

**STUDENTS' PERCEPTION TOWARD REGULAR  
AND ENGLISH PROGRAMS: A CASE STUDY OF  
MUTTHAYOMWATNAIRONG SCHOOL**



**PORNNAPAT THAPTIM-ON**

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Thesis  
entitled  
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*Worinda*

.....  
Miss Pornnapat Thaptim-on  
Candidate

*Pattama Patpong*

.....  
Lect. Pattama Patpong, Ph.D.  
Major advisor

*Theeraphong Boonrugsaa*

.....  
Lect. Theeraphong Boonrugsaa, Ph.D.  
Co-advisor

*Sumittra Suraratdecha*

.....  
Lect. Sumittra Suraratdecha, Ph.D.  
Co-advisor

*B. Mahi*

.....  
Prof. Banchong Mahaisavariya,  
M.D., Dip Thai Board of Orthopedics  
Dean  
Faculty of Graduate Studies  
Mahidol University

*Theeraphong Boonrugsaa*

.....  
Lect. Theeraphong Boonrugsaa,  
Ph.D.  
Program Director  
Master of Arts Program in Language and  
Culture for Communication and Development  
Research Institute for Languages and  
Cultures of Asia  
Mahidol University

Thesis  
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of Master of Arts (language and Culture for Communication and Development)

on  
May 12, 2011



.....  
Miss Pornapat Thaptim-on  
Candidate



.....  
Lect. Theeraphong Boonrugs, Ph.D.  
Member



.....  
Assoc. Prof. Narumol Leepiyachart, M.A.  
Chair



.....  
Lect. Sumittra Suraratdecha, Ph.D.  
Member



.....  
Lect. Pattama Patpong, Ph.D.  
Member



.....  
Prof. Banchong Mahaisavariya,  
M.D., Dip Thai Board of Orthopedics  
Dean  
Faculty of Graduate Studies  
Mahidol University



.....  
Assoc. Prof. Duangporn Kamnoonwatana,  
M.A.  
Director  
Research Institute for Languages and  
Cultures of Asia  
Mahidol University

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Pornnapat Thaptim-on

STUDENTS' PERCEPTIONS TOWARD REGULAR AND ENGLISH PROGRAMS:  
A CASE STUDY OF MUTTHAYOMWATNAIRONG SCHOOL

PORNNAPAT THAPTIM-ON 4937873 LCCD/M

M.A. (LANGUAGE AND CULTURE FOR COMMUNICATION AND DEVELOPMENT)

THESIS ADVISORY COMMITTEE : PATTAMA PATPONG Ph.D.,  
THREERAPHONG BOONRUGSA, Ph.D., SUMITTRA SURARATDECHA, Ph.D.

ABSTRACT

The present study aimed to examine the perception of Regular program students and English program students by studying the teaching and learning materials, teaching process of teachers, and parents' support that affect students' English O-Net test scores. The populations were 52 English program students and 34 Regular program students. A questionnaire, interview questions, and O-Net test were used in this current study. Arithmetic mean, standard deviation, and t-test were employed in this study.

The results of the study were as follows: (1) the English program students have more satisfaction with teaching and learning materials than the Regular program and the teaching and learning materials of both programs are not significantly different (2) the English program students have more satisfaction with teaching processes of teachers than the Regular program and teaching processes of teachers in both programs are not significantly different, as well (3) English program students reported that they received their parents' support much more than the Regular program at a significant level (4) it was also found that English program students have higher English O-Net test scores than Regular program students' at a significant level.

KEY WORDS: PERCEPTION / ENGLISH PROGRAM / REGULAR PROGRAM

136 pages

การรับรู้เข้าใจของนักเรียนต่อหลักสูตรปกติและหลักสูตรภาษาอังกฤษ: กรณีศึกษาโรงเรียนมัธยมวัดนายโรง  
STUDENTS' PERCEPTION TOWARD REGULAR AND ENGLISH PROGRAMS: A CASE  
STUDY OF MUTTHAYOMWATNAIRONG SCHOOL

พรนภัส ทับทิมอ่อน 4937873 LCCD/M

ศศ.ม. (ภาษาและวัฒนธรรมเพื่อการสื่อสารและการพัฒนา)

คณะกรรมการที่ปรึกษาวิทยานิพนธ์ : ปัทมา พัฒน์พงษ์, Ph.D., ชีรพงษ์ บุญรักษา, Ph.D.,  
สุมิตรา สุวรรณเดชา, Ph.D.

บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษาการรับรู้เข้าใจของนักเรียนต่อหลักสูตรปกติและหลักสูตรภาษาอังกฤษ โดยศึกษาจากสื่อการเรียนการสอน กระบวนการสอนของครูและ การสนับสนุนการเรียนของผู้ปกครองนักเรียนของทั้งสองหลักสูตร ที่ส่งผลต่อคะแนนภาษาอังกฤษ O-Net ของนักเรียน โดยมีกลุ่มตัวอย่างคือ นักเรียนหลักสูตรภาษาอังกฤษ 52 คน นักเรียนหลักสูตรปกติ 34 คน เก็บข้อมูลโดยใช้แบบสอบถาม แบบสัมภาษณ์ และข้อสอบ O-Net วิชาภาษาอังกฤษ ปีการศึกษา 2009 การวิจัยครั้งนี้ใช้สถิติในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ T-test

การวิจัยพบว่า (1)นักเรียนหลักสูตรภาษาอังกฤษมีความพึงพอใจต่อสื่อการเรียนการสอนภาษาอังกฤษมากกว่านักเรียนหลักสูตรปกติ และนักเรียนหลักสูตรภาษาอังกฤษและนักเรียนหลักสูตรปกติมีสื่อการเรียนการสอนที่ไม่แตกต่างกันอย่างมีนัยสำคัญ (2) ในกระบวนการสอนของครู นักเรียนหลักสูตรภาษาอังกฤษมีความพึงพอใจต่อกระบวนการสอนของครูมากกว่านักเรียนหลักสูตรปกติและนักเรียนหลักสูตรภาษาอังกฤษและนักเรียนหลักสูตรปกติมีกระบวนการสอนของครูที่ไม่แตกต่างกันอย่างมีนัยสำคัญ (3) นักเรียนหลักสูตรภาษาอังกฤษมีการสนับสนุนการเรียนภาษาอังกฤษจากผู้ปกครองมากกว่านักเรียนหลักสูตรปกติอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05. (4) นักเรียนหลักสูตรภาษาอังกฤษมีคะแนน O-Net วิชาภาษาอังกฤษมากกว่านักเรียนหลักสูตรปกติอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

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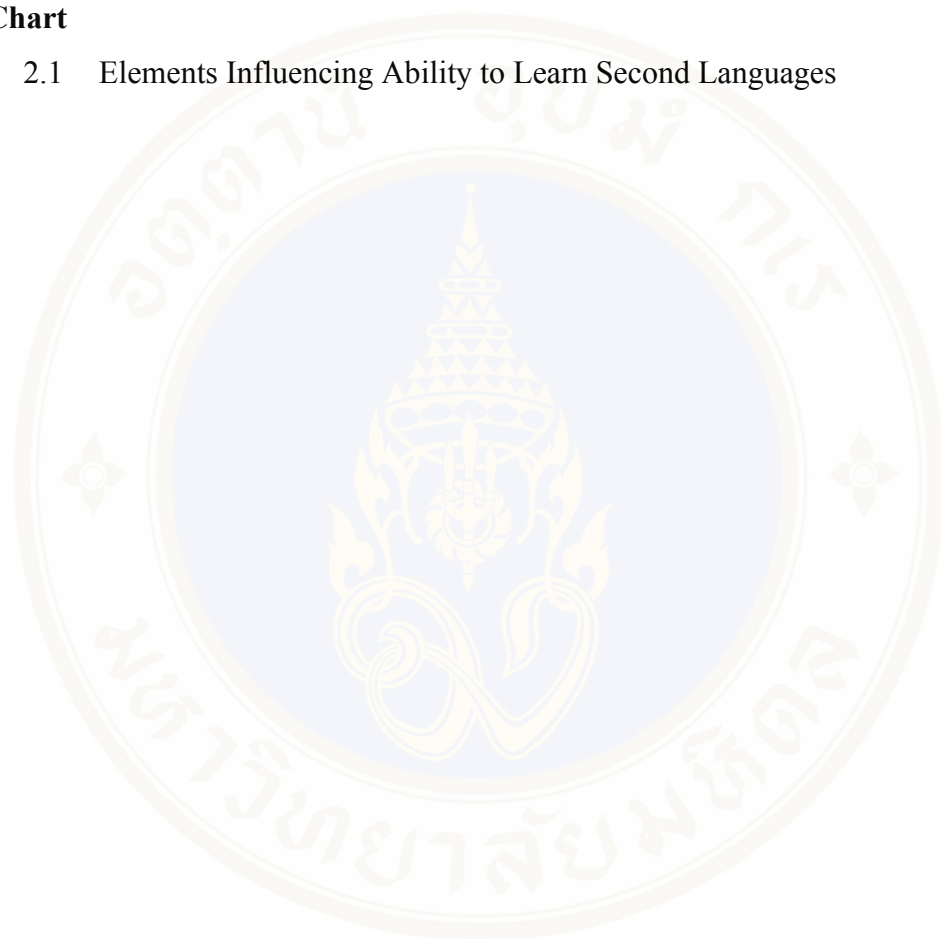
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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background and Significance of the Study**

People in every region of the world are able to contact on another by using information technology in which English is encoded. Hence, English has become the universal formal language and people who can communicate in English gain more opportunities than others. As a result their countries are more likely to develop rapidly.

Thailand is one of the countries affected by the development of information technology with many kinds of information flowing in and out per minute. In order to provide Thai people with understanding of information technology to use for learning and career adaptation, Thai people must enforce efficient English learning.

It is widely known that Thailand has encouraged Thai people to succeed at learning English for years. Regardless, Thai people remain largely deficient in English fluency. Obviously, most Thai people cannot communicate in English either in their daily lives or in business environments. One report named “Studying and Learning Management and the Needs of Foreign Languages in Thailand” (Pranee Kulawanit, 2007) was conducted by lecturers in four of the regional universities in Thailand. The report surveyed data collected from primary students to college students under state management and innovatively illustrated the learning and teaching of English in Thailand as being fraught with numerous difficulties in the system. Despite the strength of the Ministry of Education, or any relevant staff who have tried to solve those problems, the problems continue to affect educational system.

The success of English learning and teaching depends upon on a number of variables. Pramote Krongboonsri (2533) asserted that student background, i.e. total years of studying, experiences living abroad, use of beneficial teaching materials, English language usage in families, economic status and motivation to study English, all positively affect students’ English communication abilities. Furthermore, teachers are also an important factor in learning English. Sumittra Anwattanakul (2537)

suggested that teachers' qualifications, knowledge, capacity for teaching and teaching techniques also play integral roles in English teaching. previous teaching styles focusing on too much content and explanations fail to successfully promote communication skills. In contrast, using appropriate classroom activities is at the heart of English learning and teaching. Those activities not only encourage students to practice their English skills but also naturally motivate them to learn more in a relaxed classroom atmosphere. According to Chinnapen Rattanawong's study (2547), the use of interesting learning and teaching activities in classrooms were found to arouse students' interest and enthusiasm.

In order to reach the abovementioned objectives in learning and teaching English, teachers must realize and understand all of the positive variables affecting students' English ability. Many researchers have studied factors affecting students' achievement in studying English. For example, Michael J. Dunkin and Bruce J. Biddie, (1974:38-45) studied and categorized variables influencing English learning achievement into the following three groups: a number of

1. Presage Variables are all about teachers, e.g. age, attitude, experience in English training or seminars and teaching experience.
2. Context Variables are about students, e.g. age, gender, skills, and environmental variables, such as curriculum or school type.
3. Process Variables are teaching methods, students' learning styles and relationships between teachers and students.

The findings share the same core points with the study of Luksana Boonimit (2542) who summarized concepts and theory, emphasizing that students' achievement in learning English depends on many variables:

1. Student variables: Behavior, thought, understanding, intellectual level, skills, interest, attitude and motivation.
2. Learning and teaching variables: How much time is spent studying, teachers and teaching styles, as well as interaction between teachers and students.
3. Environmental variables: Family environments i.e. parents, relationships between parents and students, and school or classroom environments.

Moreover, according to the findings of a study called “Achievements of Secondary Students of the National Educational Committee” (1987: 178-179), students who earn good grades come from good families where parents take good care of their children.

Bandura (1986) said that learning skills alone are insufficient for students to attain higher learning achievement. Another key element is student perception of self-efficacy. Sometimes self-efficacy is even more important than other learning skills. Thus, in order to organize effective English teaching and learning so students attain higher English achievement, students' self-efficacy and learning achievement should be emphasized together.

Saowapa Jansong (2547) aimed to qualitatively study English program organization in 10 elementary schools under the jurisdiction of the Ministry of Education. The research focused on studying both environmental and curricular variables i.e. school policies, curriculum provision and management. In addition Primrot Nonthaphak (2547) also studied English program organization in 2 schools with particular focus on the difficulty factors and support factors in English program organization.

Both of the studies are similar in terms of their objectives. Both of them show that the most common problems are the qualifications of Thai and foreign teachers, i.e. qualification deficiency in that some foreign teachers fail to perform as obligated in their employment contracts, studying and learning materials are out of date and insufficient, and the most important problem is the students themselves who have low or limited English skills. Finally, the students achieve low English scores.

Also Suparuthai Sumonwiriya (2550) studied a comparison of out-of-class English language learning activities, learning strategies and attitudes toward the autonomous English language learning of English and Regular program students. The findings revealed that English program students reported doing English activities outside class and used all learning English strategies more often than Regular program students. Moreover, the findings indicated that the factors affecting high and low autonomous learners were intrinsic motivation, metacognitive knowledge about tasks and strategies and support from school and family.

In conclusion, both teachers and parents have all been found to be essential factors in students' English learning. The present study aims to focus on parent and teacher roles, as well as learning and teaching variables, i.e. teaching and learning materials and English achievement in Matthayom 3 students on the belief that this group of students has been studying English for almost 10 years. Furthermore, these students are going to make a huge decision on their further studies in the upper secondary level. In order to see the differences between the variables positively affecting students' English achievement i.e. learning and teaching materials, teachers, and parents, this study examined two population groups i.e. students both English and Regular programs. The findings of the study will lead to learning and teaching modification, more parental support, or learning and teaching materials which should be continuously focused on meeting students' needs.

## **1.2 Research Objectives**

1.2.1 To study the teaching and learning materials, teaching processes and parental support in Regular and English programs for students.

1.2.2 To compare the teaching and learning materials, teaching processes and parental support in Regular and English programs students.

1.2.3 To compare the English O-Net scores of students in Regular and English program students.

## **1.3 Expected Research Outcomes**

1.3.1 To know the perceptions of students in Regular and English programs about teaching and learning materials, teaching processes, parental support and English O-Net scores.

1.3.2 To know the similarities and differences of the perceptions of students in Regular and English programs about teaching and learning materials, teaching processes, parental support and English O-Net scores.

1.3.3 To establish baseline data for teachers in improving English teaching methods in Regular and English programs.

## **1.4 Research Questions**

1.4.1 What are the perceptions of students in Regular and English programs toward teaching and learning materials, teaching processes and parental support?

1.4.2 What are the differences in teaching and learning materials, teaching processes and parental support between Regular and English programs?

1.4.3 What are the differences in O-Net test results between the Regular and English program students?

## **1.5 Research Hypotheses**

The findings of a study by Suparuthai Sumonwiriya (2550) showed that the English program students reported doing English activities and using all learning strategies more often than Regular program students. However, the English program students also showed higher positive attitudes toward autonomous English than Regular program students. Moreover, Wilailak Dhecha (2549) showed that the students in bilingual schools had better English skills and more confidence than students in general schools. Therefore, the hypotheses of this research are divided into the following four issues:

1.5.1 Mathayom 3 students in English programs have more satisfaction in teaching materials than Mathayom 3 students in Regular programs.

1.5.2 Mathayom 3 students in English programs have more satisfaction in teaching processes than Mathayom 3 students in Regular programs.

1.5.3 Mathayom 3 students in English programs have more satisfaction in parental support than Mathayom 3 students in Regular programs.

1.5.4 Mathayom 3 students in English programs have higher Results for O-net scores than Mathayom 3 students in Regular programs.

## 1.6 Scope of the Study

1.6.1 The population of the study comprised Mathayom 3 students in an English program at a Bangkok public school providing both English and Regular programs i.e. Mutthayomwatnairong School under the jurisdiction of the Basic Education Commission with the second English program launched in a public school.

1.6.2 The most important indicator of English output is the O-Net score, but the following studying and teaching processes are also addressed:

1.6.2.1 Curriculum

1.6.2.2 Teaching and learning materials

1.6.2.3 Teaching processes.

1.6.2.4 Participation and support from parents.

1.6.2.5 Students' background in studying English programs.

1.6.3 To evaluate the outcome of Regular programs and English programs for students, the researcher evaluated from the students' English O-Net scores.

## 1.7 Definition of Terms

The researcher has defined the following terms to set the framework for the study and the content of the questionnaire used as an instrument in this study as a guideline to analyze the findings after collecting the required data.

***Regular program*** means a program providing instruction based on the Basic Education Curriculum and using the Thai language as the medium of instruction in all subjects.

***English program*** means a program providing instruction based on the Basic Education Curriculum and using the English language as the medium of instruction in all subjects.

***Students*** means scholars studying in Mathayomsuksa 3 in the Regular and English programs who may or may not have previously taken the O-net test.

***O-net Test Results*** means the English scores of students who have taken the O-Net exam which is the requirement of the Office of the Basic Education Commission.

***Teaching and Learning Process*** means the teaching materials, the learning processes of Regular program students and English program students, teaching processes, students' output evaluation, parental participation and parental support.

## **1.8 Organization of the Current Study**

This study is organized into five chapters. The contents of each chapter are as follows:

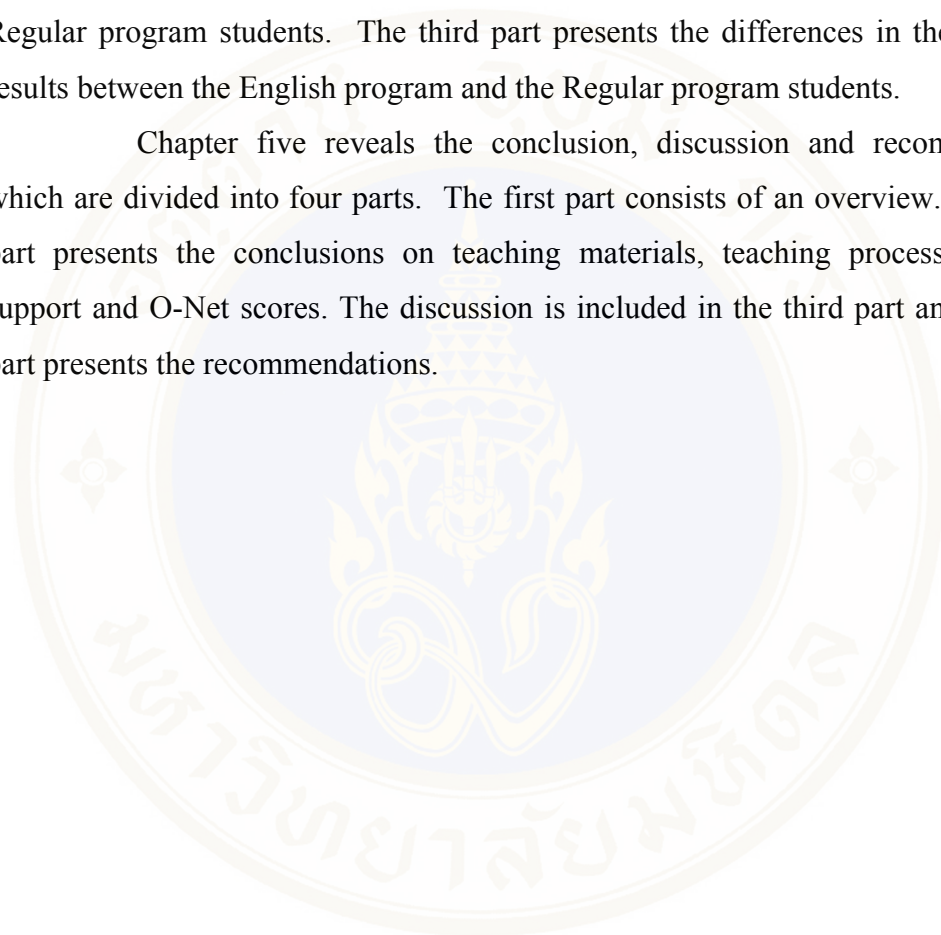
Chapter one identifies the background and significance of the problem. This chapter also presents the research question, the research objectives, expected research outcomes, the scope of the study, definition of terms and the research hypothesis for the study.

Chapter two reviews the historical and general concepts of (1) English teaching and learning management of bilingual education - this part describes the principles and procedures, student recruitment, materials, language laboratory and evaluation. (2) English learning achievement - this part describes English learning achievement assessment, benefits of assessing English learning achievement and factors influencing learning English achievement. (3) Perceived self-efficacy - this part describes basic theories related to perceived self-efficacy, sources of self-efficacy information, assessment of perceived self-efficacy and relationships between perceived self-efficacy and learning a second language

Chapter three describes the research methodology. This chapter includes a seven-step method. The first method presents the research design and the second method describes the samples of the study. The instrumentation is included in the third method. The fourth method describes the research variable. The reliability and validity are included in the fifth method. The sixth method presents data collection and the seventh method describes data analysis.

Chapter four reveals the findings of the research which consist of 3 parts. The first part presents the findings on the perceptions of students in the English and Regular programs toward teaching and learning materials, teaching processes and parental support. The second part presents a look at the differences between teaching and learning materials, teaching processes and parental support for the English and Regular program students. The third part presents the differences in the O-Net test results between the English program and the Regular program students.

Chapter five reveals the conclusion, discussion and recommendations which are divided into four parts. The first part consists of an overview. The second part presents the conclusions on teaching materials, teaching processes, parental support and O-Net scores. The discussion is included in the third part and the fourth part presents the recommendations.



## **CHAPTER II**

### **LITERATURE REVIEW**

To provide background information relating to the areas of this study, This literature review discuss five parts about English learning achievement, perceived self - efficacy and also English teaching and learning management of education bilingual. The final part presents related research documentations. The review literature is presented in the following sections.

#### 2.1 English Teaching and learning Management of Education bilingual

##### 2.1.1 Policies, Principles, and Procedures

##### 2.1.2 Principles and Procedures

##### 2.1.3 Students Recruitment

##### 2.1.4 Materials

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#### 2.4 Related Researches

## **2.1 English Teaching and learning Management of Education bilingual**

Pleansuphab Suchada (2549) stated in politics, principal, and procedures of educational bilingual as follow:

### **2.1.1 Policies, Principles, and Procedures**

In order to ensure that the English Learning and Teaching Management for pre- primary, primary, and high school of the Educational Ministry is efficient, equal for everyone, and unbiased some of the policies are launched;

Learning and Teaching Management in English is one of the alternatives in which schools can only provide students with some subjects.

