RELATIONSHIPS BETWEEN MOTIVATION AND ATTITUDE ON ENGLISH PROFICIENCY OF VOCATIONAL STUDENTS IN PHAYAO PROVINCE

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ความสัมพันธ์ระหว่างแรงจูงใจและทัศนคติที่มีผลต่อประสิทธิภาพทางการเรียนภาษาอังกฤษของนักเรียนอาชีวศึกษาในจังหวัดพะเยา

RELATIONSHIPS BETWEEN MOTIVATION AND ATTITUDE ON ENGLISH PROFICIENCY OF VOCATIONAL STUDENTS IN PHAYAO PROVINCE

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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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หัวข้อวิทยานิพนธ์	ความสัมพันธ์ระหว่างแรงจูงใจและทัศนคติที่มีผลต่อประสิทธิภาพทางการเรียนภาษาอังกฤษของนักเรียนอาชีวศึกษาในจังหวัดพะเยา
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บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อหาความสัมพันธ์ระหว่างแรงจูงใจและทัศนคติที่มีผลต่อประสิทธิภาพทางการเรียนภาษาอังกฤษของนักเรียนอาชีวศึกษาในจังหวัดพะเยา ประชากรที่ใช้ในการวิจัยคือนักเรียนอาชีวศึกษาระดับประกาศนียบัตรวิชาชีพชั้นปีที่หนึ่งถึงสามจำนวน 81 คน เครื่องมือที่ใช้ในการวิจัยครั้งนี้มี 2 เครื่องมือคือแบบสอบถามและแบบทดสอบภาษาอังกฤษ แบบสอบถามใช้สำหรับวัดระดับแรงจูงใจและทัศนคติของนักเรียนถูกออกแบบมาจาก R.C. Gardner ปี 2004 ส่วนแบบทดสอบที่ใช้ในงานวิจัยออกแบบและดัดแปลงมาจาก Key English Test (KET) มหาวิทยาลัยCambridge สถิติการวิเคราะห์หาค่าความสัมพันธ์ที่ใช้ในงานวิจัยครั้งนี้เพื่อหาค่าระหว่างแรงจูงใจและทัศนคติที่มีผลต่อประสิทธิภาพทางการเรียนภาษาอังกฤษ ผลการวิจัยพบว่านักเรียนส่วนใหญ่มีแรงจูงใจโดยเฉลี่ยในระดับปานกลาง ($\bar{X}$=3.35) และมีทัศนคติบวกต่อการเรียนภาษาอังกฤษโดยเฉลี่ยในระดับมาก ($\bar{X}$=3.89) รวมทั้งตระหนักในความสำคัญของการเรียนภาษาอังกฤษในการประกอบอาชีพในอนาคตโดยเฉลี่ยในระดับมาก ($\bar{X}$=3.81) แรงจูงใจและความคาดหวังทางการเรียนภาษาอังกฤษมีความสัมพันธ์กับทัศนคติของนักเรียนอย่างมีนัยสำคัญทางสถิติ ($P<0.05$) ในขณะที่แรงจูงใจและทัศนคติของนักเรียนไม่มีความสัมพันธ์กับประสิทธิภาพทางการเรียน ($P>0.05$) การเปรียบเทียบความแตกต่างระหว่างแรงจูงใจและทัศนคติของนักเรียนทั้งสามกลุ่มโดยสถิติ One-Way ANOVA ผลปรากฏว่า ไม่มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ($P>0.05$) อย่างไรก็ตามการวิจัยครั้งนี้พบว่า นักเรียนชั้นปีที่สามมีระดับแรงจูงใจและทัศนคติบวกมากกว่ากลุ่มอื่นๆเมื่อเปรียบเทียบโดยค่าเฉลี่ย

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ABSTRACT

This study was designed to find out the relationship between motivation and attitude on English proficiency of vocational students in Phayao province. There were 81 populations from the first to the third year of vocational certificate level. There were two instruments in this research, i.e. questionnaire and proficiency test. The questionnaire was used to measure the student's motivation and attitude based on R.C. Gardner (2004). The proficiency test was modified from Cambridge Key English Test (KET). A correlation analysis was run on the variables in motivation and attitude and student's proficiency scores. The results found that majority students were moderately motivated ($\bar{X}$ 3.35) and had positive attitude towards English learning ($\bar{X}$ 3.89). They realized the importance of English for their future and occupational purposes ($\bar{X}$ 3.81). Student's motivation and expectation were significantly correlated with student's attitude whereas there were no correlation between student's motivation and attitude on English proficiency ($P > 0.05$). In comparing the differences of students' motivation and attitude between the three groups of students by using one-way ANOVA, the result found that there were not significantly different ($P > 0.05$). However, the third year students had the highest motivation and positive attitude when comparing to the other two groups by mean scores.

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CHAPTER 1
INTRODUCTION

This chapter consisted of nine sections: statement and significance of the problems, goal and objective of this study, research questions, scope of the study, conceptual framework, process of the study, definitions of terms, anticipated outcomes and limitation of the study.

1.1 Statement and Significance of the Problems

English language has become a global language for international communication. Crystal (1997) and Nunan (2003) mentioned that English has become a global language, a language which is widely used in higher education, business, technology, science and the internet.

In Thailand, Thai government realizes the importance of English language, so they set English as a subject in the Thai curriculum as compulsory courses. In vocational education commission curriculum, there are two levels in vocational education: vocational certificate and advanced vocational certificate or diploma. The vocational certificate students study for three years, six semesters. The advanced vocational certificate students study for two years, four semesters. English subjects in vocational education are general English, for example, English for communication 1 and 2 and English for specific purposes (ESP), for example, English for business, English for industry, English in the workplace, and English for communication in the workplace and so on.

The researcher has taught English in vocational colleges for many years. At present, the researcher has taught at Dokhamtai Industrial and Community Education College in Phayao province. This college is situated at Dokhamtai district in the north of Thailand. The researcher found that most of the students' English ability is quite low. They do not like to study English. Moreover, they have low motivation and poor proficiency in English learning. Therefore, it is worth considering why their ability is low how to improve it.

