a great source of inspiration to me.	3.50	0.88
Average AET	3.56	0.88

Variables	Mean	SD
Interest in foreign languages (IFL)		
Q211 I wish I could speak many foreign languages perfectly.	3.96	0.89
Q212 I wish I could read newspapers and magazines in many foreign languages.	3.88	0.93
Q213 I enjoy meeting people who speak foreign languages.	3.64	0.90
Average IFL	3.83	0.91
Integrative orientation (IGO)		
Q214 Studying English is important because it will allow me to be more at ease with people who speak English.	3.67	0.94
Q215 Studying English is important because it will enable me to better understand and appreciate English art and literature.	3.57	0.82
Q216 Studying English is important because I will be able to participate more freely in the activities of other cultural groups.	3.81	0.80
Average IGO	3.68	0.85
Instrumental orientation (ITO)		
Q217 Studying English is important because it will make me more educated.	3.93	0.91
Q218 Studying English is important because it will be useful in getting a good job.	4.32	0.86
Q219 Studying English is important because other people will respect me more if I have knowledge of a foreign language.	3.70	0.99
Average ITO	3.98	0.92
Self-Efficacy (SE)	**3.32**	**0.99**
English use anxiety (EUA)		
Q301 Speaking English anywhere makes me feel worried.	3.51	0.94
Q302 I feel anxious if someone asks me something in English.	3.53	0.95
Average EUA	3.52	0.95
English class anxiety (ECA)		
Q303 I never feel quite sure of myself when I am speaking in our English class.	3.39	1.01
Q304 It embarrasses me to volunteer answers in our English class.	3.23	1.01
Q305 It worries me that other students in my class seem to speak English better than I do.	3.36	1.03
Average ECA	3.33	1.02

Variables	Mean	SD
Performance expectancy (PFE)		
I'm likely to be able to…		
Q306 have everyday conversations with others in English.	3.49	0.93
Q307 describe my present job, studies, or other major life activities accurately in details.	3.37	0.86
Q308 talk about the future plans.	3.35	0.91
Q309 speak English well enough to be able to teach my friend.	3.21	1.03
Q310 understand simple statements or questions in English.	3.53	.93
Q311 understand a native speaker who is speaking to me as quickly and as colloquially as he/ she would to another native speaker.	3.12	1.02
Q312 read personal letters, emails or note written to me in which the writer has deliberately used simple words and constructions.	3.28	0.97
Q313 read popular novels without using a dictionary.	2.88	1.08
Q314 write a well-organized paragraph.	2.83	1.04
Q315 write an essay in English.	2.79	1.12
Q316 edit my friends' writing.	2.72	1.08
Q317 work as a writer for an English newspaper.	2.68	1.11
Average PFE	3.10	1.01
Motivational Behavior (MB)	**3.20**	**0.91**
Motivational intensity (MTI)		
Q318 When I have a problem understanding something in my English class, I always ask my teacher for help.	3.35	0.92
Q319 I really work hard to learn English.	3.54	0.86
Q320 After I get my English assignment back, I always rewrite them, correcting my mistakes.	3.27	0.91
Average MTI	3.39	0.90
Attention (ATT)		
Q321 Nothing distracts me when I am studying English.	2.99	0.89
Q322 I usually remain focused in class right until the end of a lecture.	3.09	0.88
Q323 I rarely miss any points presented in a lecture.	3.08	0.90
Average ATT	3.05	0.89
Persistence (PST)		
Q324 I work on my English homework regularly.	3.22	0.92
Q325 I usually finish my English homework before watching television or going out.	3.02	0.97
Q326 I usually maintain a high level of effort throughout an entire course.	3.21	0.93
Average PST	3.15	0.94

Variables	Mean	SD
Language Learning Strategies (LS)	**3.09**	**0.99**
Memory strategies (MMS)		
Q401 I think of relationships between what I already know and new things I learn in English.	2.98	0.88
Q402 I use new English words in a sentence so I can remember them.	3.18	0.85
Q403 I connect the sound of a new English word and an image or picture of the word to help remember the word.	3.15	0.91
Q404 I remember a new English word by making a mental picture of a situation in which the word might be used.	3.27	0.89
Q405 I use rhymes to remember new English words.	2.98	0.93
Q406 I use flashcards to remember new English words.	2.77	0.97
Q407 I physically act out new English words.	2.99	1.00
Q408 I review English lessons often.	2.90	0.86
Q409 I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.01	0.98
Average MMS	3.03	0.92
Cognitive strategies (CNS)		
Q410 I say or write new English words several times.	2.99	0.94
Q411 I try to talk like native English speakers.	3.37	0.97
Q412 I practice the sounds of English.	3.42	0.91
Q413 I use the English words I know in different ways.	3.11	0.94
Q414 I start conversations in English.	2.95	0.97
Q415 I watch English language TV shows spoken in English or go to movies spoken in English.	3.10	1.04
Q416 I read for pleasure in English.	2.68	1.03
Q417 I write notes, messages, letters, or reports in English.	2.62	1.06
Q418 I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.13	1.02
Q419 I try to find patterns in English.	3.02	0.94
Q420 I find the meaning of an English word by dividing it into parts that I understand.	3.16	0.95
Q421 I try not to translate word-for-word.	2.99	0.99
Q422 I make summaries of information that I hear or read in English.	2.75	1.01
Average CNS	3.02	0.98

Variables	Mean	SD
Compensatory strategies (CPS)		
Q423 To understand unfamiliar English words, I make guesses.	3.24	0.98
Q424 When I can' t think of a word during a conversation in English, I use gestures.	3.26	0.99
Q425 I make up new words if I do not know the right ones in English.	2.87	1.02
Q426 I read English without looking up every new word.	2.88	0.98
Q427 I try to guess what the other person will say next in English.	3.14	0.98
Q428 If I can' t think of an English word, I use a word or phrase that means the same thing.	3.15	1.01
Average CPS	3.09	0.99
Metacognitive strategies (MTS)		
Q429 I try to find as many ways as I can to use my English.	3.08	0.96
Q430 I notice my English mistakes and use that information to help me.	3.09	0.96
Q431 I pay attention when someone is speaking English.	3.47	0.92
Q432 I try to find out how to be a better learner of English.	3.53	.96
Q433 I plan my schedule so I will have enough time to study English.	2.93	0.97
Q434 I look for people I can talk to in English.	3.06	1.05
Q435 I look for opportunities to read as much as possible in English.	3.15	1.02
Q436 I have clear goals for improving my English skills.	3.52	1.01
Q437 I think about my progress in learning English.	3.66	0.98
Average MTS	3.28	0.98
Affective strategies (AFS)		
Q438 I try to relax whenever I feel afraid of using English.	3.48	0.92
Q439 I encourage myself to speak English even when I am afraid of making a mistake.	3.46	0.94
Q440 I give myself a reward or treat when I do well in English.	2.94	1.01
Q441 I notice if I am tense or nervous when I am studying or using English.	3.16	0.94
Q442 I write down my feelings in a language learning diary.	2.53	1.09
Q443 I talk to someone else about how I feel when I am learning English.	2.86	1.08
Average AFS	3.07	1.00

Variables	Mean	SD
Social strategies (SCS)		
Q444 If I do not understand something in English, I ask the other person to slow down or say it again.	3.39	1.04
Q445 I ask English speakers to correct me when I talk.	2.88	1.09
Q446 I practice English with other students.	2.99	1.03
Q447 I ask for help from English speakers.	2.89	1.09
Q448 I ask questions in English.	2.78	0.98
Q449 I try to learn about the culture of English speakers.	3.35	1.08
Average SCS	3.05	1.05

As observed from Table 45, generally the participants responded to the statements in a moderate way. Since all the statements in the questionnaire were in 5-point Likert scale format, the evaluation of mean scores was used to interpret its values. The mean values from 1.00 to 1.80 were interpreted as strongly disagree, 1.81 to 2.60 as disagree, 2.61 to 3.40 as neutral, 3.41 to 4.20 as agree, and 4.21 to 5.00 as strongly agree. The mean score of the variable, beliefs about language learning, was 3.47, and the mean scores of FLA, DLL, and NLL were 3.47, 3.15, 3.80 respectively. It was clear that the participants gave the lowest score, compared to the other two constructs. In terms of LA, the mean score was 3.61, and the mean scores of AEP, AEC, AET, IFL, IGO and ITO were 3.46, 3.16, 3.56, 3.83, 3.68, and 3.32 respectively. This reflected that the participants displayed their positive attitudes toward all constructs, except AEC and ITO which were more neutral. As for SE, the mean score was 3.32, and the mean scores of EUA, ECA, and PFE were 3.52, 3.33 and 3.10 respectively. This showed that the participants agreed that they had high anxiety in English use, followed by English class; meanwhile, they expressed their modest expectation in their English performance. For MB, the mean score was 3.20, and the mean scores of MTI, ATT and PST were 3.39, 3.05, and 3.15 respectively. This demonstrated that the participants higher motivational intensity, compared with attention and persistence. Lastly, the mean score of LS was 3.09, and the mean scores of MMS, CNS, CPN, CPS, MTS, AFS, and SCS were 3.03, 3.02, 3.09, 3.28, 3.07 and 3.05 respectively. This revealed that the participants used language learning strategies in a moderate frequency level. However, metacognitive strategies were more frequently used, compared to the other strategies.

In order to analyze the achievement models in this study, the structural equation modeling (SEM) technique was employed and the Mplus program was run to show the analysis. Based on SEM, there were two main parts: the measurement model, and the structural model. The measurement model demonstrates the relationships between the latent variables as shown in the circles (e.g. beliefs about language learning) and their corresponding indicator variables as shown in the boxes (e.g. foreign language aptitude, difficulty of language learning and the nature of language learning). The evidence reflecting the relationships of the corresponding indicators and the latent variables is loadings which vary from -1 to 1. The loadings indicate the extent to which the indicators can measure the latent variables, considered as a validity coefficient (Schumacker & Lomax, 2010). The other part is the structural model which indicates the relationships among the latent variables, and provides information about the extent to which the path is significant. The line with an arrow in a path reveals the influence direction between latent variables. For instance, there is a path from beliefs about language learning to language attitudes, indicating that the beliefs influence the language attitudes.

In this study the two proposed models were the English listening and speaking achievement, and the English reading and writing achievement. The measurement model and the structural model of each achievement model were reported respectively. Then the findings of the two achievement models were compared in order to see their similarities and differences.

4.2.3.1 The Listening and Speaking Achievement Model

The validity of the proposed models were assessed, but at first after running the model with the collected data, the models did not contain the validity. Consequently, the models were adjusted to meet the aforementioned criteria of the model fit based on Kwan and Walker (2003), and Hansen, Rosen, and Gustafsson (2004), and the adjustment was in accordance with modification indices the program suggested.

Moreover, the model of listening and speaking achievement of the EFL undergraduate students was analyzed, and the model was adjusted to obtain

the model fit based on the aforementioned criteria proposed by Kwan and Walker (2003), and Hansen, Rosen, and Gustafsson (2004), and to be in accordance with modification indices the program suggested. Figure 12 shows the adjusted model of listening and speaking achievement.
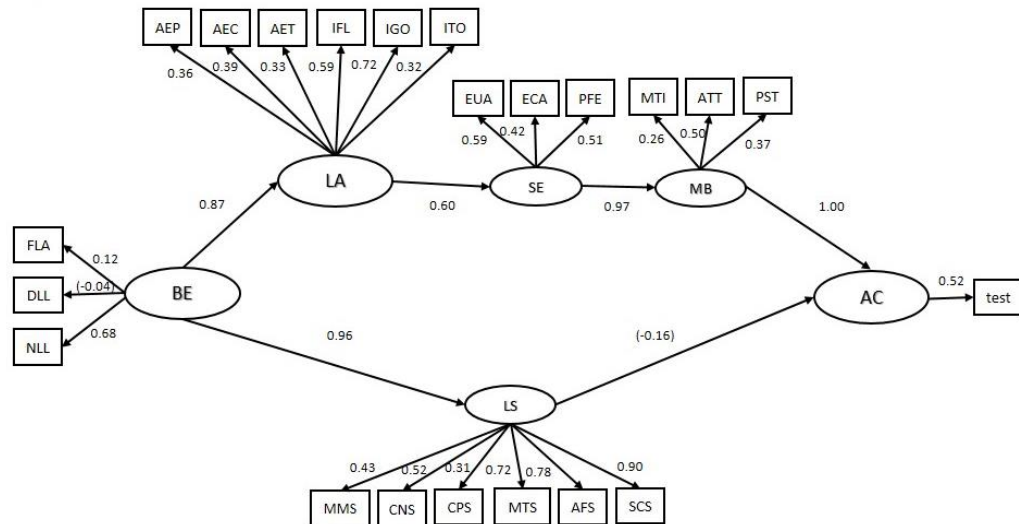
Note: AC Achievement (listening and speaking); BE Beliefs about language learning; LA Language attitudes; LS Language learning strategies; MB Motivational Behavior; SE Self-efficacy; AEC Attitudes toward English class; AEP Attitudes toward English-speaking people; AET Attitudes toward the English teacher; AFS Affective strategies; ATT Attention; CNS Cognitive strategies; CPS Compensatory strategies; DLL Difficulty in language learning; ECA English class anxiety; EUA English use anxiety; FLA Foreign language aptitude; IFL Interest in foreign language; IGO Integrative orientation; ITO Instrumental orientation; MMS Memory strategies; MTI Motivational intensity; MTS Metacognitive strategies; NLL Nature of language learning; PFE Performance expectancy; PST Persistence; SCS Social strategies

The numbers in ( ) signify that the path is not significant.

Figure 12 The adjusted model of listening and speaking achievement

According to Figure 12, all path coefficients were standardized. The details were described regarding the two parts of SEM: the measurement model and the structural model as follows.

The Measurement Model of listening and speaking achievement

In the measurement model, the Confirmatory Factor Analysis (CFA) was performed in order to see the validity of the variables. For the first latent variable, Beliefs about Language Learning, consisted of three indicators. It indicated that this latent variable had three observed variables: (1) Foreign Language Aptitude, (2)

Difficulty in Language Learning, and (3) the Nature of Language Learning. The path estimates of factor loadings are illustrated in Table 46. Standardized loadings were considered high and significant as p-value was less than 0.05 (*).

Table 46

Path estimates of Beliefs about Language Learning

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
FLA	<---	BE	0.121	0.005	24.184	*
DLL	<---	BE	-0.036	0.055	-0.664	0.507
NLL	<---	BE	0.676	0.036	18.636	*

*p <0.05

As observed from Table 46, the measures Foreign Language Aptitude, and the Nature of Language Learning had standardized loadings of 0.12 and 0.68 respectively on the latent variable, "Beliefs about Language Learning". The loadings indicated that NLL moderately reflected Beliefs about Language Learning whereas Foreign Language Aptitude provided fair reflection. Noted that the paths from Beliefs about Language Learning to the two indicators were significant at the 0.05 level. In contrast, the standardized loading of Difficulty of Language Learning did not reflect Beliefs about Language Learning, and the path was not significant.

The next latent variable, Language Attitudes, consisted of six observed variables: (1) Attitudes toward English-Speaking People, (2) Attitudes toward English Course, (3) Attitudes toward the English Teacher, (4) Interest in Foreign Languages, (5) Integrative Orientation, and (6) Instrument Orientation. The path estimates of factor loadings are illustrated in Table 47.

Table 47

Path Estimates of Language Attitudes

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
AEP	<---	LA	0.363	0.050	7.240	*
AEC	<---	LA	0.385	0.045	8.606	*
AET	<---	LA	0.325	0.052	6.234	*
IFL	<---	LA	0.585	0.051	11.364	*
IGO	<---	LA	0.718	0.034	20.889	*
ITO	<---	LA	0.322	0.052	6.222	*

*p <0.05

With regard to Table 47, the standardized loading of Attitudes toward English-Speaking People was 0.36, Attitudes towards the English Course 0.39, Attitudes toward the English Teacher 0.33, Interest in Foreign Languages 0.59, Integrative Orientation 0.72, and Instrument Orientation 0.32, It can be seen that Integrative Orientation was quite strongly reflected "Language Attitudes". The loading of Interest in Foreign Languages was stronger than those of Attitudes toward English-Speaking People, Attitudes towards the English Course, Attitudes toward the English Teacher, and Instrument Orientation. The paths from Language Attitudes to these indicators were statistically significant.

The latent variable, Self-Efficacy, consisted of three observed variables: (1) English Use Anxiety, (2) English Class Anxiety, and (3) Performance Expectancy. The path estimates of factor loadings are illustrated in Table 48.

Table 48

Path Estimates of Self-Efficacy

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
EUA	<---	SE	0.585	0.047	12.398	*
ECA	<---	SE	0.423	0.048	8.796	*
PFE	<---	SE	0.512	0.057	8.980	*

*p <0.05

With respect to Table 48, the measures English Use Anxiety, English Class Anxiety and Performance Expectancy had standardized loadings of 0.59, 0.42 and 0.51 respectively on the latent variable, "Self-efficacy." These loadings indicated that the three indicators moderately reflected Self-Efficacy. Noted that the paths from Self-efficacy to the aforementioned indicators were statistically significant at 0.05 level.

The latent variable, Motivational Behavior, consisted of three observed variables: (1) Motivational Intensity, (2) Attention, and (3) Persistence. The path estimates of factor loadings are illustrated in Table 49.

Table 49

Path Estimates of Motivational Behavior

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
MTI	<---	MB	0.255	0.068	3.747	*
ATT	<---	MB	0.496	0.041	12.238	*
PST	<---	MB	0.374	0.062	6.068	*

*p <0.05

As seen from Table 49, the standardized loadings of Motivational Intensity, Attention, and Persistence were 0.26, 0.50, and 0.37 respectively. The loading of Attention was stronger than those in Motivational Intensity and Motivational Intensity. The loadings suggested that Attention moderately reflected Motivational Behavior, whereas Motivational Intensity and Persistence had weaker reflection.

However, the paths from Motivational Behavior to the three indicators were statistically significant at 0.05 level.

The next latent variable, Language Learning Strategies, consisted of six observed variables: (1) Memory Strategies, (2) Cognitive Strategies, and (3) Compensatory Strategies, (4) Metacognitive Strategies, (5) Affective Strategies, and (6) Social Strategies. The path estimates of factor loadings are illustrated in Table 50.

Table 50

Path Estimates of Language Learning Strategies

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
MMS	<---	LS	0.426	0.044	9.606	*
CNS	<---	LS	0.515	0.041	12.684	*
CPS	<---	LS	0.306	0.053	5.724	*
MTS	<---	LS	0.724	0.029	25.304	*
AFS	<---	LS	0.782	0.025	30.822	*
SCS	<---	LS	0.903	0.017	53.968	*

*p <0.05

Table 50 illustrates that the standardized loadings of Social Strategies, Affective Strategies, and Metacognitive Strategies, were 0.90, 0.78, and 0.72 respectively. That is to say, these three indicators quite strongly reflected "Language Learning Strategies". Whereas the measures Cognitive Strategies, Memory Strategies and Compensatory Strategies had standardized loadings of 0.52, 0.43 and 0.31 respectively on the latent variable, "Language Learning Strategies." These loadings indicated that the two strategies moderately reflected this latent variable. The paths from Language Learning Strategies to the six indicators were statistically significant at 0.05 level.

The last variable, Listening and Speaking Achievement, had only the test result. The path estimate of factor loading was illustrated in Table 51.

Table 51

Path Estimates of listening and speaking achievement test

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
TEST	<---	AC	0.519	0.036	14.251	*

*p <0.05

Regarding Table 51, the standardized loading of the listening and speaking achievement test was 0.52, and it indicated moderate reflection on the latent variable "Achievement". The path from Achievement to the test was significant at 0.05 level.