According to the Educational Ministry, in case of schools have extra charge to parents, a fund must be provided for students who reach the course requirement.

English Learning and Teaching Management should support Thai Learning and Teaching Management by sharing materials, English laboratory or any subject other laboratories, and staff.

There must be a controlled, tracked, and evaluated system regularly to solve problems and ensure the quality

The tuition fee charging must be indicated and monitor to meet suitable condition by the first-line organization by schools committees

English Learning and Teaching Management must be processed as the Educational Ministry principles and instructions

### **2.1.2 Principles and Procedures**

These are the principles and procedures to establish English program

1) Schools that are efficient enough to provide the English learning and teaching for pre-primary and so on must present their projects to the first-line organization by schools committees before any teaching and learning. The first-line organization indicates topics and the ways to write the projects.

2) There must continuously be Thai teachers training project in schools of which there are both Thai and English learning and teaching in order for them to be efficient in English and can teach English for Communication as if it is their first language.

3) There must be school committees to examine and revise the project processing which focus on student characteristics and student's learning outcomes. Then do an annual report and present it to the first-line organization to schools committees or any relevant people in order to develop learning and teaching quality continuously.

#### 4) Time and available Subjects

4.1 Pre-Primary Level: English is used at least 50% of learning and studying.

4.2 Primary Level: English is integrated in Mathematics, Sciences, and P.E.

4.3 High School level: English can be used in all subjects except Thai, Social, Thai Law, Thai Tradition, and Thai Culture.

#### 5) Teachers

5.1 In pre-primary level there must be foreign teachers who have standard English accent and work together with Thai teachers who can communicate in English.

5.2 All teachers must sign one academic year contract with strict punishment.

5.3 All teachers must get bachelor degree at least and show academic certificate in each field.

5.4 Teachers who are not English tongue must get the TOEFL point of 550 or the IELTS of 5.5.

5.5 All teachers understand children's nature and learning and studying method by having registered 15 credits in teaching.

5.6 Foreign teachers must be trained about Thai curriculum, Thai, and Thai Culture at least 15 hours.

5.7 Teachers of both Thai and English learning and studying management must be trained together on how to teach in order to reinforce the child-center by schools.

5.8 Schools must provide teachers opportunities to be trained both in Thailand and abroad three times a year.

### **2.1.3 Students Recruitment**

- 1) Both Thai and foreign students are welcomed.
- 2) Class members should be;
  - Pre-primary not over 24 students
  - Primary and high school not over 30 students
  - Vocational level not over 30 students

### **2.1.4 Materials**

- 1) Thai and English curriculum of Educational Ministry must be provided for teachers.
- 2) Schools textbooks must be approved by the Educational Ministry.
- 3) English external reading, exercises, books, and other handouts must be provided in suitable amount for students.
- 4) Learning and teaching materials must be up-to-date, sufficient, and be along with the curriculum and students can use them efficiently.

### **2.1.5 Language laboratory**

Classrooms, language laboratory, and student's set-up workplace must be provided for students as schools standard.

### **2.1.6 Evaluation**

- 1) The evaluation must be done following the Educational Ministry Disciplines or curriculum requirement, English achievement certificates must be provided for students.

2) Schools must also focus on students moral and characteristics by evaluating, improving, and correcting evidently.

#### 2.1.6.1 Controlling, tracking and evaluating

1) Educational ministry and schools must provide tracking and evaluating both of the Thai and English learning and studying programs in all aspect such as school preparation, administration, school processing, and students' efficiency.

2) Educational ministry must campaign the research of English learning and teaching management in order to empower students' achievement, reduce costs, teachers' efficiency, and administrative quality.

3) Educational ministry must support the research to solve any learning and teaching problems

## 2.2 English Learning Achievement

The meaning of English learning achievement:

Mauritz C. Linnvall and Anghong J. Nitko (1967) defined learning achievement as an indicator obtained by a process that does not require testing, e.g. observation or examining homework, and may be in the form of scoring.

Jess Stain (cited in Laksana Bunnimit, 2542) asserted that achievement is the knowledge or ability of each learner about what the learner has learned.

Wasana Kowithaya (2525) stated that learning achievement is success in learning language content and skills by learners who have already been taught and drilled. It is a reflection of past learning.

Hence, we can conclude that learning achievement in English means the knowledge and ability of each learner which occurs during learning development in terms of knowledge and skills i.e. learning and ability from learning whereby content and objectives have been clearly specified. It is success due to the learner's physical and mental abilities.

### 2.2.1 English Learning Achievement Assessment

English teaching is currently influenced by language teaching concepts aimed at language for communication focusing on language to convey meaning. Therefore, the assessment of achievement in line with educational goals is assessment which must take into consideration language usage ability for the communications of the learner and should involved global or integration testing, which is a combination of knowledge, comprehension and skills in a variety of aspects in communication in line with the true conditions of human language communication. Assessment should not be limited to only discrete testing, such as testing only for vocabulary or grammar. Language assessment or testing should include a sub-skills e.g. teaching listening-speaking, listening-writing or reading-writing altogether like in everyday communications. In addition, testing must take social and cultural factors into consideration as well.

As for discrete point testing in language ability, Sumitra Angwattanakul (2539) stated that the aforementioned type of testing is for assessing language components, such as accent, vocabulary, structure or skills, which are divided into listening, speaking, reading and writing skills with testing carried out in sections according the language components or according to the skills requiring assessment as follows:

1. Audio testing is a widely used for of testing i.e. testing of ability regarding how to differentiate between similar and dissimilar sounds. In addition, there is testing focused on words/syllables stressed and two sentences might be heard to test ability in differentiating intonations in the sentences, etc.

2. Vocabulary Testing – In vocabulary testing, we are unable to test for all of the vocabulary contained in the teaching objectives. Selection of vocabulary to be included in testing should be considered in terms of curriculum, text books or vocabulary terms learners tend to misspell or misuse testing word types, possibly using the method of matching vocabulary terms to pictures, definitions or same meanings, etc.

3. Grammar Testing – Grammar testing involves testing for ability concerning sentence structure. Testing types may be in the form of choosing the

correct sentence in terms of grammatical accuracy or determining which parts of sentences are incorrect, etc.

4. Listening Skills Testing – Listening skills testing may be testing involving actual listening e.g. audio categorization and listening to intonations in sentences and testing for listening comprehension, etc.

5. Verbal Skills Testing – Verbal skills testing involves testing for skills in speaking ability which can be carried out in a number of ways e.g. answering questions from pictures, describing pictures, telling stories according to specified topics or showing the roles of interviewers or interviewees, etc.

6. Reading Skills Testing – Reading skills testing can be carried out in a number of ways e.g. testing by reading aloud, reading for comprehension, reading to obtain information such as reading journals, newspapers, advertisements and schedules, etc.

7. Writing Skills Testing – This type of testing contains content that should be assessed and evaluation i.e. ability in terms of language components: mechanisms and plans, including the vocabulary and grammar of the language, and ability to convey meanings used in everyday life through writing e.g. writing letters, completing forms and writing essays according to specified guidelines, etc.

Atchara Wongsothorn (1996) provided the following details regarding the types of test questions to be used with discrete language ability testing:

1. Selection Type Items – This type of test questions have answers provided for the test respondents to choose from. The answering method may involve choosing the correct answer, the most suitable answer or the best answer from a total of three to five choices offered as follows:

1.1 Multiple Choice – This type of test question is the most widely used due to its convenience for objective examination and scoring used with testing for voice, vocabulary, grammar, reading, listening and writing.

1.2 Matching – This type is used with listening tests to determine comprehension, speaking, grammar, vocabulary, objective writing and reading for comprehension.

1.3 True/False – This type is used for reading and listening comprehension tests.

2. Supply Type Item – This type of tests has no answers provided as follows:

2.1 Completion – This type of test question is used to test for grammar, vocabulary, reading, listening, controlled writing and completing forms.

2.2 Transformational test questions are used for testing grammar, new writing vocabulary, controlled writing and writing according to designated guidelines.

2.3 Short answer test questions are used with written tests from photos.

2.4 Test questions to written according to instructions.

2.5 Essay Tests or Summary Tests

In conclusion, assessments of English learning achievement according to language teaching concepts for communication can be tested in terms of comprehension and expression with the main principle being that learner capacity in the area of language use for communication must be truly assessed, which will be considered as an overall assessment or test. Assessments of English learning achievement may use forms to assess only sub-topics of knowledge about the language by testing vocabulary pronunciation, structure, including skills in listening, speaking, reading and writing.

### **2.2.2 Benefits of Assessing English Learning Achievement**

Assessing achievement involves evaluation with test objectives regarding the extent of knowledge and skills in academic subject contents for each learner or the average learner. Therefore, the content of achievement tests must be limited only to content learned by learners.

In assessing achievement, educators may test learners at any time the educator sees fit, e.g. after finishing each lesson, by weekly tests or examinations at the end of the academic year (Sumitra Angwattanakul, 2537). The results of achievement tests will become important feedback data educators can implement in their teaching. There are two types of achievement tests i.e. performance tests, where test results are used for goals in evaluating learning progress or errors, and conclusive testing where tests are used to evaluate final teaching objectives. The results will

decide whether the student passes or fails in which subjects (Atchara Wongsathorn, 2539).

Harold Madsen (1983) and Adrian Doff (1988) summarized the benefits of evaluating achievement as follows:

1. For educators, the results of achievement tests can tell whether or not their lessons were effective and how much most students were able to understand what educators have taught. Educators will also be able to know what topics require special reviews or emphasis. Furthermore, educators will receive feedback data concerning the quality of tests in evaluating achievement which will become guidelines for improvements in future education and testing.

2. For students, tests can help enhance learning, especially if educators arrange tests periodically because doing so will require students to pay constant attention. Furthermore, test results will make students aware of their capabilities and which topics to improve upon. Test results will help create positive attitudes in students, so they feel successful in their education. Hence, tests must have quality e.g. appropriate levels of difficulty and coverage of content studied, while educators must give sufficient advance notice regarding test schedules so students will have time to prepare for tests.

Wassana Kowittaya (2525) categorized the benefits of evaluating learning achievement as follows:

1. Benefits to Educators - The data obtained will help educators improve education appropriately and more effectively, which will also help educators become aware of student achievement levels at various times in order to eventually draw conclusions regarding the student's overall learning results.

2. Benefits to Students – Achievement tests help make student learning meaningful because students will receive data indicating strong and weak points on tested topics, feedback data and critique, including explanations to help students learn content better.

3. Benefits to Guidance - Learning achievement will be of benefit in recommending education and selecting occupations.

4. Benefits to Education Administration - The acquired data can accompany considerations involving education administration such as curriculum result evaluations, class organization and division of student groups.

5. Benefits to Educational Research - Effective and successful education meeting set goals.

It can be concluded that assessing learning achievement has benefits for educators, students, including persons involved with education. For educators, assessments of achievement will allow educators to know whether or not students comprehend what educators have taught. For students, assessments of achievement will help students realize their capabilities, which leads to greater motivation in learning.

### **2.2.3 Factors with Influencing Learning English Achievement**

Different levels of English learning achievement for each student are caused by influence from various personal, socio-cultural and academic factors as follows:

1. Personal factors influencing English learning achievement comprise factors concerning attitude, motivation, anxiety, learning methods and competence in learning English.

1.1 Attitude - Approach to learning English influences English learning achievement in that students with good attitude towards English will have higher levels of English learning achievement than persons with bad attitudes toward learning English (Atchara Wongsothorn, 2539). It has been found that both attitude about wanting to be a member of language owners and attitude about wanting to use language play significant roles in English learning achievement with the superior role belonging to attitude about wanting to be a member of language owners.

1.2 Motivation - Laksana Boonnimit (2542) asserted motivation for learning English as a factor influencing English learning achievement. Students with high levels of motivation will have higher English learning achievement than students with low levels of motivation. Motivation to learn English is related to and can predict English learning achievement.

Gardner (1985) studied attitude and motivation in learning second languages and organized motivation as an attitude element and divided motivational elements in learning second languages or foreign languages into two types consisting of integrative motivation and instrumental motivation as follows:

1.2.1 Integrative motivation means incentive reflecting a willingness or desire to make oneself like or the same as owners of a foreign language. This type of motivation or desire to socialize or contact language owners in order to learn foreign languages drives or triggers students to accept some appropriate behaviors indicating the character of the owners of that language in students' behaviors. The aforementioned behaviors include acceptance of vocabulary, grammar, sentence structure and pronunciation methods. These behaviors indicate success in learning languages, a desire to learn about owners of that language, meet and get to know language owners and learn the culture of the language owners.

1.2.2 Instrumental motivation means incentive in the form of a desire to be socially accepted or receive economic benefits from knowledge of foreign languages. This type of motivation is directed at students. The fact that students learn foreign languages to obtain benefits from the language learned may be called the fact that languages are instruments or methods leading to destinations.

1.3 Anxiety – English learning anxiety causes negative effects on the English learning achievement of students. Students with high levels of anxiety will have low levels of English learning achievement. Anxiety can cause both positive and negative effects on English learning achievement. Students with minimal anxiety may be prompted to pay more attention to learning, thus leading to higher levels of English learning achievement than in students with high levels of anxiety but low levels of English learning achievement. However, when considered in terms of skill levels, Young (1992) conducted a study and found anxiety to negatively affect every skill, especially speaking skills, which were most strongly affected.

1.4 Learning Methods – Wang (cited in Wannakorn Moyadi, 2544) asserted that English learning methods were another factor influencing English learning achievement. Students who used frequent, multiple and more efficient

methods in learning English will have greater success and learning achievement than students who use few English learning methods.

1.5 Students with English learning competence will be able to learn English more quickly and easily than students without such competence, which will lead to higher levels of English learning achievement.

2. Socio-cultural factors are another factor influencing English learning achievement. Jakobovits (1971) studied and found that students with cultures similar to the culture of English-speaking persons will be able to comprehend, learn and have higher levels of achievement in English than students with cultures that are different from English-speaking cultures. Furthermore, students in societies with opportunities to contact and interact with English speakers will have success in learning with higher levels of learning achievement than students with fewer opportunities.

3. Educational Factors - Education, whether in terms of quality or method, affects English learning achievement. Different qualities and methods of education cause students to have different levels of English learning achievement. Siriporn Chantanon (2532) conducted a study and found quality of education to be able to predict English learning achievement in students with both high and low capabilities.

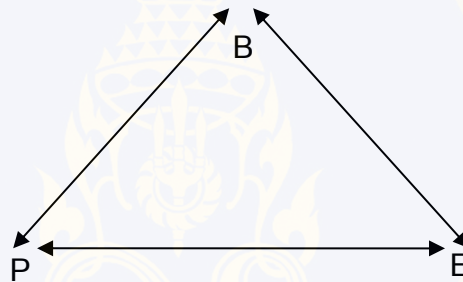
When considering the aforementioned factors affecting English learning achievement, we may conclude that differences level of English learning achievement for students are affected the following: personal factors, socio-cultural factors and educational factors. In organizing English education activities, educators should consider the aforementioned factors in order to help students have maximum learning achievement.

## **2.3 Perceived Self-Efficacy**

### **2.3.1 Basic Theories Related to Perceived Self-Efficacy**

Bandura stated that perceived self-efficacy is based on Social Cognitive Theory and that learning can be defined as a change in behavior that is no different from the learning of other psychologists. Bandura, however, interpreted differently from behavioral psychologists because behavioral psychologists view changes in

terms of performance i.e. a person must have performance in changed behaviors in order to be considered as having learned. Bandura's view was that learning does not require consideration of performance and acquisition of new knowledge is sufficient to consider learning as having taken place, even though there is no performance. For Bandura, therefore, the term "learning" usually emphasized changes in internal behaviors with no need for performance. Bandura believed changes in personal behavior to be a result of interaction between one or another of three elements consisting of behaviors, environmental influences, and personal elements (intelligence, biological and other internal factors). These three elements share reciprocal determinism among one another as shown in Figure 2.1.



**Figure 2.1** Reciprocal determinism of factors in terms of behaviors (B), environmental conditions (E) and personal elements (P) consisting of intelligence, biological and other internal factors with impact on learning and actions (Bandura, 1986).

According to Figure 1, Bandura (1986) explained that behaviors, environmental conditions and personal elements are indicators with reciprocal determinism of one another i.e. if any one element changes, there will be impacts leading to other elements to change accordingly. The reciprocal determinism of the aforementioned elements does not mean that all three elements have equal influence on reciprocal determinism. Some elements may have more influence than others and the influence of all three elements does not occur at the same time but requires times when any element has impact on determining other elements.

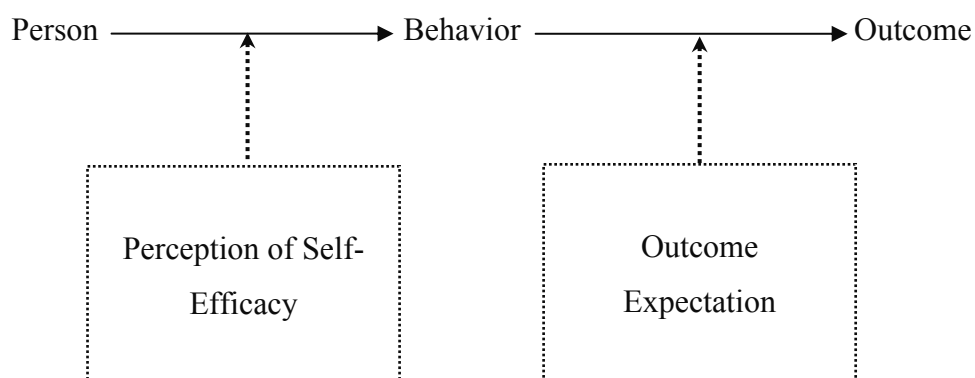
Therefore, it is evident that if there is a need to change behavior of a person (B), personal elements (P) and environmental conditions (E) can be changed.

The concept of the Social Cognitive Theory emphasizes changes in a person's behavior by primary use of personal elements. One of the methods proposed by Bandura was that correct perception of self-efficacy by a person can prompt changes in behavior.

Bandura (1986) defined perceived self-efficacy as decisions made by a person concerning the person's ability to perform any action in a given situation. Some situations may be vague, unclear, strange and unable to predict future events, and these situations will usually cause people to feel stressful. Perceived self-efficacy is not dependent on the current skills of a person at that time but on decisions of the person in terms of what the person can achieve with the person's existing skills. Perceived self-efficacy can be used to predict individual behaviors.

Bandura (1977) stated that perceived self-efficacy affects decisions to perform behaviors. Performance or non-performance of any behavior by a person depends on the following two factors:

1. Efficacy expectation, which Bandura later changed to perceived self-efficacy, is perceived ability to manage and act on behaviors to succeed in line with expected goals.
2. Outcome expectation means the beliefs of a person in estimating the values of specific behaviors that can be performed in leading to expected results. Outcome expectation is the anticipated results caused by behaviors performed as shown in Figure 2.2.



**Figure 2.2** Relationship between Perceived Self-Efficacy and Outcome Expectation (Bandura, 1977)

According to Figure 2.2, perceived self-efficacy and outcome expectation appear to be related and the relationship between these two variables affects decisions to perform behaviors by persons as can be seen in Figure 2.3 as follows

Outcome Expectation

	High	Low
High	Inclination toward Certain Action	Inclination toward No Action
Low	Inclination toward No Action	Inclination toward Certain Non-Action

**Figure 2.3** Relationship between Perceived Self-Efficacy and Outcome Expectation (Bandura, 1977)

Figure 2.3 shows the relationship between perceived self-efficacy and outcome expectation i.e. if a person has a high level of perceived self-efficacy and outcome expectation, the person will also tend to make a definite decision to perform the behavior. If the person has a low level of perceived self-efficacy and outcome expectation, or any expectations in the opposite direction, the person will not lean toward performing the behavior.

**2.3.2 Source of Self-Efficacy Information**

Bandura (1986) proposed that perceived self-efficacy was a development of the following four factors:

- 1) Enactive attainment is considered the most influential factor over perceived self-efficacy because enactive attainment is an experience that occurs directly with the person. When a person is successful for a number of times, the person

will have a higher level of perceived self-efficacy and stronger improvement of perception with more frequent successful experiences.

2) Vicarious experience is enjoying success through the successful experiences of other persons. When a person sees the successful examples of other people with similar behaviors, the person will have increased levels of perceived self-efficacy. The person holds the view that he/she can also be successful if other persons with equal or similar capabilities to him/her are successful. At the same time, if a person sees other persons with characteristics similar to him/her fail, the person may lose confidence or have lower levels of self-esteem, thereby changing perceived self-efficacy.

3) Verbal persuasion is use of words to create confidence in persons so they are encouraged to perform behaviors in order to have success, which will increase perceived self-efficacy. However, the persons who use verbal persuasion must be respected and trusted by the persons to be persuaded, or persons of sufficient importance, because persuasion may be ineffective if the persuader lacks the aforementioned qualities. Furthermore, use of persuasive words must be truthful or the persuasion may fail, thereby causing lower perceived self-efficacy.

4) Physiological State – A part of decisions concerning self-efficacy comes from physiological state. If the body is in a ready state, the person can perform behaviors in line with set goals. However, if the body is over-stimulated, especially in terms of emotions, the person will experience fear, anxiety or stress, which leads to lower levels of perceived self-efficacy.

Perceived self-efficacy stems from 4 sources comprising enactive attainment, vicarious experience, verbal persuasion and physiological state. All of these sources are significant. Therefore, if there is a need to improve a person's perceived self-efficacy, these sources must be considered in detail so the person can improve their perceived self-efficacy as much as possible.

### **2.3.3 Assessment of Perceived Self-Efficacy**

According to the concept of Bandura (1977) that perceived self-efficacy is related to specific situations and consists of 3 dimensions, including dimensions related to size or difficulty of a task, dimensions related to proliferation and

dimensions related to intensity in assessing perceived self-efficacy to be presented below by whatever method, the acquired scores will be related to the person's behaviors or performance and the person will be evaluated concerning various performances. According to Bandura's theory concerning assessment of perceived self-efficacy, the following 3 methods were found for assessing perceived self-efficacy:

1) Assessing the strength of self-efficacy is the method most frequently implemented in perceived self-efficacy assessment. The method is performed by asking how confident the respondent is in performing work with greater difficulty. Questions usually involve evaluating confidence from "not confident" (0) to "fully confident" (10), which may be carried out by using other scales, such as from 0% to 100%, etc.

2) Self-efficacy magnitude is a method implemented to assess perceived self-efficacy following assessment of intensity. The method of assessment will be performed by asking the respondents whether or not they can perform a specific task this is more difficult. Questions usually have yes/no scales. "yes" has a score value of 1 point and "no" has a score value of 0 points. Therefore, high scores indicate high levels of self-efficacy.