It is well-known among Thais that the majority people in Dokhamtai district, Phayao province are poor. Due to their poverty, the girls in this village have to leave the schools early. According to Duangsisen (2003), he studied consumerism, prostitution and Buddhist ethics at Dokhamtai Village. He found that the important factors driving people into prostitution is poverty and excessive consumerism. It may be concluded that economic concern is the root causes driving girls and children at

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Dokhamtai village to enter prostitution, either as a means of supporting their parents and/or family, or out of the desire for a better status of life. Moreover, Sadsara (1997) studied the impact of AIDS on education: a case study research of Amphor Dokkhamtai; Changwat, Banlum School, Phayao. She found that the impacts of AIDS on Education were both direct to school and to students. As for the direct impact on students; they were become absenteeism because they had to look after their parents and/or the economic support for clothes and educational materials become insufficient. Their friends look down on them and they constantly worried and unhappy while in school which damaged to their quality of education. Besides these, being poor and stigmatized they would be at risk of being dropped out. These findings about their sociocultural background may strongly effect the students' English ability and their motivation in English learning in vocational college.

In general, there are many factors that might be the causes in students' English low ability in English. One might be student's motivation towards English language; another factor is learner's attitudes. Motivation is one of the factors for the student's language learning that helps the students to get success or failure. McDough (1983) stated that motivation of the students is one of the most important factors influencing their success or failure in learning the language. Gardner (2004) considered that students with higher motivation levels will do better than students with lower levels.

In addition, attitude is one of the factors for students' English learning that represents individual's degree of liking or disliking something. Attitude might be a main factor in language learning, and would appear to influence students' success or failure in their learning. As Karahan (2007) suggested that positive language attitudes let learner have positive orientation towards learning English. Moreover, there are various statements to support about attitude toward language learning as the selection of statements indicates:

> *"Attitudes are components of motivation in language learning."*
>
> (Gardner, 1985)

> *"The term "attitudes" includes three components namely, cognitive, affective and behavioral. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective one refers to the feeling and emotions that one has toward an object, "like" or "dislike" with or "against". Lastly, the behavioral component refers to one's consisting actions or behavioral intentions towards the object."*
>
> (Wenden, 1991)

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"....an attitude as a positive or negative evaluation of people, objects, events, activities, ideas, or just about anything in your environment."

(Zimbardo et al: 1999)

Many researchers have found that motivation and attitude are the important factors for English language learning. Maslow (1970) found that intrinsic motivation is more powerful than extrinsic motivation, and Van der Lith (1991) suggested that the variance in academic achievement can be related to affective variables which self-concept and motivation are the most important.

As mentioned above, motivation and attitude are the important factors for English language learning. Therefore, this research intended to discover the relationship between motivation and attitude on English language proficiency of vocational students at Dokhamtai Industrial and Community Education College (DICE) in Phayao in order to promote the vocational students' English abilities.

1.2 Goal and Objectives of this Study

The main goal of this research was to discover the relationship between motivation and attitude on English proficiency of vocational students at Dokhamtai Industrial and Community Education College (DICE) in Phayao.

Based on the above goal, the research objectives were:

1.2.1 To investigate the factors of vocational students' attitude towards English learning.

1.2.2 To discover relationships between motivation and attitude on English proficiency of vocational students.

1.2.3 To compare the differences of students' motivation and attitude between the first year, second year and third year students.

1.3 Research Questions

Based on the above research objectives, the research questions were:

1.3.1 What are the factors of vocational students' attitude towards English learning?

1.3.2 What is relationship between motivation and attitude on English proficiency of vocational students?

1.3.3 What are the differences in students' motivation and attitude between the first year, the second year and the third year students?

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1.4 Scope of the Study

This research was a quantitative method using questionnaires and proficiency test to investigate relationships between motivation and attitude towards English proficiency of vocational students at Dokhamtai Industrial and Community Education College (DICE) in Phayao. The population in this study was Thai students studying in vocational certificate level from two fields: commerce and industry. They have learned English from the academic year 2010 to 2012. Due to the limitation of the number of students in this college, all of the students from the first to the third year were included in this study as an overall population. As we can say that it was a purposive sampling.

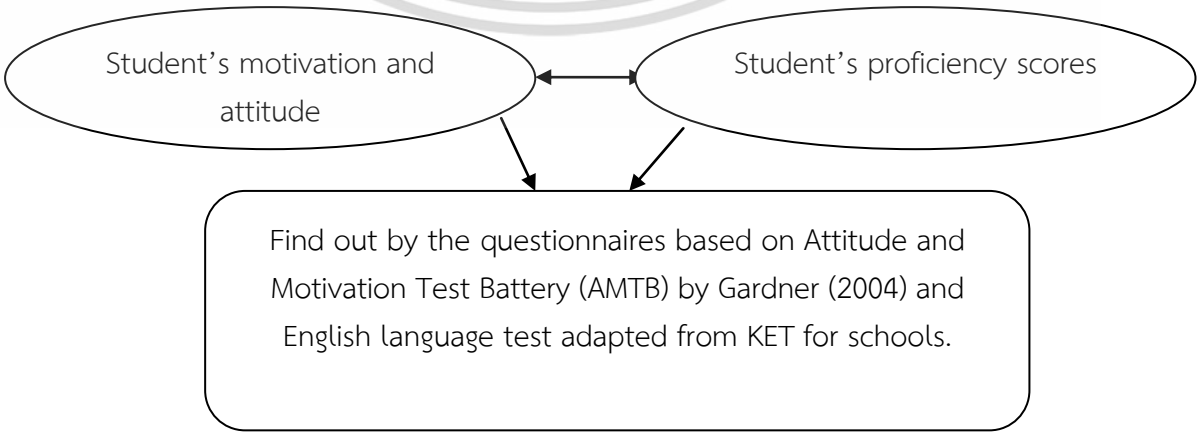
1.5 Conceptual Framework

The conceptual framework of this research was divided into two main steps as follows:

1.5.1 Discover the relationships between motivation and attitude on English proficiency of vocational students at Dokhamtai Industrial and Community Education College (DICE) in Phayao by the questionnaires based on Attitude and Motivation Test Battery (AMTB) by Gardner (2004) and the proficiency test adapted from Key English Test (KET) for schools of Cambridge University.