Based on the aforementioned analysis, in general, the standardized loadings of the indicators moderately reflected the latent variables (ranging from 0.12 to 0.90). However, there was the indicator, Difficulty of Language Learning, did not reflect the variable "Beliefs about Language Learning", and the path from Beliefs to this indicator was not significant. Since the participants in this study were mostly low English achievers, this seemed to reflect that they gave lower scores in Difficulty of Language Learning, but gave higher scores in Foreign Language Aptitude, and the Nature of Language Learning. However, the result of this indicator was different from the reading and writing achievement model as described later.

The Structural Model of listening and speaking achievement

The structural model indicates the relationships among the latent variables and provides information about the extent to which the path is significant. According to the measurement model, the relationships among the latent variables were adequately measure well because the loadings were generally moderate. The analysis of the structural model was as the followings:

1. The path coefficients from Beliefs about Language Leaning to Language Attitudes and Language Learning Strategies were 0.87, and 0.96, respectively. The paths were significant at the 0.00 level. Therefore, the null hypothesis, that beliefs about language learning do not influence language attitudes and language learning strategies, must be rejected. That is to say, the results of the analysis supported Hypotheses 1 and 2 indicating that Beliefs about Language Learning had significant effects on Attitudes, and Language Learning Strategies.

2. The path coefficient from Language Attitudes to Self-Efficacy was 0.60 and the path was significant at the 0.00 level. The null hypothesis, that language attitudes do not influence self-efficacy, thus must be rejected. This result proved Hypothesis 3 that Language Attitudes had a direct influence on Self-Efficacy.

3. The path coefficient from Self-Efficacy to Motivational Behavior was 0.97, and the path coefficient was statistically significant at the 0.05 level. Thus, the null hypothesis, that self-efficacy does not influence motivational behavior, must be rejected. This result described that Hypothesis 4 indicating a direct influence from Self-Efficacy to Motivational Behavior was proved.

4. The path coefficients from Motivational Behavior to Listening and Speaking Achievement was 1.04, and the path coefficient was significant at the 0.05 level. The path showed that Motivation Behavior remarkably illustrated the direct effect on listening and speaking achievement. Therefore, the null hypothesis, that motivational behavior does not influence listening and speaking achievement must be rejected. It could be seen that the result supported Hypothesis 5 that Motivational Behavior had a direct effect on Listening and Speaking Achievement.

5. The path coefficient from Language Learning Strategies to Listening and Speaking Achievement was -0.16, but the path coefficient was not significant. As a result, the null hypothesis, that language learning strategies do not influence listening and speaking achievement, must be accepted. The result disproved Hypothesis 6 that Language Learning Strategies did not produce a direct influence on Listening and Speaking Achievement.

To sum up, as seen from the data analysis, generally the paths from each latent variable were significant and they revealed the influence among them (ranging from 0.60 to 1.04). However, there was a path from Language Learning Strategies to Listening and Speaking Achievement which was not significant and did not influence the Achievement.

<u>The Model Fit of the Listening and Speaking Achievement Model</u>

The Chi-square measure of the goodness of fit of the model to the data was 180.62 with 151 degrees of freedom at p< .05. Regarding Tremblay and Gardner (1995), they state that the model would adequately fit to the data when the chi-square per degrees of freedom index was below 5.0. To observe the model fit of the Listening and Speaking Achievement Model, the chi-square per degrees of freedom was 1.1889, and the other statistic results were CFI = 0.988, TLI = 0.981, RMSEA = 0.021, and SRMR = 0.047. Based on Based on Kwan & Walker (2003) and Hansen, Rosen& Gustafsson (2004), the model of listening and speaking achievement fitted to the data well.

As observed from the analysis, the listening and speaking achievement model displayed causal relationships among the variables. Firstly, the causative variable, Beliefs about Language Learning, revealed direct effects on Language Attitudes, and Language Learning Strategies. In other words, Language Attitudes, and Language Learning Strategies were caused by Beliefs about Language Learning. The causal link was also found from Language Attitudes to Self-Efficacy, and then Self-Efficacy, in turn, further caused Motivational Behavior. Finally, Motivational Behavior showed strong causal link to Listening and Speaking Achievement. As for Language Learning Strategies, there was no significant causal link between Language Learning Strategies and Language Achievement. These findings revealed that Language Attitudes, Self-Efficacy and Motivational Behavior were good mechanisms linking beliefs about language learning and listening and speaking achievement. This also indicated that beliefs had an indirect effect on language achievement. Whereas, the variable, Language Learning Strategies, was not a mediator linking Beliefs and Language Achievement.

4.2.3.1 The Reading and Writing Achievement Model

The steps of running the Mplus program for the structural equation modeling analysis were the same as in the listening and speaking achievement model. At first the model did not contain the validity. Thus, the model was developed to meet the criteria of the model fit. The model were adjusted concerning modification indices offered by the Mplus program.

Moreover, the model of reading and writing achievement of the EFL undergraduate students was analyzed, and the model was adjusted in order to obtain a model fit based on the aforementioned criteria proposed by Kwan and Walker (2003), and Hansen, Rosen, and Gustafsson (2004), and to be in accordance with modification indices the program suggested. Figure 13 shows the analysis of the adjusted model of reading and writing achievement
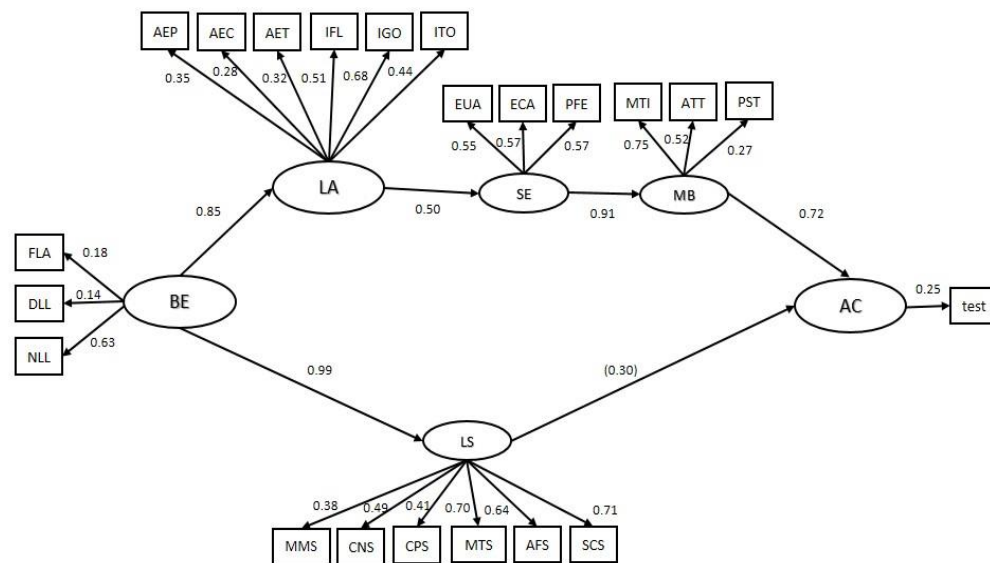
Note: AC Achievement (reading and writing); BE Beliefs about language learning; LA Language attitudes; LS Language learning strategies; MB Motivational Behavior; SE Self-efficacy; AEC Attitudes toward English class; AEP Attitudes toward English-speaking people; AET Attitudes toward the English teacher; AFS Affective strategies; ATT Attention; CNS Cognitive strategies; CPS Compensatory strategies; DLL Difficulty in language learning; ECA English class anxiety; EUA English use anxiety; FLA Foreign language aptitude; IFL Interest in foreign language; IGO Integrative orientation; ITO Instrumental orientation; MMS Memory strategies; MTI Motivational intensity; MTS Metacognitive strategies; NLL Nature of language learning; PFE Performance expectancy; PST Persistence; SCS Social strategies

The numbers in ( ) signify that the path is not significant.

Figure 13 The modified model of reading and writing achievement

According to Figure 13 all path coefficients were standardized. The details were described regarding the two parts of SEM: the measurement model and the structural model as follows.

<u>The Measurement Model of reading and writing achievement</u>

For the first latent variable, Beliefs about Language Learning, consisted of three indicators. It indicated that this latent variable had three observed variables: (1)

Foreign Language Aptitude, (2) Difficulty in Language Learning, and (3) the Nature of Language Learning. The path estimates of factor loadings are illustrated in Table 52. Factor loadings were considered high and significant as p-value was less than 0.05 (*).

Table 52

Path estimates of beliefs about language learning

Observed variables	Latent variables	Estimate	SE	EST/ SE	p
FLA <---	BE	0.176	0.073	2.395	*
DLL <---	BE	0.143	0.068	2.103	*
NLL <---	BE	0.628	0.049	12.79	*

*p <0.05

According to Table 52, the measures Foreign Language Aptitude, Difficulty in Language Learning and the Nature of Language Learning had standardized loadings of 0.18, 0.14 and 0.63 respectively on the latent variable, "Beliefs about Language Learning". The loadings indicated that the Nature of Language Learning strongly reflected Beliefs about Language learning whereas Foreign Language Aptitude and Difficulty in Language Learning provided fair reflection. However, noted that the paths from Beliefs about Language Learning to the three indicators were significant at the 0.05 level.

The next latent variable, Language Attitudes, consisted of six observed variables: (1) Attitudes toward English-Speaking People, (2) Attitudes toward English Course, (3) Attitudes toward the English Teacher, (4) Interest in Foreign Languages, (5) Integrative Orientation, and (6) Instrument Orientation. The path estimates of factor loadings are illustrated in Table 53.

Table 53

Path estimates of language attitudes

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
AEP	<---	LA	0.346	0.054	6.458	*
AEC	<---	LA	0.283	0.063	4.513	*
AET	<---	LA	0.324	0.068	4.756	*
IFL	<---	LA	0.509	0.052	9.744	*
IGO	<---	LA	0.675	0.047	14.318	*
ITO	<---	LA	0.442	0.054	8.156	**

*p <0.05

As observed from Table 53, the standardized loadings of the indicators on Language Attitudes varied. To illustrate, the standardized loading of Attitudes toward English-Speaking People was 0.35, Attitudes toward English Course 0.28, Attitudes toward the English Teacher 0.32, Interest in Foreign Languages 0.51, Integrative Orientation 0.68, and Instrument Orientation 0.44. It is apparent that Integrative Orientation was the strongest indicator to reflect "Language Attitudes." The loadings of Interest in Foreign Languages and Instrument Orientation moderately reflected the latent variable, whereas Attitudes toward English-Speaking People, Attitudes toward English Course and Attitudes toward the English Teacher had a fair reflection. The path from Language Attitudes to these indicators was statistically significant.

The latent variable, Self-Efficacy, included three observed variables: (1) English Use Anxiety, (2) English Class Anxiety, and (3) Performance Expectancy. The path estimates of factor loadings are illustrated in Table54.

Table 54

Path Estimates of Self-Efficacy

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
EUA	<---	SE	0.553	0.057	9.701	*
ECA	<---	SE	0.568	0.06	9.517	*
PFE	<---	SE	0.567	0.057	10.009	*

*p <0.05

With regard to Table 54, the measures English Use Anxiety, English Class Anxiety and Performance Expectancy had standardized loadings of 0.55, 0.57 and 0.57 respectively on the latent variable, "Self-efficacy". These loadings indicated that the three indicators moderately reflected "Self-efficacy." Noted that the paths from Self-efficacy to the aforementioned indicators were statistically significant at 0.05 level.

The latent variable, Motivational Behavior, comprised of three observed variables: (1) Motivational Intensity, (2) Attention, and (3) Persistence. The path estimates of factor loadings are illustrated in Table 55.

Table 55

Path Estimates of Motivational Behavior

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
MTI	<---	MB	0.749	0.078	9.564	*
ATT	<---	MB	0.524	0.062	8.47	*
PST	<---	MB	0.266	0.065	4.113	*

*p <0.05

According to Table 55, the standardized loading of Motivational Intensity was 0.75, and its loading quite strongly reflected the variable, Motivational Behavior. The standardized loadings of Attention, and Persistence were 0.52, and 0.27 which reflected the latent variable at the moderate and fair levels respectively. However, the paths from Motivational Behavior to the three indicators were statistically significant at 0.05 level.

The next latent variable, Language Learning Strategies, consisted of six observed variables: 1) Memory Strategies, 2) Cognitive Strategies, and 3) Compensatory Strategies, 4) Metacognitive Strategies, 5) Affective Strategies, and 6) Social Strategies. The path estimates of factor loadings are illustrated in Table 56.

Table 56

Path Estimates of Language Learning Strategies

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
MMS	<---	LS	0.383	0.06	6.402	*
CNS	<---	LS	0.491	0.058	8.526	*
CPS	<---	LS	0.411	0.057	7.237	*
MTS	<---	LS	0.702	0.041	17.026	*
AFS	<---	LS	0.642	0.053	12.185	*
SCS	<---	LS	0.711	0.045	15.917	*

*p <0.05

As seen from Table 56, the standardized loadings of Social Strategies, Metacognitive Strategies and Affective Strategies were 0.71, 0.70 and 0.64 respectively. This meant that these three indicators quite strongly reflected "Language Learning Strategies". Whereas the measures Cognitive Strategies, Compensatory Strategies, and Memory Strategies had standardized loadings of 0.49, 0.41, and 0.38 respectively on the latent variable, Language Learning Strategies. These loadings indicated that the three strategies moderately reflected this latent variable. The paths from Language Learning Strategies to the six indicators were statistically significant at 0.05 level.

The last variable, Reading and Writing Achievement had only the test result as an observed indicator. The path estimate of factor loading was illustrated in Table 57.

Table 57

Path Estimates of the reading and writing achievement test

Observed variables		Latent variables	Estimate	SE	EST/ SE	p
TEST	<---	AC	0.245	0.054	4.544	*

*p <0.05

With respect to Table 57, the standardized loading of the reading and writing achievement test was 0.25, and it indicated fair reflection on the latent variable,

"Achievement." Nevertheless, the path from Achievement to the test was statistically significant.

Based on the aforementioned analysis, in general, the standardized loadings of the indicators moderately reflected the latent variables (ranging from 0.14 to 0.75). All the paths were statistically significant.

The Structural Model of reading and writing achievement

The structural model indicates the relationships among the latent variables and provides information about the extent to which the path is significant. According to the measurement model, the relationships among the latent variables were adequately measured well because the loadings were generally moderate (ranging from 0.14 to 0.75). The analysis of the structural model was as the followings:

1. The path coefficients from Beliefs about Language Leaning to Language Attitudes and Language Learning Strategies were 0.85, and 0.99 respectively. The path was significant at the 0.05 level. Therefore, the null hypothesis, that beliefs about language learning do not influence language attitudes and language learning strategies, must be rejected. In other words, this finding supported research Hypotheses 1 and 2 that BE had a direct effect on Language Attitudes, and at the same time produced a direct effect on Language Learning Strategies.

2. The path coefficient from Language Attitudes to Self-Efficacy was 0.50 and the path was significant at the 0.05 level. The null hypothesis, that language attitudes do not influence self-efficacy, thus, must be rejected. This meant that research Hypothesis 3 indicating that Language Attitudes Language Attitudes had a direct effect on Self-Efficacy was proved.

3. The path coefficient from Self-Efficacy to Motivational Behavior was 0.91, and the path coefficient was statistically significant at the 0.05 level. Thus, the null hypothesis, that self-efficacy does not influence motivational behavior, must be rejected. In other words, the finding supported research Hypothesis 4 describing that Self-Efficacy had a direct influence on Motivational Behavior.

4. The path coefficients from Motivational Behavior to Reading and Writing Achievement was 0.72, and the path coefficient was significant at the 0.05 level. The path showed that Motivation Behavior illustrated the direct effect on listening and

speaking achievement. Therefore, the null hypothesis, that motivational behavior does not influence listening and speaking achievement must be rejected. This showed that research Hypothesis 5 indicating that Motivational Behavior had a direct effect on Reading and Writing Achievement was proved.

5. The path coefficient from Language Learning Strategies to Listening and Speaking Achievement was 0.30, and the path coefficient was not significant. As a result, the null hypothesis, that language learning strategies do not influence listening and speaking achievement, must be accepted. This showed that research Hypothesis 6 was not proved.

To sum up, as seen from the data analysis, generally the paths from each latent variable were significant and they revealed the influence among them (ranging from 0.50 to 0.99). However, there was a path from Language Learning Strategies to Listening and Speaking Achievement which was not significant and did not influence the Achievement.

The Model Fit of the Reading and Writing Achievement Model

The Chi-square measure of the goodness of fit of the model to the data was 188.76 with 163 degrees of freedom at p< .05. Regarding Tremblay and Gardner (1995), they state that the model would adequately fit to the data when the chi-square per degrees of freedom index was below 5.0. To observe the model fit of the Reading and Writing Achievement Model, the chi-square per degrees of freedom was 1.187, and the other statistic results were CFI = 0.981, TLI = 0.974, RMSEA = 0.021, and SRMR = 0.054. Based on Kwan & Walker (2003) and Hansen, Rosen& Gustafsson (2004) criteria, the model of reading and writing achievement fitted to the data well.

As observed from the analysis, the Reading and Writing Achievement Model displayed causal relationships among the variables. These relationships were quite similar to those in the listening and speaking achievement model. First of all, the causative variable, Beliefs about Language Learning, showed direct effects on Language Attitudes, and Language Learning Strategies. Put differently, Language Attitudes, and Language Learning Strategies were caused by Beliefs about Language Learning. The causal link was also found from Language Attitudes to Self-Efficacy, and then Self-Efficacy, in turn, caused Motivational Behavior. Finally, Motivational

Behavior revealed causal link to Reading and Writing Achievement. In terms of Language Learning Strategies, there was no significant causal link between Language Learning Strategies and Reading and Writing Achievement. In brief, these findings yielded that Language Attitudes, Self-Efficacy and Motivational Behavior were good mechanisms linking beliefs about language learning and reading and writing achievement. This also indicated that beliefs had an indirect effect on language achievement. Whereas, the variable, language learning strategies, was not a mediator linking beliefs and language achievement.

Comparison of the two achievement models

Comparatively, according to the analysis of the two models, it is clear that the two models were generally the same in terms of statistical significance, but there were some differences. Their similarities and differences of the two models in terms of the measurement model and the structural model are described below.

The measurement models of the two achievement models

The measurement models analysis of the Listening and Speaking Achievement Model and the Reading and Writing Achievement Model are presented in Table 58.

Table 58

Comparison of standardized loadings of the two achievement models

Observed variables		Latent variables	LS Achievement model		RW Achievement model	
			Loading	p	Loading	p
FLA	<---	BE	0.176	*	0.176	*
DLL	<---	BE	0.143	0.507	0.143	*
NLL	<---	BE	0.628	*	0.628	*
AEP	<---	LA	0.363	*	0.346	*
AEC	<---	LA	0.385	*	0.283	*
AET	<---	LA	0.325	*	0.324	*
IFL	<---	LA	0.585	*	0.509	*
IGO	<---	LA	0.718	*	0.675	*
ITO	<---	LA	0.322	*	0.442	*
EUA	<---	SE	0.585	*	0.553	*
ECA	<---	SE	0.423	*	0.568	*

Observed variables		Latent variables	LS Achievement model		RW Achievement model	
			Loading	p	Loading	p
PFE	<---	SE	0.512	*	0.567	*
MTI	<---	MB	0.255	*	0.749	*
ATT	<---	MB	0.496	*	0.524	*
PST	<---	MB	0.374	*	0.266	*
MMS	<---	LS	0.426	*	0.383	*
CNS	<---	LS	0.515	*	0.491	*
CPS	<---	LS	0.306	*	0.411	*
MTS	<---	LS	0.724	*	0.702	*
AFS	<---	LS	0.782	*	0.642	*
SCS	<---	LS	0.903	*	0.711	*

*$p<0.05$

In regard to Table 58, the similarities and differences of the two achievement models are described as follows.