3) Combined assessments are assessments evaluating both strength and magnitude by using a single question with two different spaces for answers. One space is a yes/no scale and the other space is a rating scale or evaluates in percentage values. Scoring is carried out by totaling the scores of strength only in questions where respondents answered "yes".

4) Similar to the third method, this method assess strength and magnitude with the difference of converting the raw score into a Z score.

5) Assess strength by using one question concerning the specified work and have the respondents evaluate their confidence in the specified work.

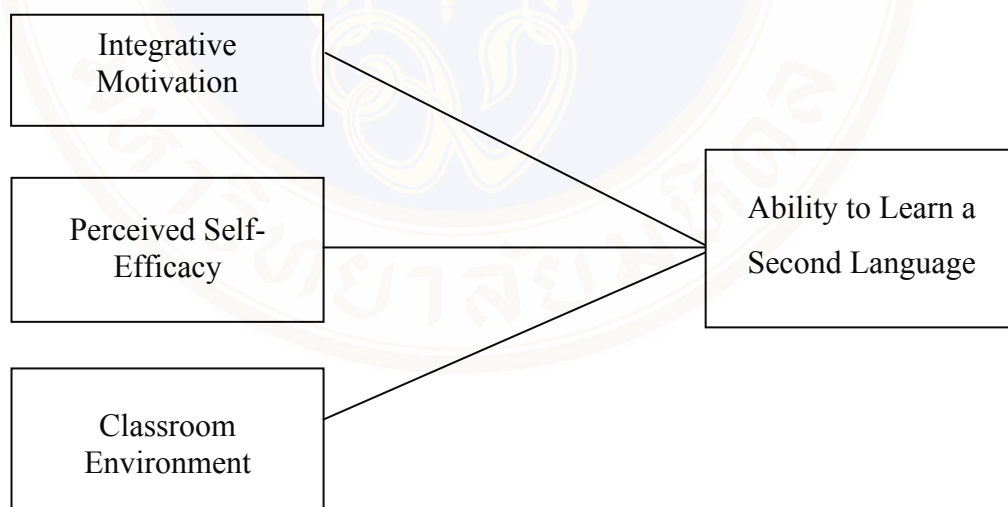
### **2.3.4 Relationship between Perceived self-efficacy and Learning a Second Language**

Language learning involves an interaction between emotional factors in learners and extrinsic and intrinsic elements of learners e.g. interest, attitude, anxiety

and perceived self-efficacy. These internal elements have impact on the language learning ability of persons, a finding that concurred with Krashen and Terrell's (cited in Kannika Chittbantao) presentation of the Effective Filler Hypothesis according to second language learning theory that emotional factors influencing learning second languages comprise the following:

- 1) Motivation - Persons with high levels of motivation in learning languages will be better adapted to accepting languages.
- 2) Self-confidence - Persons with self-confidence perceive their capabilities and have better self-images, so they are able to accept second languages better.
- 3) Anxiety - Persons with low anxiety will be able to accept second languages better.

Clement and Kruidenier (1986 cited in Kannika Chitbantao, 1996) proposed elements influencing ability to learn second languages according to the following graph:



**Chart 2.1** Elements Influencing Ability to Learn Second Languages

Clement and Kruidenier shared the view that perceived self-efficacy in language was a learner variable with both direct and indirect influences on motivation to learn second languages because perceived self-efficacy is the primary driving source causing learners to exert effort toward learning or achieving goals which will eventually have impact on learning achievement.

Perceived self-efficacy is related to learning second languages. Persons who perceive high self-efficacy will have self-confidence, low anxiety and good attitudes toward learning languages, which will eventually lead to language learning achievement.

## 2.4 Related researches

Rattana Lekpook (2537) studied “A comparison of knowledge and ability in English descriptive writing between mathayom suksa six students in government schools and private schools, Bangkok Metropolis”. The subjects were 210 government school students and 210 private school students in the 1993 academic year selected by multi-stage random sampling technique. The instruments used in this study were a test of knowledge and a test of ability in English descriptive-writing constructed by the researcher. The arithmetic mean, percentage, standard deviation and t-test were used for data analysis. In comparing the knowledge and ability in English descriptive writing between mathayom suksa six students in the government and the private school students, it was revealed that the private school students had a mean score higher than the government school students out of the total points for knowledge and ability, and in each case at the .01 level of significance, which proves the hypothesis.

Kannika Jitbuntao (2539) studied relationships between self-efficacy, expectancy in learning English language and English reading comprehension ability of Mathayom Suksa five students. The sample was 295 Mathayom Suksa five students in secondary school. The research instruments were the questionnaire of self-efficacy. The collected data were analyzed by means of Pearson product moment correlation and multiple correlations. The results of the study revealed that self-efficacy and expectancy were positive and significantly correlated with English reading comprehension ability ( $p < 0.01$ ).

Lugsana Boonnimit (2542) studied the Relationships among roles of parents, teachers and peers in supporting English learning, the motivation in learning English and English learning achievement of mathayom suksa three students in schools under the department of general education, Bangkok metropolis. The samples

were 398 mathayom sukka three students. The research instruments were questionnaire and the English learning achievement test. The result of this research were the positive relationship between the role of parents and teachers in supporting English learning and English learning achievement at the .01 level of significance but there was no significant relationship between the roles of peers in supporting English learning and English learning achievement. There was positive relationship between English learning motivation and English learning achievement at the .01 level of significance. There were positive relationships between the roles of parents, teachers and peers in supporting English learning and English learning motivation at the .01 level of significance.

Wannakorn Moryadee (2544) studied Effect of cooperative learning using student team-achievement divisions technique on self-efficacy and English learning achievement of Prothom sukka five students. The subjects were 78 Prathom sukka five students of Samsen Kindergarten school. The data were analyzed by t-test. The result were 1. the students studied through STAD have self-efficacy and English learning achievement after the treatment higher than before the treatment at .01 level of significance. 2. On the posttest, the students studied through STAD have self-efficacy and English learning achievement higher than those students studied through the conventional method at .01 level of significance

Utumporn Chuenwinya (2545) studied "An evaluation of English program curriculum for secondary school level of Yothinburana School, Department of General Education" Populations were school administrators, teachers, students, student's parents, graduates and their academic advisors. The instruments used were evaluation forms and documentation analysis forms. Research results showed as follows: Context evaluation: Data indicated that the program's objectives were relevance to the Educational Act. B.E. 2542 and the Ninth National Economic and Social Development Plan regarding the human development guidelines. Input evaluation: Data revealed that the appropriateness of the curriculum structure were rated at the high level, curriculum content were rated at the moderate level, teacher's qualifications and teaching competency were rated at the high level, student's competencies were rated at the high level. The Curriculum also were relevance to the Educational Reform policies whereby the elective subjects were rated at the moderate level. Buildings and ground

were rated at the high level, whereby the laboratories were rated at the moderate level for the appropriateness and were rated at the low level for the utilization. Library were rated at the moderate level for among of textbooks and journals required, whereby toilets were rated at the low level. Process evaluation: Data showed that instructional activities were rated at the moderate level, While remedial teaching activities were rated at the moderate level. Supervisory activities were rated at the high level, teacher's assignment criteria were rated at the high level, While supporting services were rated at the moderate level. Product evaluation: Data showed that the outputs were relevance to the program's objectives at the moderate level, While English competencies were rated at the high level except skill in grammar was rated at the moderate level.

Areewan Iamsa-ard (2546) studied about “Development of a Standard-Based Education Model for English at the Elementary Level: A Case Study at Bangkok Christian College” and found that the success of Development of a Standard-Based Education Model for English will depend on these five following elements: administrators, teachers, students and parents, learning material and learning source organizing, and assessment and evaluation.

Primrose Nonthapakdee (2547) studied “A multicasestudy research for studying the operation of bilingual school” by using the qualitative research as a multicasestudy research for two schools consisted of Benjamarachutit and Wat Nairong School. The research data were collected by analyzing related documents, employing participatory and non-participatory observations as well as interview and focus group technique. The research data were analyzed by employing content analysis, inductive conclusion and comparison. The research results were found that The similar supportive factors in both of two schools consisted of appropriate class size, systematic fiscal management, students' family background and participation of guardians. The different supportive factors of Benjamarachutit School consisted of school reputation, media and instruments availability, furthering study result, development of teacher quality, student quality and Wat Nairong School consisted of systematic school management, project's public relations and the proficiency of special teachers. The similar obstacle factors in both of two schools consisted of giving up teachers' contract, the teachers who were not graduated in education, non readiness on

language of students and the guardians' expectation. The different obstacle factors of Benjamarachutit School were the time for period changing and the difficulty in finding teachers and Wat Nairong School consisted of the special teachers' time for students was less.

Saowapa Jansong (2547) studied “The organization of English program curricula in primary school. The purpose of this research were to study the state and problems of the organization of English program curricula. The tools used were a structured-interview sheet and a content analysis sheet. The population were 10 primary bilingual schools. The finding were Thai teachers were provided with proper training courses, seminars and field studies. Foreigner teacher were provided with in-house training regarding instructional activities, and field studies. The school focused on student-centered approach in learning. The instructional materials included real and artificial objects. Curriculum organization was monitored and evaluate through personnel and parents discussion at the end of each academic year.

Settakorn Nor-Kam (2548) studied “Development of indicators for the quality of english-based instructional management in bilingual schools”. The participants of this research were 101 schools which instructional management of English program (EP) were the sample, drawn by stratified sampling method. The research variables were quality of English-based instructional management in Bilingual schools. The research tools were the interview and questionnaires. Data analyzed by descriptive statistics through SPSS for Window Version 11.5. The research results found that the results of confirmatory factor analysis were found quality of English - based instructional management indicators in Bilingual Schools was fit to the empirical data consisted of 3 factors and 64 indicators from variables studied 77 indicators. The results of second order confirmatory factor analysis of the model for the quality of English-based were found the model was fit to the empirical data , factor loadings of 15 sub-factors were positive, their sizes were from 0.68-0.95. The higher factor loading sub-factors were expectantly characteristic of students. Factor loadings of quality of English - based instructional management in 3 main factors were positive, their sizes from 0.90-1.00 which were similar size.

Wilailak Dhecha (2549) studied a comparative analysis of English instructional management models in secondary schools of bilingual and general

schools. The objective were to study, compare and survey the models of English instructional management in secondary of bilingual and general schools. A mixed method research was employed. Starting with a multi case study of 2 secondary schools. One was a good practice bilingual school and a good practice general school. Then she survey research of 258 administrators and English teachers in 43 bilingual schools and 43 general schools was collected by a questionnaire and analyzed by description statistics and t-test. The research results revealed that 1) in a good practice bilingual school, the English instructional management model believed in child centered, integrated instruction, and authentic assessment. The whole period was communicated in English and various exercises were employed. Students development were evaluated through the student's learning product and native speaker teachers were arranged and supported to plan and produce teaching and learning materials together with extra activities. The bilingual school required more English subjects than the general school also the school can provide native speaker teachers and its students had better English skill, and more confidence than students in general school

Suparuthai Sumonwiriya (2550) studied a comparison of out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning of English program and Regular program students in secondary schools. Factors affecting learner autonomy of high and low autonomous learners were investigated. The participants were 499 ninth grade students in English program and Regular program in public secondary schools in Bangkok. A questionnaire and interview questions were used to collect the data. The finding revealed that English program students reported doing English activities outside class more often than Regular program students at the significant level of 0.05. English program students were found to use all learning English strategies more often than Regular program students at the significant level of 0.05 and English program students seemed to have higher positive attitudes toward autonomous English language learning at the significant level of 0.05. Factors affecting high and low autonomous learners in this present study were found to be intrinsic motivation, metacognitive knowledge about task and strategies, and support from school and family.

Pantita Samrankit (2551) studied "State and problems of operation on English program for young children". The purpose of this study state and problems of

operation on English program for young children in four aspects: an administration, a curriculum development, an organizing of English experience and language environmental arrangement. The samples were 568 teachers and 75 Head of English programs. The instruments were a questionnaire, an interview form, an observation form, and a survey form. The findings were the school administration had had a policy to join the English program for more than 5 years, a curriculum development was made a special curriculum for the English program project learning strand of English program is set in the school curriculum, language environmental arrangement of the school was considered the documentary board to promote teaching and learning English language within the classrooms as well as to provide learning area outside the classroom. There were lack of the foreign language teachers as indicated along with the Ministry of Education. Thai teachers were lack of English language ability.

Wuttiya Payukmak (2551) studied “Factors affecting English communicative ability of English program students: a multiple case study”. The purposes of this qualitative research were to 1) evaluate English program students’ communicative ability 2) study factors affecting their communicative ability and 3) study strategies for improvement. Two case studies were purposefully selected from schools operating English programs for more than two years: one situated in Bangkok, and the other in the central region of Thailand. Key informants consisted of head of the program, foreign teachers, Thai co-teachers and grade 9 students from each school. Field study consisted of 4 stages: 1) study school’s profile, environment and management of English program 2) observe class and test students’ communicative ability 3) study factors affecting their abilities relating to students’ factors, teachers’ factors, teaching and learning factors and schools’ factors 4) study strategies for improvement. Data was collected using a questionnaire, interview forms, an English test, and deduced by analytic analysis and cross-checked comparison. The research results revealed that 1) Students’ communicative ability was at a reasonably good level. 2) Classroom based factors comprised student’ attention and practice, cooperation and self-confidence, teachers’ various teaching techniques, the ability to motivate class interaction and create a relaxing and fun atmosphere. Classroom learning and teaching factors were a variety of activities, a promotion of communication in the classroom and an offer of equal opportunity for participation. Factors concerning atmosphere

included a suitable classroom condition, good relationship between teachers and students and a relaxing class atmosphere. School's factors were provision of adequate materials and learning resources, good management and recognition of the importance of English language learning and teaching, and suitable school environment. Additional factors found in this research were students' aptitude, family support, background knowledge, out of class tutoring, teachers' qualification and expertise, a strong English curriculum and monitoring of teachers' recruitment and quality.

3) Strategies for improvement, students need to be attentive, cooperative and enthusiastic to communicate, and have a strong commitment on both in and out of class study. Teachers must be able to plan lessons effectively, organize different interesting activities, and create relaxing atmosphere. Class activities must focus on communication skills and building up students' self-confidence. Schools need to monitor teachers' recruitment and quality, and promote the use of learning resources.

Rungrawee Samawathdana (2552) studied the needs, problems and wants of students studying in bilingual program at Winit secondary school. The purpose of this study was to investigate the needs, problems, and wants in using English in the specialized studies for the bilingual students studying at Winit Secondary School, The population included five groups (total 1,336), and only 400 responded to questionnaires: 241 students, 71 parents, 20 teachers, six administrators, and 62 alumni, selected by cluster sampling. Three research tools were used to collect data: semi-structured interviews, questionnaires, and focus group interview. The results indicated learners needed to improve their four communicative skills in order to gain the most from the program. Learners had problems with speaking during discussions and presentations. They also had difficulties with writing: producing compound and complex sentences. Learners wanted to be able to use English mainly for academic purposes; especially for future study at university. Finally, the language needs for their future seemed to be expressing their opinions, listening to presentations and lectures, conversing with foreigners, as well as giving explanations and instructions in two languages.

The literature review has presented in the chapter two, research methodology used in current study is presented in chapter three.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This study comprised quantitative research on the teaching and learning processes and O-Net score of students in the Regular and English programs at Mutthayomwatnairong School. This chapter describes the research methodology to examine the data in terms of the research objectives and questions. The units of analysis researched were the Regular and English program students, as well as the director and teachers in each program. The instruments comprised a questionnaire and interviews. The research methodologies consisted of the following seven steps:

- 3.1 Research Design
- 3.2 Samples Studied
- 3.3 Instrumentation
  - 3.3.1 Questionnaire(s)
  - 3.3.2 English O-net tests for 2009
- 3.4 Research Variables
- 3.5 Reliability and Validity
  - 3.5.1 Reliability
  - 3.5.2 Validity
- 3.6 Data Collection
- 3.7 Data Analysis
  - 3.7.1 Questionnaire Data Analysis
  - 3.7.2 Interview Data Analysis

### 3.1 Research Design

The aim of this research was to study the teaching and learning processes employed in the Regular and English programs at Mutthayomwatnairong School under the Office of the Basic Education Commission by studying processes concerned with teaching and learning materials, teaching processes, parental support and the outcomes of both programs students i.e. O-Net scores. The research population comprised students in Mathayom 3 in the Regular and English programs, as well as directors and teachers in both programs. The research instruments included a questionnaire, a list of aspects for observation and questions for interviews. The questionnaire was used to collect data from the students, while the directors and teachers were interviewed. The questionnaire employed in data collection had already been validated, so the researcher distributed one questionnaire to each student and collect the completed questionnaire for data analysis. The data from the interviews with the directors and teachers were also collected for analysis.

### 3.2 Population of the Study

The sample groups comprised a total of 194 Mathayom 3 students chosen from both the Regular and English programs. Mathayom 3 students were selected in order to allow a contrastive study of the outcomes among students at a primary level in whom English skills can be developed to a higher level. In this study, the students were classified based on their programs.

<b>Numbers of Students at the Mattayom 3 level</b>	
<b>Program</b>	<b>Number of Students</b>
English program	60
Mini English program	60
Intensive English program	39
Regular program	35
<b>Total</b>	<b>194</b>

Students were chosen from Regular and English programs as the population in a contrastive study between the programs.

Due to limitations in the population size used in the research, the researcher selected each of the samples in the population without using inclusion criteria in selecting the sample group. According to the random sampling statistics of the sample group, the following sample group was selected by the researcher.

Population	Return Rate
60 English program Students	52 students
35 Regular program Students	34 students

Two population groups were studied in this research. First, the questionnaires were distributed to all 60 English program students who returned only 52 of the questionnaires. Then the questionnaires were distributed to 34 of the Regular program students who returned all of them.

#### Main Respondents for the Questionnaire

English program Students	52 students
Regular program Students	34 students

#### Main Respondents for the Interviews

Respondents	English Program	Regular program
Director		1
Head of program	1	1
Foreign teacher	1	-
Thai teacher	-	1

In addition, the director, the head of the English program and both Thai and foreign English language teachers were interviewed about the teaching processes employed in those programs. Mutthayomwatnairong School is one of the coeducational schools managed by the Office of the Basic Educational Commission,

Ministry of Education, which was founded in 1995 as the first school established in Thonburi area and the second school in Bangkok to offer teaching and learning in the English language for students from Mathayom 1 to 6.

The school has achieved tremendous excess in operating their English program named the “Best Practice” in learning and teaching management by the Ministry of Education and becoming a “CLIL” (Content and Language Integrated Learning) model. The school is one of nine Thai schools joining with English students in the Dream & Teams project run by the British Council. It is also a model of English learning and teaching management in Educational Area 3, Bangkok, and a model in English program administration using SMART EP: SMART ICT.

Participating in many national projects such as Face to Faith: Tony Blair Faith Foundation, River of the World, The Pitch under the association of England, the British Council and the Office of Basic Educational Commission, Thailand.

### **Mathayom 1 to 3 Program**

English program: English is used as the teaching language in all subjects, except subjects involving Thai art and culture. Two sections are available with 30 students enrolled in each. The tuition fee is 35,000 baht per semester.

Mini English program: English is used as the teaching language in English subjects, Sciences and Mathematics. Two sections are available with 30 students enrolled in each. The tuition fee is 17,500 baht per semester.

Intensive English program: English is used as the teaching language in all subjects and intensively English subjects. One section is available for 40 students. The tuition fee is 5,000 baht per semester.

Regular program: All subjects are organized in Thai formats by Thai teachers.

### **Program for Mathayom 4 to 6**

Students can independently choose one of the following:

Mathematics-Sciences

English-French

English-Chinese

**There are three main groups available at this school:**

English program

Mini English program

Intensive English program

Moreover, the school also provides additional learning sources to encourage students improving their English abilities which are;

- E-Learning is used for learning and teaching and all classrooms have completed ICT:

- Air-conditioning and E-classroom.

- Self-Access Center using high speed internet as well as English textbooks and cable television.

- Computer room using the IMAC system in which students can learn via internet and easily search for information with a computer for each student.

- E-library using E-book System as well as book tracking via the internet.

### 3.3 Research Variables

This study involved the following three variables:

#### 3.3.1 Program Type

3.3.1.1 Regular program

3.3.1.2 English program

#### 3.3.2 Process

The researcher chose the variable factors of process from Wuttiya Payukmak (2551) who studied “Factors Affecting English Communicative Ability of English program Students: A Multiple Case Study” and Settakorn Nor-Kam (2549) who studied “Development of Indicators for the Quality of English-Based Instructional Management in Bilingual Schools”. The selected variable factors are as follows:

3.3.2.1 Curriculum

3.3.2.2 Teaching materials

### 3.3.2.3 Teaching and learning processes

### 3.3.2.4 Parental support

### 3.3.3 Output

To evaluate the English outcomes of Regular program students and English program students, researcher assessed according to the students' English O-Net scores. The English O-Net test the researcher chose as the instrument was the O-Net test for the 2009 academic year.

## 3.4 Instrumentation

Methods of questionnaire construction and related questionnaires were studied, while the approving the learning and teaching processes of Regular and English program chosen from the second established English program in public schools. The questionnaire used to collect data from the students was divided into three parts. Part 1 covered the students' information; Part 2 was concerned with teaching and learning processes and teaching materials and Part 3 addressed teaching processes and parental support. Types of questions were adapted from Ms. Sethaporn Norkham's (2548) and Ms. Saowapha Chansong's questionnaires (2547).

### 3.4.1 Questionnaire

#### **Part One: Student Information**

In this part, students were asked about their personal information i.e. names and length of time they had studied courses in the English project, etc.

#### **Part Two: The Teaching and Learning Materials for the Regular and English programs**

In this part, students were interviewed with nine questions (No.1-9) concerning how they experienced learning processes and teaching materials organized by their teachers and school. The participants were asked to indicate which learning

processes in English teaching were closest to the approach they actually experienced, using a five- point Likert scale as follows:

- 5 = Students strongly agree that teaching and learning materials are efficient and sufficient.
- 4 = Students agree that teaching and learning materials are efficient and sufficient.
- 3 = Students neither agree nor disagree that teaching and learning materials are average.
- 2 = Students disagree that teaching and learning materials are less efficient and sufficient.
- 1 = Students strongly disagree that teaching and learning materials are the least efficient and sufficient

### **Part Three: Teaching Processes and Parental Support**

In this part, the teachers in each program were interviewed in regard to their teaching processes, including the assistance and support received from parents.

The participants were asked to indicate which learning processes in English teaching were closest to the approach actually experienced by the students, using a five- point Likert scale as follows:

The questionnaires are divided into two parts. Items 10-24 addressed teaching and learning processes and Items 25-39 on students' parent support.