1.5.2 Examine five factors of vocational students' attitude towards English learning. They were age, gender, students' educational background, motivation intensity and students' expectation by statistical value.

1) Relationships between motivation and attitude on English proficiency



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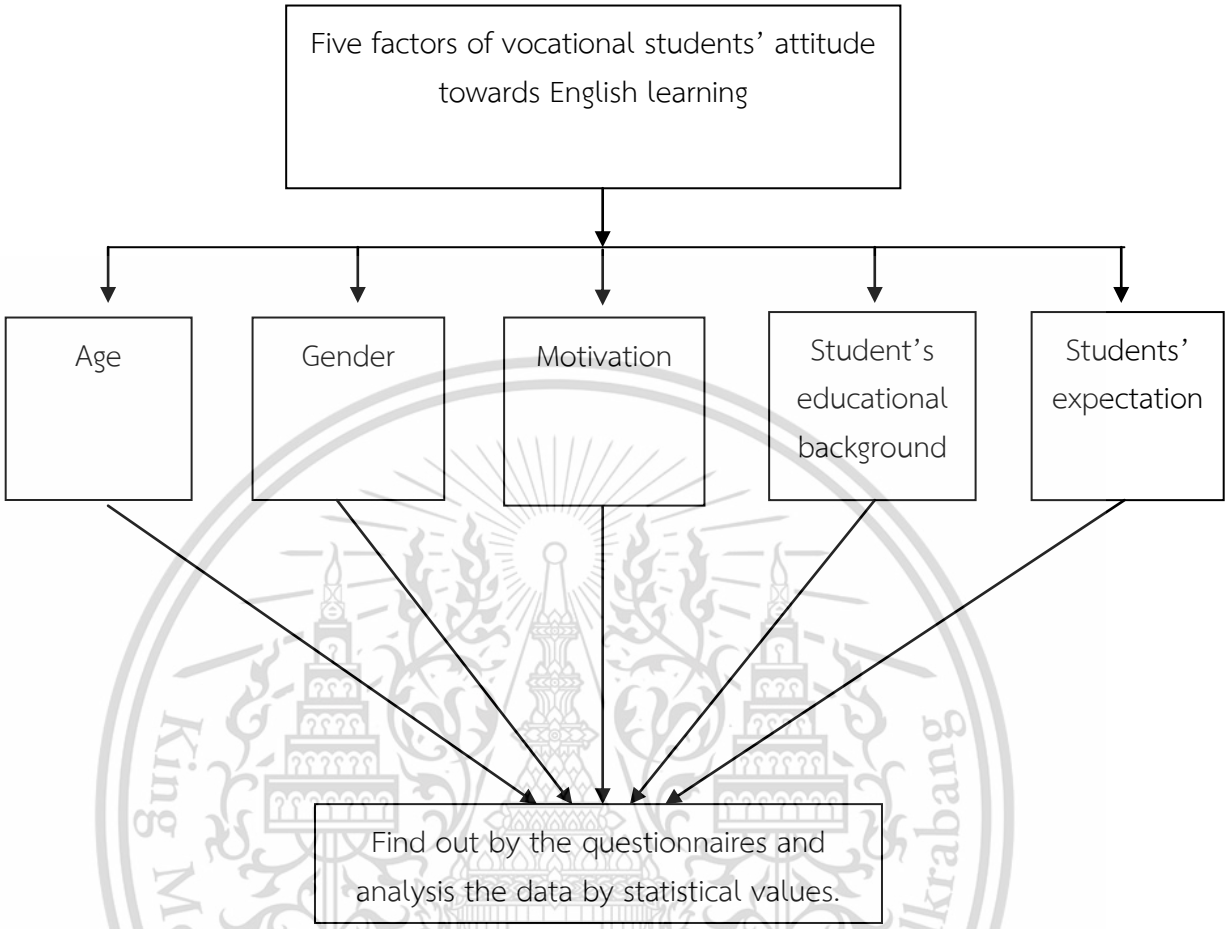
2) Five factors of vocational students' attitude towards English learning



1.6 Process of the Study

This study discovered the relationship between motivation and attitude on English proficiency of vocational students at Dokhamtai Industrial and Community Education College (DICE) in Phayao province.

The processes of the study were as follows:

1.6.1 Random 30 students by simple random sampling method for interviewing in order to get supplementary information to design and modify the questionnaires.

1.6.2 Design and modify the questionnaires based on Attitude and Motivation Test Battery (AMTB) by Gardner (2004) and students' interview information.

1.6.3 Consult the experts about the reliability and validity of the questionnaires.

1.6.4 Test the questionnaires by the pilot groups about 50 students at Phayao College of Agriculture and Technology (PCAT).

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1.6.5 The population in this study was all amount of the first to the third year students from academic year 2010 to 2012 that was a purposive sampling.

1.6.6 Survey by using questionnaires for measuring student's motivation and attitude level towards English learning.

1.6.7 Test the students by using proficiency test adapted from Key English Test for Schools (KET) for measuring proficiency abilities.

1.6.8 Analyze the data by Statistical Package.

1.6.9 Discuss and conclude the results.

1.7. Definitions of Terms

Motivation: desire or willingness to do something, enthusiasm or a reason for acting or behaving in language learning.

Attitude: an individual's thinking or feeling and the degree of like or dislike in English learning.

Proficiency Test: Examinations adapted from Key English Test for Schools – KET) for school (Cambridge, 2012) designed to determine the degree of knowledge and proficiency exhibited by an individual in English language or language communication

Affective factors: the factor that is the emotion which influence learning, feelings, motivation and attitudes that individuals bring to the learning experience and the role play in motivation.

Attitudinal factors: the affective or social psychological factors which can contribute to students' in language learning.

Vocational students: the learners who study relating to a vocation or occupation; especially providing or undergoing training in special skills.

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1.8 Anticipated Outcomes

This research was to find out the factors of the vocational students motivated or not to be motivated in English learning, students' attitude towards English learning and relationship between motivation and attitude on English achievement. Therefore, this research is useful for the English teachers to motivate their students in English learning class. In addition, teachers can reduce students' negative thinking and increase students' positive thinking in English learning by choosing activities that are suitable for age and interests of the students.