1. As for Beliefs about Language Learning, the loadings of the Nature in Language Learning were the strongest reflection on Beliefs about Language Learning and the loading of Difficulty in Language Learning was the weakest in both models. The difference was that the measure Difficulty in Language Learning in the listening and speaking model was negative and the path from Beliefs about Language Learning to this indicator was not significant, whereas, in the reading and writing achievement model, the loading of Difficulty in Language Learning was significant (although it was fair). Therefore, the analysis of the two models was in the same directions.

2. Regarding the latent variable, Language Attitudes, the loading of Integrated Orientation was the strongest reflection on Language Attitudes in both models. Whereas the faintest reflection on LA was the loading of Instrumental Orientation in the listening and speaking model, and Attitudes toward the English Class in the reading and writing achievement model.

3. The highest loading on Self-Efficacy in the listening and speaking achievement model was English Use Anxiety, while in the reading and writing achievement model English Use Anxiety was the faintest loading. The highest loading in the listening and speaking model was Performance Expectancy.

4. Regarding the latent variable, Motivational Behavior, the loading of Motivational Intensity was the highest reflection on Motivational Behavior in the

reading and writing achievement model, while the Attention was the highest one in the other model.

5. The loadings of Metacognitive, Affective and Social Strategies were strong reflection on the latent variable, Language Learning Strategies in both models.

Considering the measurement models, standardized loadings, also called validity coefficients, reflect the relationships between the latent variable and corresponding observed variable, and indicate the extent to which the observed variable can reflect the latent one. In this study, the finding reveal that Foreign Language Aptitude, Difficulty in Language Learning and Nature of Language Learning seem to be indicators of Beliefs about Language Learning in the Reading and Writing Achievement Model. This finding is inconsistent with previous studies (Apairach, 2014; Tremblay & Gardner, 1995; Wudthayagorn, 2000) which employ SEM to assure the measures of Beliefs about Language Learning. However, the present study reports different finding in the Listening and Speaking Achievement Model that Difficulty in Language Learning do not reflect the latent variable, Beliefs about Language Learning. This seem to explain that the participants in this group give low scores in Difficulty in Language Learning while giving higher score in Foreign Language Aptitude and Nature of Language Learning. Besides this, most participants seem to think that English is relatively not too easy to learn. This language difficulty judgment has impact on the participants' expectations and commitment to language learning (Horwitz, 1988). Therefore, teachers play an important role to help their students to be more confident in their ability to achieve the goals language tasks which are suitable for their language abilities.

The structural models of the two achievement models

The structural models analysis of the Listening and Speaking Achievement Model and the Reading and Writing Achievement Model are illustrated in Table 59.

Table 59

Comparison of path coefficients among all variables in the two achievement models

Latent Variables			LS Achievement model		RW Achievement model	
			coefficient	P	coefficient	P
AC	--->	MB	1.00	*	0.72	*
AC	--->	LS	-0.16	0.19	0.30	0.22
MB	--->	SE	0.97	*	0.91	*
SE	--->	LA	0.60	*	0.50	*
LA	--->	BE	0.87	*	0.85	*
LS	--->	BE	0.96	*	0.99	*

* p< 0.05

According to Table 59, the similarities and differences of the two achievement models in terms of structural model are described as follows.

1. The path coefficients from Beliefs about Language Learning to Language Attitudes and Language Learning Strategies were high with statistically significance in both models.

2. The path coefficients from Language Attitudes to Self-Efficacy showed statistically significant moderate influences in both models.

3. The strong influence from Self-Efficacy to Motivational Behavior was similarly found in both models.

4. The path coefficients from Motivational Behavior to Achievement in the listening and speaking achievement model was high, but smaller than that in the reading and writing model.

5. The path from Language Learning Strategies to Achievement in both models was not significant, which means that the latent variable, LS did not influence AC.

The models proposed in this study, the listening and speaking achievement model, and the reading and writing achievement model, revealed the causal relationships mediated by psychological variables between beliefs about language learning and language achievement. The three mediators were Language Attitudes, Self-efficacy, and Motivational Behavior. The first mediator of achievement causal relationship was Language Attitudes indicating that it was influenced by Beliefs about

Language Learning, and in turn Language Attitudes produced further causal link to Self-efficacy. Motivational Behavior was caused by Self-Efficacy and then causally linked to language achievement.

Considering the casual links between each pair of variables, studies (Abedini et al., 2011; Ghavamnia et al., 2011; Li, 2010) have been conducted and their findings seem to support relationships. With respect to the first path, the findings show that beliefs about language learnings highly influenced language attitudes and language learning strategies. The relationship between beliefs about language learning and language learning strategies is found in the study conducted by Ghavamnia et al. (2011) investigate relationships among learning strategies, motivation, proficiency and learners' beliefs about language learning. The findings yield positive relationship between strategy use and language learning beliefs. Those who hold more positive beliefs seem to use more learning strategies. These findings are also in line with the study Abedini et al. (2011). Their study shows that students with positive attitudes tend to use more learning strategies and demonstrate high level of proficiency. Moreover, Li (2010) also finds moderate correlation between beliefs about language learning and language learning strategies. These evidences directly support the relationship between beliefs and learning strategies. It is likely that the variable 'beliefs' is essential for language learning because it can be the cause of positive attitudes, and appropriate use of language learning strategies. Thus, learners' realistic beliefs should be maintained, but the negative ones should be corrected.

The next causal relationship is found linking between language attitudes and self-efficacy. It seems that positive language attitudes directly influence self-efficacy. When learners cultivate positive attitudes toward their English learning, they are likely to have more self-confidence and believe in their competence to accomplish various English tasks. Also it can help decrease their anxiety in language learning. In other words, the more positive attitudes learners display, the less anxiety they feel. Moreover, self-efficacy further causally influence motivational behavior. From this link, learners who have high self-efficacy tend to be high motivated, and willing to have high attention and great persistence in language learning. These causal relationships between attitudes and self-efficacy, and between self-efficacy and

motivation are confirmed by studies using SEM technique (Tremblay & Gardner, 1995; Wudthayagorn, 2000).

According to these causal links, motivational behavior produces a direct effect on language achievement. It reflects that high motivated learners are likely to success in language leaning which is the ultimate goal of language learners. It can be concluded that the selected psychological variables in this model are significant for language learning which learners and teachers should take into account. In terms of structural equation model, language attitudes, self-efficacy, and motivational behavior are effective mechanisms linking beliefs about language learning and language achievement.

According to the analysis of the two achievement models, beliefs, as a causative variable, should be taken into consideration. The models showed that beliefs about language learning had influences on language achievement as supported by empirical studies (Abedini et al., 2011; Ehrman & Oxford, 1995; Ghavamnia et al., 2011). Fujiwara (2014) also suggests that learners with different proficiency levels hold different beliefs about language learning. Moreover, the causal relationship between beliefs about language learning and language proficiency was confirmed by the study conducted by Apairach (2014). He investigates causal relationships among five variables: educational contexts, beliefs about language learning, gender, language learning strategies and language proficiency. Its findings showed significant relationship between beliefs and language proficiency with direct effects. However, this relationship was different from the present study, that is, the present study found that beliefs about language learning had an indirect effects on language achievement.

Based on the analysis of the present study, beliefs yielded a direct effect on language learning strategies which was in line with previous studies (Wenden, 1987; Horwitz, 1988, Boakye, 2007; Li, 2010). However, Apairach's study (2014) found insignificant relationship between these two variables. He claims that based on Ellis' (1994) individual difference framework, which offers two-way relationship between beliefs and language learning strategies, and the unique calculation of SEM seems to be explanation of this insignificant relationship.

Since the present study adapted the achievement model based on Tremblay and Gardner (1995), the structural equation models in this study confirmed the causal

relationship of their motivation model. The findings of the present study similarly showed the statistically significant effect of language attitudes on self-efficacy, the statistically significant effect of self-efficacy on motivational behavior, and the statistically significant effect of motivational behavior on language achievement. Another research conducted by Wudthayagorn (2000) also adapts Tremblay and Gardner' framework in her study. The findings reveal statistically significant effects of language attitudes on self-efficacy, and such effects are found from self-efficacy on motivational behavior. However, in her study the effect of motivational behavior on Japanese language achievement is not significant which is different from the findings of the present study. Moreover, two direct effects were additionally drawn from valence and self-efficacy to Japanese language achievement. These differences seem to be caused by the different contexts of the studies. It can be concluded that studies carried out in different contexts can bring about different findings.

Additionally, the analysis of the present study displayed insignificant relationship between language learning strategies and language achievement, which was different from findings of previous studies which revealed relations between these two variables. This may be because this present study was conducted in a specific context. As aforementioned, contexts play a role in research studies; therefore, research replication technique is employed for the sake of comparison in different contexts and periods of time. Another possibility is that the variable, language learning strategies, differs from other variables because it deals behavior in language learning while other variables selected are psychological variables. There might be other factors affecting this relationship which need further in-depth studies.

4.3 Chapter Summary

This chapter reports the findings of the data analysis in accordance with the research objective. To illustrate, the first research question concerns the achievement levels of the EFL undergraduate students from two foundation English courses: the listening and speaking course, and the reading and writing course. The findings showed that most of the participants were less excellent learners in both courses, and their problematic points were: (1) insufficient vocabulary knowledge, (2) limited

grammar knowledge (basic English language skills), (3) misspelling, and (4) mispronunciation. These problems are described in diagnostic profiles.

The second research objective deals with the extent of beliefs about language learning, attitudes, motivation, and language learning strategies the participants held while learning a foreign language. The findings showed that they mostly responded in neutral scales of beliefs, attitudes and motivation, and in moderate frequency use of language learning strategies. However, some notable points were elicited and discussed.

The last research objective concerns the structural equation models of listening and speaking achievement, and reading and writing achievement of the EFL undergraduate students. The structural equation analysis was described based on the two main parts in SEM: the measurement and the structural model. The measurement model of the listening and speaking achievement model showed that all indicators clearly reflected each latent variable, except only one indicator, Difficulty in Language Learning. The indicator did not reflect the latent variable, Beliefs about Language Learning, and the path was not significant. For the measurement model of the reading and writing skills, the analysis revealed that all observed variables accurately reflected the latent variables. In terms of the structural models, the analysis of both achievement models were in the same manners. All path coefficients indicated significant causal relationships among all variables, except only one path from Language Learning Strategies to language achievement. Both achievement models fitted to the data well.

CHAPTER 5
CONCLUSIONS, IMPLICATIONS AND RECOMMNEDATIONS

This chapter addresses conclusions of the study, pedagogy implications and recommendations for further research.

5.1 Conclusions of this study

The conclusions of this study follow the research questions. The first question focuses on the achievement levels of the two groups of participants studying in the two foundation English courses (English Listening - Speaking, and English Reading and Writing). These achievement levels are classified from the results of the in-house achievement tests, and the participants' diagnostic profiles are also reported. Research question two demonstrates quantitative findings obtained from the responses to the questionnaire consisting of beliefs about language learning, attitudes, motivation, and language learning strategies of Thai EFL undergraduate students. Finally, research question three depicts the causal relationships among beliefs, attitudes, motivation, learning strategies, and language achievement of Thai EFL undergraduate students by employing structural equation modeling technique.

5.1.1 Research Question 1: What is the English achievement level of Thai EFL undergraduate students?

Based on the data analysis and discussions in Chapter 4, it could be seen that the participants at Prince of Songkla University, Surat Thani Campus were low English achievers both in listening and speaking skills, and in reading and writing skills.

To illustrate, regarding listening and speaking skills, the majority of the participants' achievement levels were in grade D followed by E, C, B and A respectively. Actually, grade E was considered as a failing grade while grades D, C, B and A were viewed as the passing grades. The passing grades signified different meanings, that is, grade D was defined as poor, C as fair, B as good, and A as Excellent. According to the achievement terms coined by Teh (2014), those who

obtained grades A and B were recognized as Excellent learners whereas those who received grades C, D, and E were defined as Less Excellent learners. Most participants in the listening and speaking group were classified as less excellent learners. These findings were also similar to the participants in the English reading and writing group. That is to say, the majority of them were less excellent learners who mostly obtained grades D, followed by E, C, B and A respectively.

As for the diagnostic profiles, the participants themselves had a small repertoire of English vocabulary so that they could not clearly understand the texts, recordings, and questions. This led to limited vocabulary knowledge to convey messages in spoken and written forms. Moreover, their spelling and pronunciation were also problematic. The next possibility was that the participants did not possess enough basic English grammatical knowledge; thus, they could not produce grammatically correct sentences.

These findings may be caused by the fact that most participants were low proficiency English learners which was supported by their English scores from the admission (mean score = below 30) when they entered the university, and the three-year statistics of English proficiency scores from PSU English test (the third-year students) with the mean score below 40. Moreover, as aforementioned in Chapter 4, most participants were from schools in rural areas which seemed that they had limited learning opportunities than those in the urban areas in terms of facilities for learning, sources of knowledge, teachers, family economy and learning support systems.

With regard to the language achievement levels of the participants in this study, it seems that these findings could be used to predict overall achievement of Thai EFL learners. It is likely that Thai EFL learners, especially in rural areas, encounter some difficulties in common. To illustrate, difficulties of Thai EFL learners are: 1) L1 interference in pronunciation, syntax, and idiomatic usage, 2) a lack of opportunities to use English out of class, 3) having unchallenging lessons, 4) being passive learners, 5) being too shy to speak English with classmates, and 6) a lack of responsibilities for their own learning (Biyaem, 1997 as cited in (Wiriyachitra, 2002)). As a result, the findings concerning language achievement levels seem to be applicable with other Thai EFL learners.

However, there is one point to be considered. In this study, the in-house achievement tests are used to collect the data. If a standardized test is applied, it is questionable whether the findings will be different or not, and in what way.

5.1.2 Research question 2: To what extent do Thai EFL undergraduate students exhibit their beliefs, attitudes, motivation, and learning strategies?

In general, the participants revealed their underlying beliefs about language learning in moderate levels. However, some outstanding positive beliefs were observed. The participants believed that those who were better at learning English should have some special abilities, but they did not believe that they possessed this kind of ability. The participants mostly realized that vocabulary, culture, grammar, and translation were essential components to learn a foreign language. Interestingly, they were also aware of immersion in an English-speaking country as the best way to learn English. Although they perceived this importance, they did not show their confidence in their abilities to learn English very well. This points needs further investigation of how much confidence they need so that they can learn English very well.

With regard to attitudes toward English learning, the participants expressed their positive attitudes toward English-speaking people and the English teacher. They also showed their interest in foreign languages and held positive attitudes in terms of integrative and instrumental orientation. They emphasized the importance of English learning in order to be part of the target language group, and to be beneficial for jobs and social status. Teachers should foster these attitudes and correct the negative ones.

In terms of motivation in English learning, in this study motivation consisted of self-efficacy and motivational behavior. Regarding self-efficacy, the participants mostly showed their self-beliefs in their English abilities. They expected themselves to be able to do simple English activities in everyday life, but they were not confident that they could do more complicated tasks. Moreover, they reflected their anxiety in English use and English classes. According to motivational behavior consisting of motivational intensity, attention and persistence, the participants held

high motivational intensity, but they did not show full attention nor great persistence in their English learning.

As for language learning strategies, the majority of the participants were moderate language learning strategy users. They, in general, used all language learning strategies at the moderate frequency. Among all moderate use of the strategies, metacognitive ones were the most frequently used by the participants in this study.

In conclusion, although the participants' responses were mostly in moderate scales, they tentatively geared towards the positive ways. Considering research on good language learners, those who have realistic beliefs and positive attitudes seem to be high motivated learners who tend to be successful in language learning. Also, good language learners should have large language learning strategy repertoires and use them frequently and suitably for different language tasks. Thus, if learners are fostered realistic beliefs, they tend to exhibit positive attitudes toward language learning. Then they further become more motivated learners which later on brings about success in language learning. Additionally, when language learning strategies are introduced to learners, and they are trained how to use these strategies appropriately, learners are likely to use these tools to facilitate their leaning and achieve their language learning goals.

5.1.3 Research question 3: What are the causal relationships among beliefs, attitudes, motivation, learning strategies, and language achievement of Thai EFL undergraduate students?

The SEM technique was employed to estimate the causal relationships among these variables by using the MPlus program, version 7.11. Based on SEM, there were two main parts: the measurement model and the structural model. The measurement model, the relationships between the latent variables and the corresponding indicator variables (or observed variables) were confirmed in term of validity by employing confirmatory factor analysis (CFA). The structural model indicates the relationships among latent variables, and provides information about the extent to which the path is significant.

As for the measurement models, the analysis of the listening and speaking achievement model and the reading and writing model were in the same manners. The analysis showed that all observed variables were significant measures of each latent variable, except only a measure of beliefs in the listening and speaking model. To illustrate, the standardized loadings of foreign language aptitude, the difficulty of language, and the nature of language learning reflected the latent variables, beliefs about language learning. The paths from beliefs to the three corresponding indicators were statistically significant. However, these relationships in the listening and speaking achievement model was different. The path from beliefs to the difficulty of language learning was insignificant. Although the two groups of participants in the study shared the same background in the homogeneous context, their responses to this variable were quite different. Thus, the constructs of beliefs should be further investigated in other contexts.

In terms of the structural model, the analysis revealed that the two achievement models: the listening and speaking achievement, and reading and writing achievement, were in the same manners. Thus, the causal relationships in the two models were described at once as a language achievement model proposed in this study. Based on the analysis, the study focused the language achievement model of Thai EFL undergraduate students as shown in Figure 14.
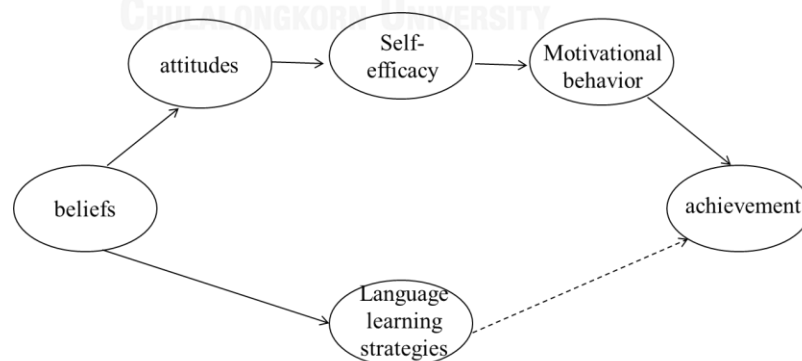
Note: The solid line indicates significant causal relationships.
     The broken line represents insignificant relationships.

Figure 14 The final language achievement model of Thai EFL undergraduate students

Figure 14 demonstrates the causal relationships among the variables: beliefs about language learning, attitudes, self-efficacy, motivational behavior, language learning strategies and language achievement. The solid line signifies the significant relationship whereas the broken line represents the insignificant relationship among the variables. The findings showed that beliefs about language learnings highly influenced language attitudes and language learning strategies. It is likely that the variable 'beliefs' is essential for language learning because it can be the cause of positive attitudes, and appropriate use of language learning strategies. Thus, learners' realistic beliefs should be maintained, but the negative ones should be corrected. The next causal relationship is found linking between language attitudes and self-efficacy. It seems that positive language attitudes directly influence self-efficacy. When learners cultivate positive attitudes toward their English learning, they are likely to have more self-confidence and believe in their competence to accomplish various English tasks. Also it can help decrease their anxiety in language learning.