The Likert Scale from the first part was resorted in this part:

- 5 = Students strongly agree that teaching and learning processes fulfill their knowledge and understanding of English.
- 4 = Students agree that teaching and learning processes fulfill their knowledge and understanding of English.
- 3 = Students neither agree nor disagree that teaching and learning processes fulfill their knowledge and understanding of English.
- 2 = Students disagree that teaching and learning processes fulfill their knowledge and understanding of English.

- 1 = Students strongly disagree that teaching and learning fulfill their knowledge and understanding of English.

The Likert Scale is also adopted for this part on parental support; each scale was interpreted as follows:

- 5 = Students strongly agree that parental support in English learning fulfills their knowledge and understanding of English.
- 4 = Students agree that parental support in English learning fulfills their knowledge and understanding of English.
- 3 = Students neither agree nor disagree that parental support in English learning fulfills their knowledge and understanding in English.
- 2 = Students disagree that parental support in English learning fulfills their knowledge and understanding of English.
- 1 = Students strongly disagree that parental support in English learning fulfill their knowledge and understanding of English

### **3.4.2 2009 English O-net Tests**

The O-net (Ordinary National Educational Test) is a mandatory national test for all students of all curriculums. Presently, the test is generally perceived as being the test requiring students in Prathom 6, Mathayom 3 and Mathayom 6 to achieve rather good standards because the test questions are based on the core curriculum. (<http://www.niets.or.th>).

The O-net is a standardized tool because it has been used as a national academic aptitude test in all schools in every educational service area. If students of a school or educational service area have high scores on the test, it is an indication of the quality of the teaching and educational management driving the students to have great interest in seeking knowledge.

The aims of the O-net (Ordinary National Educational Test) are listed below.

1. To test educational proficiency and understanding of students based on the Basic Education Act 2001
2. To evaluate the test results to improve education in schools.

3. To bring the results and apply them to the national evaluation of students.

The English O-net 2009 test was used as the instrument for evaluating the English competency of the students in this research.

### **Revision of the 2010 O-net Test**

Compared with last year's test, some parts of the subjects are different. Students are required to make two correct answers for a sub-item in order to earn 1 point and the test is short, while all of the subjects and standards are in a set in order to minimize test time.

The O-net test for Mathayom 3 students is divided into two sets of subjects under 8 groups of knowledge and 76 learning standards of the Ministry of Education's Basic Education Act 2001.

Set 1 includes social studies, religion and culture for a total of 50 points and a requirement to finish within 1 hour and 30 minutes.

Set 2 includes Thai, science, physical education, health education, arts, vocation and technology for a total of 50 points and a requirement to finish within 1 hour and 30 minutes.

### **Revision of the 2009 English Test**

There are 40 items under 2 sections. Each section is divided into the following parts:

#### **Section 1 - Language Usage**

Part 1 - Sign (No. 1-2) – In this part, students must look at each sign and choose the best answer to the question. Each sign is followed by two questions. Both answers must be correct for students to earn one mark. If either of their answers is wrong, the students will not earn any marks.

Part 2 - Questions and Answers (No.3-8) – There are two related questions in each item. Students must choose the correct answer to each of the two questions. Both answers must be correct in order for students to earn one mark. If either of their answers is wrong, the students will not earn any marks.

Part 3 - Dialogues (No. 9-15) – In this part, students must read each situation and dialogue carefully then choose the appropriate expression for the first missing part (Item A) and the response/reaction to the expression for the second missing part (Item B). Both answers in Items A and B must be correct for students to earn one mark. If either of their answers is wrong, the students will not earn any marks.

Part 4 - Sentence Completion (No.16-20) – In this part, students must read sentences carefully then choose the item that best completes the first part of the sentence and the item that best completes the second part. Both answers in the items must be correct for students to earn one mark. If either of their answers is wrong, the students will not earn any marks.

### **Section 2 - Reading Ability**

This section contains two parts, namely, vocabulary and reading comprehension. Each part has its own instructions. Students must read the passages carefully and choose the best answer. Students will earn one mark for each correct answer.

Part 1 - Vocabulary (No. 21-27)

Part 2 - Reading Comprehension (No. 28-40)

#### **3.4.3 Interviews with the Director and Teachers**

In addition to collecting questionnaires from students, interviews were conducted with the director, the head of the English project and the English language teachers, including both Thai and foreign teachers. With questions targeting the curriculum structure and management of teaching, evaluation of learning competency and projects, the interviews were modified in relation to this study and adapted from Ms. Panthita Samrankit (2551) and Ms. Saowapha Chansong (2547).

The director's interview comprised the following five parts:

Part 1 - Curriculum structure (5 items)

Part 2 - Teacher qualification (2 items)

Part 3 - Teaching plan defining (2 items)

Part 4 - Teaching materials (3 items)

Part 5 - English evaluation of students (3 items)

There are 5 parts of the teacher's interview as follow:

Part 1 - Curriculum preparation (7 items)

Part 2 - Instructional processes (6 items)

Part 3 - Teaching materials (7 items)

Part 4 - Evaluations of students (4 items)

Part 5 - Students' learning proficiency (6 items)

### **3.5 Reliability and Validity**

#### **3.5.1 Reliability**

Consequently, the questionnaire reliability test shows Cronbach's alpha to be 0.85 for Part 1, Items 1-9 on the teaching and learning processes and materials. The second part covers teaching processes from Items 10-24 and Cronbach's alpha was 0.90. For parental support in Items 25 to 39, Cronbach's alpha was 0.94. The researcher determined the reliability value for the questionnaire with 30 Mathayom 3 students from Pothisarn School. The overall Cronbach's alpha for the questionnaire was 0.95

#### **3.5.2 Validity**

3.5.2.1 The questionnaire was validated by three of the professional lecturers in terms of contents to obtain all vital information from the population, language usage and selection of terminology. The instrument was then revised by the researcher and tried out with representatives.

3.5.2.2 The O-Net test was employed as a data collection instrument because it is a standardized national test which evaluates students' English skills. The test version employed was purposively selected from the 2009 academic year because this version is the O-Net test used most recently, so it is fresh and up-to-date. New versions of the test will be continually introduced in subsequent years.

## **3.6 Data Collection**

The aim of this research was to study teaching and learning processes in English and Regular programs by assessing outcomes in terms of the students' O-Net test scores. The following steps were taken to accomplish the research.

### **3.6.1 Pre-data Collection**

Relevant research and documents were studied in order to obtain the overall image of the topic studied and obtain the research model for this study. Firstly, according to Suchada Pleanwithi's the "Bilingual School Hand Book" (2549), the first three established schools providing English programs chosen as populations were Yothinburana, Mutthayomwatnairong and Phothisan Schools, respectively. Due to the limitations in data collection at the first established school, Mutthayomwatnairong School became the research sample rather than Yothinburana because Mutthayomwatnairong was among one of the public schools pioneering an English program in the country. Prior to the observation and data collection, the school had been providing its English program for decades, having shown highly acclaimed success as well as gaining credibility among parents wishing to enroll their children at the school. Moreover, Mutthayomwatnairong School is the second school in this country to provide an English program and the first in the Thonburi area of Bangkok.

### **3.6.2 Data Collection**

3.6.2.1 A letter of permission was issued by the Research Institute for Languages and Cultures of Asia, so the researcher would have an opportunity to observe, collect data, discuss and request information. All of the participants, the head of the English program, teachers and students in Mutthayomwatnairong School were very willing to help.

3.6.2.2 A questionnaire was used to collect data from students and interviews to collect data from directors, the head of English program and the Thai and foreign teachers with the intention of collecting details about the Regular and English programs in terms of teaching and learning processes, materials, parental support and observation of the students in both programs.

3.6.2.3 Once the questionnaire and interviews had been piloted and become more suitable for data collection, the researcher explained the research objectives and the importance of this study to the director, the head of the English program, and the Thai and foreign teachers and students in the Regular and English programs before asking them to respond to the interviews and complete the questionnaires.

3.6.2.4 Once the respondents had completed the questionnaire and the interviews, the researcher collected data for analysis.

### 3.7 Data Analysis

Two types of data were collected for this study; the analysis differed for the questionnaire data and the interview data.

The data were analyzed by Microsoft office Excel as follows:

Descriptive Statistics (Mean and standard deviation and t-test) were used to analyze the teaching materials, teaching process and parental support.

#### 3.7.1 Questionnaire Data Analysis

These data were analyzed using the Statistic Package for Social Science as follows:

1) The mean is shown as follows:

$$\bar{X} = \frac{\sum X}{N}$$

When	$\bar{X}$	represents	mean
	$\sum X$	represents	total scores
	N	represents	number of population

## 2) Standard Deviation

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

When	S.D.	represents	standard deviation of scores
	N	represents	number of population
	$\sum X$	represents	sum of total scores
	$\sum X^2$	represents	the exponential sum of each population

## 3. T-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

When	$\bar{X}$	represents	Mean
	$S^2$	represents	Variance of the sample
	n	represents	Number of the sample

## Score Interpretation

### Teaching Materials

For the teaching materials in Regular programs, the mean scores were interpreted as follows:

4.21 - 5.00	mean	Excellent teaching materials
3.41 - 4.20	mean	Good teaching materials
2.61 - 3.40	mean	Average teaching materials
1.81 - 2.60	mean	Poor teaching materials
1.00 - 1.80	mean	Very poor teaching materials

For the teaching materials in English programs, the mean scores were interpreted as follows:

4.21 - 5.00	mean	Excellent teaching materials
3.41 - 4.20	mean	Good teaching materials
2.61 - 3.40	mean	Average teaching materials
1.81 - 2.60	mean	Poor teaching materials
1.00 - 1.80	mean	Very poor teaching materials

### **Teaching Processes**

For the teaching process of teachers in Regular programs, the mean scores were interpreted as follows:

4.21 - 5.00	mean	Excellent teaching process
3.41 - 4.20	mean	Good teaching process
2.61 - 3.40	mean	Average teaching process
1.81 - 2.60	mean	Poor teaching process
1.00 - 1.80	mean	Very poor teaching process

For the teaching process of teachers in English programs, the mean scores were interpreted as follows:

4.21 - 5.00	mean	Excellent teaching process
3.41 - 4.20	mean	Good teaching process
2.61 - 3.40	mean	Average teaching process
1.81 - 2.60	mean	Poor teaching process
1.00 - 1.80	mean	Very poor teaching process

### **Parental Support**

For parental support of Regular programs, the mean scores were interpreted as follows:

4.21 - 5.00	mean	Excellent parental support
3.41 - 4.20	mean	Good parental support
2.61 - 3.40	mean	Average parental support
1.81 - 2.60	mean	Poor parental support
1.00 - 1.80	mean	Very poor parental support

For Parental support of English programs, the mean scores were interpreted as follows:

4.21 - 5.00	mean	Excellent parental support
3.41 - 4.20	mean	Good parental support
2.61 - 3.40	mean	Good parental support
1.81 - 2.60	mean	Good parental support
1.00 - 1.80	mean	Good parental support

And then the researcher used the descriptive analysis as follows:

Descriptive analysis were used to analyze the interviews with the director and teachers who are both Thai and foreigner and heads of the English program.

### **3.7.2 Interview Data Analysis**

Descriptive analysis was employed in organizing interviews with the director, the head of the English program and two English language teachers, i.e. one Thai and one Foreign teacher.

When the method of statistics had been applied, the data was presented in terms of descriptive analysis

3.7.2.1 The students' perception toward teaching and learning materials, the teaching process of teachers and parental support of Regular and English programs.

3.7.2.2 English O-Net scores for students in Regular and English programs.

## **CHAPTER IV**

### **RESEARCH RESULTS**

This chapter presents the findings obtained by the present study from questionnaires and interviews. The results are reported in the same order as the research questions as follows:

4.1 What are the perceptions of students in Regular and English programs toward teaching and learning materials, teaching processes and parental support?

4.2 What are the differences in teaching and learning materials, teaching processes and parental support between Regular and English programs?

4.3 What are the differences in O-Net test results between the Regular and English program students?

The findings on the first research question for the study of the perceptions of students both in the Regular program and in the English program toward teaching and learning materials, the process of teaching and parental support were answered by data collection from the questionnaires and the interviews with teachers.

The second research question was answered by studying the differences between teaching and learning materials, the teaching process and parental support for the Regular and English the program students. The question was also answered by data collected from questionnaires and teacher interviews.

The last research question focused on the differences of O-Net test results between the Regular program and English program students. The O-Net test scores for both groups of students are presented in a table illustrating the significant differences.

**4.1 Research Question 1:** What are the perceptions of students in Regular and English programs toward teaching and learning materials, teaching processes and parental support?

The questionnaire devised for answering the above question comprised three parts as follows: 9 items on teaching and learning materials; 15 items on the teaching process and 15 items on parental support. The researcher analyzed by finding the mean score, standard deviation and t-test analysis to show the opinions of the students in the Regular and English programs about learning materials, the teaching process and parental support.

The researcher also employed interviews with the director, foreigner teachers and Thai teachers. The researcher used the following abbreviations to represent the director and teachers when presenting the interview dialogue to support the data as follows:

FT	refers to	Foreigner Teacher
TT	refers to	Thai Teacher
HP	refers to	Head of English program
DA	refers to	Director Assistant

### 4.1.1 Teaching and Learning Materials for Regular program Students

**Table 4.1** Teaching and Learning Materials for Regular program Students N=34

Variable Factors	$\bar{X}$	SD	Level
Instruction and study practice and materials			
1. Teaching tools e.g. computers and multimedia evaluated in terms of modernity and adequacy in meeting student needs.	3.85	0.93	Good
2. Provision of additional media services for English studies in the classroom e.g. vocabulary boards; extra English books, etc.	3.79	0.98	Good
3. Provision of additional learning facilities outside the classroom for the purpose of strengthening English skills e.g. vocabulary boards, English news, etc.	3.71	1.09	Good
4. Student accessibility to the media provided for English learning e.g. computers, multimedia, electronics, etc.	3.85	0.86	Good
5. Sufficient English interactive channels in school areas e.g. signs, boards, etc.	3.47	1.08	Good
6. Sufficient facilitation for computers relevant to the numbers of students in order to support additional English learning.	3.88	0.88	Good
7. Provision of a language laboratory and library in order to augment English learning for students.	3.56	0.93	Good
8. Arrangement of both indoor and outdoor activities to fortify students' English fluency e.g. English camp and debates, etc.	3.71	0.91	Good
9. Organization of O-Net pre-examinations so students can prepare for testing in the subject of English language.	3.68	1.34	Good
Total	3.72	1.00	Good

Table 4.1 illustrates the teaching tools for the Regular program. According to all nine observations, it can be summarized that the first five opinions the students shared common were that the school had provided sufficient numbers of computers for the number of students so they could improve their English skills. Secondly, the students felt they had access to tools such as computers, multimedia and electronic devices. Thirdly, the instruction and study supplies such as computers and multimedia were modern and relative to students' needs. Class environments also show an

exertion of English practicing schemes, such as vocabulary boards, additional English books and more activities both inside and outside the classroom, such as English camps and competitions. A sample response to interview questions about the English teachers' supportive media is shown here:

**Interviewer :** *Do you often use different forms of modern technology, especially multimedia and the internet?*

**TT :** *“Yes, sometimes, but I do not use them every time.”*

According to the interviews with Regular program teachers, the school has sufficiently allocated language apparatus relative to students' needs, while Regular program teachers seldom apply multimedia to their instruction.

#### 4.1.2 Teaching and Learning Materials for English program Students

**Table 4.2** Teaching and learning materials for English program students N=52

Variable factors	$\bar{X}$	SD	Level
Instruction and study practice and materials			
1. Teaching tools e.g. computers and multimedia evaluated in terms of modernity and adequacy in meeting student needs.	3.96	0.77	Good
2. Provision of additional media services for English studies in the classroom e.g. vocabulary boards; extra English books, etc.	3.77	0.92	Good
3. Provision of additional learning facilities outside the classroom for the purpose of strengthening English skills e.g. vocabulary boards, English news, etc.	3.62	0.84	Good
4. Student accessibility to the media provided for English learning e.g. computers, multimedia, electronics, etc.	3.81	0.97	Good
5. Sufficient English interactive channels in school areas e.g. signs, boards, etc.	3.56	1.00	Good
6. Sufficient facilitation for computers relevant to the numbers of students in order to support additional English learning.	3.81	0.89	Good
7. Provision of a language laboratory and library in order to augment English learning for students.	3.71	0.91	Good

**Table 4.2** Teaching and learning materials for English program students N=52  
(cont.)

Variable factors	$\bar{X}$	SD	Level
8. Arrangement of both indoor and outdoor activities to fortify students' English fluency e.g. English camp and debates, etc.	3.96	0.84	Good
9. Organization of O-Net pre-examinations so students can prepare for testing in the subject of English language	3.67	1.02	Good
Total	3.76	0.91	Good

Table 4.2 illustrates the process and instruments for English program teaching with nine questions, which can be summarized in that the first three opinions the students held in common were modernity and adequacy of teaching media, e.g. computers and multimedia. The school has encouraged both indoor and outdoor activities, e.g. English camp and competitions, to improve English skills. Likewise, the students were able to access media, such as computers, electronic devices and multimedia. In addition, the school provides sufficient numbers of computers and generously develops classroom settings conducive to enhancing students' education with media such as vocabulary boards, additional English books, etc. According to the interviews with foreign teachers and the Head of English program, reinforcing teaching media are as follows:

**Interviewer :** *Do you use various forms of teaching materials in every class?*

**FT :** *“Yes, of course. I use a number of materials in class, such as Power Point presentations, computer learning, CDs and newspapers.”*

In addition, the head of the English program expressed her opinion toward teaching materials as follows;

**Interviewer :** *Do you use various forms of teaching materials in every class?*

**HP :** *“Of course. As you can see, each EP room is equipped with a projector screen and internet access in every room, because the English program in this school is the ICT system and they always make improvements for EP students, so we have enough to use.”*

Besides, the head of the English program further explained about learning and teaching outside classroom of English program students as follows;

**Interviewer :** *Do you always encourage students to acquire knowledge outside the classroom?*

**HP :** *“Yes, of course. Our school provides an English camp for the students. That means students can improve their English outside the classroom. And we provide the activities by the same standards as other English programs. Sometimes we offer English activities e.g. New Year day, Christmas, Halloween etc. for students to show their English ability”*

The table 4.3 below shows that English students have greater satisfaction regarding teaching materials than Regular program students. The average value of the English program students is  $\bar{X} = 3.76$ ,  $SD = 0.91$ , which is considered a high measurement, while the average value for Regular program students is  $\bar{X} = 3.72$ ,  $SD = 1.00$  as shown in the table 4.3 below.

#### 4.1.3 Comparison of the Teaching Materials for Regular program Students and English program Students

**Table 4.3** Comparison of the Teaching Materials of Regular program Students N = 34 and English program Students N = 52

Variable Factors	EP students (N = 52)		RP students (N = 34)		t.	Sig.
	$\bar{X}$	SD	$\bar{X}$	SD		
Teaching materials for Regular program and English program	3.76	0.91	3.72	1.00	-0.28	0.78

\*p<.05

The table indicates that utilization of media in teaching was relatively high both Regular and English programs. However, the difference in the  $\bar{X}$  value is 0.10 and the SD is 0.11, the finding is not significantly different. Regarding the interviews with Regular and English program lecturers, the sphere of teaching and learning processes has a mutual thriving structure. The school is well organized in terms of educational resources pertinent to the numbers of students. Students can access the internet and multimedia system tools. Similarly, the school fully supports extracurricular activities both inside and outside the classroom, e.g. English camps and competitions.

#### 4.1.4 Teaching Process for the Regular program

**Table 4.4** Teachers' teaching process for Regular program N=34

Variable Factors	$\bar{X}$	SD	Level
Teaching schemes have an impact on the success of English learning in the English program.			
1. Lecturers have added games or activities in order to help students ease tension during class.	3.47	1.16	Good
2. Lecturers consistently communicate with students in English throughout class hours.	3.26	1.33	Average
3. Lecturers have added vigorous English content aside from textbooks.	3.65	1.10	Good
4. Lecturers attempt to create a positive learning atmosphere so students can enjoy studying English.	3.56	1.28	Good
5. Lecturers encourage students to have positive attitudes toward English learning beyond textbooks.	3.74	0.96	Good
6. Lecturers give students assignments to deepen their understanding about English matters from various media e.g. internet, English newspapers, music and movies.	3.29	1.03	Average
7. Lecturers attract students' interest in English by means of describing the benefits of English fluency.	3.68	0.91	Good
8. Lecturers properly extend English activities compatible to lessons e.g. narrating fiction or theatrical performances in English.	3.47	1.16	Good
9. Lecturers educate about foreign culture through board-organizing on important events like Christmas and Halloween.	4.09	0.79	Good

**Table 4.4** Teachers' teaching process for Regular program N=34 (cont.)

Variable Factors	$\bar{X}$	SD	Level
10. Lecturers review English subjects so students can prepare for O-Net examinations.	3.68	1.12	Good
11. Lecturers always inform students about O-Net information.	3.85	1.16	Good
12. Lecturers advise students beforehand about O-Net sources of information or websites.	3.26	1.36	Average
13. Lecturers offer students counselling about English learning after class hours.	3.71	1.00	Good
14. Lecturers always notify students about exam results as a reference for subsequent exams.	3.56	1.05	Good
15. Lecturers praise students who can correctly respond in English.	3.65	1.07	Good
Total	3.59	1.12	Good

English teaching schemes have an impact on the success of language learning in the Regular syllabus. In reference to the above 15 questions, it can be summarized that the first five opinions the students shared in common were as follows: 1) Lecturers educate about foreign culture through boards on important events like Christmas and Halloween; 2) Lecturers always inform students about O-Net information; 3) Lecturers encourage students positive attitudes toward English learning beyond textbooks; 4) Lecturers offer students counselling about English learning after class hours and 5) Lecturers review English subject for students so they can prepare for O-Net examinations. The top three opinions the students' shared in common on an average level were as follows: 1) Lecturers consistently communicate with students in English throughout class hours; 2) Lecturers advise students beforehand about O-Net sources of information or websites and 3) Lecturers assign students to deepen their understanding about English matters from various media, such as the internet, English newspapers, music and movies.

It can be observed that lecturers are well prepared on the subject of O-Net admission by contributing previous papers in favor of student preparations before an examination takes place. At any rate, lecturers have exposed students to positive

philosophy and English traditions along with textbook learning. The responses of one lecturer who supports positive attitudes about traditions and culture is shown below:

**Interviewer :** *How do you instill good attitudes toward English among your students?*

**TT :** *“I told them that how importance of English and how necessary of it. When I have a class I try to make students a good with English by assign them to practice from the simple English conversation. This can be intimately acquainted them to English”.*

**Interviewer :** *How do you include English culture in lessons for students?*

**TT :** *“I encourage the students by letting them know how English and Thai cultures are different e.g. being on time.”*

#### 4.1.5 Teachers' Teaching Process for English program

**Table 4.5** Teachers' Teaching Process for English program N=52

Variable Factors	$\bar{X}$	SD	Level
Teaching schemes have an impact on the success of English learning in the English program.			
1. Lecturers have added games or activities in order to help students ease tension during class.	3.56	1.02	Good
2. Lecturers consistently communicate with students in English throughout class hours.	3.96	0.71	Good
3. Lecturers have added vigorous English content aside from textbooks.	3.87	0.86	Good
4. Lecturers attempt to create a positive learning atmosphere so students can enjoy studying English.	3.65	0.79	Good
5. Lecturers attempt to create a positive learning atmosphere so students can enjoy studying English.	4.08	0.65	Good
5. Lecturers encourage students to have positive attitudes toward English learning beyond textbooks.	3.81	0.89	Good
6. Lecturers give students assignments to deepen their understanding about English matters from various media e.g. internet, English newspapers, music and movies.			