1.9 Limitation of the Study

This study was limited by the small number of students in the real situation so we use the purposive sampling to represent the overall population of the first to the third year of vocational students in academic year 2010 - 2012 at Dokhamtai Industrial and Community Education College (DICE) in Phayao.

King Mongkut's Institute of Technology Ladkrabang

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CHAPTER 2
LITERATURE REVIEW

This chapter provided a review of the literature relevant to the research objectives. This included a brief overview of motivation and attitude.

2.1 The Importance of Affective Factors in Learning

An affective factor refers to the emotions, feelings, and attitudes that individuals bring to the learning experience and the role these play in motivation (Dörnyei, 2001 and Hurd, 2008). Hurd (2008) pointed out the findings in neuroscience indicating that both affective factors and cognition are fundamental and interdependent aspects of human brain functioning. Moreover Meece (2008) mentioned that the role of affective factors in learning has been outlined. Affective factors may be as important for successful language learning. Teachers can reduce negative factors and develop positive ones by doing activities to build a positive group dynamic, by including students in deciding aspects of the course and choosing activities that are motivating for the age and interests of the learners. These can contribute to the students' motivation and positive thinking in language learning. Benson (2001) and Hurd (2008) stated that affective strategies are as crucial as cognitive and meta-cognitive strategies for successful language learning.

2.2. Attitudinal Factors

As mentioned above, affective factors are important factor for language learning. The attitude and motivation are the affective or social psychological factors which can contribute to students' achievement in English learning. Factors affecting the second language learning are internal/individual and external. The internal and individual are gender, age, aptitude, motivation and attitude, personality, cognitive style, hemisphere specialization and learning strategies.

On the other hand, the external ones are learning and teaching context and teaching a second language. Learning and teaching context in a second language are significant influence and challenge to the language learners such as change of social, political and economic, the growing diversity of social and new technology.

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2.3. Motivation and Attitude

2.3.1 Motivation

Wilhelm (2008) defined motivation as derived from a Latin term "motives" which suggests the activating properties of the processes involved in psychological motivation. Chang (1997) said it is a kind of internal force to make individuals doing various behaviors. Wall (1958) defined it as perhaps the most obscure and difficult of all theoretical issues in general and educational psychology. Moreover, Williams and Burden (1997) stated that motivation is a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previous set goal or goals.

Many researchers found that language learners lost their motivation when they attended school, so it is important for investigating why many learners lost their motivation in learning. Since it is believed that motivation and positive attitude can contribute to and affect for the learner's learning. As Spolsky (1989) said that the more motivation a learner has, the more time he/she will spend learning an aspect of a second language. According to Gardner (1985) and Lin (2003), motivation is a combination of effort plus desire to achieve the goal of learning the language plus favorable attitude towards learning the language. Therefore, motivation is critical element to have an effect on a learning process.

2.3.1.1 Intrinsic and Extrinsic Motivation

Intrinsic motivation refers to the experience of doing something that generates interest and enjoyment, and the reason for performing the activity within the activity itself. Since the early 1970s, many social and educational psychologists have been studying about intrinsic motivation. They found that it is usually associated with high educational achievement and enjoyment by students evaluation theory. There are many reasons for supporting students to be intrinsically motivated. Firstly, the students can attribute their educational result to internal factors that they can control, for example, the amount of effort they put in. Secondly, they believe they can be effective agents in reaching desired goals i.e. the results are not determined by luck. Thirdly, they are interested in mastering a topic, rather than just learning to achieve good grades.

Extrinsic motivation refers to the motivation to learn something in order to arrive at an instrumental end. According to Deci and Ryan's (1995) self-determination approach to motivation, extrinsic motivation behaviors are those that are performed

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not because of inherent interest but an attempt to arrive at some instrumental end (Noels et al., 1999). Extrinsic comes from outside of the individual such as money, rewards and grades. Extrinsic motivation can encourage the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. The social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. Extrinsic motivation can be internalized by the individual that depends on values and beliefs, and therefore, helps to fulfill the learner basic psychological needs.

2.3.1.2 Instrumental Motivation and Integrative Motivation

According to Gardner (1972) who carried out the well-known study of motivation in second language learning in 1972, Brown (2000) later stated that motivation was examined as a factor of a number of different kinds of attitudes. There are two different clusters of attitudes divided into two basic types of motivation "instrumental" and "integrative" motivation.

The instrumental motivation was the reflection of an external need. It referred to acquiring a language as a means for attaining instrumental goals such as furthering a career, reading technical material, translation, and functional reason.

The integrative motivation was the learners who wished to integrate themselves into the culture of the second language group and got involved in social interchange.

Hutchinson and Waters (1987) added that instrumental motivation was the reflection of the external need; the learners were not learning a language because they wanted to, but rather because they needed to. On the other hand, the integrative motivation was internally generated want rather than an externally imposed need. It derived from a desire on the part of the learners to be members of the speech community that used particular language.

As mentioned above, both of integrative and instrumental motivations are the main role of target language learning as Crookes and Schmidt (1991) identified that the learner's orientation with regard to the goal of learning a second language. It means that learner's positive attitudes towards the target language group and the desire to integrate into the target language community. Hudson (2000) characterized the desire to obtain something practical or concrete from the study of a second language. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement.

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2.3.2. Motivation in Language Learning

Motivation is a desire to achieve a goal, combined with energy to work towards that goal. Oxford and Shearin (1994) considered motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extents of active, personal involvement in the language learning. Hence, motivation is a significant role in the process of language learning. Motivation is also an important factor contributing to in language learning ability. As the figure below shows:

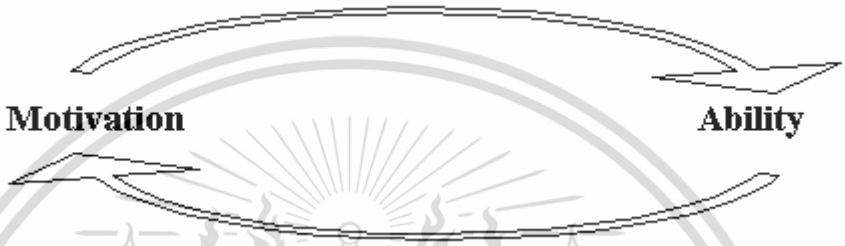

Figure 2.1 Motivation and Ability Contributes Each Other

Motivation contributes to ability, so the most important thing for the language teacher is to motivate students in order to increase the degree of interest and motivation. Fisher (1990) pointed out three major sources of motivation in learning: first, the learner's natural interest (intrinsic satisfaction); second, the teacher/institution/employment (extrinsic reward); third, success in the task (combining satisfaction and reward).