In other words, the more positive attitudes learners display, the less anxiety they feel. Moreover, self-efficacy further causally influence motivational behavior. From this link, learners who have high self-efficacy tend to be high motivated, and willing to have high attention and great persistence in language learning. According to these causal links, motivational behavior produces a direct effect on language achievement. It reflects that high motivated learners are likely to success in language leaning which is the ultimate goal of language learners. It can be concluded that the selected psychological variables in this model are significant for language learning which learners and teachers should take into account. In terms of structural equation model, language attitudes, self-efficacy, and motivational behavior are effective mechanisms linking beliefs about language learning and language achievement.

On the other hand, language learning strategies do not show significant relationship with language achievement, which was different from findings of previous studies. This points seems to be crucial since it shows an opposite direction based on previous studies which demonstrate that language leaning strategies are related to language achievement. This may be caused by some possibilities. First of all, this study is conducted at PSU, Surat Thani Campus which is a specific context;

therefore, it might affect the findings of the study. The next possibility is that the participants may not intend to reflect their use of language leaning strategies because there are about 100 items in the questionnaire and they have to complete the questionnaire after finishing the achievement tests. Fatigue from test taking may bring about these findings. Another possibility is that the participants have limited strategy knowledge for language learning; thus, they do not realize the importance of language learning strategies. Finally, apart from language learning strategies, there might be other factors affecting language achievement. This needs to be further investigated for in-depth understanding.

The key messages that this study delivers are described as follows. According to the presented causal relationships proved by SEM technique, it is apparently concluded that beliefs about language learning seem to be essential foundation for learners' language learning. This is because learners learn according to what they believe. If they have realistic beliefs, they tend to have positive attitudes which bring about good self-efficacy. When learners have strong confidence in their abilities to achieve language tasks and have less anxiety, they are likely to become high motivated learners who are tentatively successful language learners. Consequently, positive beliefs should be fostered in language learners so that they can contain attributes as linked causally to the ultimate goals of language learning. If learners have positive beliefs, these should be successfully maintained. In contrast, if negative beliefs are held, positive ones should be deliberately fostered. At this step teachers play crucial roles in both maintaining and fostering required beliefs.

5.2 Pedagogy Implications

This part provides pedagogy implications based on the findings of the study.

First, since beliefs about language learning have marked influence on learners' learning behavior, language teachers should adequately understand learners' beliefs about language learning which have been with them and functioned in their learning behavior before they come to English classes. Huang and Tsai (2003) supports that learners' beliefs about language learning have influence on their language learning; thus, teachers should necessarily realized their students' beliefs because these beliefs

could hinder or support students' learning. As a result, knowing learners' beliefs is beneficial for their learning. This is in accordance with Chanhan & Oliver (2000, p. 25), they emphasize the importance of understanding learners' behavior that "ESL teachers' consciousness of learners' expectation may contribute to a more conductive learning environment and to more effective learning". In order to obtain these beliefs, teachers can employ BALLI, so that they have better understanding about learners' learning behavior, and can prepare their teaching and activities more effectively. As for learners, they should also be aware of the important effects of beliefs on their learning behavior. Although some beliefs have been functioned in their minds, learners including teachers should help each other to fix some negative beliefs.

Second, based on previous research on characteristics of good language learners, it is obvious that learners with realistic beliefs about language learning, positive attitudes and high motivation tend to be successful language learners. Therefore, teachers should foster positive beliefs and attitudes, and try to motivate their leaners to learn more effectively so that learners can reach higher level of language achievement. While teachers help foster positive beliefs and attitudes, learners should also raise self-awareness in order to succeed in learning English. There are recommendations from Bassano (1986 as cited in (Bernat & Gvozdenko, 2005, p. 9) for teachers to cope with students' beliefs. There are six steps: (1) realize students' classroom experience in the past, (2) promote students' confidence, (3) consider students' learning pace, (4) show them achievement, (5) include free choices as possible, and (6) recognize students' interests, and concerns, their goals and objectives. Moreover, Morgan (1993 as cited in Bernat & Gvozdenko, 2005, p.9) proposes four aspects of classroom persuasion for teachers to take into account when trying to change students' attitudes and beliefs. The four aspects are (1) to have students involve in learning content, 2) to create "change or novelty" classroom environment, (3) to have students face complex material and make conclusion, and (4) to encourage students to realize attitudes toward language and culture. Regarding these suggestions, teachers may help students to reach more effective learning outcomes.

Third, based on the findings of the present study, the participants who are low language achievers seem to use a small number of language learning strategies. As

Oxford (1990, p. 1) points out that language learning strategies can develop learners' communicative competence because "they are tools for active, self-directed involvement." They can be taught and applied to new situations. Therefore, learners should be trained how to use strategies in their language learning, so that they can maximize their abilities to learn English, and their language achievement can be improved. With regard to the study conducted by Huang and Chang (2008), the results revealed that after the senior high school students in Taiwan were trained how to use language learning strategies, their language performance was higher. They confirm that "this implication echoes previous researchers' claims that training in language learning strategies is necessary to help learners learn effectively" (p. 267). Thus, language learners should be trained how to use language learning strategies appropriate for language tasks. Griffiths (2015, pp. 429-430) suggests important stages for teaching language strategies which can be found in successful instruction models as follows: (1) raising learners' awareness of learning strategies, (2) using explicit instruction, (3) practicing, (4) using implicit instruction by inserting in regular classroom activities, and (5) evaluating their own use of learning strategies. Moreover, Rubin (2013, p. 3) concludes four common steps for language learning strategy teaching models from scholars. The sequence of four steps is:

"(1) preparation: teachers raise learner awareness of problems and strategies;

(2) presentation: teacher models, names, and explains new strategy, suggesting possible benefits; (3) practice: teacher provides multiple practice opportunities to help students move toward autonomous use of the strategies through gradual withdrawal of the scaffolding, eventually enabling transfer of strategies to fresh tasks; and

(4) evaluation: learners use criteria to evaluate effectiveness of strategies and determine whether they addressed their problem (and, if they did not, to consider what other strategies to use)." According to these aforementioned steps, it can be seen that Griffiths (2015) and Rubin (2013) conclude essential steps of language learning teaching. They put an emphasis on learners' awareness of language learning strategies, then learners are explicitly and implicitly taught how to use them and are provided with opportunity to practice using and applying those strategies to different tasks, and finally learners evaluate their strategy use. An example of teaching language learning strategies is shown below.

Diaz (2015) employed explicit metacognitive training by using learning journal to improve students' vocabulary knowledge. The participants included the third- to fifth- grade EFL students who had A1 proficiency level and who had difficulty in vocabulary retaining. The metacognitive strategy training focusing on planning, monitoring and evaluating based on Chamot and O'Mally (1994) 's instructional model, called the cognitive academic language learning approach (CALLA). The results yielded positive influence of learning strategies to enhance vocabulary knowledge.

According to the aforementioned example, it can be seen that teachers play important roles in language learning strategies training. Rubin (1975) emphasizes that teachers can help their students learn how to learn a language effectively, and she points out that language learning strategies are selected depending on the task, learning stage, age of learners, context, individual styles and cultural differences. She also suggests that having classroom instructional strategies can narrow down differences between higher proficiency students and the poorer ones.

5.3 Recommendations for further research

Based on the present study, empirical data are provided as a foundation for further studies in terms of individual variables. It can be suggested that other individual variables influencing language achievement or proficiency should be investigated in order to broaden perspectives in this field. For example, since gender is not included in this study, it should be explored and its influences on other variables and language achievement should be inspected.

Moreover, the findings of structural equation model in this study, which revealed significant causal relationships among the proposed variables, except the one from language learning strategies to achievement, are in the specific context. Thus, the achievement model should be replicated in different contexts, and the findings of the model in other contexts should be compared in terms of the similarities and differences.

In addition, at present in Thailand there are other study programs such as English program, bilingual program and international program. Thus, the language achievement levels of students in various programs should be further investigated.

5.4 Chapter summary

In Chapter 5, conclusions of all the findings are presented regarding the research questions. That is, the participants' levels of language achievement were classified as less excellent learners. The participants exhibited beliefs about language learning, attitudes, motivation and language learning strategies in moderate manners. Also, the structural equation model of language achievement was emphasized.

Moreover, pedagogy implications are provided in order that teachers or language practitioners are able to apply in their language classes. These implications may serve as a guideline for teaching and learning development. Recommendations for further research are also available for those who would like to seek for answers to problems, or to start conducting research.

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APPENDIX

Appendix A
Test Specifications

The following test specification is developed based on the format designed by Davidson and Lynch (2002).

Specification Number: English Achievement Test 1

English Achievement Test 2

Title of Specification: English Achievement Test 1: English Listening - Speaking

English Achievement Test 2: English Reading - Writing

Related Specification:

The achievement tests are divided into two sets according to the foundation English courses at Prince of Songkla University, Surat Thani campus. There are two foundation English courses, the first one entitled English Listening – Speaking, and the second one entitled English Reading – Writing. The English Achievement Test 1 focusing on listening and speaking skills is used to assess test takers' listening and speaking ability at the end of the first foundation English course, and the English Achievement Test 2 focusing on reading and writing skills is used to assess test takers' reading and writing ability at the end of the second foundation English course.

1. General Description:

Purpose of the test

These achievement tests are developed to measure students' learning achievement (Test 1: listening and speaking abilities, Test 2: reading and writing abilities) according to the Curriculum Standards for Foundation English Courses (Office of Higher Education Commission, 2002). The two main goals of the standards include social and academic language, and each goal consists of standards which describe knowledge and skills that students should obtain after the completion of the courses. The goals and standards are as follows:

Goal 1: To use English to communicate in social settings both inside and outside the university.

Standard 1: Students will use spoken and written English for personal statements, and for enjoyment and enrichment.

Standard 2: Students will use spoken and written English to participate appropriately in social interaction.

Standard 3: Students will recognize and understand cultural differences.

Standard 4: Students will use appropriate learning strategies to extend their communicative competence.

Goals 2: To use English to help achieve personal and academic goals and to promote life-long learning.

Standard 1: Students will use English to access and process information and to construct knowledge in both spoken and written forms.

Standard 2: Students will use English to participate in academic contexts.

Standard 3: Students will use appropriate learning strategies to acquire, construct, and apply academic knowledge and to develop critical thinking skills.

The results from the achievement tests reflect if the students can achieve the knowledge and skills required for the foundation English courses based on the curriculum standards for foundation English courses. Also, the reflection of the students' level of English achievement will be taken into consideration in order to improve foundation English courses teaching and learning management later.

Description of the test taker

The test takers are the undergraduate students studying the two foundation English courses at Prince of Songkla University, Surat Thani Campus in academic year 2014. There are two groups of test takers. The first group is 400 first-year students studying the Listening-Speaking course and they take the English Achievement Test 1 focusing on listening and speaking skills. The other group is 400 second-year students

studying the Reading-Writing course and they take the English Achievement Test 2 focusing on reading and writing skills.

Test level

All sections in the achievement tests are developed according to the curriculum standards for foundation English courses, and these are the first two required English courses that the students take when they study in the university. Therefore, the level of the tests is pre-intermediate.

2. **Prompt Attributes:**

The details of the two sets of achievement tests are illustrated in the table below.
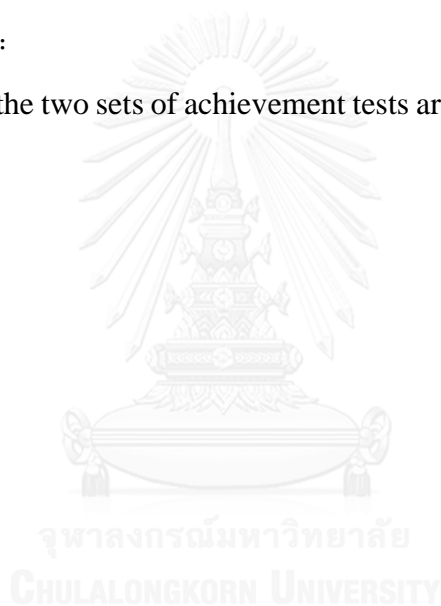
English Achievement Test 1: English Listening - Speaking

Section	Skills	Test Task	Response Format	No.of Items/scores	Time (min.)
Listening	- identifying specific details (G1: s3, s4; G2: s1, s2, s3)	- Chart/diagram filling (information transfer) - Communicative stimulus-response task	1-2 word answer	30/30	60
	- identifying topics, main ideas or important information (G1: s4; G2: s1, s2, s3)	- Communicative stimulus-response task	MC		
	- making inferences (G1: s1, s2, s4; G2: s1, s2, s3)	- Communicative stimulus-response task	MC		
	- analyzing intention/purposes/tone (G1: s2, s4; G2: s1, s2, s3)	- Communicative stimulus-response task	MC		
	- recognizing major syntactic patterns (G1: s4; G2: s1, s3)	- Chart/diagram filling (information transfer)	1-2 word answer		
	- relating utterances to their situational contexts (G1: s1, s2, s3, s4; G2: s1, s2)	- Question-and-answer (responsive listening)	MC		

Section	skills	Test Task	Response Format	No.of Items/ scores	Time (min.)
Speaking (paper-based test)	- making responses to different questions/ statement (G1: s1, s2, s3. s4; G2: s1, s2, s3)	- Gap filling	MC	16/16	30
	- recognizing words/ expression in different situations (G1:s2, s3, s4; G2: s1)	- Gap filling	MC		
(oral interview)	- talking about personal information and future plans (G1: s1, s2, 3, s4; G2: s1, s2, s3)	- oral interview	Speaking	6/14	10
			Total	60/60	100

English Achievement Test 2: English Reading - Writing

Section	skills	Test Task	Response Format	No.of Items/ scores	Time (min.)
Reading	- identifying topics, main ideas and supporting details (G1: s3, s4; G2: s1, s2, s3)	- impromptu reading plus comprehension questions	MC	30/30	70
	- identifying specific details (G1: s3, s4; G2: s1, s2, s3)	- impromptu reading plus comprehension questions - information transfer	MC 1-2 word answer		

	- making inferences (G1: s1, s2, s4; G2: s1, s2, s3)	-impromptu reading plus comprehension questions	MC		
	- recognizing references (grammatical features) (G1: s4; G2: s1, s2, s3)	-impromptu reading plus comprehension questions	MC		
	- vocabulary in contexts (G1: s4; G2: s1, s2, s3)	-cloze	MC		
	- guessing words/idioms/phrases meanings in context (G1: s4; G2: s1, s2, s3)	-impromptu reading plus comprehension questions	MC		
	- analyzing purposes/tones (G1: s2, s4; G2: s1, s2, s3)	-impromptu reading plus comprehension questions	MC		
Writing	- analyzing errors (G1: s4; G2: s1, s2, s3)	-editing (error analysis)	MC	16/16	20
	- writing a paragraph (G1: s1, s2, s3,s4; G2: s1, s2, s3)	-paragraph construction	writing	1/14	30
			Total	47/60	120

Note: 'G' refers to the goal, and 's' refers to the standard in the Curriculum Standards for Foundation English Courses

English Achievement Test 1

The English Achievement Test 1 consists of two sections: Listening and Speaking. First, in the listening section, the skills needed to measure are identifying details, topics, main ideas or important information, making inferences, analyzing intention/purposes/tone, recognizing major syntactic patterns, and relating utterances to their situational contexts. Tasks are developed based on Brown (2004). Three types of listening tasks in this test are communicative stimulus-response, information transfer, and question-and-answer. The main task is communicative stimulus-response, which means that test takers listen to monologues or dialogues and then answer the related comprehension questions. If considering authenticity of the task, monologues and dialogues in the task are rather authentic because test takers can hear them in real life situations. However, if considering the response format, multiple-choice, is far from authentic. The next task is information transfer, which is used in diagram/chart-filling formats. The diagram/chart-filling task seems to be more authentic because the test takers can encounter this kind of task in their daily life. The test takers listen to a passage, and then try to focus on the relevant information so that they can select the words or phrases to complete the chart or diagram. With one or two word-answer format that the test takers transfer from the passage, it can be marked correct or incorrect and does not need any rubric for scoring. The last listening task is responsive listening in question-and-answer format. This interactive task assesses the test takers' understanding about the questions or stimuli, which simulate real life situations, and then they choose the best response to the question from the provided alternatives.

The second section in the English Achievement 1, speaking section, is divided into two main formats: a paper-based test and an oral interview. That is, the test takers' speaking ability is assessed directly and indirectly via the oral interview and test paper respectively. The two test formats are administered at different times. Normally, in large-scale assessment, indirect speaking assessment seems to be more practical, while direct assessment sounds impractical. Nevertheless, this study makes effort to have the

test takers speak in order to assess their speaking ability directly. The skill needed for the oral interview is to talk about personal information and the task is to answer the questions orally. Regarding this oral task, the test takers need to use both language knowledge and strategic competence to accomplish it; therefore, various aspects of speaking performance are assessed. This task is more authentic because the test takers have face-to-face communication. Although it takes time for scoring and administering the oral test, it is worthwhile to do so.

In the paper-based test or indirect speaking assessment, the needed skills are making responses to different stimuli, and recognizing words/expressions in different situations. The task for making responses to different stimuli is responsive speaking in question-and-answer format. In this task, the test takers read the questions or conversation and then choose the best response from the alternatives. The questions in this task are relevant to telephoning, and offering, responding to invitations, and other daily life situations. This task is used in order to assess the test takers' knowledge of cultural reference and evaluating the correctness or appropriateness of the responses, which are components of language knowledge and strategic competence. The task for words/ expressions recognition is gap filling. In this task, the test takers read conversations in two situations (giving directions and interviewing) and then choose the appropriate words or expressions to each blank from the alternatives provided. This task intends to assess the participants' vocabulary and expressions used in different situations. Although the formats of the tasks seem less authentic, the topics of the conversations/ questions are in real life. With respect to the response attribute, all tasks in this part employ multiple-choice. It is practical for scoring a large number of test papers.

English Achievement Test 2

The English Achievement Test 2 consists of two sections: Reading and Writing. In the Reading Section, the skills needed to be assessed are (1) identifying topics, and main ideas, (2) identifying specific or important details of reading texts, (3) analyzing tones/ purpose/ intention of the passage, (4) making inferences, (5) recognizing inferences, (6) vocabulary in contexts, and (7) guessing word/ idiom/phrase meanings in contexts. There are five reading passages which have reading ability index ranging from 32 - 43. According to the Flesch Reading Ease Score, the scores from 0.0 to 3.0 are able to be interpreted that the passages are best understood by university graduates, 60.0 to 70.0 are easily understood by students at the age of 13-15. Since the test takers are Thai EFL learners, the readability index should be between 3.1 to 59.0.

The test tasks in the Reading Section include cloze and impromptu reading plus comprehension questions. All the tasks in the reading section emphasize interactive reading, which have a combination of both form-focused and meaning-focus objectives but with more emphasis on meaning. The tasks also have more focus on top-down process than on bottom-up process. The main task in the Reading Section is the impromptu reading plus comprehension questions task which is designed to assess reading comprehension. After reading passages, the test takers need to respond to the questions, which cover the comprehension of various features: topic, main idea, specific details, tone/ purpose/ intention of the passages, expressions/ idioms/ phrases in context, inference, and grammatical features (references). This task is used because various skills can be assessed at once. The other task is cloze. The test takers' knowledge of grammar and vocabulary are assessed. They need to understand the context and then select the best words/ phrases to the blanks. Moreover, all the tasks in this section provide reading materials used in real world such as articles from magazines, newspapers and the internet. It is more authentic if we consider in terms of the sources of materials.