**Table 4.5** Teachers' Teaching Process for English program N=52 (cont.)

Variable Factors	$\bar{X}$	SD	Level
7. Lecturers attract students' interest in English by means of describing the benefits of English fluency.	3.83	0.83	Good
8. Lecturers properly extend English activities compatible to lessons e.g. narrating fiction or theatrical performances in English.	3.67	0.92	Good
9. Lecturers educate about foreign culture through board-organizing on important events like Christmas and Halloween.	4.17	0.73	Good
10. Lecturers review English subjects so students can prepare for O-Net examinations.	3.48	1.00	Good
11. Lecturers always inform students about O-Net information.	3.56	1.00	Good
12. Lecturers advise students beforehand about O-Net sources of information or websites.	3.42	1.11	Good
13. Lecturers offer students counselling about English learning after class hours.	3.92	0.74	Good
14. Lecturers always notify students about exam results as a reference for subsequent exams.	4.00	0.89	Good
15. Lecturers praise students who can correctly respond in English.	3.94	0.96	Good
Total	3.79	0.90	Good

In consideration of the 15 questions related to teaching management of the English program, we can say that the first five opinions the students had in common were as follows: 1) Teachers educate about foreign culture through boards on important events like Christmas and Halloween; 2) Teachers encourage students to have positive attitudes toward English beyond textbook learning; 3) Teachers always notify students about exam results as a reference for subsequent exams; 4) Teachers consistently communicate with students in English throughout class hours and 5) Teachers offer students counselling about English learning after class hours. Moreover, the teachers have advocated for students to develop language fluency apart from textbook learning. Some samples of the responses of teachers who support English language instruction in class are shown below:

**Interviewer :** *Do you always use English as a communication tool in class?*

**FT :** *“Sure, I use English with them both inside and outside class.”*

Moreover, the teachers use various and interesting forms of teaching techniques to attract the students’ attention. The response of one teacher is shown below:

**Interviewer :** *What techniques are used when doing any English activities in class?*

**FT:** *“I always think of my students as my kids. I teach them like I teach my own kids.”*

Whenever the students took tests, the teachers always reported their feedback every time. One report on students’ proficiency from a supportive English teacher is shown here:

**Interviewer :** *Do you often report students’ proficiency to them?*

**FT:** *“Every time I test them, I give them feedback.”*

In teaching and learning in the classroom, however, the teacher also encourages students to have positive attitudes toward English learning beyond textbooks. The response of one supportive English teacher is shown here:

**Interviewer :** *How do you instill positive attitudes toward English among your students?*

**FT :** *“I instill positive attitudes by teaching them with lessons in class as often as I can.”*

#### **4.1.6 Comparison of the English Teaching Processes in Regular and English Program Students**

**Table 4.6** Comparison of the English teaching processes in the Regular (N = 34) and English program students (N = 52)

Variable Factors	EP Students (N = 52)		RP Students (N = 34)		t.	Sig
	$\bar{X}$	SD	$\bar{X}$	SD		
English Teaching Processes in the English and Regular programs	3.79	0.90	3.59	1.12	-1.43	0.16

\*p<.05

According to table 4.6, it is indicated that teaching preparation for both the English and Regular programs have a reciprocally high average. However, the  $\bar{X}$  values and SD are atypical at 0.17 and 0.10 in sequence. Hence, the finding is not statistically significant ( $p>.05$ ). From the students' responses to the questionnaire, it can be concluded that both the Regular and English teaching programs equally encourage positive attitudes and English culture among students during every class hour.

One teaching approach of the foreign lecturers in the English program is focused on linguistic communication with students in class. English is used in interactive conversation every hour or even outside of class and including notification of exam results. In the Regular program, teachers mostly communicate with students in Thai.

From Item 2 in the questionnaire, "Lecturers consistently communicate with students in English throughout class hours," the mean score level for the English program students was good, while the Regular program students was average, which means the lecturers in the English program mostly communicate with students in English and use English more often than the lecturers in the Regular program.

One of the lectures interviewed provided the following response:

**Interviewer :** *What language do you use as a tool in communicating with students in the classroom?*

**TT :** *"As much as 80% in Thai, but sometimes I use English."*

With reference to Item 6 in the questionnaires, "Lecturers give students assignments to deepen their understanding about English matters from various media

e.g. internet, English newspapers, music and movies," the English program students gave a rating of "Good", while the Regular program students gave a rating of "Average". This shows that teachers in the English program provide students more chances to learn English from different sources than the teachers in the Regular program.

With reference to Item 12 in the questionnaires, "Lecturers advise students beforehand about O-Net sources of information or websites," the English program students gave a rating of "Good" while the Regular program students gave a rating of "Average". This shows that teachers in the English program provide students with more opportunities to learn from the O-Net test than the teachers in the Regular program.

#### 4.1.7 Parents' support of Regular program students

**Table 4.7** Parental encouragement towards English learning in Regular program N = 34

Variable Factors	$\bar{X}$	SD	Level
Parental encouragement towards English learning in Regular program students			
1. Parents play supportive role for students relating to homework or assignment	3.65	1.12	Good
2. Parents help students reviewing English lessons	3.68	1.04	Good
3. Parents join the provided English activities	3.18	1.17	Average
4. Parents support students via English conversation	3.53	1.16	Good
5. Parents are good counsellors about English learning when students have problem with the course	3.56	1.19	Good
6. Parents encourage students to learn an extracurricular English course	3.76	1.30	Good
7. Parents encourage students' English learning by means of purchasing gadgets that support linguistic comprehension eg. CD, tape cassette, talking dictionary and dictionary.	3.35	1.12	Average
8. Parents reward students in return for excellent score in English subject	3.29	1.34	Average
9. Parents encourage students to listen to radio and television which broadcasting in English	3.21	1.34	Average

**Table 4.7** Parental encouragement towards English learning in Regular program N = 34  
(cont.)

Variable Factors	$\bar{X}$	SD	Level
10. Parents advise students asking for help from lecturer when they do not understand English lesson	3.65	1.18	Good
11. Parents support students to join English activities eg. English camp or O-Net preparation provided by the school	3.71	1.36	Good
12. Parents help students find O-Net information	3.44	1.31	Good
13. Parents advise students about O-Net source of information for the examination details and for previous test typifying	3.29	1.34	Average
14. Parents support students to study extracurricular courses as O-Net preparation	3.50	1.13	Good
15. Parents recommend relevant English course of study to students	3.50	1.48	Good
Total	3.49	1.24	Good

In Regular program, students' five agreements about parental encouragement towards English study are parents assist students on the subject of an assignment. Parents help students revise English comprehension. Parents encourage students to learn an extracurricular English. Parents advise students asking for help from lecturer when they do not understand English lesson. Parents support students to join English activities eg. English camp or O-Net preparation provided by the school.

In Regular program, students' five disagreements about parental encouragement towards English study are parents join the provided English activities. Parents encourage students' English learning by means of purchasing gadgets that support linguistic comprehension eg. CD, tape, talking dictionary and dictionary. Parents reward students in return for excellent score in English subject. Parents encourage students to listen to radio and television which broadcasting in English. Parents help students find O-Net information.

#### 4.1.8 Parental Support among English program Students

**Table 4.8** Parental encouragement in English learning among the English program students N=52

Variable Factors	$\bar{X}$	SD	Level
Parental encouragement in English learning among the English program students.			
1. Parents play supportive roles for students in relation to homework and assignments.	3.94	1.00	Good
2. Parents help students review English lessons.	3.81	0.95	Good
3. Parents participate in the English activities provided	3.77	0.98	Good
4. Parents support students by means of English conversation.	3.52	1.00	Good
5. Parents are good counsellors about English learning when students have problems with the course.	3.92	0.93	Good
6. Parents encourage students to learn in extracurricular English courses.	4.19	0.82	Good
7. Parents encourage students' English learning by means of purchasing gadgets that support linguistic comprehension e.g. CDs, tape cassettes, talking dictionaries and dictionaries.	4.15	0.83	Good
8. Parents reward students for excellent scores in English.	3.85	0.89	Good
9. Parents encourage students to listen to radio and television programs broadcast in English.	4.31	0.78	Excellent
10. Parents advise students to ask for help from lecturers when they do not understand English lessons.	4.29	0.70	Excellent
11. Parents support students to join English activities eg. English camp or O-Net preparation provided by the school	4.23	0.83	Excellent
12. Parents help students find O-Net information.	3.60	1.16	Excellent
13. Parents advise students about O-Net sources of information for the examination details and pre-testing.	3.40	1.16	Good
14. Parents support students in studying extracurricular courses for O-Net preparation.	3.71	1.07	Good
15. Parents recommend relevant English courses of study to Students.	4.21	0.78	Excellent
Total	3.93	0.97	Good

In the English program section, the students share the following five opinions in common regarding parental encouragement in English studies: 1) Parents encourage students to learn in extracurricular English courses; 2) Parents encourage students' English learning by means of purchasing gadgets that support language comprehension, such as CDs, tape cassettes, talking dictionaries and other dictionaries; 3) Parents encourage students to listen to radio and television programs broadcast in English; 4) Parents advise students to ask for help from lecturers when they do not understand English lessons and 5) Parents support students in joining English activities e.g. English camps or O-Net preparation provided by the school. In the English program section, the students' displayed the following five disagreements about parental encouragement in English studies: 1) Parents help students to review their English lessons; 2) Parents join the English activities provided; 3) Parents support students via English conversation; 4) Parents help students find O-Net information and 5) Parents support students in preparing for O-Net examinations.

At the same time, the following areas were rated as “excellent”: Parents encourage students to listen to radio and television programs broadcast in English, advise students to ask for help from lecturers when they do not understand English lessons, support students in joining English activities e.g. English camps or O-Net preparation provided by the school and recommend relevant English courses of study to students.

#### 4.1.9 Comparison of Parental Support in the English Learning of the Regular and English program Students

**Table 4.9** The comparison of parental support in the English learning of Regular program students N = 34 and English program students N = 52

Variable Factors	EP students (N = 52)		RP students (N = 34)		t.	sig
	$\bar{X}$	SD	$\bar{X}$	SD		
Parental support in the English learning of Regular program students and English program students	3.93	0.97	3.49	1.24	-2.48	0.02

\*p<.05

The above table shows the degree of parental encouragement on the subject of English skills development in both English and Regular program students. Accordingly, both programs share high average values. The differences in the  $\bar{X}$  values and SD are a typical at 0.44 and 0.28, respectively, and the results are statistically significant ( $p < .05$ ).

According to the questionnaire, it can be concluded that the English and Regular program students agreed on parental encouragement as follows:

1. Parents encourage students to learn in extracurricular English courses.
2. Parents advise students to for help from lecturers when they do not understand English lessons.
3. Parents support students in joining English activities e.g. English camps or O-Net preparation provided by the school.

Regular and English program students disagreed on the following items on parental encouragement:

1. Parents participate in English activities provided by the school.
2. Parents help students find O-Net information.

With reference to Item 3 in the questionnaire, "Parents participate in the English activities provided," the English students gave a rating of "Good" while the Regular program students gave a rating of "Average". This shows that the parents of the students from the English program support their children by participating in English activities at school more than the parents of the students in the Regular program.

With reference to Item 7 in the questionnaire, "Parents encourage students' English learning by means of purchasing gadgets that support linguistic comprehension e.g. CDs, tape cassettes, talking dictionaries and other dictionaries", the English program students gave a rating of "Good", while the Regular program students rated the same area as "Average". This shows that the parents of the students from the English program support their children by buying extra English study materials for them more than the parents of the students in the Regular program.

With reference to Item 8 in the questionnaire, "Parents reward students for excellent scores in English," the English program students gave a rating of "Good", while the Regular program students gave a rating of "Average". This shows that the parents of the students from the English program try harder to reward and encourage their children who achieve good grades in English than the parents of the students in the Regular program.

With reference to Item 9 in the questionnaire, "Parents encourage students to listen to radio and television which broadcasting in English," the English program students gave a rating of "Excellent", while the Regular program students gave a rating of "Average". This shows that the parents of the students from the English program encourage their children to get English content from the media more than the parents of the students in the Regular program.

With reference to Item 10 in the questionnaire, "Parents advise students to ask for help from lecturers when they do not understand English lessons," the English students gave a rating of "Excellent" while the Regular program students gave a rating of "Good". This shows that English program students' parents advise their children to ask their teachers questions when they have any trouble understanding more than the parents of the students in the Regular program.

With reference to Item 11 in the questionnaire, "Parents support students in joining English activities e.g. English camps or O-Net preparation provided by the school," the English program students gave a rating of "Excellent", while the Regular program students gave a rating of "Good". This shows that English program students' parents encourage their children to attend extracurricular English events at school more than the parents of the students in the Regular program.

With reference to Item 13 in the questionnaire, "Parents advise students about O-Net sources of information for the examination details and pre-testing," the English program students gave a rating of "Excellent", while the Regular program students gave a rating of "Average". This shows that the parents of students in the English program stimulate their children in more O-Net test preparation than the parents of the students in the Regular program.

With reference to Item 15 in the questionnaire, "Parents recommend relevant English courses of study to students," the English program students gave a

rating of “Excellent”, while the Regular program students gave a rating of “Good”. This shows that English program students’ parents encourage their children to take part in the English standard tests more than the parents of the students in the Regular program.

According to the questionnaire, it can be said that the parents of students in the English program provided more support for English studies whether in terms of comprehension and teaching media to help develop English learning skills, such as talking dictionaries, CDs or tape cassettes. Furthermore, parents also help by recommending extracurricular sources for English learning while recommending sources for O-Net testing information for students. Therefore, students in the English program have more opportunities to practice English language learning.

At the same time, the parents of students in the Regular program provide English language learning support for students concerning comprehension. For example, they help students and offer advice about lessons and assignments. They also provide support in terms of teaching media to encourage English learning skills to a certain degree and less than the parents of students in the English program.

**4.2 Research Question 2:** What are the differences in teaching and learning materials, teaching processes and parental support between Regular and English programs?

With reference to Research Question 2, we can see the mean score differences for teaching and learning materials, teaching process and parental support of Regular and English program.

#### 4.2.1 The Difference in Teaching and Learning Materials, Teaching Process and Parental Support for the Regular and English programs.

**Table 4.10** Teaching and Learning Materials, Teaching Process and Parental Support for the Regular and English programs

Variable Factors	EP students (N = 52)		RP students (N = 34)		t	Sig.
	$\bar{X}$	SD	$\bar{X}$	SD		
1. The teaching and learning materials for the English program and Regular program	3.76	0.91	3.72	1.00	-0.28	0.78
2. The teaching process for English in the English program and Regular program	3.79	0.90	3.59	1.12	-1.43	0.16
3. Parental support in English learning for the English and Regular program students	3.93	0.97	3.49	1.24	-2.48	0.02

\*p<.05

In relation to the English program, teaching process, media, parental and teacher encouragement, it is indicated that all of these factors are ready and sufficient for the number of students who can apply available learning media competently in order to ameliorate linguistic literacy. Over and above, the school and study syllabus facilitate activities for additional linguistic learning e.g. English camps. In the aspect of teaching procedures, the lecturers in the English program focus on corresponding with students in English during in and outside classroom. In some measure of the teaching process, the lecturers also append a positive deliberation on the English language apart from textbook learning. As for the English program students, parental reinforcement significantly supports students in taking extra English tutorial classes together with purchasing instruments, such as CDs, tape cassettes, talking dictionaries and dictionaries, for learning and developing English skills. Furthermore, parents also encourage students to listen to radio and television programs broadcast in English. Whenever students are faced with learning difficulties, such as failure to comprehend lessons, parents advise them to ask for help from the lecturers. Likewise, parents

support students in participating in English activities e.g. English camp and O-Net exam preparation provided by the school.

While the teaching apparatus and parental reinforcement denotes that teaching and learning processes in the Regular program are ready and sufficient for students' needs to a certain extent. Students extensively use learning media to strengthen English fluency. The findings regarding the aspect of teaching approach were similar to the findings for the English program in that lecturers focus on encouraging positive opinions and English culture to students by means of organizing info-boards on important events like Christmas and Halloween. In addition, the lecturers give students opportunities to practice for O-Net admission testing before the examination actually takes place.

In terms of the parental encouragement perspective for Regular program students, the greatest concern is focused on assisting students with assignments, reviewing English comprehension and support for extracurricular English classes. Whenever students have trouble about learning English, e.g. lesson incomprehension, parents advise them to ask for help from the lecturers. Likewise, parents support students in participating in English activities e.g. English camps and O-Net exam preparation facilitated by the school.

#### **4.3 Research Question 3:** What are the differences in O-Net test results between the Regular and English program students?

The O-Net test contains forty items divided into two sections. Each section consists of 20 items as follows:

Section 1 covers language usage and consists of the following:

Part 1 - Signs: In this part, the students are required to look at each sign and choose the best answers to the questions. Both answers must be correct in order for students to gain one mark. If either of the answers is wrong, the students will not gain any marks.

Part 2 - Questions and Answers: There are two related questions in each item. Students must choose the correct answer to each of the two questions. Both

answer to must be correct in order for students to gain one mark. If either of their answers is wrong, students will not gain any marks.

Part 3 – Dialogues: In this part, the students must read each situation and dialogue carefully. Students must choose the appropriate expression for the first missing part (Item A) and the response/reaction to the expression for the second missing part (Item B). Both answers in Items A and Item B must be correct in order for students to gain one mark. If either of their answers is wrong, students will not gain any marks.

Part 4 - Sentence Completion: In this part, the students must read each sentence carefully then choose the item (A) that best completes the first part of the sentence and choose the item (B) that best completes the second part. Both answers in Items A and B must be correct in order for students to gain one mark. If either of their answers is wrong, students will not gain any marks.

#### Section 2 - Reading Ability

This section contains two parts, i.e. Vocabulary and Reading Comprehension. Each part has its own directions. The students must read the passages carefully and choose the best answers. The students will gain one mark for each correct answer.

##### Part 1 - Vocabulary

##### Part 2 - Reading Comprehension

The English O-Net score results for the English program students are shown in Table 4.11 and the English O-Net score results for the Regular program students are shown in Table 4.12 as follows:

### 4.3.1 The English O-Net score of Regular program students

**Table 4.11** The mean value for English O-Net scores of the Regular program students

Regular program Students (N=34)	$\bar{X}$	SD
Section 1 (20 points)	6.60	2.36
Section 2 (20 points)	6.24	2.10
Total Score (40 points)	12.82	3.60

The table shows the mean level of English O-Net scores in each section for the Regular program student. The mean scores for Sections 1 and 2 are 6.60 and 6.24, respectively. The mean score of these two sections are at the low level when compared with the English program students as supported in the following teacher interview:

**Interviewer :** *Do students have satisfactory O-net outcomes as expected in terms of the school objectives, especially in English?*

**TT :** *“Quite satisfactory overall, but not good enough when compared with the English program students.”*

The interview data about English learning proficiency in all aspects of Thai teachers can be supported as follows:

**Interviewer :** *Do students have satisfactory learning proficiency in all aspects as expected in terms of the school objectives, especially in English?*

**TT :** *“It’s fair.”*

According to the table, it can be seen that the students in the Regular program had low O-Net test scores in both sections, which may indicate that the English language ability of the students in the Regular program was ranked as “Satisfactory”, which was supported by the interview response of one English teacher who commented on satisfaction in O-Net test scores that the scores were satisfactory to a certain degree.

### 4.3.2 English O-Net Scores for the English program Students

**Table 4.12** The mean value for English O-Net scores of the English program students

English program Students (N=52)	$\bar{X}$	SD
Section 1 (20 points)	17.32	2.69
Section 2 (20 points)	16.09	3.29
The Total score (40 points)	33.42	5.10

The table shows the mean for the total score and the mean for each section of the O-Net for the English program students. The mean scores for both sections are at a high level. The mean score for Section 1 is 17.32 with a SD of 2.69 and the mean score for Section 2 is 16.09 with a SD of 3.29. And the total score is 33.42, SD is 5.10

Moreover, the interviews with the English foreign teachers and the head of the English program indicated sufficient support for O-net test preparation and encouraging the students in seeking O-net test information. Thus, the English program students achieved high scores. As shown in the following teacher interviews:

**Interviewer :** *Do you prepare your students for O-NET testing? If so, how?*

**FT:** *“Of course, by teaching them with Thai curriculum because the O-Net test comes from Thai curriculum.”*

**Interviewer :** *Do you prepare your students for O-NET testing? If so, how?*

**HP :** *“We prepare the students by giving them information on O-Net testing by posting it on information boards in every class and also hold special classes for reviewing English grammar for the students.”*

The interviews with the director and foreign teachers about satisfaction regarding students' O-net test results are shown below:

**Interviewer :** *Do students have satisfactory O-net outcomes as expected in terms of the school objectives, especially in English?*

**FT :** *“Yes, sure. 85% of them get high scores.”*

**Interviewer :** *Do students have satisfactory outcomes as expected in the school objectives, especially in English?*

**DA :** *“I am satisfied because the O-net scores of the students are at a high level by national standards.”*

#### 4.3.3 Comparison of O-Net Scores in Each Section for the Regular Program Students and English program Students

**Table 4.13** The comparison of O-Net scores in each section for the Regular program Students and English program Students

Population	English program Students (N=52)		Regular program Students (N=34)		t	Sig.
	$\bar{X}$	SD	$\bar{X}$	SD		
Section 1	17.32	2.69	6.60	2.36	-19.53	0.00
Section 2	16.09	3.29	6.24	2.10	-17.05	0.00
The Total score (40 scores)	33.53	5.09	12.82	3.60	-22.07	0.00

\*p<.05

According to the table, it can be summarized that the English program students had higher scores than the Regular program students in Section 1, whereby the difference of  $\bar{X}$  is 10.72 and the SD is 0.33. These findings are statistically significant (p<.05). In section two, the English program students show higher scores than the Regular program students whereby the difference of  $\bar{X}$  is 9.75 and the SD is 1.19. These findings are statistically significant (p<.05). Therefore, the indication is that the English program students are proficient in linguistics and have stronger theoretical competency than Regular program students. Also, the interviews with the head of the English program who mentioned the language fluency of the English program students is pointed out here:

**Interviewer :** *Are the students' O-Net examination results in English satisfactory or not?*

**HP :** *“Well, the English program will be graded in the first place. Students will be screened at the beginning, and so will the readiness of their families. So, it's not surprising that the English results, or even O-Net scores, are very satisfying”.*

The interview with the head of the above program illustrates the satisfaction of the head of the program toward the overall O-Net test scores achieved by the English program students in the subject of English. Furthermore, it can be said of the higher O-Net scores of the students may in part be due to the factors concerned with teaching media, teaching process and parental support in English studies.