Both extrinsic and intrinsic motivations are the factors that drive a person to be motivated in learning. Some learners may be motivated by extrinsic motivation, some may be motivated by intrinsic motivation and some may be motivated by both types of motivation. Guirong et al. (2010) surveyed on English learning motivation of students in Qingdao Agricultural University, they found that intrinsic motivation is more important than extrinsic motivation in contributing to English learning. Therefore, there is relationship between the motivation type and achievement. Bernaus's (1989) research about the role of motivation in foreign language learning and the factors that might affect learners' motivation, the results indicate that teachers affect students' motivation and that there were significant correlation between motivation and foreign language learning.

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2.3.3. Attitudes

Attitudes are judgments. They develop on the ABC model; Affect, Behavior, and Cognition (Encyclopedia, 2011: Online). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment. There are many definitions of attitude. Psychologists defined attitude as:

"An attitude is a hypothetical construct to explain the direction and persistence of human behavior."

(Baker, 1992)

"An attitude is acquired or modified by absorbing or reacting the attitudes of others.

(Oppenheim, 1992)

2.3.4. Attitude Towards Language Learning

The attitude measures relate to achievement because of important affective components and not simply because the attitudes covary ability. Jordan (1941) stated that attitudes toward learning languages are more related to achievement than attitudes towards many other school subjects. In addition, Randhawa and Korpan (1973) mentioned that teacher could influence students' attitudes as well as their actual achievement.

According to the research of Burstall (1975), Gagnon (1974), Gardner and Smythe (1975a), Jones (1950a), (1950b), they found that attitudes toward learning the second language have also been related to the other factors, for example, girls tend to demonstrate significantly more positive attitudes than boys. Attitudes are clearly influenced by many factors in the student's upbringing. Additionally, Owen (1960) cited by Jones (1966) found that children's attitudes are probably affected by a number of cultural characteristics. Gardner and Smythe (1975a), Jones (1950a), (1950b), and Jordan (1941) found that attitudes towards learning a second language become less positive with age, though the reasons for such a decrease are not clear. Jones (1950b) and Jordan (1941) found that the correlation between attitudes and indices of achievement tended to increase as students grew older.

As we can see above, the role of motivation and attitude can contribute to learning proficiency. Motivation and attitude are the important factors in language learning. In order to discover students' motivation and attitude more clearly and

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correctly, the researcher focuses on factors both direct and indirect influences. This research selected five factors that influencing in student's attitude towards English learning. They are students' age, students' gender, students' motivation, students' reasons for learning English and students' educational background.

2.4 English Proficiency Test

Proficiency is an exam which examine how proficient or skilled someone is in a particular activity, field of study, and language (Collins Dictionary: online).

Proficiency test measures a learner's level of language. It can be compared with an achievement test, which evaluates a learner's understanding of specific material, a diagnostic test, which identify areas to work on, and a prognostic test, which tries to predict a learner's ability to complete a course or take an exam. Proficiency tests are uncommon within the classroom but very frequent as the end aim (and motivation) of language learning (British Council: online).

In this study, the Cambridge English, Key English Test for schools was used as the language proficiency test. It is an international standard test tools for pupils in dealing with everyday written and spoken English at a basic level. This test covered four skills of English: Reading, Writing, Listening and Speaking. KET have been particularly targeted at the interests and experiences of school pupils. The reading and writing measured about understanding simple written information such as signs, brochures, newspapers and magazines. The students have to fill gaps in simple sentences and write a short message or note. The listening skill is used to measure students understanding announcements and other spoken material when people speak reasonably slowly. The speaking skill is used to measure students' ability to take part in a conversation by answering and asking simple questions. This test is conducted face-to-face with one or two other students. This makes their test more realistic and more reliable.

2.5 Related Researches

2.5.1 Research Conducted in Thailand

In 1986, Vitayapirak investigated the relationship between attitudinal factors and language learning among Agriculture students at King Mongkut's Institute of Technology Ladkrabang. The results showed that majority of students were highly motivated and had positive attitudes towards English learning and they realized the importance of English for their academic and occupational purposes. The findings appeared to conflict with English teachers' view of student's motivation. The

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correlation between attitudinal factors and English language proficiency were not statistically significantly.

Nuchnoi (2005) studied the motivation and achievement of the third and the fourth year English major students during the academic years 2003-2005 at Rangsit University, 150 questionnaires were distributed among them. There were 114 questionnaire responses and three were not considered because they did not have grades in some subjects. The participants were all Thai. There are 5 parts to the questionnaire; Part 1 dealt with the desire to learn, part 2 motivational intensity, part 3 attitudes towards learning English, part 4 reasons for learning English and part 5 the learners' grades in their three foundation English courses and the first five major courses. This study showed that the motivation of the learners is high. However, their motivation does not play a great role in their class achievement as shown by the correlation coefficients between their grades and the motivation components. This means that the student's grades related to their background knowledge and aptitude rather than their motivation. They are slightly more instrumentally motivated than integratively motivated.

Degang (2010) studied motivation toward English language learning of the second year undergraduate Thai students majoring in Business English at an English Medium university. He discovered that the students are highly motivated instrumental and integrative to learn the language. However, based on a finer assessment, it is discovered students are slightly more strongly motivated interactively to learn English. The students' related difficulties in the language skills, as communicated in the open-ended questions deserve further attention.

All of these findings are relevant and have implications for this present study and should therefore lead to recommendations for further training or studies.