The other section is Writing, which consists of two skills: analyzing error, and writing a paragraph. The tasks include editing or error analysis task, and a paragraph construction task. The editing task asks the test takers to find the incorrect parts from the specified alternatives. The prompts in this task are developed to assess test takers' grammatical knowledge. It includes knowledge about parts of speech, participial phrases, subject and verb agreement, tenses, propositions, if clauses, pronouns and comparison. Although this task tends to assess linguistic competence, it can be seen more authentic because it is like simulation of editing written passages in real life (Brown, 2004). The other task is paragraph construction. In this task, test takers need to choose only one topic from the topics given, and then write a well-organized paragraph about the chosen one. The topics provided in this task are closely related to test takers' life, and they are quite familiar with those topics. Therefore, test takers can clearly reflect their English knowledge via their writing.

3. Response Attributes:

The two sets of achievement tests consist of both selected response and constructed response formats. The selected response format includes multiple-choice (MC) format, whereas the constructed response formats includes one/two-word answer and paragraph writing.

English Achievement Test 1

In the Listening section, it is obvious that the response attributes are multiple-choice and one- or two- word answer. In my opinion, these response attributes are practical for large-scale assessment because they are easy to score, only correct or incorrect answers, and no rubric is needed for scoring.

In the Speaking section, there are two response attributes: multiple-choice in the paper-based format and speaking in the oral interview format. The multiple-choice does not need any scoring rubrics whereas the oral interview needs some guidelines

for scoring. In order to score the test takers' speaking performance, this study will adopt Speaking Test Scoring Criteria from Linder (1977). It is an analytic rubric for speaking tests, which consists of four scales: (1) fluency, (2) comprehensibility, (3) amount of communication and (4) quality of communication. Each scale is divided into six levels with score points ranging from 1 to 6. The speaking rubric adapted from Linder is shown below:

Criteria	Description	6	5	4	3	2	1	Points
Fluency	overall smoothness, continuity, and naturalness of the student's speech, as opposed to pause for rephrasing sentences, groping for words, and so forth	Responses are as effortless and smooth as speech of native speaker.	Responses don't have unnatural pauses, almost effortless and smooth, but still perceptibly nonnative.	Responses hardly have any unnatural pauses, fairly smooth and effortless delivery.	Responses some unnatural pauses, occasionally halting and fragmentary delivery.	Responses have quite a few unnatural pauses, frequently halting and fragmentary delivery.	Responses have many unnatural pauses, very halting and fragmentary delivery.	
Comprehensib ility	the ability of the student to make himself/herself understood—to convey meaning	All responses are well understood.	Most of the responses are understood.	Short simple sentences are understood.	Some phrases or word clusters are understood.	Small bits and pieces, isolated words are understood.	All the responses can't be understood.	
Amount of communicatio n	the quantity of information relevant to the communicative	All relevant information was conveyed by test takers.	Most relevant information was conveyed by test takers.	A fair amount of relevant information	Some relevant information was	Very little relevant information	Virtually no relevant informatio n was	

	situation the student is able to convey		was conveyed by test takers.	conveyed by test takers.	was conveyed by test takers.	conveyed by test takers.	
Quality of communicatio n	the linguistic (grammatical) correctness of the student's statements	All statements were structurally correct.	Most statements were structurally correct; there were only minor problems with structure.	Many correct statements, but some problems remained with structures.	Some statements were structurally correct, but many structural problems remained	Very few statements were structurally correct.	No statements were structurall y correct.
							Total

There are three reasons why I use this speaking rubric. First, the scales or criteria in this rubric include all major aspects needed for speaking performance in which raters can thoroughly inspect point by point. Second, the six levels in each scale are clearly described in detail. This rubric is a helpful guide for scoring; therefore, raters can easily identify the participants' appropriate levels of their speaking performance in each aspect. Although it is time-consuming, raters seem to precisely make decision about the participants' levels of speaking performance. Finally, this analytic speaking rubric suits the purpose of the achievement test, which plays formative roles for stakeholders. Specifically, the participants will realize what they need to do to improve their speaking skills.

English Achievement Test 2

In the Reading section, all response attributes are in forms of multiple-choice. Although it is difficult to develop multiple-choice MC format test, it is worthy of doing it because it can save a lot of time for scoring. Also it is practical for large-scale assessment.

In the Writing section, there are two tasks: error analysis and paragraph construction. The response format of the first task is multiple-choice due to practicality. The other task, a paragraph construction, is direct writing assessment, which is more authentic. The participants need to use both language knowledge and strategic competence to accomplish it; therefore, various aspects of writing performance are assessed. In order to score the writing, this study adapts the analytic paragraph writing rubric from teach-nology.com, which is the website for educators. The adapted version of the rubric consists of six criteria: (1) topic sentence, (2) supporting details, (3) organization of ideas, (4) word choice, (5) mechanics, and (6) grammar. Each criterion is divided into four levels with score point ranging from 1 to 4. The adapted analytic writing rubric is shown below:

Criteria	4	3	2	1	Points
Topic sentence	Topic sentence is clear, correctly placed, and introduces the topic and main idea of the paragraph.	Topic sentence is either unclear or incorrectly placed, but still introduces the topic and the main idea of the paragraph.	Topic sentence is unclear and incorrectly placed, but somewhat introduces the topic and the main idea of the paragraph.	Topic sentence is unclear, incorrectly placed, and is not introducing the topic.	
Supporting details	The paragraph has relevant and adequate supporting details.	The paragraph has relevant but not adequate supporting details.	The paragraph has somewhat relevant and not adequate supporting details.	The paragraph has neither relevant nor adequate supporting details.	
Organization of ideas	Ideas flow in the paragraph and clearly support the main idea, creating meaning.	Ideas in the paragraph support the main idea, but could be organized more clearly to create meaning.	A few ideas in the paragraph do not support the main idea or are out of place, causing a confusion of meaning.	Ideas in the paragraph are disorganized and do not support the main idea, causing a confusion of meaning.	

Word choice	All words are used in appropriate contexts.	A few words are not used in appropriate contexts, but not enough to interfere with the reading.	Some words are not used in appropriate contexts and slow down the reading.	Most words are not used in appropriate contexts and interfere with the reading.	
Mechanics	There are no errors in spelling, capitalization, and punctuation.	There are a few errors in spelling, capitalization, and punctuation, but not enough to interfere with the reading.	There are some errors in spelling, capitalization, and punctuation that slow down the reading	There are many errors in spelling, capitalization, and punctuation that interfere with the reading.	
Grammar	There are a few grammatical errors or no grammatical errors.	There are grammatical errors, but not enough to interfere with the reading.	There are grammatical errors that slow down the reading.	There are grammatical errors that interfere with the reading.	
				Total	

There are three reasons why I adapt this writing rubric. First, the scales or criteria in this rubric include all major aspects needed for paragraph writing performance in which raters can thoroughly inspect point by point. Second, the four levels in each scale are clearly described in detail. This rubric is a helpful guide for scoring; therefore, raters can easily differentiate the participants' appropriate levels of their writing performance in each aspect. Although it is time-consuming, raters seem to precisely make decision about the participants' levels of writing performance. Finally, this analytic paragraph writing rubric suits the purpose of this achievement test, which plays formative roles. The test takers will realize their strong and weak points and have some guidance to improve their paragraph writing skills.

To sum up, all tasks are designed in accordance with the skills needed for the achievement tests based on the Curriculum standards for foundation English Courses, and they can assess the test takers' various aspects of abilities required for foundation English courses. It is notable that most response attributes are multiple-choice, except the oral interview and paragraph writing. MC format test can cover a wide range of features we need to assess. In my opinion, although it is difficult to develop a good MC format test, it is worthy of doing it because it can save a lot of time for scoring, and it is also practical for large-scale assessment. Moreover, I need more time to score the productive skill tasks: oral interview and paragraph writing. Direct speaking and writing assessments are needed in order to assess various aspects of speaking and writing performances. Additionally, the speaking and paragraph writing rubrics need to be implemented in the try-out in order to see the effectiveness of the rubric and it may be revised accordingly.

Appendix B

English Achievement Test 1

(English Listening and Speaking Achievement Test)

935-161 English Listening-Speaking   Time: 1 hour 30

minutes

Total Score: 46   No. of Pages: 19

Instructions

    1. Write all your answers on the answer sheet in blue or black ink only.

    2. Pencils are **<u>not</u>** allowed to be used on this test.

    3. **<u>No</u>** dictionaries are allowed.

The test consists of 2 sections:

    I. Listening: There are two parts.

        Part A: Related responses to situations   Questions 1 – 6

        Part B: Listening comprehension

          - Dialogues   Questions 7 - 18

          - Monologues   Questions 19 - 30

    II. Speaking: There are two parts.

        Part A: Conversation completion   Questions 1 – 8

        Part B: Conversations in different situations   Questions 9 - 16

SECTION I: LISTENING

Part A: Relating responses to situations

Instructions: Listen to the recordings carefully. You will hear each recording <u>only once</u>. Then choose the best response/ answer to each question and mark (X) in boxes 1-6 on your answer sheet.

Example

You hear:

    A: How old are you?

You read:

0.   A. 18   B. green   C. swimming   D. two cats

Your mark (x) on your answer sheet.

Item	A	B	C	D
0	X			

Questions 1 – 6

Students hear:

  1.   A : What is the new English teacher like?

         B : _____

---

1.   A. She has brown hair.   *B. She is easy-going.

       C. She doesn't like Japanese food.   D. She is likely to quit the job.

Students hear:

  2.   A : Did you go to the basketball game last Saturday?

        B : _____

---

2.   *A. No, I didn't.   B. Yes, that's right.

C. Sorry, I'm busy.   D. Sure, no problem.

Students hear:

3.   A : Would you like to leave a message?

         B : _____

3.   *A. No, I'll call again later.   B. Yes. Go ahead.

         C. No, I have an appointment.   D. Yes, please give her a message.

Students hear:

4.   A: Are you a full-time or part-time student?

         B: _____.

4.   A. Yes, I am.   B. No, I don't.

         C. I don't know.   *D. I'm a part-time student.

Students hear:

5.   A : Mr. Brown would like to reschedule the appointment on Tuesday to

              Friday morning.

         B : _____

5.   *A. Sure, no problem.

         B. Tuesday would be fine.

         C. I'll give him the message.

         D. I'm sorry. Could you please spell that again?

Students hear:

6.   A : This is my first time in Surat Thani and I want to have seafood

               for dinner.

               Which restaurant do you recommend?

          B : _____

6.   A. I think you should take a long-tail boat.

        B. I recommend you go see fireflies along the Tapee river bank.

        C. You should visit Nai Bang homestay and taste some local fruit.

        *D. You should go to Mahasamut where you can have fresh crabs, fish, and
lobsters.

Part B: Listening comprehension

Instructions: Listen to the recordings carefully. You will hear each recording <u>only</u>
<u>once</u>. Choose the best answer to each question and mark (X) in boxes 7 - 30 on your
answer sheet.

 Dialogues

Dialogue 1: (Questions 7-8)

Students hear:

    Woman : Ron, do you have any plans for vocation?

      Man : Um…. Not really. I want to do outdoor activities

            like rock climbing, kayaking, hiking and fishing.

    Woman : Sounds interesting.

      Man : Yeah, but it costs a lot to do those activities.

            I need someone to share the trip expenses. Do you want to join me,

            Ann?

    Woman : Oh, I'd love to, but I have planned to visit my parents.

            I haven't seen them for ages! I think you should ask Sam.

            He is really the outdoor type.

      Man : Thanks for your suggestion. I'll ask him.

---

7. The man's problem about his vacation plan is that he …

        A. has to go back home.

        B. needs to find more activities to do.

        *C. has a financial problem for his vacation trip.

        D. does not know how to do outdoor activities.

8. The woman has a plan to …

        *A. visit her parents.   B. go to Sam's house.

        C. spend time with the man.   D. do outdoor activities.

Dialogue 2: (Questions 9-11)

Students hear:

    Woman : Hi, Ben. What are you doing with your mobile phone?

      Man : Hi, Ann. I'm trying a new mobile application.

    Woman : What's that?

      Man : It's a free app called Smart Tour Guide. It is an audio guide
               that provides information about Korea.

    Woman : Wow! Cool!

      Man : Yeah. Now you can explore Korea with this app.

    Woman : Is it user-friendly?

      Man : Sure. It's very easy. Just select the location and hit the
               headphone icon. Then the audio guide with English script
               and photos of the place will be played immediately.

    Woman : Wow, that's great! I will download and try it.

---

9. The man has a new …

        A. tour guide.   *B. mobile application.

        C. mobile phone.   D. set of photos of Korea.

10. It can be inferred that …

        A. The man is not interested in Korea.

        B. The man has a problem with the application.

        *C. The woman wants to get information about Korea.

        D. The woman wants to travel to Korea with the man.

11. The audio guide is accompanied with …

      A. a headphone   B. a tour guide

      *C. English script   D. Korean stars' photos

Dialogue 3: (Questions 12-14)

Students hear:

    Man: Hello, Jane. What are you doing?

Woman: Hello Chris. I'm waiting for the next class?

    Man: Me too. Jane, do you like watching movies?

Woman: Yeah. That's my favorite activity.

    Man: What's your all-time favorite movie?

Woman: I like the Harry Potter movies. They are produced based on my favorite

        books of the same name.

    Man: I see. Are there any kinds of movies you dislike?

Woman: Umm… I don't like horror movies. I always have a nightmare after

        watching them. What about you?

    Man: I like all kinds of movies, but my favorites are action, sci-fi, and fantasy.

Woman: Do you usually watch movies at home or at a movie theatre?

    Man: I usually watch them at home because it saves time and money.

        But sometimes I go to a movie theatre with my friends. How often

        do you go to a movie theatre?

Woman: About once a month. Actually, I prefer watching movies at home.

    Man: Can we get together sometime for a movie?

Woman: Sure, no problem.

---

12. The conversation could take place at …

      *A. a university.   B. a video rent shop

      C. a movie theatre   D. the woman's house.

13. The woman prefers …

      A. going to a movie theatre.   B. renting DVDs.

      C. watching movies with the man   *D. watching movies at home.

14. The woman dislikes …

    A. action movies.   B. sci-fi movies.

    *C. horror movies.   D. fantasy movies.

Dialogue 4: (Questions 15-18)

Students hear:

Woman: Excuse me. Do you know where the book shop is?

Man: Sure. You see that tall building over there?

Woman: Uh-huh.

Man: It's the short building to the left of it.

Woman: Oh, thank you. Do you also know where I can pay my tuition?

Man: Yes, you have to go to the registrar's office.

Woman: Where's that?

Man: It's behind us. You have to go down that sidewalk.

Woman: Uh-huh

Man: And you'll come to the campus library.

Woman: OK.

Man: Then you turn right and go to the red, brick building next door.

           The registrar's office is on the 3rd floor.

Woman: Great. Thanks for all your help.

Man: Say, I could show you around campus later.

Woman: Thanks, but I'm having dinner with my boyfriend.

Man: OK. Well, good luck. See you later.

---

15. The woman could be …

    A. a new officer.   B. a new teacher.

    *C. a new university student.   D. a stranger in a new

                                    neighborhood.

16. The book shop is …

    A. in the tall building   B. near the library

    *C. to the left of the tall building   D. in the red, brick building

17. The registrar' office is …

    A. on the first floor of the tall building.

    B. on the first floor of the library building.

    C. on the third floor of the shorter building.

    *D. on the third floor of the red, brick building.

18. The man offers to introduce her to other places on the campus because

  he wants to …

    A. give the woman a book.

    B. have dinner with the woman.

    *C. spend more time with the woman.

    D. do exercises with the woman on the campus

Monologues

Monologue 1: (Questions 19-21)

Students hear:

    This is the final boarding call for passengers Emma and Harry Simpson booked on flight 372A to Kansas City. Please proceed to gate 3 immediately. The final checks are being completed and the captain will order for the doors of the aircraft to close in approximately five minutes time. I repeat. This is the final boarding call for passengers Emma and Harry Simpson. Thank you.

19. The announcement is about …

    A. the destination of the flight.

    B. the time the doors of the airplane will close.

    C. the details of the flight and the readiness of the aircraft.

    *D. the final call for the passengers who are late for boarding.

20. The intention of the announcement is …

    A. to blame the late passengers.

    B. to give information about the flight.

    *C. to warn the passengers to board quickly.

    D. to invite the passengers for boarding.

21. This flight is going to …

    A. Miami   *B. Kansas City

    C. New Jersey   D. Mexico City

Monologue 2: (Questions 22-24)

Students hear:

    Normally Thais don't shake hands when they greet one another, instead they press their palms together in a prayer-like gesture called a Wai. Generally, a younger person or person of lower social status wais an elder or more senior person, who then returns the gesture.

    Thais regard the head as the highest part of the body and the feet as the lowest, both literally and figuratively. Therefore, you should avoid touching people on the head and pointing your feet at people or an object. Besides, shoes should be removed when entering a private Thai home and some places of business.

22. This talk is about …

    A. how to greet people Thai style.

    B. how to pay respect to senior people.

    *C. how to behave properly in Thailand.

    D. how to behave when entering places in Thailand.

23. The speaker of this talk could be …

    A. a lawyer   B. a doctor

    *C. a tour guide   D. a policeman

24. The purpose of this talk is … the audiences

      *A. to suggest   B. to warn

      C. to threaten   D. to frighten

Monologue 3: (Questions25-27)

Students hear:

Most teens need about 8 1/2 to more than 9 hours of sleep each night. But about 1 in 4 teens has trouble sleeping. Lack of sleep can affect everything from their emotions to how well we focus on tasks like driving. How can we get the sleep we need? Here are some ideas:

1. **Be active during the day**. Get at least 60 minutes of exercise a day. Physical activity can decrease stress and help people feel more relaxed. Don't work out close to bedtime because exercise can wake people up before it slows them down.

2. Avoid alcohol and drugs. Drugs and alcohol disrupt sleep, and increase a person's chance of waking up in the middle of the night.

3. Say goodnight to electronics. Experts recommend using the bedroom for sleep only. If people can't make their bedrooms a tech-free zone, at least shut everything down an hour or more before lights out.

4. Keep a sleep routine. Going to bed at the same time every night helps the body expect sleep. Creating a set bedtime routine can enhance this relaxation effect.

5. Expect a good night's sleep. Stress can cause insomnia. Instead of worrying that you won't sleep, remind yourself that you can. Say, "Tonight, I will sleep well" several times during the day.

Everyone has a sleepless night once in a while. But if you regularly have trouble sleeping and you think it's affecting your mood or performance, talk to your doctor.

25. The topic for this talk should be …

      A. appropriate time to sleep   B. effects of sleeplessness

      C. teenagers' sleeping problems   *D. five ideas for better sleep

26. Physical activity can help people feel more …

    A. worried   .   *B. relaxed.

    C. enthusiastic.   D. optimistic.

27. Which statement is correct?

    *A. a bedroom should be a tech-free zone.

    B. drugs and alcohol help people have enough sleep.

    C. people should remind themselves that they can't sleep.

    D. going to bed at different time every night helps the body expect sleep.

Monologue 4: (Questions 28 -30)

Students hear:

    I'd like to inform you that when you are second year students, you have two options for campus living; that is, living on campus and off campus. I'll talk briefly about them including some advantages and disadvantages of each.

    First of all, living on campus in university dormitories can provide certain degree of security because of their nearness to campus facilities. It is convenient for you to walk or ride a bicycle everywhere around the campus. Besides, you can have your meals at the canteen near the dormitories and there is also a 24-hour convenient store where you can buy stuff all day and night. These can allow you to spend more time on your academics. However, you should be aware that you'll be required to follow certain regulations dealing with student conducts as part of the contract and living on campus.