#### 4.4 Conclusion

According to the data analysis, it is indicated that English program students have higher English and O-Net competency than Regular program students with better language usage and reading ability. In terms of teaching media, teaching approaches and parental reinforcement, English and Regular program students are all set within the same fields. For example; students from both programs learn to use more language knowledge-based networks, such as multimedia and computers.

In English program an innovative teaching approach gains more interest from students. Every assessment is announced to students via Face book. Lecturers enrich English culture and attitudes for students, and communicate in English both during and after class hours. In the Regular program, lecturers assign students to arrange an event board with themes such as Christmas to strengthen English cultural knowledge. Lecturers have prepared students in the English subject for O-Net by using previous exams for pre-tests. However, Thai is frequently used during and after classroom, while English is only used for some communications.

In the English program, parents encourage students to take extra English courses. In addition, they purchase supportive devices like CDs, tapes, talking

dictionaries or other dictionaries. They also encourage students to listen to radio and television programs broadcast in English. Parents advise students to ask for help from lecturers when they do not understand English lessons. Parents support students to join English activities e.g. English camp or O-Net preparation provided by the school.

In the Regular program, parents help students with homework or assignments and review lesson comprehension in English. Parents encourage students to study extracurricular English. Moreover, they advise students to ask for help from lecturers when they do not understand English lessons. Finally, parents also support students in joining English activities e.g. English camps or O-Net preparation provided by the school.

O-Net Score Outcome regarding the scores for each section, the English program students achieved higher scores than the Regular program students. The total score for the English program students was at a high level ( $\bar{X} = 33.53$ ) with statistical significance ( $p < .05$ ), while the score of the Regular program students was at a low level ( $\bar{X} = 12.82$ ). These findings, therefore, can support Research Question 3, “What are the differences in O-Net test results between the Regular and English program students?”, in that the English program students have higher English ability and English O-net ability than the Regular program students.

It can be concluded that the students’ English achievement is supported by teaching and learning materials as well as the teaching process and parental support.

While the O-Net scores for the students in the Regular program are lower, we might say that the factors of teaching and learning materials, teaching process and parental support may partially affect students’ O-Net scores to a certain degree, but to a lesser degree than for the students in the English program.

## **CHAPTER V**

### **CONCLUSION DISCUSSION AND RECOMMENDATIONS**

This chapter presents the research findings in four sections. The first section presents an overview of the research. The second section describes the conclusions drawn from the study. The third section discusses the research and the fourth section proposes recommendations for further studies. These sections are outlined as follows:

- 5.1 Overview
- 5.2 Conclusion
  - 5.2.1 Teaching materials
  - 5.2.2 Teaching process
  - 5.2.3 Parental support
  - 5.2.4 O-Net scores
- 5.3 Additional Findings
- 5.4 Discussion
- 5.5 Recommendations

#### **5.1 Overview of the Research**

The objectives of this research was to study the teaching and learning processes of the English and Regular programs, and to compare the teaching and learning processes of both programs with further comparison of the English O-Net scores between the English and Regular program students.

##### **5.1.1 Three research questions are addressed in the present study:**

5.1.1.1 What are the perceptions of students in Regular and English programs toward teaching and learning materials, teaching processes and parental support?

5.1.1.2 What are the differences in teaching and learning materials, teaching processes and parental support between Regular and English programs?

5.1.1.3 What are the differences in O-Net test results between the Regular and English program students

## **5.1.2 The variables in this study comprise the following:**

### 5.1.2.1 Program Type

- Regular program
- English program

### 5.1.2.2 Teaching Processes

- Curriculum
- Teaching materials
- Teachers' teaching process
- Parental support

## **5.1.3 Output**

### 5.1.3.1 Students' English O-Net scores

Mutthayomwatnairong School was chosen as the setting for conducting this research. A total of 94 questionnaires were used with the English program students and the Regular program students. Of these, 87 questionnaires were returned (52 from the English program students and 34 from the Regular program students).

Descriptive statistics (mean and standard deviation and t-test) were used to analyze data by SPSS with Microsoft Office (Excel) for teaching materials, teaching process and parental support.

Descriptive analysis was used to analyze the interviews with the director, the head of the English program and teachers who are both Thai and foreigners.

## 5.2 Conclusion

In this part, the researcher summarizes the findings of the study into four parts i.e. teaching materials, teaching process, parental support and O-Net scores of the Regular and English program students. The findings are as follows:

### 5.2.1 Teaching Materials

The teaching materials for the English program students were all at a good level ( $\bar{X} = 3.87$ ,  $SD = 0.88$ ), while the teaching materials for the Regular program students were the same i.e. all were at a good level ( $\bar{X} = 3.77$ ,  $SD = 0.99$ ). These findings were not statistically significant ( $p > 0.005$ ). According to the mean and SD value, it can be concluded that English program students have more satisfaction about teaching materials than Regular program students.

### 5.2.2 Teaching Process

The teaching processes in the English program were all at a good level ( $\bar{X} = 3.79$ ,  $SD = 0.90$ ), while the teaching process in the Regular program was mostly at a good level, but some were at an average level ( $\bar{X} = 3.63$ ,  $SD = 1.10$ ). These findings were not statistically significant ( $p > 0.005$ ). According to the mean and SD value, it is indicated that the English program students have greater satisfaction regarding the teaching process than the Regular program students. Moreover, teachers who use teaching materials such as multimedia and internet are different from the teaching process in the Regular program teachers who use fewer of these higher-tech materials.

### 5.2.3 Parental Support

The parental support of the English program students was mostly at a good level with some students giving ratings at an excellent level ( $\bar{X} = 3.93$ ,  $SD = 0.97$ ), while the parental support for the Regular program students was mostly at a good level with some students giving ratings at an average level ( $\bar{X} = 3.49$ ,  $SD = 01.24$ ). These findings are statistically significant ( $p < 0.005$ ). According to the average and SD values, it is indicated that the English program students have greater satisfaction regarding parental support than the Regular program students. The parents of English program students encourage their students to attend English activities provided by the

school and buy English teaching materials, such as English dictionaries or talking English dictionaries, etc.

#### 5.2.4 Students' English O-Net Scores

The English O-Net scores for the English program students were ( $\bar{X} = 17.32$ ,  $SD = 2.69$   $p < 0.05$ ) for Section 1, while the same scores for Section 2 were ( $\bar{X} = 16.09$ ,  $SD = 3.29$   $p < 0.05$ ). The English O-Net scores for the Regular program students in Section 1 were ( $\bar{X} = 6.60$ ,  $SD = 2.36$ ,  $p > 0.05$ ), while the same scores for Section 2 were ( $\bar{X} = 6.24$ ,  $SD = 2.10$ ,  $p > 0.05$ ) The gap for Section 1 was 10.72 and the gap for Section 2 was 10.25, thus showing that the English program students have more English efficiency than the Regular program students.

### 5.3 Additional Findings

According from teacher interviewing, the researcher found the significant differences between Regular program and English program as follows;

5.3.1 The differences between administrative procedures; GPA is used as standard factor in both program, but students whose GPA are higher are chosen in English program.

5.3.2 Parental Support; most English program students have sufficient encouragement from parents as well as financial support for tuition fees.

5.3.3 Individual English Abilities; most English program students naturally have more English abilities than Regular program students.

5.3.4 The differences between teaching process as well as teaching materials; the context of English learning in schools is not only text book learning, which has a higher level than the textbooks used by the general level of students. Besides, the teaching hours of English classes in English program are more frequently than Regular program. Moreover teaching materials of the English program are more sufficient and up-to-date, as well as the teaching methods of English teachers, including encouragement from parents, all of which are more prevalent than in the Regular program.

5.3.5 As for teaching process in Item 12, “Teachers advise students beforehand about O-Net sources of information or websites”, the responses to the questionnaire ranked satisfaction on this topic at “Average”, while the interview responses of native Thai English teachers about O-Net testing preparation for students were as follows:

**Interviewer :** *Do you prepare your students for O-NET tests? If so, how?*

**TT :** *Yes, I do. I prepare the students for O-Net test admission by contributing previous papers in favor of students' preparation.*

Therefore, it is significant that students would expect to get more information or practice more in O-Net test paper before taking the O-Net test formally.

## 5.4 Discussion

This section presents the discussion of the research findings obtained from the study and suggestions for improving the English teaching and learning processes for the English and Regular program students at Mutthayomwatnairong School. The discussion follows the order of the findings for the research questions: (1) What are the perceptions of students in English and Regular programs toward teaching and learning materials, teaching processes and parental support? (2) What are the differences in teaching and learning materials, teaching processes and parental support between English and Regular programs? (3) What are the differences in O-Net test results between the English and Regular program students?

This part can be outlined as follows:

5.4.1 The teaching and learning materials for the English and Regular programs.

This part discusses the teaching and learning materials for the English and Regular programs, and how these two programs are similar or different in terms of the materials used.

#### 5.4.2 The Teaching Process

This part discusses the teaching processes employed by teachers and what techniques teachers apply in class while further addressed the differences in teaching processes of the two programs.

#### 5.4.3 Parental Support

This part discusses parental support and compares how parents offer different levels of support for English program students and Regular program students.

#### 5.4.4 O-Net Test Results

This part addresses the differences in the O-Net scores of English and Regular program students.

##### 5.4.4.1 The Teaching Materials for the English and Regular programs

The research findings on the subject of teaching media reveal the correlation premise that English program students have greater satisfaction regarding teaching media than the Regular program students. The English program provides ICT and effective teaching approaches focused on practice rather than theoretical study. Learning approaches and teaching media have the underlying goal of practical English fluency. Students take core subjects and 3-4 minor courses each semester. Students are also required to take other subjects using English as a medium in all cases, except for Thai and Buddhism. Sufficient learning tools for the English program students are efficiently used in each class hour as can be seen from one foreign lecturer's interview, *"I use Many materials in class such as Power Point presentations, computers, CDs and also newspapers."* And from the head of the English program, *"Well, it can be seen that we have equipped projectors and Internet in every room in the English program because our education system should have ICT support and gradually develop."*

In the Regular program, learning approaches and teaching media have two significant paths – core English subjects and supplementary English courses. Core subjects are mainly taught by Thai lecturers while native speaking lecturers teach the latter courses. Multimedia is partly used during class as seen from the following response from one lecturer: *"Well, it is partly used; frequently, but not always"*.

This investigation is likely associated with Payukmak (2551) in “Factors Affecting the English Communicative Ability of English program Students”. According to the study of Wuttiya Payukmak, school factors were found to include provision of adequate materials and learning resources, good management and recognition of the importance of English language learning and teaching. The research indicates that the learning processes and media apparatus in the English program have been prepared better than in the Regular program in which is related to Research Hypothesis 1 in that Matthayom 3 students in English program have better results in terms of teaching materials than the Matthayom 3 students in the Regular program.

#### 5.4.4.2 Teaching Process of Teachers in the English and Regular programs

Regarding teaching management, evaluating academic proficiency motivates students in the English program. To make an assessment, English interactive communication will be conducted along with tutoring outside the classroom. Additionally, assignments manifestly help students prove English fluency through the internet and other printed media. On the other hand, Regular program lecturers seem to motivate students to participate in class by offering extra points. An assessment only takes place after class ends, which is not as frequent as in the English program. According to one Thai lecturer in the Regular program, *“It depends on the lesson. Sometimes it takes more or less time to end a chapter and we hold a test after each chapter.”*

According to the research findings, the students in the English program were found to have greater satisfaction regarding the teaching processes of English teachers than the students in the Regular program whereby the students’ satisfaction and opinions differed in terms of the following three aspects: 1. Teachers consistently communicate with students in English throughout class hours; 2. Lecturers assign students to deepen their understanding about English matters through various media e.g. internet, English newspapers, music and movies; 3. Lecturers advise students beforehand about O-Net sources of information or websites.

This investigation is related to the study of Boonnimit Lugsana (2542), who studied the relationships among roles of parents, teachers and peers in supporting English learning, finding positive relationships between the roles

of parents, teachers and peers in supporting English learning and English learning motivation. In addition, the research of Payukmak Wuttiya (2551) about “Factors Affecting the English Communicative Ability of English program Students”, which indicated that classroom-based factors comprised student’ attention and practice, cooperation and self-confidence, various teaching techniques and ability to motivate class interaction in a relaxing and fun atmosphere.

With regard to all aspects of the exploration, we can say that the teaching process in English program met with greater success than that of the Regular program, because the lecturers attempt to fortify students in a practicable approach by communicating in English during and after class.

#### 5.4.4.3 Parental Support

In English program, parents support students with educative devices, such as CDs, tape cassettes, talking dictionaries and other dictionaries, as well as encouraging them to learn English from bilingual television and radio broadcasting. Likewise, the parents of the students in the Regular program recommend students to diminish lesson impediment by asking lecturers for help. At some point, parents in the Regular program help students with assignments and review English lessons. Furthermore, parents in the Regular program also support students in taking extra English courses and encourage students to join in English activities. According to the opinions of students in both programs, the difference of parental support in the English program is that parents reinforce English conversation and reward students when they achieve good grades.

According to the study of Payukmak Wuttiya (2551), “Factors Affecting English Communicative Ability of English program Students”, it was revealed that parents represent a significant factor affecting students’ success in English. Similarly, according to the findings of this study, it can be concluded that additional factors affecting students’ English communication ability were found to were students’ aptitude and family support. The research of Nonthapakdee Primrose (2547), “A Multi-Case Study Research for Studying the Operations of Bilingual Schools” indicated that students' family background was a supportive factors for studying in bilingual schools. Moreover, according to the study of Sumonwiriya Suparuthai (2550), “A Comparison of Out-of-Class English Language Learning

Activities, Learning Strategies and Attitudes Toward Autonomous English Language Learning of English program and Regular program Students”, the findings show the factors affecting high and low autonomous learners in this study to be intrinsic motivation, metacognitive knowledge about tasks and strategies, and support from school and family.

Above of all, the findings can support that parental encouragement improves English studies and is associated with students’ success, which correspond to the Research Hypothesis 3 in that Matthayom 3 students in the English program have better results for parental support than the Matthayom 3 students in the Regular program.

#### 5.4.4.4 English O-Net Test Results

According to the research findings on the O-Net English subject, the average scores for the English program students were higher than the Regular program students. According to the integrated point average, the English program students achieved a high ranking at  $\bar{X} = 33.53$ . On the other hand, the Regular program students achieved a low ranking at  $\bar{X} = 12.82$ . Regarding one native-speaking lecturer’s viewpoint on student readiness for O-Net testing, *“Of course; by teaching them with Thai curriculum because the O-Net test comes from Thai curriculum”*. This finding concurs with expected satisfactory scored-tests from foreign lecturers who comment that *“Yes, sure. 85% of them get high scores.”*

Regular program students’ test results are likely to be poorer when compared to English program students. According to one Thai lecturer’s viewpoint about O-Net scores, *“It is acceptable and satisfactory. However, it definitely cannot be compared to the English program students overall.”* The head of the English program offered support on the same topic, *“Well, the English program students will be graded in the first place. Students will be screened at the beginning, including the readiness of their family. So, it’s not surprising, the English results, or even O-Net scores, are very satisfying.”*

In Sumonwiriya Suparuthai’s study (2550), ‘A Comparison of Out-of-Class English Language Learning Activities, Learning Strategies and Attitudes toward the Autonomous English Language Learning of English program and Regular program Students’, the findings revealed that English program students reported doing

English activities outside class more often than Regular program students at the statistically significant level of 0.05. English program students were found to use all learning English strategies more often than Regular program students at the statistically significant level of 0.05 and English program students seemed to have higher positive attitudes toward autonomous English language learning at the statistically significant level of 0.05

In brief, the research findings support all of four research hypotheses in that Matthayom 3 students in the English program have better results in teaching materials than the Matthayom 3 students in the Regular program. Furthermore, Matthayom 3 students in the English program have better results in the teaching process than the Matthayom 3 students in the Regular program. Moreover, Matthayom 3 students in the English program have better results in parental support for teachers than the Matthayom 3 students in the Regular program and Matthayom 3 students in the English program have higher O-net scores than the Matthayom 3 students in the Regular program.

The findings from the English and Regular programs can be explained in that appropriate and sufficient teaching materials effectively enhance English language teaching and provide various ways of learning with modern and fast data transmission. Moreover, well-prepared teaching techniques from instructors motivate students to learn. In addition, offering advice to access alternative language learning resources and counseling about learning English difficulties reinforces students to pursue better learning achievements. Finally, learning English with parental support can strengthen student success in learning from English from media i.e. broadcasting, joining English learning activities from schools and rewarding when students achieve higher English scores. As previously mentioned, these factors obviously matter in students' learning English achievement, even with regard to O-Net scores. This study can support the research as follows:

*Although English and Regular programs are operated in the same school, the educational environment appears to be different. According to the rationale of establishing English programs, there are three aspects which can be used to distinguish these two programs: medium of instruction, foreign teachers and facilities. In the English program, the English language is used as the medium of instruction,*

*while the Thai language is used in the Regular program. Also, students in the English program need to use English for communication with foreign teachers and for their learning (Ministry of Education, 2001).*

## **5.5 Implementation and Recommendations**

According to the findings of the present study, implementation and recommendations for further studies should be carried out to gain beneficial information as well as a deeper understanding of English teaching and learning in English and Regular programs. Methods of application are recommended below:

### **5.5.1 Implementation of the Study**

5.5.1.1 The score on the questionnaire covering teaching process in the Regular program was found to be “Average”, so teachers should give greater importance to communicating with students in English throughout class hours, giving students assignments to deepen their understanding about English matters from various media e.g. internet, English newspapers, music and movies, and advise students beforehand about O-Net sources of information or websites.

5.5.1.2 According to the findings on Regular program students' O-Net scores, teachers should provide support and extra tutorial classes for the purpose of increasing students' self-assurance for the real exam.

5.5.1.3 Parents of Regular program students should be involved in English academic encouragement by recommending sources of information in order to build students' English fluency.

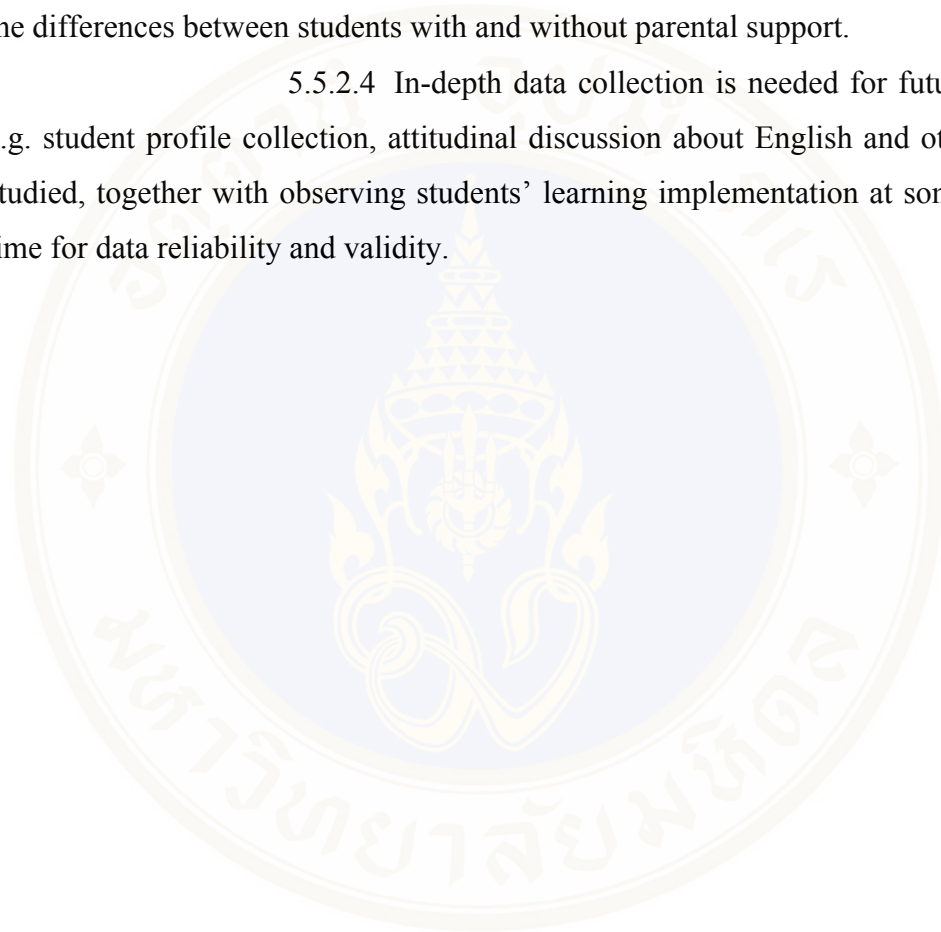
### **5.5.2 Recommendations for Further Research**

5.5.2.1 Further study should focus on English programs influenced by the differences in government and private schools with the intention of identifying intersects or diversity as well as locating teaching obstacles in order to further the development of teaching practice in English programs in the future.

5.5.2.2 Subsequent investigations should study the correlations of each variable affecting O-Net scores and the success of English learning in order to widen scholastic vision to advance students' English skills.

5.4.2.3 Studies should be conducted on factors affecting O-Net testing scores in English, e.g. parental support for English studies by exploring the differences between students with and without parental support.

5.5.2.4 In-depth data collection is needed for future research, e.g. student profile collection, attitudinal discussion about English and other subjects studied, together with observing students' learning implementation at some period of time for data reliability and validity.