2.5.2 Research Conducted Abroad

Vandergrift (2005) examined relationships among motivation orientations, meta-cognitive awareness and proficiency in the second language listening. Adolescent learners of French (N = 57) completed two questionnaires. A motivation questionnaire tapped student responses to three orientations related to motivation: a motivation, intrinsic, and extrinsic. A meta-cognitive awareness questionnaire tapped the meta-cognitive strategies students reported using when listening to authentic texts in French. Student responses on both instruments were correlated to determine any possible relationship between the three types of motivation and the meta-cognitive listening strategies. Responses to the motivation questionnaire were

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also correlated with listening proficiency, as determined by a listening comprehension test. As hypothesized, students reporting a greater use of meta-cognitive strategies also reported more motivational intensity, with some evidence of a self-determination continuum evident in the response patterns. Listening proficiency correlated negatively with a motivation; however, correlations with intrinsic and extrinsic motivation were not as high as anticipated. The results of this study provide some empirical support for the hypothesized links between self-determination theory, self-regulated learning, learner autonomy, and meta-cognition.

Park (2008) investigated the relationship between language learning strategies and the second language proficiency. Language learning strategies were measured by the Strategy Inventory for Language Learning (SILL, ESL/EFL Student Version), and L2 proficiency was determined by the Test of English as a Foreign Language (TOEFL) for 332 university students learning English in Korea. The findings of this study are: (1) the relationship between language learning strategies and L2 proficiency was linear; (2) all six categories of language learning strategies as well as total language learning strategies were significantly correlated with the TOEFL scores; and (3) cognitive and social strategies were more predictive of the TOEFL scores than the other four strategy categories, jointly accounting for 13 percent of the total variation in the TOEFL scores. These findings provide evidence that L2 learners need language learning strategies, specifically cognitive and social strategies in the Korean context, to facilitate L2 acquisition and suggest that language learning strategies be taught in classrooms, focusing on effective strategies that may improve the results of strategy training.

Al-Tamimi and Shuib (2009) investigated petroleum engineering undergraduates students' motivation in terms of three motivational constructs: instrumental motivation, integrative motivation and personal motivation based on Gardner's (1985) and Cooper and Fishman's (1977) works at Hadhramout University of Science and Technology (HUST). The research tools used were questionnaire and interviews. This type of design that uses different research methods is called *triangulation* mixed *method design* (Creswell, 2002). The participants in this study are 81 petroleum engineering male students in the third, fourth and fifth year, and aged from 21-26 years old, at Hadhramout University of Science and Technology (HUST), Yemen. There were no female students in the department. Only 10 of these students were involved in the interview; 3 of them were in the third year, 4 in the fourth level and 3 were final year students in the academic year 2006-2007. The questionnaires consisted of 3 sections: section A, B and C. Sections A were used to collect information regarding the students' background. Section B consisted of 2 parts; part 1 identified students' motivation to learn the English language that it

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adapted from Benson (1991), Sarjit Kaur (1993) and Qashoa (2006) based on two scales of Gardner's (1985) Attitude and Motivation Test Battery (AMTB) (instrumental and integrative orientation scales) and Cooper and Fishman's (1977) (personal motivational construct). An MP4 and a laptop were used in interview. The quantitative data of the questionnaires were analyses in terms of means and percentage in SPSS. A content analysis method was used in the qualitative data. This study indicated that the students have certain reasons for learning the language and hold significant attitudes toward the use of English language that should be considered by English instructors and syllabus designers at petroleum engineering undergraduates (PED) at Hadhramout University of Science and Technology (HUST) in preparing their materials, curriculum and teaching methods. In addition, the students had positive attitudes towards the educational status of English in Yemeni.

Li and Pan (2009) studied the relationship between motivation and achievement in Qingdao Agricultural University. The study found that motivation is just one of the many factors which influence the learning process and the learning results. So, teachers should also pay attention to other factors such as learner, learning style, personality and language attitude, etc. to get them actively involved in class.

Guirong at al (2010) surveyed on English learning motivation of students in Qingdao Agricultural University. The participants were 50 students of both Advanced and Ordinary English classes: 25 students in Advanced English class and 25 students in Ordinary English class. The research tool was questionnaire. The questionnaire contained 25 statements which needed to be answered Yes or No based on the English Learning Motivation Questionnaire written by Gaoyan. There are 5 sections and each with 5 statements in the questionnaire; section 1 dealt with extrinsic motivation, section 2 with intrinsic motivations, section 3 with autonomous learning ability, section 4 with learning anxiety and section 5 with learning attitude. The results of this research were intrinsic motivation is more important than extrinsic motivation in contributing to English learning. The autonomous learning ability of students in ordinary class is weaker and lower than students in advanced class. Both of them were full of anxiety in learning English. The attitude of students in advanced class is more proper than students in ordinary class.

Li and Haggard (2011) studied Technical College students' English Learning motivation in Southern Taiwan. The study found that instrumental motivation was the weakest when the students learn English. So it is possible that the subject still did not understand the importance of instrumental motivation for their studies or work in the future. However, in this study speaking and

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reading abilities are the two skills that technical college freshmen students would like to improve.

Ghavini and Khajehpour (2011) investigated students' attitudes and motivations toward learning English in the second year students in Iranian high school in the east of Tehran. The sample of this study was 123 students, 63 in female students and 60 male students. The instrument was questionnaire which comprises 18 items. The questionnaires were adapted to 5 point scales ranging from "strongly agree" to "strongly disagree" based on scale of original 6 points in Likert Scale format of Gardner's Attitude and Motivation Test Battery (AMTB). The questionnaire was administered in the mother tongue, focusing on motivational orientation (instrumental and integrative motivation) and the attitudes of the students regarding the language (positive and negative). The data was analyzed in terms of descriptive and inferential statistics. The results of the study revealed that the girls are more inclined to bilingualism than boys. The results are contrary with the hypothesis suggested by (Ledegard, 2000) which says that male would be closer to L2 and to its culture than female would. As regards gender, the results show significant difference between subjects' responses to each of the instrumental and integrative types of motivation. Female have more positive attitude to learning English than male in general.