    Another option is off-campus living in apartments, and private dormitories. If you decide to live off campus, you can find where you want to live by yourselves. There is a variety of apartments and private dormitories available near the campus. You can also have more flexibility in choosing your roommates that you might not have with living on-campus. However, you need to carefully think about security and the contract of each place.

> Of course, the choice is up to you, but be careful to review both the advantages and disadvantages of living on-campus and off-campus. Good luck.

28. The best topic for this talk should be …

    A. on campus living.   B. off-campus living.

    *C. two options of campus living.   D. apartments near the campus.

29. The main idea of this talk is …

    A. living on campus is more convenient than living off campus.

    B. there are more opportunities for students to choose their ways of living.

    *C. the students are offered two choices of campus living, on and off campus.

    D. there are both advantages and disadvantages of living on campus in
       dormitories.

30. The purpose of this talk is …

    A. to threaten listeners.

    B. to warn listeners to be careful.

    *C. to provide information for decision making.

    D. to convince listeners to choose one choice of campus living.

******This is the end of the listening section. *******

SECTION II: SPEAKING

Part A: Completing conversations

Instructions: *Choose the best answer to complete the conversation and write the letter in front of the answer in the space provided on your answer sheet.*

Example

   Mark : Hello John. What's up?

   John : ____0____. Thank you. How about you, Mark?

   Mark : Everything is OK. Thanks.

      A. Nothing much   B. Please keep calm

      C. Really?   D. Long time no see.

The correct answer is A.   Write the letter on your answer sheet.

   0. | A |

Questions 1-4
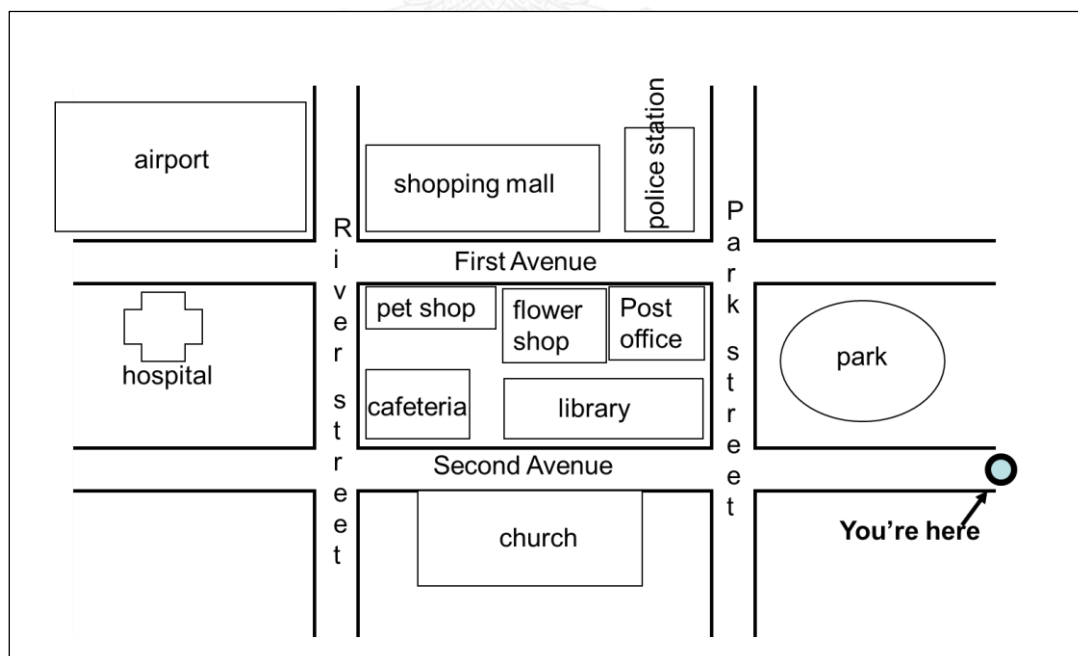
A. go past	B. go straight
C. a right turn	D. Do you know how I can get to
E. turn left	F. turn right
G. a left turn	H. Do you know where

Tourist: Excuse me! _____1*H_____ the shopping mall is?

   You: Sure. Just go straight and _____2*F_____ into Park Street. Then

_____3*A_____ the park and take _____4*G_____ at the

intersection.

You'll see the shopping mall on the right. You can't miss it.

Tourist: Oh, I see. Thanks a lot for your help.

   You: No problem.

Questions 5-8

A. see your size	B. what do you suggest
C. do you have any other colors	D. what size is it
E. can I try them on	F. do you have a fitting room
G. how many colors do you have	H. show you

Clerk : We have a wide range of jogging shoes from all the major brands,

let me __6*H_ some.

Client : Alright. My size is 40.

Clerk : Okay. Let me show you some comfortable size 40 jogging shoes then.

These are the latest models.

Client : _____7*E_____?

Clerk : Certainly.

Client : These are very nice, but I don't like the color. _____8*C_____ ?

Clerk : Oh, yes. We have black & white, black & grey, and black & blue.

Which one do you prefer?

Client : Umm… I like black & grey.

Part B: Conversations in different situations

Instructions: Choose the best response to each question and mark (X) in boxes on your answer sheet.

Example

0.   A: *How are you doing?*

       B: _____

       A. *Very well.*   B. *I'm doing my homework.*

       C. *I'm with my parents.*   D. *I went to the department stores*

item	A	B	C	D
0	X			

Questions 9-16

9.   Waiter : Good evening, sir. Are you ready to order?

      Ngien : _____

      A. Thank you, anyway.

      *B. Can you give us a few more minutes?

      C. No, I would like to carefully check the schedule.

      D. Sorry, I'm not ready now. I need more time to practice.

10.   Wang : Joe, have you seen Salma this morning? The teacher needs to see her urgently.

      Joe : _____

      *A. No, I haven't seen her.

      B. Sorry, I'm having a meeting.

      C. She had dinner with me last night.

      D. Yes, I have an appointment with her tomorrow.

11. | Paul : Hi, Ben. I'm getting together with Kim and Liang tonight, and a few other friends are going to join us. We're going out for dinner and then to catch a movie. Why don't you come with us?
Ben : _____

A. It is because I got up late.

B. Really? I don't agree with the idea.

C. My friends are going to visit us next week.

*D. Oh, I'd love to, but I have to study for a test tomorrow.

12. | Sales person: Good morning. Can I help you find something or are you just looking?
Ann: I'm not sure. Aren't you having a sale right now?
Sales person: _____
Ann: Thanks.

A. No, we don't sell any of them.

B. We sell various kinds of products.

C. Sorry, the sales department is over there.

*D. Everything on these three racks over here is on sale.

13. | Pete : _____
Ted : I believe so.
Pete: We were wondering if you'd like to go to my house-warming party.
Ted : Oh, I'd love to. Congratulations! …

A. When do you work?   *B. Are you free next Sunday?

C. What do you believe?   D. Do you agree with that idea?

14.

> Tom : … I wonder if this is going to be an interesting class.
>
> Ann : Yeah, me too. So what's your major?
>
> Tom : Chemistry. What about you?
>
> Ann: Management Science. What year are you in?
>
> Tom : _____

A. In 2012.   *B. I'm a senior.

C. I'm in school for four years.   D. From 2011-2015.

> Sue : I'm having a birthday party next Saturday. Do you want to come?
>
> Jack : Sure, I'd love to.
>
> Sue : Great! The party starts around 8 pm at my place.
>
> Jack : OK, I'll be there. _____15_____
>
> Sue : Oh, no presents, please. Just bring something to drink. That would be great.
>
> Jack : Sure, I'll do that. _____16_____
>
> Sue : Of course! So I'll see you two on Saturday.
>
> Jack : Yes, thanks for the invitation.
>
> Sue : I'm glad you can come! See you soon.

15.   A. What do you want me to present?   B. What do you recommend?

        *C. What do you want for your birthday?   D. What do you have for dinner?

16.   A. Do you need some food?

        B. Can you pick me up?

        C. Does Ben help plan the party?

        *D. Can I bring my boyfriend, too?

*************This is the end of the test.**************

Oral Interview

Instructions: Listen to questions about your personal details and your future plans, and then make responses to each question orally. Try to answer in full sentences.

Interviewer: Good morning/ afternoon. May I have your name, please?

Student: _____ (10 seconds)

Interviewer: (1) Where is your home town?

Student: _____ (15 seconds)

Interviewer: (2) Can you tell me one interesting place in your home town? Give me some details about that place.

Student: _____ (30 seconds)

Interviewer: (3) What activity do you usually do when you have free time?

Student: _____ (15 seconds)

Interviewer: (4) Why do you like to do that activity?

Student: _____ (30 seconds)

Interviewer: (5) Now let's talk about your study and future plans. What is your major?

Student: _____ (15 seconds)

Interviewer: (6) What do you like about studying in that major?

Student: _____ (30 seconds)

Interviewer: (7) What do you plan to do after graduation? Please explain.

Student: _____ (30 seconds)

Interviewer: That's all for the oral interview. Thank you for coming.

******This is the end of the test. *******

Appendix C

English Achievement Test 2

(English Reading and Writing Achievement Test)

935-162 English Reading-Writing   Time: 3 hours

Total Score: 60   No. of Pages: 14

Instructions

    1. Write all your answers on the answer sheet in blue or black ink only.

    2. Pencils are **<u>not</u>** allowed to be used on this test.

    3. **<u>No</u>** dictionaries are allowed.

The test consists of two sections:

    I. Reading: There are six parts:

Reading passage 1:	Questions 1- 2
Reading passage 2:	Questions 3-6
Reading passage 3:	Questions 7-10
Reading passage 4:	Questions 11- 16
Reading passage 5:	Questions 17-22
Reading passage 6:	Questions 23-30

    II. Writing: There are three parts:

Part A: Error Analysis	Questions 1 – 16
Part B: Paragraph Writing	Write a paragraph about the chosen topic.

SECTION I: READING

Instructions: In this section you will read several passages. Each one is followed by a number of questions about it. There are 30 questions in this section. Choose the best answer to each question and mark (X) in boxes on your answer sheet.

Example:

Item	A	B	C	D
0	X			

 Reading passage 1:

New Message ⎯ ⤢ ✕

To   Willis_s@gmail.com   Cc Bcc

Subject   Course information

Dear Mr. Willis,

I would like some information about your Academic English courses which begin in May.

Please send me a prospectus, details of your fees, and information about accommodation in Singapore for the period of May to August. If possible, I would like to stay with a Singaporean family.

Yours faithfully,
Malee Rakthai

Send   A ◌ ◠ ▦ ⚭ ☺   🗑 ▾

Questions 1- 2

1. The purpose of this email is …

     A. to ask for help.   B. to give information.

     C. to apply for a course.   *D. to enquire information.

2. The writer of this email should be …

     A. a tourist who wants to travel abroad.

     B. a teacher who finds a training course for her students.

     C. a person who needs to find a host family in a foreign country.

     *D. a student who wants to experience studying in a foreign country.

Reading passage 2

1	In many of the industrialized countries, the population is aging. That is, the average age of the population is older than it was twenty years ago. This fact has encouraged many businesses to develop products and services for older customers. In the medical industry, for example, new medicines and technologies are being developed, especially for the health problems of
5	older people. The tourist industry also offers services for the elderly, including special transportation and health services, and trips organized for groups of older people. And finally, there are many different kinds of products designed for the needs of the elderly. **These** include everything from shoes and shampoo to magazines and furniture.

Questions 3- 6

3. The best topic for this passage would be …

    A. a growing number of aging population.

    *B. new products and services for the aging population.

    C. the effects of aging population in industrialized countries.

    D. the tour program specifically organized for aging population.

4. The main idea of this passage is …

    A. there are demands of aging population for the development of special

       transportation.

    B. in the industrialized countries, the average age of the population is

       older than it was twenty years ago.

    C. the medical industry is developing new medicines and technology

       for the health problems of the elderly.

    *D. many businesses have developed products and services for elder

       customers because of the aging population.

5. The underlined word "**These**" in line 8 refer to …

    A. needs   *B. products

    C. services   D. aging people

6. Which statement is <u>NOT TRUE</u>?

      A. The aging people are the target group of businesses.

      *B. Most aging people have serious problems with their health.

      C. Many kinds of products and services are developed for the elderly.

      D. Special services for elder people are developed to serve their demands.

Reading passage 3

89 Jaoren Pradit Road, Rusamilae
Muang, Pattani 94000

September 8, 2014

Ms Catharine Simpleton
508 Ramona Avenue,
Stanstead, MN 55080

Dear Ms Simpleton,

Paragraph 1   I was very happy to learn that I was a recipient of the Simpleton scholarship . I am writing to thank you for your generous, financial support towards my higher education.

Paragraph 2   I am an English major student in the Faculty of Education at Prince of Songkla University, Pattani Campus. I am currently a second-year student and plan to graduate in the second semester of the academic year 2016. After graduation, I will seek employment at one of our local public secondary schools with hopes of inspiring other students to achieve a higher education.

Paragraph 3   By **awarding** me the Simpleton scholarship, I am able to concentrate on education which is important to me. Your financial generosity has allowed me to be one step closer to my goal and has inspired me to help others by giving back to the community. I hope one day I will be able to help other students achieve their goals just as you have helped me.

Sincerely yours,

Sandee Pithakthai

Sandee Pithakthai

Questions 7-10

7. The purpose of this letter is to ...

    *A. thank the scholarship donor.

    B. apply for a scholarship.

    C. explain the writer's future plan.

    D. introduce the scholarship recipient.

8. It can be inferred that the writer …

    *A. is from a family which has financial difficulty.

    B. intends to work in a big educational institute in the capital city.

    C. wants to spend her scholarship to help other people in her community.

    D. has many brothers/ sisters so her family asks her to apply for a scholarship.

9. The word "**awarding**" in paragraph 3 line 1 could best be replaced by …

    *A. giving   B. asking

    C. sending   D. advising

10. The writer's goal in her life is to …

    A. continue her study in a doctoral degree.

    B. help other students to apply for a scholarship.

    *C. be a teacher in a secondary school in her community.

    D. thank the donor for the opportunity to study in higher education.

Reading passage 4:

1   The worldwide popular Pattaya began life humbly as a small fishing village. Nowadays, as a self-governing municipal area that is part of Chon Buri Province, Pattaya has become a tourist destination that Thais and foreigners come to in droves.

5   The name Pattaya dates from 1767, the year of the fall of the former Siamese capital, Ayuttaya, to Burmese invaders. Its name is derived from the march of Phraya Tak (later King Taksin of Thon Buri) and his army to fight for the country's sovereignty. Legend has it that three months prior to the fall of Ayutthaya, Phraya Tak realized it would be better to **withdraw** his troops from the battle in order to stop

10   and fight back later. When his troops reached the vicinity of what is now Pattaya,Phraya Tak faced Nai Klom who was a local leader of his own army. It turned out that Nai Klom wanted to stop him. However, when the two met face to face, Phraya Tak's awesome charisma

15   frightened Nai Klom, who laterdecided to join forces.The spot where the two armies confronted each other was named 'Thap Phraya', which means "the troop of the Phraya". The name was later changed to 'Pattaya' after the sea breeze blowing from the southwest to northeast during the beginning of the rainy season.

20   Pattaya started to develop in 1948 with construction of the first road, Pattaya-Na Kluea, allowing travellers access to the beach. Pattaya started gaining popularity among Thai locals after travel journalists published stories about it. Thanks to development of the roads in 1972, Thai travellers gained easy access to the city. Pattaya

25   was introduced to foreigners for the first time in 1969 when thousands of American servicemen were stationed at U-Tapao Airport standing by to participate in the Vietman War. During their official holidays, the servicemen drove their GMC military vehicles to vacation at Pattaya Bay. When they returned to their homeland, news of

30   Pattaya spread. Pattaya then started to welcome European tourists also from 1977.

Once a-small-fishing-village, Pattaya has become a big hit, attracting roughly five million international visitors annually.

Questions 11-16

11. The best topic for this passage would be …

A. the legend of King Taksin.

B. history of Chon Buri Province.

*C. Pattaya from the past to present.

D. why Pattaya is popular among tourists.

12. Which statement is correct?

*A. European tourists started to travel to Pattaya in 1977.

B. Nai Klom was the former name of King Taksin of Thon Buri.

C. The first group of foreigners visiting Pattaya was from Europe.

D. The American servicemen were stationed at Suwannabhumi Airport.

13. The first road was constructed in Pattaya in …

A. 1767   *B. 1948

C. 1969   D. 1972

14. It can be inferred that …

A. all local people in Pattaya work in factories.

B. the history of a city has effects on the locals' jobs.

C. Pattaya prefers welcoming Thai people to foreigners.

*D. tourism is now more important than fishery in Pattaya.

15. The word "**withdraw**" in line 9 is closest in meaning to …

A. deploy.   B. send.

C. command.   *D. move back.

16. This passage should appear in …

A. a scientific journal.   B. a women's magazine.

*C. a tourist handbook.   D. a directory of accommodation.

Reading passage 5:

Tipping in Asia: To Tip or not to Tip?

Tipping in Asia consists of unwritten rules that every tourist and local should know. To do the right thing and be equipped with helpful tips about tipping in Asia, check out the following reminders and remember every bit of them to save yourself from [5] embarrassment and undesirable situations.

Some Helpful Reminders

If you are in Hong Kong, Manila, and Bangkok, tipping is **a rule of thumb**. In Jakarta, Seoul, and Kuala Lumpur, some establishments do not expect tips but if you give them extra money for their services, they gladly accept it. However, Japan, China, Taipei, and Singapore are not tipping societies. If you want to show your gratitude over the services rendered to you, a simple "Thank you," Arigato gozaimasu," and "Xie xie" will be enough.

With the massive influence of Western culture in many cities around Asia, the custom of tipping has changed. Although at some point an act of gratuity is not expected by Taiwanese, Japanese, and Chinese, they can still bend the rules. Staff working in international hotels and high-end restaurants such as Italian restaurants and Western establishments are not offended when you give them extra money for their services.

In Manila, when you tip your concierge, you expect an unchanged form of service, especially if you give more than the expected 10% service charge. In Bangkok, waiters of elegant restaurants do not mind receiving tips. In Hong Kong,when you give extra Hong Kong dollars, say, HK$100, the money goes to the pocket of the owner and not to the staff who served you. In Jakarta, if you are pleased with how the restaurant served you, 1,000 rupiahs as a tip isenough. Small food stalls in Kuala Lumpur, Manila, Hong Kong, Bangkok, and Jakarta do not mind whether or not you give them tips. In fact, it is a fun experience to bargain rather than thinking about tipping.

Metered taxis run on city roads of major cities in Asia. Therefore, if you take a taxi in any city in Asia, it is customary to round up your taxi fare to the nearest HK dollar, five peso, five baht, 500 rupiah, nearest ringgit, Singaporean dollar, or NT$5. But if you are in Seoul, keep all of your change for yourself, since taxi drivers do not expect extra fares.

To some extent, porters in every Asian city are difficult to manage. As general advice, you have to base your tip on the number of bags you asked them to carry. In Manila, 20 pesos for each bag, 20 to 50 baht in Bangkok, HK$10 to HK$20 in Hong Kong, a hundred rupiah in Jakarta, one to two ringgit in Kuala Lumpur, 500 to 1000 won in Seoul, S$1 in Singapore, and NT$50 in Taipei.

Questions 17-22

17. Which paragraph describes general tipping culture (before gaining influence from Western culture) in main cities in Asia?

    A. Paragraph 1   *B. Paragraph 2

    C. Paragraph 3   D. Paragraph 4

18. It can be inferred that …

    A. Tipping originates in Asia.

    B. Tipping is like a symbol of politeness.

    C. Different countries in the same continent have the same tipping culture.

    *D. Tourists should think carefully about tipping when traveling to different countries.

19. Which statement is correct?

    *A. Tipping in many cities in Asia is influenced by western culture.