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## APPENDIX A

### THE LETTER OF PERMISSION



สถาบันวิจัยภาษาและวัฒนธรรมเอเชีย  
มหาวิทยาลัยมหิดล ถนนพุทธมณฑล สาย ๔  
ศาลายา พุทธมณฑล นครปฐม ๗๓๑๗๐  
โทร.๐๒-๘๐๐-๒๓๐๘-๑๔ ต่อ ๓๑๐๑,๓๑๓๓  
โทรสาร ๐๒-๘๐๐-๒๓๓๒

ที่ ศธ ๐๕๑๗.๒๐/ ๓๔๖๐  
วันที่ ๒๑ ตุลาคม ๒๕๕๓  
เรื่อง ขออนุญาตเก็บข้อมูล  
เรียน ผู้อำนวยการ โรงเรียนมัธยมวัดนายโรง

เนื่องด้วย นางสาวพรนภัส ทับทิมอ่อน รหัสประจำตัวนักศึกษา ๔๕๓๗๘๗๓ LCCD/M  
หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาและวัฒนธรรมเพื่อการสื่อสารและการพัฒนา วิชาเอก  
การสอนภาษา สถาบันวิจัยภาษาและวัฒนธรรมเอเชีย มหาวิทยาลัยมหิดล ได้รับอนุมัติให้ทำวิทยานิพนธ์เรื่อง  
"การรับรู้ของนักเรียนต่อหลักสูตรภาษาอังกฤษและหลักสูตรปกติ" ในการนี้ นักศึกษา มีความประสงค์จะขอ  
สัมภาษณ์ท่านผู้อำนวยการ ครูผู้รับผิดชอบรายวิชาภาษาอังกฤษ นักเรียนชั้นมัธยมศึกษา ปีที่ ๖ ที่ศึกษา  
หลักสูตรภาษาอังกฤษและหลักสูตรปกติ เกี่ยวกับข้อมูลพื้นฐานของหลักสูตรฯ กระบวนการเรียนการสอน  
และผลการดำเนินการของ English program ตั้งแต่เดือนตุลาคม - ธันวาคม ๒๕๕๓ เพื่อนำข้อมูลมา  
ประกอบการทำวิทยานิพนธ์เรื่องดังกล่าว ทั้งนี้หากประสงค์จะทราบรายละเอียดเพิ่มเติม โปรดติดต่อนักศึกษา  
หมายเลขโทรศัพท์ ๐๘๕-๑๕๔๐๐๓๖

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ข้อมูลแก่นักศึกษาคด้วย จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(อาจารย์สิรินทร พิบูลพานูวัธน์)

รองผู้อำนวยการฯ ฝ่ายบริหาร รักษาการแทน

ผู้อำนวยการสถาบันฯ

## APPENDIX B THE QUESTIONNAIRE

แบบสอบถามนักเรียนเกี่ยวกับการรับรู้ของ  
นักเรียนต่อ Thai and English Program

**คำชี้แจง**

1. แบบสอบถามนี้แบ่งออกเป็น 4 ตอน  
 ตอนที่ 1 ข้อมูลทั่วไปของนักเรียน  
 ตอนที่ 2 แบบสอบถามนักเรียนเกี่ยวกับ สื่อการเรียนการสอน  
 ตอนที่ 3 แบบสอบถามนักเรียนเกี่ยวกับ ครู ผู้ปกครอง
2. ให้นักเรียนอ่านข้อความแต่ละข้อและทำเครื่องหมาย ✓ ลงในช่องว่างหลังข้อความที่ตรงกับระดับความเป็นจริงของนักเรียนมากที่สุดเพียงข้อเดียวเท่านั้น โดยในการตอบแต่ละข้อมีความหมาย ดังนี้
 

5	หมายถึง	ข้อความนั้นตรงกับสภาพความเป็นจริงของนักเรียนมากที่สุด
4	หมายถึง	ข้อความนั้นตรงกับสภาพความเป็นจริงของนักเรียนมาก
3	หมายถึง	ข้อความนั้นตรงกับสภาพความเป็นจริงของนักเรียนปานกลาง
2	หมายถึง	ข้อความนั้นตรงกับสภาพความเป็นจริงของนักเรียนน้อย
1	หมายถึง	ข้อความนั้นตรงกับสภาพความเป็นจริงของนักเรียนน้อยที่สุด

	คำถาม	ระดับความคิดเห็น				
		5	4	3	2	1
0	สื่ออุปกรณ์ที่โรงเรียนจัดหาให้มีความเพียงพอ			✓		
00	นักเรียนไม่มีความสุขในการเรียน					✓

จากตัวอย่างข้อ 0 แสดงว่า ข้อความนั้นตรงกับสภาพความเป็นจริงของนักเรียนปานกลาง  
 จากตัวอย่างข้อ 00 แสดงว่า ข้อความนั้นตรงกับสภาพความเป็นจริงของนักเรียนน้อยที่สุด

**ตอนที่ 1**

1. ชื่อ \_\_\_\_\_
2. โรงเรียน \_\_\_\_\_
3. เรียนใน โครงการภาษาอังกฤษในโรงเรียนเป็นเวลา \_\_\_\_\_ ปี

**ตอนที่ 2 แบบสอบถามนักเรียนเกี่ยวกับ กระบวนการเรียนการสอน สื่อการเรียนการสอน**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. สื่ออุปกรณ์การเรียน เช่น คอมพิวเตอร์ สื่อมัลติมีเดีย มี<br>ความทันสมัย และเพียงพอต่อจำนวนความต้องการของนักเรียน   | 5 | 4 | 3 | 2 | 1 |
| 2. ห้องเรียนมีสื่อการเรียนรู้ที่เอื้อต่อการเรียนรู้ภาษาอังกฤษเพิ่มเติม<br>เช่น บอร์ดคำศัพท์ หนังสืออ่านนอกเวลาภาษาอังกฤษ   | 5 | 4 | 3 | 2 | 1 |
| 3. โรงเรียนได้จัดสื่อการเรียนรู้ เช่น บอร์ดภาษาอังกฤษ<br>ข่าวสารภาษาอังกฤษ นอกเหนือจากในห้องเรียน เพื่อส่งเสริมการ<br>เรียนรู้ภาษาอังกฤษ                           | 5 | 4 | 3 | 2 | 1 |
| 4. นักเรียนสามารถใช้สื่ออุปกรณ์ส่งเสริมการเรียนรู้ภาษาอังกฤษ<br>ที่ทางโรงเรียนจัดหาให้ เช่น คอมพิวเตอร์, มัลติมีเดีย,<br>อิเล็กทรอนิกส์ ได้อย่างสะดวกและคุ้มค่า    | 5 | 4 | 3 | 2 | 1 |
| 5. บริเวณรอบๆ โรงเรียนมีสื่อภาษาอังกฤษ เช่น ป้าย, บอร์ด อย่าง<br>พอเพียงเพื่อเสริมการเรียนรู้แก่นักเรียน   | 5 | 4 | 3 | 2 | 1 |
| 6. โรงเรียนได้จัดหาสื่อคอมพิวเตอร์อย่างเพียงพอต่อความต้องการ<br>ของนักเรียน เพื่อส่งเสริมให้นักเรียนค้นคว้าหาความรู้ทางด้าน<br>ภาษาอังกฤษเพิ่มเติม                 | 5 | 4 | 3 | 2 | 1 |
| 7. โรงเรียนมีห้องปฏิบัติการทางภาษา ห้องสมุดเอื้อต่อการเรียนรู้<br>และฝึกฝนทักษะภาษาอังกฤษของนักเรียน   | 5 | 4 | 3 | 2 | 1 |
| 8. โรงเรียนได้จัดกิจกรรมที่ส่งเสริมการเรียนรู้ทักษะภาษาอังกฤษ<br>เพิ่มเติมทั้งในและนอกห้องเรียน เช่น การเข้าค่ายภาษาอังกฤษ การ<br>จัดแข่งขันความรู้ทักษะภาษาอังกฤษ | 5 | 4 | 3 | 2 | 1 |
| 9. โรงเรียนได้จัดโครงการเตรียมสอบ o-net เพื่อให้ให้นักเรียนมีความ<br>พร้อมในการสอบ โดยเฉพาะวิชาภาษาอังกฤษ  | 5 | 4 | 3 | 2 | 1 |

### ตอนที่ 3 แบบสอบถามนักเรียนเกี่ยวกับ ครู ผู้ปกครอง

#### กระบวนการสอนของครู

10. ครูผู้สอนมีการสอดแทรกเกม กิจกรรมระหว่างการเรียนรู้เพื่อให้ นักเรียนผ่อนคลาย	5	4	3	2	1
11. ครูผู้สอนใช้ภาษาอังกฤษเป็นสื่อในการสอนตลอดชั่วโมง	5	4	3	2	1
12. ครูผู้สอนสอดแทรกเนื้อหาความรู้ภาษาอังกฤษได้เพิ่มเติม และ แปลกลีหม่นนอกเหนือจากหนังสือเรียน	5	4	3	2	1
13. ครูผู้สอนสร้างบรรยากาศในการเรียนภาษาอังกฤษเพื่อให้นักเรียน สนุกสนาน และมีความสุขกับการเรียน	5	4	3	2	1
14. ครูผู้สอนสร้างเสริมทัศนคติที่ดีต่อภาษาอังกฤษให้แก่นักเรียน นอกเหนือจากการสอนในบทเรียน	5	4	3	2	1
15. ครูได้มอบหมายงานให้นักเรียนค้นคว้าเพิ่มเติมเกี่ยวกับ ภาษาอังกฤษจากสื่ออื่นๆ หลากหลายเช่น อินเทอร์เน็ต หนังสือพิมพ์ภาษาอังกฤษ เพลง หนังสือ	5	4	3	2	1
16. ครูได้ชักจูงให้นักเรียนสนใจเรียนภาษาอังกฤษโดยบอก ประโยชน์ของภาษาอังกฤษ	5	4	3	2	1
17.ครูได้เสริมกิจกรรมภาษาอังกฤษในชั้นเรียนที่เหมาะสมกับ บทเรียน เช่น การเล่นเกมภาษาอังกฤษ, การแสดงละคร ภาษาอังกฤษ	5	4	3	2	1
18. ครูผู้สอนทำให้นักเรียนรู้จักวัฒนธรรมของชาวต่างชาติโดยการให้ จัดบอร์ดวันสำคัญ เช่น วันคริสต์มาส วันฮาโลวีน	5	4	3	2	1
19. ครูผู้สอนได้สอนทบทวนภาษาอังกฤษให้นักเรียนเพื่อเตรียมตัว พร้อมสอบ o-net	5	4	3	2	1
20. ครูผู้สอนนำข้อมูลเกี่ยวกับการสอบ o-net มาแจ้งให้นักเรียนทราบ เสมอ	5	4	3	2	1
21. ครูผู้สอนได้แนะนำแหล่งค้นหาข้อมูล หรือเว็บไซต์ การสอบ o-net เพื่อให้นักเรียน ได้ศึกษารายละเอียดก่อนสอบ	5	4	3	2	1
22. ครูให้คำปรึกษาด้านการเรียนภาษาอังกฤษนอกเวลาเรียน	5	4	3	2	1
23. ครูได้นำผลการสอบมาแจ้งให้นักเรียนทราบหลังจากการสอบทุก ครั้ง เพื่อเป็นแนวทางในการสอบครั้งต่อไป	5	4	3	2	1
24. ครูได้ชมเชยนักเรียนเมื่อนักเรียนตอบคำถามภาษาอังกฤษได้ ถูกต้อง	5	4	3	2	1

### การสนับสนุนของผู้ปกครอง

25. ผู้ปกครองมีส่วนช่วยเหลือนักเรียนในเรื่องของการบ้าน งานที่ได้รับมอบหมาย	5	4	3	2	1
26. ผู้ปกครองช่วยทบทวนความรู้ภาษาอังกฤษแก่นักเรียน	5	4	3	2	1
27. ผู้ปกครองของนักเรียนเข้าร่วมกิจกรรมทางภาษาอังกฤษที่โรงเรียนจัดขึ้น	5	4	3	2	1
28. ผู้ปกครองช่วยส่งเสริมการเรียนรู้ภาษาอังกฤษของนักเรียนโดยการพูดภาษาอังกฤษกับนักเรียน	5	4	3	2	1
29. ผู้ปกครองเป็นที่ปรึกษาที่ดีเมื่อนักเรียนมีปัญหาเกี่ยวกับการเรียนภาษาอังกฤษ	5	4	3	2	1
30. ผู้ปกครองส่งเสริมให้นักเรียนเรียนพิเศษวิชาภาษาอังกฤษเพิ่มเติม	5	4	3	2	1
31. ผู้ปกครองส่งเสริมการเรียนรู้ภาษาอังกฤษของนักเรียนโดยการใช้อุปกรณ์ส่งเสริม และพัฒนาการเรียนภาษาอังกฤษ เช่น ซีดี, เทป, talking dictionary, dictionary	5	4	3	2	1
32. ผู้ปกครองให้รางวัลเมื่อนักเรียนได้คะแนนดีในวิชาภาษาอังกฤษ	5	4	3	2	1
33. ผู้ปกครองสนับสนุนให้นักเรียนฟังวิทยุ และรายการโทรทัศน์ที่มีการกระจายเสียงเป็นภาษาอังกฤษ	5	4	3	2	1
34. ผู้ปกครองแนะนำให้นักเรียนขอความช่วยเหลือจากครูเมื่อนักเรียนไม่เข้าใจบทเรียนภาษาอังกฤษ	5	4	3	2	1
35. ผู้ปกครองสนับสนุนให้นักเรียนเข้าร่วมกิจกรรมภาษาอังกฤษ เช่น เข้าค่ายภาษาอังกฤษ, อบรม โครงการเตรียมสอบ o-net ตามที่โรงเรียนจัด	5	4	3	2	1
36. ผู้ปกครองช่วยหาข้อมูลเกี่ยวกับการสอบ o-net ให้นักเรียน	5	4	3	2	1
37. ผู้ปกครองแนะนำแหล่งข้อมูลให้นักเรียนเพื่อค้นหารายละเอียดของการสอบ o-net และข้อสอบ o-net ปีเก่า	5	4	3	2	1
38. ผู้ปกครองได้สนับสนุนให้นักเรียน เรียนพิเศษเพื่อเตรียมความพร้อมในการสอบ o-net	5	4	3	2	1
39. ผู้ปกครองได้แนะนำโปรแกรมการเรียนที่เกี่ยวข้องกับภาษาอังกฤษให้นักเรียน	5	4	3	2	1

## APPENDIX C

### QUESTIONS FOR DIRECTORS

#### English Version

##### Part I General information

1. Name..... Surname.....
2. Date of interview.....  
Time of interview.....  
Place of interview.....
3. Sex.....
4. Degree Certificate.....
5. Duration position.....

##### Part II

##### Curriculum Structure

1. What standards is English program curriculum of your school based on?
2. Who are English program Officials define English program curriculum?
3. How do you manage English program curriculum to suite and conform to students' abilities in your school?
4. Does your school have problems about English program curriculum defining?
5. Does your school provide extracurricular activities?

##### Teachers Qualification

1. What are the criteria to select Thai teachers in your school?
2. What are the criteria to select foreign teachers in your school? Or How do you select foreign teachers?

##### Teaching plan defining

1. Officials who take part in defining teaching plans consist of.....

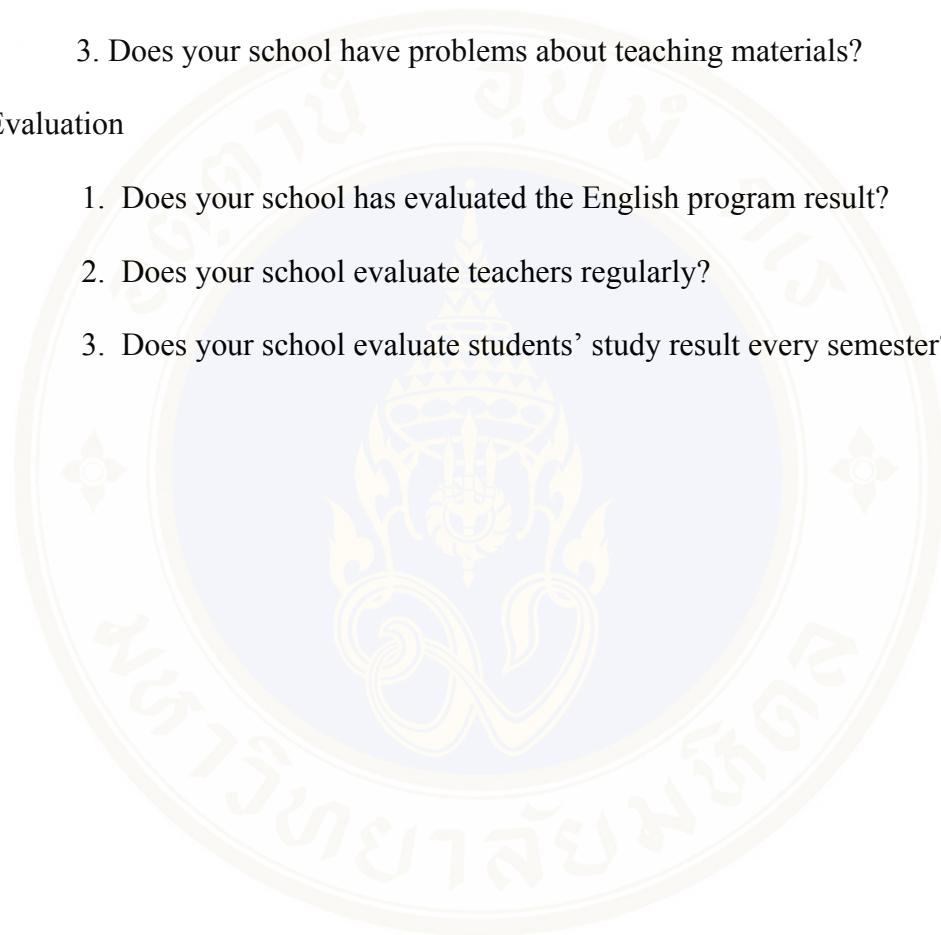
2. Does your school have problems about defining teaching plans?

#### Teaching Materials

1. Does your school have enough teaching materials for students?
2. How your school provides teaching materials?
3. Does your school have problems about teaching materials?

#### Evaluation

1. Does your school has evaluated the English program result?
2. Does your school evaluate teachers regularly?
3. Does your school evaluate students' study result every semester?



**Thai Version**

## แนวคำถามสัมภาษณ์ ผู้อำนวยการ/ผู้บริหาร

## ตอนที่ 1 ข้อมูลทั่วไปของผู้ให้สัมภาษณ์

ชื่อ-สกุล.....

วันที่.....

เวลา.....

สถานที่ .....

เพศ .....

วุฒิการศึกษา .....

ระยะเวลาที่ดำรงตำแหน่งในโรงเรียน .....

## ตอนที่ 2

## โครงสร้างหลักสูตร

1. ผู้ที่มีส่วนร่วมในการวางแผนการจัดหลักสูตร English program ในโรงเรียนของท่านมีใครบ้าง
2. โรงเรียนได้มีการวางแผนเป้าหมายการจัดหลักสูตร English program อย่างไร
3. โรงเรียนของท่านมีปัญหาเกี่ยวกับการวางแผนการจัดหลักสูตร English program หรือไม่
4. โรงเรียนของท่านมีการจัดกิจกรรมเสริมหลักสูตรหรือไม่ อย่างไร
5. โรงเรียนของท่านเปิดหลักสูตร English program มาแล้วกี่ปี
6. ท่านมีเป้าหมายในหลักสูตร English program อย่างไร

## การจัดเตรียมบุคลากร/ครูผู้สอน

1. โรงเรียนของท่านมีวิธีการคัดเลือกครูชาวไทยผู้สอนอย่างไร
2. โรงเรียนของท่านมีวิธีการคัดเลือกครูชาวต่างชาติอย่างไร
3. โรงเรียนของท่านมีการเตรียมและพัฒนาบุคลากรอย่างไร

## การจัดทำแผนการสอน

1. ผู้มีส่วนในการจัดทำแผนการสอน ประกอบด้วยใครบ้าง
2. โรงเรียนของท่านมีปัญหาในการจัดทำแผนการสอนหรือไม่

## สื่อการสอน

1. โรงเรียนของท่านมีสื่อการสอนที่พอเหมาะกับนักเรียนหรือไม่
2. โรงเรียนของท่านมีการจัดเตรียมสื่อการสอนอย่างไร
3. โรงเรียนของท่านมีสื่อการเรียนการสอนประเภทใดบ้างในหลักสูตร English program
4. เกณฑ์ที่ใช้ในการพิจารณาคัดเลือกสื่อการเรียนการสอนคืออะไรบ้าง
5. โรงเรียนของท่านมีปัญหาในด้านของสื่อการสอนหรือไม่

## การประเมินผล

1. โรงเรียนของท่านมีการประเมินติดตามผล โครงการหรือไม่
2. โรงเรียนของท่านมีการประเมินครูผู้สอนเป็นระยะๆหรือไม่
3. โรงเรียนของท่านมีวิธีการวัดผลประเมินผลการเรียนหลักสูตร English program อย่างไร
4. โรงเรียนของท่าน มีโครงการเตรียมพร้อมนักเรียนในการสอบ o-net หรือไม่อย่างไร โดยเฉพาะวิชาภาษาอังกฤษ
5. นักเรียนโรงเรียนของท่านมีผลสัมฤทธิ์การสอบ o-net รายวิชาภาษาอังกฤษที่น่าพอใจหรือไม่
6. นักเรียนโรงเรียนของท่าน มีความสามารถทางด้านภาษาเปลี่ยนไปในทางที่ดีหรือไม่ หลังจากที่ได้ เรียน English program
7. นักเรียนโรงเรียนของท่านสามารถสอบเข้า มหาวิทยาลัยที่มีชื่อในประเทศ/ หรือเรียนต่อต่างประเทศได้อย่างน่าพอใจ และเป็นไปตามเป้าหมายหรือไม่

## APPENDIX D

### English Version

#### Questions for teachers

##### Part I General information

Name..... Surname.....  
Date of interview.....  
Time of interview.....  
Place of interview.....  
Sex.....  
Education.....  
Duration .....

##### Part II

#### Curriculum Preparation

1. Have you ever studied English program curriculum, contents and description before?
2. Are you responsible for organizing the curriculum and related documents?  
/ And how?
3. How do you participate in the design of contents, learning activities based on learner-centered and creative approaches?

#### Instructional Process

1. Do you always use English as communication tool in class?
2. Do you often use various forms of modern technology especially multimedia and internet?
3. Do you always enhance students to acquire knowledge outside the classroom?

4. How do you encourage students to participate class activities?
5. Do you prepare your students for O-NET test? And how?
6. How do you plant good attitude toward English on students?
7. How do you imply English culture in lessons to students?
8. What techniques are used when doing any English activities?
9. How is your aim of teaching English?

### **Teaching Materials**

1. What kind of teaching materials do you apply in class?
2. What criteria do you use to choose instructional materials?
3. Do you use various forms of teaching materials in every class?
4. What language do you use as a tool in communication with students in classroom?
5. What language do you use as a tool in communication with students outside classroom?

### **Evaluation**

1. How can you evaluate your students' English proficiency?
2. What criteria do you use to evaluate English proficiency?
3. How often do you evaluate the students?
4. Do you often report students' proficiency to them?

### **Students' Learning Proficiency**

1. Do you think your English program students can better communicate in daily lives?
2. Can students use English as a tool for information retrieval?
3. Do students have satisfied learning proficiency in all aspects as expected in the school objectives, especially English?
4. Can the English program students further their studies in Thailand as well as in abroad?
5. Do students have satisfied O-net outcome as expected in the school objectives, especially English?

6. Do you think students' language ability has changed after they graduated or not? And how?

### Thai Version

#### แนวคำถามสัมภาษณ์ ครูผู้สอน

#### ตอนที่ 1 ข้อมูลทั่วไปของผู้ให้สัมภาษณ์

- 1 ชื่อ-สกุล .....
- 2 วันที่ .....
- 3 เวลา .....
- 4 สถานที่ .....
- 5 เพศ .....
- 6 วุฒิการศึกษา .....
- 7 ระยะเวลาที่ดำรงตำแหน่งในโรงเรียน.....