In Malaysia, Latif and et.al. (2011) examined the extent to which attitude, motivation, anxiety and instrumental orientation influence learners' performance in an English course in Open University Malaysia (OUM). A cross-sectional survey design was adopted in quantitative study random sample of 4,000 learners in all the learning centres nationwide which was carried out during the period from March to April 2010. In this procedure, a total of 2,016 learners completed and returned the questionnaires, out of which 757 questionnaires were found to be useable for this research. The questionnaires consisted of demographic and academic information and four constructs in 18 items of statements. The four constructs contained 4 items in anxiety, 5 items instrumental orientation, 4 items in personal motivation and 5 items in attitude. The result indicated that all the four variables were significantly correlated with learners' performance in the English course conducted at Open University Malaysia (OUM). The regression analysis showed that all the variables except for personal motivation exert significant impacts on performance with anxiety having a negative impact while attitude and instrumental orientation having positive impacts. Several implications were discussed and some recommendations were put forth, taking into consideration the open and distance learning environment at Open University Malaysia (OUM).

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Elham, Dehbozorgi (2012) studied effects of attitude towards language learning and risk-taking on EFL student's proficiency. The objectives of the study, three data gathering instruments were used: attitude towards language learning scale, venturesomeness subscale of Eysenck IVE Questionnaire, and Oxford Quick Placement Test (2005). The participants were 120 female and male college students majoring in English Translation at Marvdasht University. The results showed that the relationship between proficiency level-high, middle, and low - and attitude towards language learning was not significant and the middle proficient participants were higher risk-takers. The results demonstrated differences in risk-taking between high and intermediate levels. Moreover, there was no significant difference between high and low groups and low and middle groups. Corelational analysis revealed a significant positive relationship between attitude towards language learning and risk-taking (r=.20, p< 0.05). Besides, language proficiency and attitude towards language learning did not have a significant correlation (r= .06, p> 0.05).

King Mongkut's Institute of Technology Ladkrabang

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CHAPTER 3
RESEARCH METHODOLOGY

The purpose of this study was to discover the relationship between motivation and attitude on English achievement of vocational students at Dokhamtai Industrial and Community Education College (DICE) in Phayao province.

This chapter described the research methodology in this study. It contained 5 major sections as follows:

1. Type of research
2. Population in the research
3. Research instruments
4. Data collection
5. Data analysis and Statistical Devices

3.1 Type of Research

This research was a descriptive research using questionnaires for surveying on vocational certificate students at Dokhamtai Industrial and Community Education College (DICE) in Phayao province to obtain the level of motivation and attitude in English learning in quantitative. Moreover, this research used English proficiency test to measure the English student's ability.

3.2 Population in the Research

Participants in this study were 81 students in vocational certificate level from the first year to the third year who enrolled in Dokhamtai Industrial and Community Education College (DICE). This research used all amount of population that is a purposive sampling because there were a little amount of students at Dokhamtai Industrial and Community Education College (DICE) and there were some drop out of students. The students were in commercial and industrial majors. They have studied English language every semester from the first year to the third year during academic year 2010 to 2012.

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Table 3.1 Participants (Purposive Sampling)

No.	Vocational Certificate Level	A number of students	Percentage
1	The first year	**40**	**100**
	- Commerce	8	20
	- Industry:	32	80
2	The second year	**22**	**100**
	- Commerce	5	**22.72**
	- Industry	17	77.28
3	The third year	**19**	**100**
	- Commerce	6	31.58
	- Industry	13	68.42
	Grand Total	**81**	**100**

3.3 Research Instruments

3.3.1 Interview

In the preliminary step, the researcher randomly selected only 30 students out of selected sample for interviewing in order to get supplementary information to design and modify the questionnaires. This research used simple random sampling method by counting skip 3 students. The researcher interviewed student one by one following the topics items from Attitude and Motivation Test Battery (AMTB). The researcher checked and analyzed the data in percentage arranging by the highest to the lowest scores in 12 topics items.

3.3.2 Pilot Group

The pilot group in this research was the second year vocational certificate students at Phayao College of Agriculture and Technology (PCAT) in Phayao province. The representative sample in this research was 50 students. The research instrument was tried out to ensure about student's understanding of language in the questionnaires.

3.3.3 Questionnaire

The questionnaire was used to measure the students' motivation, attitude and reason for learning and expectation. It was designed and modified based on the Attitude and Motivation Test Battery (AMTB) by R.C. Gardner (2004) and supported by students' preliminary interview information. The questionnaires used in this study consisted of three parts. It was translated into Thai by the researcher. The language and the correctness of questionnaire were checked by two English experts, a

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statistical expert. They were tried out with the pilot groups at Phayao College of Agriculture and Technology (PCAT) to ensure about the effective use of language in the questionnaire.

The questionnaires consisted of three sections:

Section 1: Students' background

This section was a check – list questionnaire. It was divided into two parts. This first part was about general information of respondents such as gender, age, parents' occupation, parents' income, name of previous school, type of previous school, previous grade point average, previous English grade, current study level and current major or field. The second part was about parental encouragement. This section aimed to investigate the relationship between students' background and attitude and motivation for learning.

Section 2: Motivation, attitude intensity and reason for learning and expectation

There are three topics in this section that deals with students' motivation, students' attitude and students' reason for learning and expectation. This section consisted of 5-Likert scale, each item running from "very high" to "high" to "moderate" to "little" to "very little". The first topic was about students' motivation; attended to investigate the motivation force in English learning. The second topics was about students' attitude; to survey about students' opinion and feeling on studying English and the degree of attitude of the students like or dislike or feel natural. The third topic was about students' reason for learning and expectation; to investigate about students' reason for learning and expectation in the future. This section aimed to know about students' awareness in English learning, for example, if they graduated, how they expected to use English and how English is important?

Rating Scale	The value of scale
Very little	1
Little	2
Moderate	3
Much	4
Very much	5

Section 3: Other opinion/suggestion

This section was about students' opinion, recommendation, or suggestion on the topic. It was opened-ended. They can recommend any other opinion or anything else that they want.

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Validity of the questionnaire

The questionnaire was revised in accordance with the advice and suggestions of three experts and language specialists from the Faculty of Arts and Faculty of Science, University of Phayao. The validity of the questionnaire was analyzed by Item-Objective Consistency (IOC) value. The Item-Objective Consistency value (IOC) is 0.90.

Reliability of the questionnaire

The questionnaire was checked by 50 pilot groups, the second year students at Phayao College of Agriculture and Technology (PCAT) for ensuring and understanding the language. The reliability regarded the accuracy of the data. The reliability of the questionnaire was analyzed by statistical value. The reliability value is Alpha = 0.9142, Standardized item alpha = 0.9178.