    B. A porter in Manila should be tipped 60 pesos for carrying six bags.

    C. Tipping taxi drivers in Seoul are like those in Hongkong, Manila, and Bangkok.

    D. Those who work in international hotels and elegant restaurants do not accept tips.

20. According to tipping reminders, if you take a taxi in Manila and the meter shows 259 pesos, you should pay …

    A. 255 pesos

    B. 259 pesos

    *C. 260 pesos

    D. 270 pesos

21. The phrase "**a rule of thumb**" in line 10 is closest in meaning to …

    A. an obligation.

    B. a rule for punishment.

    C. a rule for evaluation.

    *D. a right thing to do based on experience.

22. The purpose of this passage is …

    A. to blame Asian readers who do not leave tips.

    *B. to advise readers about tipping in Asian countries.

    C. to evaluate how to react to tipping in Asian countries

    D. to warn readers about tipping in different situations in Asia.

Reading passage 6:

Love and Romance

1 | Paragraph 1

We've all experienced love. We've loved (and been loved by) parents, brothers, sisters, friends, even pets. But romantic love is different. It's an intense, new feeling unlike any of these other ways of loving.

5

Why Do We Fall in Love?

Paragraph 2

Loving and being loved add richness to our lives. When people feel close to others, they are happier and even healthier. Love helps us feel important, understood, and secure.

10 | Paragraph 3

But each kind of love has its own **distinctive** feel. The kind of love we feel for a parent is different from our love for a baby brother or best friend. And the kind of love we feel in romantic relationships is its own unique type of love.

15 | Paragraph 4

Our ability to feel romantic love develops during adolescence. Teens all over the world notice passionate feelings of attraction. Even in cultures where people are not allowed to act on or express these feelings, they're still there. It's a natural part of growing up to develop romantic feelings and sexual attractions to others. These new feelings can be exciting - or even confusing at first.

20The Magical Ingredients of Love Relationships

Paragraph 5

Love is such a powerful human emotion that experts are constantly studying it. They've discovered that love has three main qualities:

25

1. **Attraction** is the "chemistry" part of love. It's all about the physical - even sexual - interest that two people have in each other. Attraction is responsible for the desire we feel to kiss and hold the object of our affection. Attraction is also what's behind the flushed, nervous-but-excited way we feel when that person is near.

30 | Paragraph 7

2. **Closeness** is the bond that develops when we share thoughts and feelings that we don't share with anyone else. When you have this feeling of closeness with your boyfriend or girlfriend, you feel supported, cared for, understood, and accepted for who you are. Trust is a big part of this.

35	3. **Commitment** is the promise or decision to stick by the other person through the ups and downs of the relationship.
Paragraph 8	
Paragraph 9	These three qualities of love can be combined in different ways to make different kinds of relationships. For example, closeness without attraction is the kind of love we feel for best friends. We share secrets and personal stuff with them, we support **them**, and they stand by us. But we are not romantically interested in them.
40	
Paragraph 10	Attraction without closeness is more like a crush or infatuation. You're attracted to someone physically but don't know the person well enough yet to feel the closeness that comes from sharing personal experiences and feelings.
45	
Paragraph 11	Romantic love is when attraction and closeness are combined. Lots of relationships grow out of an initial attraction (a crush or "love at first sight") and develop into closeness. It's also possible for a friendship to move from closeness into attraction as two people realize their relationship is more than "just like" and they have become interested in one another in a romantic way.
50	
55	For people falling in love for the first time, it can be Hard to tell the difference between the intense, new feelings Of physical attraction and the deeper closeness that go with being in love.
Paragraph 12	

Questions 23-30

23. Which paragraph describes romantic love among teenagers?

    A. paragraph 3   *B. paragraph 4

    C. paragraph 9   D. paragraph 11

24. Love can help human beings feel …

    *A. important.   .

    B. unique.

    C. attractive.

    D. different.

25. It can be inferred that …

    A. teenagers try to seek for romantic love.

    B. only romantic love is worthy of our attention.

    C. ingredients of love are considered when falling in love.

    *D. love is an essential element that all human beings experience.

26. Romantic love consists of …

    *A. attraction and closeness.   B. attraction and commitment.

    C. closeness and commitment.   D. attraction, closeness and

                                                   commitment.

27. Which of the following is correct?

    A. Romantic love is the same as other kinds of love.

    *B. Best-friend love consists of closeness without attraction.

    C. All kinds of relationships consist of all three ingredients of love.

    D. Romantic love cannot start from attraction and develop to closeness.

28. The word "**distinctive**" in line 8 could best be replaced by …

    A. strange   *B. particular

    C. appropriate   D. narrative

29. The pronoun "**them**" in paragraph 9, line 32 refers to …

    A. secrets.   B. qualities.

    C. relationships.   *D. best friends

30. The purpose of this passage is ….

    A. to warn readers who have romantic love.

    B. to entertain readers who have best-friend love.

    *C. to inform readers about different kinds of love and romance.

    D. to persuade readers who do not want to have romantic love.

***** This is the end of the reading section. *****

SECTION II: WRITING

Part A: Error Analysis

Instructions Identify **<u>one</u>** underlined word or phrase that is **<u>not correct</u>**. Then, mark

(X) in the boxes 1-16 on your answer sheet.

Example

  0. Bob and I <u>has</u> waited <u>for</u> our friends <u>for</u> one <u>hour</u>.

          A   B   C   D

Item	A	B	C	D
0	X			

The sentence should read, "Bob and I have waited for our friends for one hour."

Therefore, you should choose answer (A).

---

1. The five <u>campuses</u> of Prince of Songkla university <u>are</u> <u>located</u> in the <u>Southern</u> of
                A   B   C   *D

  Thailand.

2. <u>Lost of</u> life can be avoided <u>through</u> emergency <u>planning</u>, education, and the
   *A   B   C

  construction of buildings that sway <u>rather than</u> break under the stress of an
                                           D

  earthquake.

3. After <u>finish</u> work, Sierra <u>likes</u> to <u>work out</u> in the gym for at least a couple of <u>hours</u>.
       *A   B   C   D

4. The Academy Awards, widely <u>known</u> as the Oscars, is an <u>annual</u> American awards
                            A   B

  ceremony <u>honored</u> achievements in the film <u>industry</u>.
             *C   D

5. Neither the manager <u>nor</u> the officers <u>was</u> able to achieve solutions for <u>dealing</u> with
                            A   *B   C

  the <u>disappointing</u> performance.
           D

6. Phuket, one of the most famous <u>islands</u> in the world, <u>provide</u> good infrastructure

                                             A   *B

<u>to support</u> the tourist <u>industry</u>.

      C   B

7. <u>Looking</u> over a map of Thailand will <u>reveals</u> a country <u>whose</u> borders form the rough

    A   *B   C

shape of an <u>elephant</u> head.

               D

8. My parents <u>send</u> <u>me</u> money for my tuition fees yesterday, and I <u>will</u> <u>pay</u> for it tomorrow.

                *A   B   C   D

9. <u>This</u> human beings are social <u>animals</u> which interact <u>highly</u> with other animals, usually of

  *A   B   C

<u>their</u> own species.

  D

10. People can <u>access</u> a lot of <u>the informations</u> in the Internet, so they should think <u>critically</u>

                        A   *B

C

before <u>making</u> judgment.

        D

11. Cycling <u>builds</u> strength in a <u>holistic</u> manner <u>since</u> every single part of the body is

            A   B   C

<u>involving</u> in cycling.

  *D

12. <u>The</u> Guitar Foundation of America competition is <u>regard</u> as one of the top <u>contests</u> for

  A   *B   C

<u>classical</u> guitarists.

  D

13. The governor commands they to be prepared for sudden emergencies caused by the storm.

                            *A   B   C   D

14. Malina is my sister. Both of us have red hair, but her is lighter than mine.

                    A   *B   C   D

15. The news reporter wanted to know whether I can tell him about the serious car accident.

                   A   *B   C   D

16. The researcher requested the participants to complete the questionnaires and evaluating

          A   B

*C

   the presentation.
     D.

Part B: Paragraph Writing

Write a well-organized paragraph of about 150-200 words. Choose only **<u>one topic</u>** from the topics given.

   1. "At present Facebook is very important for people's lives."

Do you agree with the above statement? What do you think about this situation? Give at least three reasons why you agree or disagree with this statement including giving examples/ details to support each reason.

   2. "Most teenagers in this age tend to have boyfriends/ girlfriends while studying."

Do you agree with the above statement? What do you think about this situation? Give at least three reasons why you agree or disagree with this statement including giving examples/ details to support each reason.

************This is the end of the test. ************

Appendix D

Questionnaire

This questionnaire consists of 5 main sections, namely, (1) demographic background, (2) beliefs about language learning, (3) attitudes toward language learning, (4) motivation in language learning, and (5) language learning strategies. The instructions are stated separately in each section.

Section I: Demographic background

Instruction: Please fill in the blanks or tick (✓) the information that is true to yourselves.

    1. Participant's name : _____

    2. Age: _____ years

    3. Gender: ☐ male   ☐ female

    4. Study program:

        ☐ Agricultural Science and Technology ☐ Public and Enterprise Management

        ☐ Industrial Management Technology ☐ Languages Communication and Business

        ☐ Rubber Industry Technology ☐ Business Development

        ☐ Food Technology ☐ Information Technology Business

        ☐ Information Technology ☐ Tourism Business Management

        ☐ Chemistry for Industry

        ☐ Environmental Management Technology ☐ Business Economics

        ☐ Occupational Health and Safety ☐ Engineering Managemen

    5. Faculty:

        ☐ Faculty of Sciences and Industrial Technology

        ☐ Faculty of Liberal Arts and Management Sciences

    6. Length of time learning English _____ years

    7. English Grade _____

Section II: Beliefs about language learning

Each statement in this section is related to your beliefs about language learning. Please read each statement and tick (✓) in the box (1, 2, 3, 4, or 5) which indicates your true opinion. The numbers on the top column refer to the following:

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Items	Statements	1	2	3	4	5
Foreign language aptitude						
1	It is easier for children than adults to learn a foreign language.					
2	Some people have a special ability for learning foreign languages.					
3	People who are good at mathematics or science are not good at learning foreign languages.					
4	I have a special ability for learning foreign languages.					
5	Women are better than men at learning foreign languages.					
6	Everyone can learn to speak a foreign language.					
Difficulty of language learning						
7	Some languages are easier to learn than others.					
8	English is a very easy language.					
9	I believe that I will learn to speak English very well.					
10	It is easier to read and write English than to speak and understand it.					
The nature of language learning ธรรมชาติของการเรียนรู้ภาษา						
11	It is necessary to know about English-speaking cultures in order to speak English.					
12	It is best to learn English in an English-speaking country.					
13	The most important part of learning English is learning vocabulary words.					
14	The most important part of learning English is learning grammar.					
15	The most important part of learning English is learning how to translate from my native language.					

Section III: Attitudes toward English learning

Each statement in this section is related to your attitudes toward English language learning. Please read each statement and tick (✓) the box (1, 2, 3, 4, or 5) which is true to your feeling after reading each statement. The numbers on the top column refer to the following:

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

item	Statement	1	2	3	4	5
Attitudes toward English-speaking people						
1	Most native English speakers are so friendly and easy to get along with.					
2	I wish I could have many native English speaking friends.					
3	The more I get to know native English speakers, the more I like them.					
4	You can always trust native English speakers.					
Attitudes toward English course						
5	I enjoy the activities of our English class much more than those of my other classes.					
6	I look forward to the time I spend in English class.					
7	English is one of my favorite courses.					
Attitude toward the English teacher						
8	I look forward to going to class because my English teacher is so good.					
9	My English teacher has a dynamic and interesting teaching style.					
10	My English teacher is a great source of inspiration to me.					
Interest in foreign languages						
11	I wish I could speak many foreign languages perfectly.					
12	I wish I could read newspapers and magazines in many foreign languages.					
13	I enjoy meeting people who speak foreign languages.					

Items	Statement	1	2	3	4	5
Integrative orientation						
14	Studying English is important because it will allow me to be more at ease with people who speak English.					
15	Studying English is important because it will enable me to better understand and appreciate English art and literature.					
16	Studying English is important because I will be able to participate more freely in the activities of other cultural groups.					
Instrumental orientation การใช้ภาษาเป็นเครื่องมือ						
17	Studying English is important because it will make me more educated.					
18	Studying English is important because it will be useful in getting a good job.					
19	Studying English is important because other people will respect me more if I have knowledge of a foreign language.					

Section IV: Motivation in English learning

Each statement in this section is related to your motivation in English language learning. Please read each statement and tick (✓) the box (1, 2, 3, 4, or 5) which is true to your feeling after reading each statement. The numbers on the top column refer to the following:

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

Items	Statement	1	2	3	4	5
Self-efficacy						
English use anxiety						
1	Speaking English anywhere makes me feel worried.					
2	I feel anxious if someone asks me something in English.					
English class anxiety						
3	I never feel quite sure of myself when I am speaking in our English class.					
4	It embarrasses me to volunteer answers in our English class.					
5	It worries me that other students in my class seem to speak English better than I do.					

Items	Statement	1	2	3	4	5
Performance expectancy I'm likely to be able to…						
6	have everyday conversations with others in English.					
7	describe my present job, studies, or other major life activities accurately in details.					
8	talk about the future plans.					
9	speak English well enough to be able to teach my friend.					
10	understand simple statements or questions in English.					
11	understand a native speaker who is speaking to me as quickly and as colloquially as he/ she would to another native speaker.					
12	read personal letters, emails or note written to me in which the writer has deliberately used simple words and constructions.					
13	read popular novels without using a dictionary.					
14	write a well-organized paragraph.					
15	write an essay in English.					
16	edit my friends' writing.					
17	work as a writer for an English newspaper.					
Motivational behavior: **Motivational intensity**						
18	When I have a problem understanding something in my English class, I always ask my teacher for help.					
19	I really work hard to learn English.					
20	After I get my English assignment back, I always rewrite them, correcting my mistakes.					
Attention ความตั้งใจ						
21	Nothing distracts me when I am studying English.					
22	I usually remain focused in class right until the end of a lecture.					
23	I rarely miss any points presented in a lecture.					
Persistence						
24	I work on my English homework regularly.					
25	I usually finish my English homework before watching television or going out.					
26	I usually maintain a high level of effort throughout an entire course.					

Section 5: Language learning strategies

This section is about how you react to English language learning and what learning strategies you use when you study English. Please read each statement and tick (✓) the box (1,2,3,4 or 5) that indicates the frequency of each strategy use. The numbers on the top column refer to the followings:

1 = never or almost never, 2 = usually not, 3 = somewhat, 4 = usually, 5 = always or almost always.

Statements		1	2	3	4	5
Memory strategies						
1	I think of relationships between what I already know and new things I learn in English					
2	I use new English words in a sentence so I can remember them.					
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.					
4	I remember a new English word by making a mental picture of a situation in which the word might be used.					
5	I use rhymes to remember new English words.					
6	I use flashcards to remember new English words.					
7	I physically act out new English words.					
8	I review English lessons often.					
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.					
Cognitive strategies						
10	I say or write new English words several times.					
11	I try to talk like native English speakers.					
12	I practice the sounds of English.					
13	I use the English words I know in different ways.					
14	I start conversations in English.					
15	I watch English language TV shows spoken in English or go to movies spoken in English.					
16	I read for pleasure in English.					
17	I write notes, messages, letters, or reports in English.					
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.					
19	I try to find patterns in English.					
20	I find the meaning of an English word by dividing it into parts that I understand.					
21	I try not to translate word-for-word.					
22	I make summaries of information that I hear or read in English.					

Items	Statement	1	2	3	4	5
Compensatory strategies						
23	To understand unfamiliar English words, I make guesses.					
24	When I can' t think of a word during a conversation in English, I use gestures.					
25	I make up new words if I do not know the right ones in English.					
26	I read English without looking up every new word.					
27	I try to guess what the other person will say next in English.					
28	If I can' t think of an English word, I use a word or phrase that means the same thing.					
Metacognitive strategies กลยุทธ์ด้านอภิปัญญา						
29	I try to find as many ways as I can to use my English.					
30	I notice my English mistakes and use that information to help me do better.					
31	I pay attention when someone is speaking English.					
32	I try to find out how to be a better learner of English.					
33	I plan my schedule so I will have enough time to study English.					
34	I look for people I can talk to in English.					
35	I look for opportunities to read as much as possible in English.					
36	I have clear goals for improving my English skills.					
37	I think about my progress in learning English.					
Affective strategies						
38	I try to relax whenever I feel afraid of using English.					
39	I encourage myself to speak English even when I am afraid of making a mistake.					
40	I give myself a reward or treat when I do well in English.					
41	I notice if I am tense or nervous when I am studying or using English.					
42	I write down my feelings in a language learning diary.					
43	I talk to someone else about how I feel when I am learning English.					

Items	Statement	1	2	3	4	5
Social strategies						
44	If I do not understand something in English, I ask the other person to slow down or say it again.					
45	I ask English speakers to correct me when I talk.					
46	I practice English with other students.					
47	I ask for help from English speakers.					
48	I ask questions in English.					
49	I try to learn about the culture of English speakers.					