#### ตอนที่ 2

##### การเตรียมหลักสูตร

1. ท่านได้ศึกษาหลักสูตร คำแนะนำของหลักสูตร และเนื้อหาที่สอนของ English program มาก่อนหรือไม่
2. ท่านได้มีส่วนร่วมในการจัดทำหลักสูตรหรือเอกสารประกอบหลักสูตรหรือไม่/อย่างไร
3. ท่านได้มีส่วนร่วมหรือไม่/อย่างไรในการออกแบบเนื้อหา กิจกรรมการเรียนรู้ที่เน้นให้ผู้เรียนมีส่วนร่วม และแสดงออกได้อย่างสร้างสรรค์

##### การดำเนินการเรียนการสอน

1. ท่านใช้ภาษาอังกฤษเป็นสื่อการสอนตลอดชั่วโมง
2. ท่านใช้สื่อการสอนที่มีความหลากหลาย และทันสมัย โดยเฉพาะสื่อมัลติมีเดีย สื่ออินเทอร์เน็ต
3. ท่านได้ส่งเสริมให้นักเรียนมีการเรียนรู้นอกห้องเรียนหรือไม่
4. ท่านได้กระตุ้นให้นักเรียนมีส่วนร่วมในชั้นเรียนทุกคนอย่างไร

5. ท่านได้เตรียมความพร้อมให้นักเรียน ในการสอบ o-net รายวิชาภาษาอังกฤษหรือไม่อย่างไร
6. ท่านได้สร้างทัศนคติที่ดีต่อภาษาอังกฤษแก่นักเรียนอย่างไร
7. ท่านได้สอดแทรกความรู้ทางวัฒนธรรมภาษาอังกฤษอย่างไรบ้าง
8. ท่านมีแนวทางในการจัดกิจกรรมภาษาอังกฤษอย่างไร
9. ท่านมีเป้าหมายในการจัดการเรียนการสอนเป็นภาษาอังกฤษอย่างไร

#### ลักษณะสื่อการเรียนการสอน

1. ท่านใช้สื่อการสอนประเภทใดบ้าง
2. ท่านใช้เกณฑ์ใดในการพิจารณาคัดเลือกสื่อการเรียนการสอน
3. ท่านใช้สื่อการสอนที่มีความหลากหลายในการสอนแต่ละชั่วโมงเรียนหรือไม่
4. ท่านใช้ภาษาใดสื่อสารกับนักเรียนในห้องเรียน
5. ท่านใช้ภาษาใดสื่อสารกับนักเรียนนอกห้องเรียน

#### การวัดและประเมินผล

1. ท่านมีวิธีการวัดผลประเมินผลการเรียนวิชาภาษาอังกฤษอย่างไร
2. ท่านใช้เกณฑ์ในการวัดผลการเรียนวิชาภาษาอังกฤษอย่างไร
3. ท่านมีการวัดผลประเมินผลบ่อยเพียงใด
4. ท่านมีการบอกผลการสอบกลับ หรือผลการประเมินแก่นักเรียนหรือไม่

#### ผลสัมฤทธิ์ทางการเรียนของผู้เรียน

1. ท่านคิดว่านักเรียนมีความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารในชีวิตประจำวันได้ดีขึ้น
2. นักเรียนมีความสามารถในการใช้ภาษาอังกฤษเพื่อการค้นคว้าหาความรู้เพิ่มเติมได้
3. นักเรียนมีผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษตรงตามเป้าหมายของโรงเรียนหรือไม่
4. นักเรียนสามารถศึกษาต่อในระดับที่สูงขึ้นทั้งในประเทศและต่างประเทศได้มากขึ้นแค่ไหน
5. นักเรียนมีผลสัมฤทธิ์ในการสอบ o-net รายวิชาภาษาอังกฤษเป็นที่น่าพอใจหรือไม่
6. ท่านคิดว่าความสามารถทางด้านภาษาของนักเรียนเปลี่ยนไปในทางที่ดีหรือไม่หลังจากที่ได้เรียน English program

**APPENDIX E**  
**THE ENGLISH O-NET TEST**  
**ACADEMIC YEAR 2009**  
**MATTHAYOMSUKSA 3**

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)

รหัสวิชา 93    วิชา ภาษาอังกฤษ

สอบวันศุกร์ที่ 5 กุมภาพันธ์ พ.ศ. 2553 เวลา 12.30 - 13.30 น.

ชื่อ-นามสกุล..... เลขที่นั่งสอบ.....

สถานที่สอบ..... ห้องสอบ.....

**คำอธิบาย**

1. ข้อสอบวิชาภาษาอังกฤษ (29 หน้า) : จำนวน 40 ข้อ รวม 40 คะแนน
2. ก่อนตอบคำถามให้เขียนชื่อ-นามสกุล เลขที่นั่งสอบ สถานที่สอบและห้องสอบบนข้อสอบ
3. ให้ตรวจสอบ ชื่อ - นามสกุล เลขที่นั่งสอบ รหัสวิชาสอบในกระดาษคำตอบว่าตรงกับตัวผู้เข้าสอบหรือไม่ กรณีไม่ตรง ให้แจ้งผู้คุมสอบเพื่อขอกระดาษคำตอบสำรอง แล้วกรอกข้อความหรือระบายให้สมบูรณ์
4. ในการตอบให้ใช้ดินสอดำเบอร์ 2B ระบายวงกลมตัวเลือกในกระดาษคำตอบให้เต็มวง (ห้ามระบายนอกวง) ถ้าต้องการเปลี่ยนตัวเลือกใหม่ ต้องลบให้สะอาดจนหมดรอยดำ แล้วจึงระบายวงกลมตัวเลือกใหม่
5. ห้ามนำข้อสอบและกระดาษคำตอบออกจากห้องสอบ
6. ไม่อนุญาตให้ผู้เข้าสอบออกจากห้องสอบ ก่อนหมดเวลาสอบ
7. ไม่อนุญาตให้ผู้คุมสอบเปิดอ่านข้อสอบ

## ภาษาอังกฤษ

## SECTION 1 : Language Use and Usage (20 marks)

## ส่วนที่ 1 : การใช้ภาษา (20 คะแนน)

## Part 1 : Signs (Nos. 1-2)

Directions: Look at each sign and choose the best answers to the questions. Each sign is followed by two questions. Both answers must be correct in order for you to gain one mark. If either of your answers is wrong, you will not gain any mark.

ในแต่ละข้อจะมีคำถามสองคำถามที่สัมพันธ์กัน นักเรียนจะต้องเลือกคำตอบ สำหรับคำถามทั้งสองข้อให้ถูกต้องจึงจะได้หนึ่งคะแนน ถ้าตอบคำถามข้อหนึ่งข้อใดผิดจะไม่ได้คะแนนเลย

## Example / ตัวอย่าง

No. 0. Look at the sign below.



WET PAINT

A. This sign says “\_\_\_”.

1. This is used for wet paint
2. The paint is still wet
3. You must use wet paint on this item
4. We use only wet paint here



**B. Where would you see this sign?**

- 1. On a taxi
- 2. On a book
- 3. On a tree
- 4. On a fence

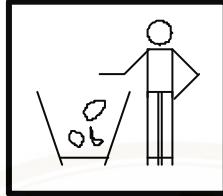
The correct answers are A2 and B4. Therefore, you must darken the circle under number 2 for question A and darken the circle under number 4 for question B as follows:

Item No.		Choice			
		1	2	3	4
0.	A.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
1.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now start to work on the following questions.



**1. Look at the sign below.**



**A. What does this sign mean?**

1. Stand near the bin.
2. Throw your trash here.
3. Buy this kind of basket here.
4. This bin is useful.

**B. Where can you see this sign?**

1. In a public park
2. In a field
3. In the kitchen of a house
4. In a hotel room



**2. Read the sign below :**



**A. What does this sign say?**

1. No one is in the room.
2. No one will disturb you.
3. Do not knock on the door or go inside.
4. People are not allowed in this area.

**B. Who might put up this sign?**

1. A hotel guest wanting to relax
2. A librarian warning users not to annoy others
3. A teacher telling her students to keep quiet
4. A manager leaving his office



**Part 2: Questions and Answers (Nos. 3-8)**

**Directions :** There are two related questions in each item below. Choose the correct answer to each of the questions. Both answers must be correct in order for you to gain one mark. If either of your answers is wrong, you will not gain any mark.

ในแต่ละข้อ จะมีคำถาม สองคำถามที่สัมพันธ์กัน นักเรียนจะต้องเลือกคำตอบสำหรับคำถามทั้งสองข้อ ให้ถูกต้อง จึงจะได้หนึ่งคะแนน ถ้าตอบคำถามข้อหนึ่งข้อใดผิด จะไม่ได้คะแนนเลย

**Example / ตัวอย่าง**

**No. 0.**

**A. Where is Mary?**

- |                     |                           |
|---------------------|---------------------------|
| 1. She lives there. | 2. She left this morning. |
| 3. She went out.    | 4. She is in the library. |

**B. What is she doing?**

- |                           |                     |
|---------------------------|---------------------|
| 1. She works very hard.   | 2. She is doing it. |
| 3. She is reading a book. | 4. She reads a lot. |

The correct answers are A4 and B3. Therefore, you must darken the circle under number 4 for question A and darken the circle under number 3 for question B as follows:



Item No.					
		1	2	3	4
0.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now start to work on the following questions.



**3. A. How do you go to school?**

1. I live near my school.
2. I go to school on foot.
3. I went to school by bus.
4. I go to school with my friend.

**B. This means that \_\_\_\_\_.**

1. I walk
2. I ride a bicycle
3. I go to school every day
4. My friend and I go to school by bus

**4. A. What do you usually do on your summer vacation?**

1. I study hard during the examination.
2. I bought books and read them at home.
3. I have already visited many countries in Europe.
4. I either help my uncle on his farm or go camping.

**B. This means that \_\_\_\_\_.**

1. I want to play tennis
2. I would like to go to France
3. I like to do outdoor activities
4. I enjoy reading science fiction



**5. A. Why was Grace late for school this morning?**

1. She was caught in traffic.
2. She has just arrived in a taxi.
3. She always works late at school.
4. She prefers to play tennis in the morning.

**B. What happened?**

1. She gets up quite late.
2. A bus has just run into a car.
3. The taxi driver drove very fast.
4. There was an accident near the school.

**6. A. How often does Julia go to the movies?**

1. She often goes to the movies alone.
2. She has seen the movie twice.
3. She is going to see a movie this evening.
4. She goes to the movies twice a month.

**B. What does she like to see?**

1. She wants to watch ghost movies.
2. She is going to see a Thai movie.
3. She enjoys adventure movies.
4. She has already gone out to a movie.



**7. A. What does the new teacher look like?**

1. He is a strange man.
2. He always looks serious.
3. He is looking for his notebook.
4. He is as tall as you are but thinner.

**B. What is he like?**

1. He likes ice-cream.
2. He is kind and friendly.
3. He loves playing tennis.
4. He is very happy today.

**8. A. What does your father do?**

1. He is an engineer.
2. He is watering the flowers.
3. He has done all the work.
4. He helps me do my homework.

**B. Where does he work?**

1. He works very hard.
2. He is working in the garden.
3. He always works in his study.
4. He works for a construction company.



**Part 3 : Dialogues (Nos. 9-15)**

**Directions :** Read each situation and the dialogue carefully. Choose

- 1) the appropriate expression for the first missing part (Item A) and
- 2) the response/ reaction to the expression for the second missing part (Item B).

Both answers in Items A and B must be correct in order for you to gain one mark. If either of your answers is wrong, you will not gain any mark.

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**Example / ตัวอย่าง**

**No. 0. Situation :** Mary sees John in the morning at school.

**Mary :** Good morning, John, \_\_A\_\_

**John :** Good morning, Mary \_\_B\_\_ And you?

- |                                   |                              |
|-----------------------------------|------------------------------|
| <b>A.</b> 1. Where have you been? | 2. Isn't it nice to see you? |
| 3. What are you doing?            | 4. How are you?              |
| <b>B.</b> 1. That's fine.         | 2. Oh, thank you.            |
| 3. Fine, thanks.                  | 4. It's very well.           |



The correct answers are A4 and B3. Therefore, you must darken the circle under number 4 for question A and darken the circle under number 3 for question B as follows:

Item No.					
		1	2	3	4
0.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now start to work on the following questions.



**9. Situation : Bob and Tom are talking about sports.**

**Bob :** What are you doing Tom?

**Tom :** I'm watching a basketball game on TV.

**Bob :** \_\_\_\_ A \_\_\_\_ Tom?

**Tom :** Well, \_\_\_\_ B \_\_\_\_ but I like to watch it. It is very exciting.

- A.**
1. Do you play basketball,
  2. How do you like basketball,
  3. Which basketball team do you like,
  4. Who is your favourite basketball player,

- B.**
1. I play this sport,
  2. I can't play basketball,
  3. I think basketball is a good sport,
  4. I read about basketball every day,



**10. Situation : At a party, Jane is talking to her friends, Kelly and Ben.**

**Jane :** Have you two met each other before?

**Kelly :** \_\_\_\_ A \_\_\_\_

**Ben :** \_\_\_\_ B \_\_\_\_ We went to see John at the same time.

- A.**
1. Is that so?
  2. I'm sorry, I don't know.
  3. Oh, yes. John introduced us.
  4. I don't think I have ever seen him.

- B.**
1. John is our old friend.
  2. It was all right. We met John.
  3. That's right. We met in John's office.
  4. John was right. He knows both of us.





**13. Situation : Siree has just met a new friend at an international university.**

**Siree :** My name is Siree. I'm Thai and I study law. \_\_\_ A \_\_\_

**Lisa :** Hi, Siree! \_\_\_ B \_\_\_ I just arrived last week.

- A.**
1. What do you do?
  2. What about you?
  3. What will you study?
  4. Are you interested in law?

- B.**
1. Oh, I can speak many languages.
  2. Well, I went to Thailand last year.
  3. Have you ever been to Jordan before?
  4. I am a new student from Jordan.

**14. Situation : Your friend is crossing the street and he does not see a car coming towards him.**

**You :** \_\_\_ A \_\_\_ for that car!

**Friend :** Oh! \_\_\_ B \_\_\_

- A.**
- |                |               |
|----------------|---------------|
| 1. Stand still | 2. Be careful |
| 3. Look out    | 4. Keep away  |

- B.**
- |                  |                         |
|------------------|-------------------------|
| 1. I should      | 2. No problem.          |
| 3. I don't mind. | 4. Thanks for the warni |



**15. Situation : Tina is telling Kanda about buying a new refrigerator.**

**Tina :** I'm thinking of buying a bigger refrigerator.

**Kanda :** \_\_\_ A \_\_\_ But it's rather expensive.

**Tina :** \_\_\_ B \_\_\_ The fridge I have is too small.

- A.**
1. You like it.
  2. That's a good idea.
  3. Why do you want it?
  4. Don't you have one?
- B.**
1. Well, I think so.
  2. Oh, I like new ones.
  3. I think I need more money.
  4. I really need a new one.



**Part 4 : Sentence Completion (Nos. 16-20)**

**Directions :** Read each sentence carefully. Then, choose.

- 1) the item that best completes the first part of the sentence and
- 2) the item that best completes the second part.

Both answers in Items A and B must be correct in order for you to gain one mark. If either of your answers is wrong, you will not gain any mark.

ในแต่ละข้อจะมีคำถามสองคำถามที่สัมพันธ์กัน นักเรียนจะต้องเลือกคำตอบสำหรับคำถามทั้งสองข้อให้ถูกต้องจึงจะได้หนึ่งคะแนน ถ้าตอบคำถามข้อหนึ่งข้อใดผิด จะไม่ได้คะแนนเลย

**Example / ตัวอย่าง**

**No. 0. 1. The man in blue A B after he took a nap.**

- |           |              |                 |
|-----------|--------------|-----------------|
| <b>A.</b> | 1. will fee  | 2. had felt     |
|           | 3. felt      | 4. has felt     |
| <b>B.</b> | 1. refresh   | 2. refreshing   |
|           | 3. refreshed | 4. refreshingly |

The correct answers are A3 and B3. Therefore, you must darken the circle under number 3 for question A and darken the circle under number 3 for question B as follows:



Item No.					
		1	2	3	4
0.	A.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Now start to work on the following questions.**



**16. Sarah will apply A at an export company B.**

- A.** 1. work  
3. for an accountant
2. for a job  
4. an accountant

- B.** 1. as an accountant  
3. for working
2. to work  
4. of an accountant

**17. When a baby dolphin is born, it A B clearly.**

- A.** 1. not only can see well  
3. sees not only well
2. only sees well  
4. cannot see well only

- B.** 1. and can hear too  
3. but also can hear
2. and it can also hear  
4. but it too can hear

**18. Linda attended the meeting A she B ill.**

- A.** 1. although  
3. when
2. since  
4. whereas

- B.** 1. is  
3. is being
2. was  
4. has been



**19. Tom has gained weigh \_\_\_\_\_ A he B \_\_\_\_\_**

- A.** 1. or  
2. if  
3. and  
4. because

- B.** 1. ate much, too  
2. ate too much  
3. didn't eat enough  
4. didn't eat too much

**20. Oh, this is really a good job offer. If I A you, I B it.**

- A.** 1. am  
2. were  
3. had been  
4. would be

- B.** 1. would take  
2. am taking  
3. will take  
4. should have taken





22. 1. Growing 2. Collecting  
3. Catching 4. Raising
23. 1. public 2. private  
3. positive 4. popular
24. 1. struggled 2. changed  
3. disappeared 4. escaped
25. 1. allowed 2. admitted  
3. accepted 4. assigned
26. 1. using 2. recording  
3. repeating 4. selecting
27. 1. plans 2. games  
3. hobbies 4. exercises



**Part 2 : Reading Comprehension (Nos. 28-40)**

**Directions : Read each passage carefully and choose the correct answer to each question. You will gain one mark for each correct answer.**

อ่านเนื้อเรื่องต่อไปนี้ และเลือกคำตอบที่ถูกต้องที่สุดเพียงคำตอบเดียว ในส่วนนี้ นักเรียนจะได้หนึ่งคะแนนเมื่อตอบถูกหนึ่งข้อ

**Passage 1**

Prathom	Boys	Girls	Total
2	19	16	35
3	15	19	34
4	18	20	38
5	17	17	34

**28. The largest class in he school is \_\_\_\_\_ .**

- |              |              |
|--------------|--------------|
| 1. Prathom 2 | 2. Prathom 3 |
| 3. Prathom 4 | 4. Prathom 5 |

**29. The total number of students in these four classes is \_\_\_\_\_ .**

- |        |        |
|--------|--------|
| 1. 69  | 2. 72  |
| 3. 141 | 4. 152 |



**30. There are altogether \_\_\_\_\_ boys in these classes.**

- |       |        |
|-------|--------|
| 1. 69 | 2. 70  |
| 3. 72 | 4. 141 |

**31. The statement that is TRUE is “\_\_\_\_\_.”**

1. There are more boys than girls in Prathom 3.
2. Prathom 2 is the smallest class in the school.
3. There are 4 more girls than boys in four classes.
4. Prathom 5 has an equal number of boys and girls.

### Passage 2

**Boiling water is dangerous. When water freezes, ice and snow on the roads can be dangerous. Thin ice is dangerous. Heavy snow storms and high tides may cause flooding. Homes and roads can be washed away.**

**32. We learn from the passage that \_\_\_\_\_ .**

1. water can be dangerous.
2. flooding is caused by rainstorms.
3. we cannot drink boiling water
4. we cannot walk on ice and snow.



**Passage 3**

**Air over the sea is damp. The sun warms the damp air which then rises and cools. Clouds are then formed. Clouds are made of tiny water droplets. When the droplets get bigger, they fall as rain.**

**33. We learn from the passage \_\_\_\_\_ .**

1. when clouds are formed
2. how damp air over the sea is
3. why water droplets get bigger
4. where rain comes from

**34. The word “droplets” (line 2) means \_\_\_\_\_ .**

1. clouds
2. cold air
3. damp sea
4. drops of liquid



**Passage 4**

**Many natural fruit juices with no added sugar contain more total sugar than fruit drinks which have had sugar added. Cow and breast milk contain a sugar called lactose, but this does not seem to cause as much tooth decay as sucrose.**

**35. We learn from the passage that \_\_\_\_\_.**

1. fruit drinks with sugar added contain less total sugar than natural fruit juices
2. natural fruit juices contain both lactose and sucrose
3. lactose can be found only in cow milk
4. tooth decay can be caused by lactose

**36. The word “this” (line 3) refers to \_\_\_\_\_ .**

1. sucrose
2. milk
3. lactose
4. sugar



**Passage 5**

**Paul Nelson graduated from university and went to work overseas for a year. When he returned to his hometown, a big company offered him a very good position with a reasonably high salary. He accepted the job, but finally became bored with it and wanted to do something more challenging. Therefore, he put an advertisement in 5 several newspapers, describing his work experience, his present responsibilities and the kind of work he was interested in.**

**Several days late, he got a letter in response to his advertisement. The letter was not from a firm, but from a man who wanted a job. In his letter he wrote : “Sir, could you be kind enough to mention my name to your present employer when you 10 get a new job?”**

**37. Immediately after Paul Nelson graduated, he worked \_\_\_\_\_ .**

- |                    |              |
|--------------------|--------------|
| 1. abroad          | 2. at home   |
| 3. in his hometown | 4. upcountry |

**38. Paul wanted to get a new job because \_\_\_\_\_ .**

1. he did not have a good position
2. his salary was not high enough
3. he did not like his work any more
4. he wanted to travel more oft



**39. To get a new job, Paul \_\_\_\_\_ .**

1. wrote letters to several firms
2. advertised in the newspapers
3. announced what kind of work he wanted to do
4. described his responsibilities in his company

**40. The writer of the letter wanted \_\_\_\_\_ .**

1. Paul's position
2. to be Paul's boss
3. an employer like Paul
4. to say that Paul was kind



## BIOGRAPHY

<b>NAME</b>	Miss Pornnapat Thaptim-on
<b>DATE OF BIRTH</b>	23 July, 1982
<b>PLACE OF BIRTH</b>	Chaiyaphum, Thailand
<b>INSTITUTIONS ATTENDED</b>	Naresuan University, 2002-2006 Bachelor of Art (Degree program in Linguistics) Mahidol University, 2006-2011 Master of Art (Language and Culture for Communication and Development)
<b>RESEARCH GRANTS</b>	Thesis is partially supported by Graduate Studies of Mahidol University Alumni Association, Academic year 2011
<b>HOME ADDRESS</b>	542 M.1 Ratvaree Road, Phukhieo District, Chaiyaphum 36110 Tel. (+66) 0891940036 Email: koni_23@hotmail.com
<b>PUBLICATION/PRESENTATION</b>	The 7 <sup>th</sup> conference on Social Science of Naresuan University