☺☺☺☺☺ Thank you for your kind participation ☺☺☺☺☺

แบบสอบถาม

แบบสอบถามฉบับนี้มี 5 ตอน ประกอบด้วย (1) ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม (2) ความเชื่อเกี่ยวกับการเรียนรู้ภาษา (3) ทัศนคติในการเรียนรู้ภาษา (4) แรงจูงใจในการเรียนรู้ภาษา และ (5) กลยุทธ์การเรียนรู้ภาษา ซึ่งจะมีคำชี้แจงการตอบแบบสอบถามอยู่ในแต่ละตอน

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกรอกข้อมูลให้ครบถ้วนหรือทำเครื่องหมาย (✔) ในช่องสี่เหลี่ยมหน้าข้อมูลที่ตรง กับตัวท่าน

1. ชื่อ – สกุล: _____

2. อายุ: _____ ปี

3. เพศ: ☐ ชาย   ☐ หญิง

4. สาขาที่เรียน:

☐ วิทยาศาสตร์และเทคโนโลยีการเกษตร   ☐ การจัดการรัฐกิจและวิสาหกิจ

☐ เทคโนโลยีการจัดการอุตสาหกรรม   ☐ ภาษา การสื่อสารและธุรกิจ

☐ เทคโนโลยีอุตสาหกรรมยาง   ☐ พัฒนาธุรกิจ

☐ เทคโนโลยีอาหาร   ☐ ธุรกิจเทคโนโลยีสารสนเทศ

☐ เทคโนโลยีสารสนเทศ   ☐ การจัดการธุรกิจการท่องเที่ยว

☐ เคมีเพื่ออุตสาหกรรม   ☐ เศรษฐศาสตร์ธุรกิจ

☐ เทคโนโลยีการจัดการสิ่งแวดล้อม   ☐ การจัดการงานวิศวกรรม

☐ อาชีวอนามัยและความปลอดภัย

5. คณะ:

☐ คณะวิทยาศาสตร์และเทคโนโลยีอุตสาหกรรม

☐ คณะศิลปศาสตร์และวิทยาการจัดการ

6. ระยะเวลาที่เรียนภาษาอังกฤษมาแล้ว_____ ปี

7. เกรดวิชาภาษาอังกฤษ _____

ตอนที่ 2 ความเชื่อเกี่ยวกับการเรียนรู้ภาษาอังกฤษ

แบบสอบถามตอนนี้สอบถามความเชื่อในการเรียนรู้ภาษาอังกฤษของท่าน โปรดอ่าน
ข้อความและทำเครื่องหมาย (✔) ในช่องด้านหลังที่ตรงกับความคิดเห็นของท่าน ตัวเลขที่อยู่ด้านบน
ของตารางมีความหมายดังต่อไปนี้

1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เฉยๆ, 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง

ข้อ	รายการ	ระดับความคิดเห็น				
		1	2	3	4	5
Foreign language aptitude ความถนัดทางภาษาต่างประเทศ						
1	เด็กเรียนรู้ภาษาต่างประเทศได้ง่ายกว่าผู้ใหญ่					
2	คนบางคนมีความสามารถพิเศษในการเรียนรู้ภาษาต่างประเทศ					
3	คนที่เก่งคณิตศาสตร์หรือวิทยาศาสตร์มักจะไม่เก่งภาษาต่างประเทศ					
4	ฉันมีความสามารถพิเศษในการเรียนรู้ภาษาต่างประเทศ					
5	ผู้หญิงเรียนรู้ภาษาต่างประเทศได้ดีกว่าผู้ชาย					
6	คนทุกคนสามารถเรียนรู้ที่จะพูดภาษาต่างประเทศ					
Difficulty of language learning ความยากในการเรียนรู้ภาษา						
7	ภาษาบางภาษาเรียนรู้ง่ายกว่าภาษาอื่น					
8	ภาษาอังกฤษเป็นภาษาที่ง่ายมาก					
9	ฉันเชื่อว่าฉันจะเรียนรู้ทักษะการพูดภาษาอังกฤษได้ดีมาก					
10	การอ่านและการเขียนภาษาอังกฤษง่ายกว่าการพูดและการเข้าใจ (การฟัง)					
The nature of language learning ธรรมชาติของการเรียนรู้ภาษา						
11	การเรียนรู้วัฒนธรรม (ควบคู่กับการเรียนภาษา) เป็นสิ่งจำเป็นต่อการพูดภาษาอังกฤษ					
12	การเรียนรู้ภาษาอังกฤษที่ดีที่สุดคือการเรียนในประเทศที่พูดภาษาอังกฤษ					
13	สิ่งที่สำคัญที่สุดในการเรียนรู้ภาษาอังกฤษคือการเรียนรู้คำศัพท์					

ข้อ	รายการ	ระดับความคิดเห็น				
		1	2	3	4	5
14	สิ่งที่สำคัญที่สุดในการเรียนรู้ภาษาอังกฤษคือการเรียนรู้ไวยากรณ์					
15	สิ่งที่สำคัญที่สุดในการเรียนรู้ภาษาอังกฤษคือการเรียนรู้วิธีการแปลจากภาษาแม่					

ตอนที่ 3 ทัศนคติในการเรียนรู้ภาษา

แบบสอบถามตอนนี้สอบถามทัศนคติในการเรียนรู้ภาษาอังกฤษของท่าน โปรดอ่านข้อความและทำเครื่องหมาย (✓) ในช่องด้านหลังที่ตรงกับความรู้สึกหลังจากอ่านข้อความแต่ละข้อความ ตัวเลขที่อยู่ด้านบนของตารางมีความหมายดังต่อไปนี้

1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เฉยๆ, 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง

ข้อ	รายการ	ระดับความคิดเห็น				
		1	2	3	4	5
Attitudes toward English-speaking people ทัศนคติต่อผู้ใช้ภาษาอังกฤษเป็นภาษาแม่						
1	ผู้ใช้ภาษาอังกฤษเป็นภาษาแม่ส่วนใหญ่เป็นมิตรและเข้ากับคนอื่นได้ง่าย					
2	ฉันปรารถนาจะมีเพื่อนที่ใช้ภาษาอังกฤษเป็นภาษาแม่หลายๆ คน					
3	ยิ่งฉันรู้จักผู้ใช้ภาษาอังกฤษเป็นภาษาแม่มากเท่าไหร่ฉันก็ยิ่งชอบพวกเขามากขึ้นเท่านั้น					
4	คุณสามารถไว้วางใจผู้ใช้ภาษาอังกฤษเป็นภาษาแม่ได้เสมอ					
Attitudes toward English course ทัศนคติต่อวิชาภาษาอังกฤษ						
5	ฉันสนุกกับกิจกรรมในวิชาภาษาอังกฤษมากกว่ากิจกรรมในวิชาอื่นๆ					
6	ฉันตั้งตาคอยที่จะให้ถึงเวลาเรียนวิชาภาษาอังกฤษ					
7	ภาษาอังกฤษเป็นหนึ่งในวิชาที่ฉันโปรดปราน					

ข้อ	รายการ	ระดับความคิดเห็น				
		1	2	3	4	5
Attitude toward the English teacher ทัศนคติต่ออาจารย์สอนภาษาอังกฤษ						
8	ฉันตั้งตาคอยที่จะเข้าเรียนวิชาภาษาอังกฤษเพราะอาจารย์ดีมาก					
9	อาจารย์สอนภาษาอังกฤษของฉันมีสไตล์การสอนที่สร้างสรรค์และน่าสนใจ					
10	อาจารย์สอนภาษาอังกฤษเป็นแรงบันดาลใจที่ยิ่งใหญ่สำหรับฉัน					
Interest in foreign languages ความสนใจในการเรียนภาษาต่างประเทศ						
11	ฉันหวังว่าจะสามารถพูดภาษาต่างประเทศหลายๆ ภาษาได้อย่างถูกต้อง					
12	ฉันหวังว่าจะสามารถอ่านหนังสือพิมพ์และนิตยสารภาษาต่างประเทศหลายๆ ภาษาได้					
13	ฉันสนุกกับการพบปะพูดคุยกับผู้ที่พูดภาษาต่างประเทศอื่นๆ เป็นภาษาแม่					
Integrative orientation เชิงบูรณาการ						
14	การเรียนภาษาอังกฤษสำคัญเพราะจะทำให้ฉันรู้สึกสบายใจขึ้นเมื่ออยู่กับผู้ที่ พูดภาษาอังกฤษ					
15	การเรียนภาษาอังกฤษสำคัญเพราะจะทำให้ฉันเข้าใจและเห็นคุณค่าศิลปะและวรรณคดีอังกฤษได้มากขึ้น					
16	การเรียนภาษาอังกฤษสำคัญกับฉันเพราะฉันจะสามารถเข้าร่วมกิจกรรมของกลุ่มวัฒนธรรมอื่นๆ ได้มากขึ้น					
Instrumental orientation เชิงเครื่องมือ						
17	การเรียนภาษาอังกฤษสำคัญเพราะจะทำให้ฉันเป็นคนที่มีการศึกษาสูงขึ้น					
18	การเรียนภาษาอังกฤษสำคัญเพราะจะทำให้หางานดีๆ ทำได้					
19	การเรียนภาษาอังกฤษสำคัญสำหรับฉันเพราะคนอื่นๆ จะนับถือฉันมากขึ้นถ้าฉันมีความรู้ภาษาต่างประเทศ					

ตอนที่ 4 แรงจูงใจในการเรียนรู้ภาษาอังกฤษ

        แบบสอบถามตอนนี้สอบถามแรงจูงใจในการเรียนรู้ภาษาอังกฤษของท่าน โปรดอ่าน
ข้อความและทำเครื่องหมาย (✓) ในช่องด้านหลังที่ตรงกับความรู้สึกหลังจากที่ท่านได้อ่านข้อความ
แต่ละข้อความแล้ว ตัวเลขที่อยู่ด้านบนของตารางมีความหมายดังต่อไปนี้

        1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เฉยๆ, 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง

ข้อ	รายการ	ระดับความคิดเห็น				
		1	2	3	4	5
Self-efficacy การรับรู้ความสามารถของตนเอง :						
English use anxiety ความวิตกกังวลในการใช้ภาษาอังกฤษ						
1	ไม่ว่าจะพูดภาษาอังกฤษที่ไหนก็ทำให้ฉันกังวล					
2	ฉันคงรู้สึกวิตกกังวลถ้ามีใครมาถามฉันเป็นภาษาอังกฤษ					
English class anxiety ความวิตกกังวลในชั้นเรียนภาษาอังกฤษ						
3	ฉันไม่เคยรู้สึกมั่นใจในตัวเองเลยเวลาที่พูดในวิชาภาษาอังกฤษ					
4	ฉันรู้สึกอายที่จะอาสาตอบคำถามในวิชาภาษาอังกฤษ					
5	ฉันรู้สึกกังวลว่านักเรียนคนอื่นๆในชั้นดูเหมือนจะพูด ภาษาอังกฤษได้ดีกว่าฉัน					
Performance expectancy ความคาดหวังทางสมรรถนะทางภาษา I'm likely to be able to… มีแนวโน้มว่าฉันจะสามารถ…						
6	สนทนากับผู้อื่นเป็นภาษาอังกฤษ					
7	อธิบายรายละเอียดเกี่ยวกับงาน การเรียนในปัจจุบัน หรือ กิจกรรมที่สำคัญในชีวิตได้อย่างถูกต้อง					
8	พูดคุยเกี่ยวกับแผนการณ์ในอนาคต					
9	พูดภาษาอังกฤษได้ดีพอที่จะสอนเพื่อนได้					
10	เข้าใจประโยคบอกเล่าและประโยคคำถามภาษาอังกฤษอย่างง่าย					
11	เข้าใจเจ้าของภาษาที่พูดภาษาอังกฤษกับฉันแบบเร็วและเป็น กันเองเสมือนว่าเขา/ เธอพูดกับเจ้าของภาษาด้วยกันเอง					
12	อ่านจดหมาย จดหมายอิเลคทรอนิกส์ส่วนตัวหรือบันทึกสั้นๆ ที่ ผู้เขียนเขียนโดยใช้คำและ โครงสร้างประโยคอย่างง่าย					
13	อ่านนวนิยายที่เป็นที่นิยม โดยไม่ใช้พจนานุกรม					

ข้อ	รายการ	ระดับความคิดเห็น				
		1	2	3	4	5
14	เขียนย่อหน้าที่มีการเรียบเรียงอย่างดี					
15	เขียนเรียงความเป็นภาษาอังกฤษ					
16	แก้ไขงานเขียนของเพื่อน					
17	ทำงานเป็นนักเขียนของหนังสือพิมพ์ภาษาอังกฤษ					
Motivational behavior: พฤติกรรมที่ได้รับแรงจูงใจ						
Motivational intensity ความเข้มข้นของแรงจูงใจ						
18	เวลาที่ไม่เข้าใจเนื้อหาที่เรียนในวิชาภาษาอังกฤษฉันจะขอความ ช่วยเหลือจากอาจารย์เสมอ					
19	ฉันมุ่งมั่นในการเรียนรู้ภาษาอังกฤษ					
20	หลังจากได้รับแบบฝึกหัดคืนมาฉันมักจะทำใหม่เพื่อแก้ข้อผิด					
Attention ความตั้งใจ						
21	เวลาที่ฉันเรียนภาษาอังกฤษไม่มีอะไรมาทำให้ฉันเสียสมาธิได้ เลย					
22	ฉันมักจะมีสมาธิอยู่กับการเรียนจนกระทั่งอาจารย์สอนเสร็จ					
23	ฉันแทบจะไม่พลาดทุกประเด็นที่นำเสนอในชั้นเรียน					
Persistence ความต่อเนื่อง						
24	ฉันทำการบ้านภาษาอังกฤษเป็นประจำ					
25	โดยปกติแล้วฉันทำการบ้านภาษาอังกฤษให้เสร็จก่อนดูทีวีหรือ ออกไปข้างนอก					
26	โดยปกติแล้วฉันจะคงความพยายามในการเรียนไว้ในระดับสูง ตลอดทั้งรายวิชา					

ตอนที่ 5: กลยุทธ์การเรียนรู้ภาษา

      แบบสอบถามตอนนี้สอบถามด้านการตอบสนองการเรียนรู้ภาษาอังกฤษและกลยุทธ์การเรียนภาษาอังกฤษของท่าน โปรดอ่านข้อความและทำเครื่องหมาย (✓) ในช่องด้านหลังที่ตรงกับความบ่อยในการใช้กลยุทธ์ต่างๆ ของท่าน ตัวเลขที่อยู่ด้านบนของตารางมีความหมายดังต่อไปนี้

1 = ไม่เคยใช้หรือแทบจะไม่ใช้, 2 = ไม่ได้ใช้เป็นประจำ , 3 = ใช้อยู่บ้าง,

4 = ใช้เป็นประจำ, 5 = ใช้ตลอดเวลาหรือเกือบตลอดเวลา

Statements	1	2	3	4	5
Memory strategies กลยุทธ์ด้านการจำ					
1 ฉันคิดเชื่อมโยงระหว่างสิ่งที่ฉันรู้แล้วกับสิ่งใหม่ๆ ที่ฉันเรียนเป็นภาษาอังกฤษ					
2 ฉันใช้คำศัพท์ภาษาอังกฤษใหม่ในประโยคทำให้ฉันจำได้					
3 ฉันเชื่อมโยงเสียงของคำศัพท์ภาษาอังกฤษใหม่ๆ กับภาพของคำนั้นเพื่อช่วยในการจำคำศัพท์ใหม่					
4 ฉันจำคำศัพท์ภาษาอังกฤษใหม่ๆ โดยการนึกถึงสถานการณ์ที่จะใช้คำนั้น					
5 ฉันใช้คำคล้องจองในการจำคำศัพท์ภาษาอังกฤษใหม่ๆ					
6 ฉันใช้การ์ดคำศัพท์ช่วยจำคำศัพท์ภาษาอังกฤษใหม่ๆ					
7 ฉันเรียนรู้คำศัพท์ใหม่โดยการแสดงท่าทาง					
8 ฉันทบทวนบทเรียนภาษาอังกฤษบ่อยๆ					
9 ฉันจำคำศัพท์หรือวลีภาษาอังกฤษใหม่ๆ โดยการจำตำแหน่งในหน้าหนังสือ หรือบนกระดาน หรือป้ายริมทาง					
Cognitive strategies กลยุทธ์ทางพุทธิปัญญา					
10 ฉันพูดหรือเขียนคำศัพท์ภาษาอังกฤษใหม่ๆ หลายๆ ครั้ง					
11 ฉันพยายามพูดให้เหมือนกับเจ้าของภาษา					
12 ฉันฝึกการออกเสียงภาษาอังกฤษ					
13 ฉันใช้คำศัพท์ภาษาอังกฤษที่ฉันรู้หลายๆ แบบแตกต่างกันไป					
14 ฉันเริ่มบทสนทนาด้วยภาษาอังกฤษ					
15 ฉันดูรายการโทรทัศน์ที่เป็นภาษาอังกฤษ หรือดูภาพยนตร์ที่พูดเป็นภาษาอังกฤษ					
16 ฉันอ่านหนังสือภาษาอังกฤษเพื่อความเพลิดเพลิน					

ข้อ	รายการ	ระดับความคิดเห็น				
		1	2	3	4	5
17	ฉันเขียนบันทึกสั้นๆ ข้อความ จดหมาย หรือรายงานเป็นภาษาอังกฤษ					
18	ฉันกวาดสายตามองข้อความภาษาอังกฤษแบบคร่าวๆ ก่อนจากนั้นจึงค่อยกลับมาอ่านอย่างพินิจพิเคราะห์					
19	ฉันพยายามหารูปแบบ (โครงสร้าง) ประโยคของภาษาอังกฤษ					
20	ฉันหาความหมายของคำศัพท์ภาษาอังกฤษโดยแบ่งคำนั้นออกเป็นส่วนๆ ตามที่ฉันเข้าใจ					
21	ฉันพยายามไม่แปลแบบคำต่อคำ					
22	ฉันสรุปเนื้อหาของสิ่งที่ได้ยินหรือได้อ่านเป็นภาษาอังกฤษ					
Compensatory strategies กลยุทธ์ด้านการทดแทน						
23	ฉันเดาความหมายคำศัพท์ภาษาอังกฤษเพื่อที่จะเข้าใจคำศัพท์ที่ไม่คุ้นเคย					
24	ฉันใช้ท่าทางช่วยในการสนทนาเวลาที่นึกคำศัพท์ภาษาอังกฤษไม่ออก					
25	ฉันสร้างคำศัพท์ใหม่ถ้าฉันไม่รู้คำที่ถูกต้องเป็นภาษาอังกฤษ					
26	ฉันอ่านภาษาอังกฤษโดยไม่หาความหมายของคำศัพท์ใหม่ทุกคำ					
27	ฉันพยายามเดาสิ่งที่คู่สนทนาจะพูดต่อไปเป็นภาษาอังกฤษ					
28	ถ้าฉันนึกคำศัพท์ภาษาอังกฤษไม่ออก ฉันจะใช้คำศัพท์หรือวลีอื่นที่มีความหมายใกล้เคียงกัน					
Metacognitive strategies กลยุทธ์ด้านอภิปัญญา						
29	ฉันพยายามหาหนทางต่างๆ ให้ได้ใช้ภาษาอังกฤษ					
30	ฉันสังเกตข้อผิดพลาดในการใช้ภาษาอังกฤษและใช้ข้อสังเกตเหล่านั้นมาแก้ไขให้ใช้ภาษาอังกฤษได้ดีขึ้น					
31	ฉันตั้งใจฟังเวลามีคนกำลังพูดภาษาอังกฤษ					
32	ฉันพยายามหาหนทางเป็นผู้เรียนภาษาอังกฤษที่ดียิ่งขึ้น					
33	ฉันจัดตารางเวลาของตัวเองให้มีเวลาเรียนภาษาอังกฤษมากขึ้น					
34	ฉันหาคนที่ฉันจะพูดภาษาอังกฤษกับฉัน					

ข้อ	รายการ	ระดับความคิดเห็น				
		1	2	3	4	5
35	ฉันหาโอกาสอ่านภาษาอังกฤษให้มากที่สุดเท่าที่จะเป็นไปได้					
36	ฉันมีเป้าหมายที่ชัดเจนว่าจะพัฒนาทักษะภาษาอังกฤษของฉัน					
37	I think about my progress in learning English. ฉันคิดถึงความก้าวหน้าในการเรียนรู้ภาษาอังกฤษของฉัน					
Affective strategies กลยุทธ์ด้านอารมณ์และความรู้สึก						
38	ฉันพยายามลดความกังวลเมื่อรู้สึกกลัวการใช้ภาษาอังกฤษ					
39	ฉันกระตุ้นให้ตัวเองพูดภาษาอังกฤษแม้ว่าจะกลัวพูดผิด					
40	ฉันให้รางวัลตัวเองเมื่อฉันใช้ภาษาอังกฤษได้ดี					
41	ฉันคอยสังเกตว่าตัวเองเครียดหรือประหม่าหรือไม่ขณะที่เรียนหรือใช้ภาษาอังกฤษ					
42	ฉันเขียนความรู้สึกของฉันในสมุดบันทึกการเรียนรู้ภาษา					
43	ฉันเล่าความรู้สึกของฉันตอนที่เรียนรู้ภาษาอังกฤษให้คนอื่นฟัง					
Social strategies กลยุทธ์ด้านสังคม						
44	ถ้าฉันฟังภาษาอังกฤษไม่เข้าใจฉันจะขอให้คู่สนทนาพูดช้าลงหรือพูดใหม่อีกครั้ง					
45	ฉันขอให้เจ้าของภาษาแก้ไขภาษาให้ขณะที่พูดคุยกัน					
46	ฉันฝึกภาษาอังกฤษกับนักศึกษาคนอื่นๆ					
47	ฉันขอความช่วยเหลือจากเจ้าของภาษา					
48	ฉันถามคำถามเป็นภาษาอังกฤษ					
49	ฉันพยายามที่จะเรียนรู้วัฒนธรรมของเจ้าของภาษา					

☺☺☺☺ Thank you for your kind participation ☺☺☺☺

VITA

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