3.3.4 English Proficiency Test

The language proficiency test in this research was University of Cambridge (ESOL Examinations), Key English Test for schools. It is a standard test tools for pupils in dealing with everyday written and spoken English at a basic level.

The language proficiency test was extracted and modified from the sample paper of Key English Test for schools (KET for school). The sample paper 1: reading and writing, 9 parts, 56 points; paper 2 listening, 5 parts, 25 points and Key English Test for Schools speaking test. So proficiency test in this research was divided into 4 parts covering 4 skills, 55 points, 60 marks; 15 points in listening, writing, reading skills and 10 points in speaking skills (See Appendix C).

This test covered four skills of English: Reading, Writing, Listening and Speaking. Key English Test has been particularly targeted at the interests and experiences of school pupils. The reading and writing measured about understanding simple written information such as signs, brochures, newspapers and magazines. They also had to fill gaps in simple sentences and write a short message or note. The listening skill was used to measure students understanding announcements and other spoken material when people speak reasonably slowly. The speaking skill was used to measure students' ability to take part in a conversation by answering and asking simple questions. This test was conducted face-to-face with one or two other students. This made their test more realistic and more reliable. In addition, the Key English Test was associated with the main objectives of English learning in 2002 curriculum for the certificate of vocational education in English fundamental subjects. There are 5 main objectives in Fundamental English language in 2002 vocational certificate curriculum (2003 revised edition by the Department of Vocational Education) as follows:

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Objective 1: Communicate covering 4 skills listen, speak, read and write in English language according to the principles of religions, human rights and culture.

Objective 2: Develop oneself and career to solve problems by using English language in daily life and career.

Objective 3: Understand language culture considerably.

Objective 4: Be able to use learning strategies, media and various technologies in language learning.

Objective 5: Have positive attitudes towards English learning; aware in English usefulness and apply the principles of English language in working and daily life.

Validity of English proficiency test

English proficiency test was revised in accordance with the advice and suggestions of three experts and language specialists as mentioned above. The validity of the proficiency test was analyzed by IOC value. The IOC value is 0.93.

3.4 Data Collection

The data collection was organized as follows:

3.4.1 Interview

30 students were interviewed one by one. The results were concluded and the questions were selected for making and designing the questionnaire.

3.4.2 Questionnaire

The questionnaire was distributed to the students. Then, the results were concluded and discussed.

3.4.3 English Proficiency Test

The proficiency test was distributed to the students. Then, the copies of the test were collected, evaluated, and concluded.

3.5. Data Analysis and Statistical Devices

There are 5 results in the research.

3.5.1 The data analysis of student's demographic and parental encouragement from the first part of the questionnaire used number and percentage.

3.5.2 The data analysis of overall results of student's motivation, attitude and expectation in learning English from the second part of the questionnaire used number, means and standard deviation.

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3.5.3 The data analysis of relationships between five factors and student's attitude used Pearson Chi-square and Pearson correlation coefficient to answer the research question number 1.

3.5.4 The data analysis of relationships between student's motivation and attitude and English proficiency test used Pearson Correlation coefficient to answer the research question number 2.

3.5.5 The data analysis of differences in student's motivation and attitude between the first to the third year used one way ANOVA to answer the research question number 3.

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CHAPTER 4
RESULTS

This chapter presented the data collected from the questionnaires and proficiency test. The research was a survey research. The main goal of this research was to discover the relationship between motivation and attitude on English proficiency of vocational students at Dokhamtai Industrial and Community Education College (DICE) in Phayao. There are three research questions as follows:

1) What are the factors of vocational students' attitude towards English learning?

2) What is relationship between motivation and attitude on English proficiency of vocational student?

3) What are the differences in students' motivation and attitude between the first year, the second year and the third year students?

The data analysis of this research was analyzed by statistical package from 81 vocational students at DICE. The results were divided into six topics as follows:

1) General information and parental encouragement

2) Overall results of student's attitude, motivation and reason and expectation in English learning

3) Research question 1: What are the factors of vocational students' attitude towards English learning?

4) Research question 2: How do motivation and attitude correlate on their English proficiency?

5) Research question 3: What are the differences in students' motivation and attitude between the first year, the second year and the third year?

6) Open ended question and other suggestions

The results are as follows:

4.1. General Information and Parental Encouragement

4.1.1. Demographic Information

This data consisted of the first part of questionnaire. It was a check list questionnaire. The results were as follows:

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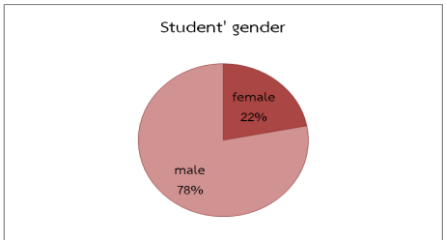

Figure 4.1 Student's Gender

As shown in Figure 4.1, there are 77.8% of male and 22.2% of female students.

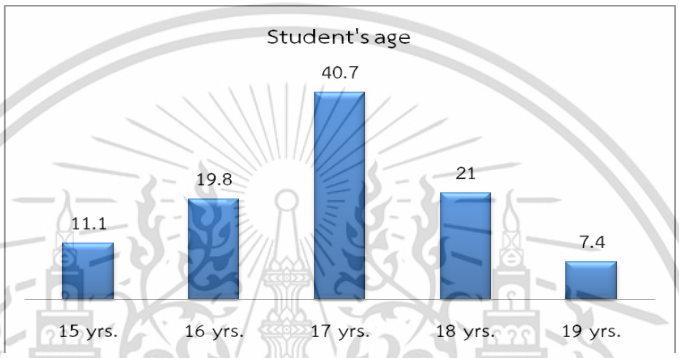

Figure 4.2 Percentage of Student's Age

Figure 4.2 showed the age range of respondents, there was from 15 to 19 years old. 40.70% of students were 17 years old, 21% of students were 18 years old, 19.80% of students were 16 years old, 11.10% of students were 15 years old and 7.40% of students were 19 years old.

4.1.2. Student's Background

This data about the students' background was at the first part of questionnaire. It was a check list. The findings are presented in Table 4.1 below:

Table 4.1 Student's Background

Student's background		Number	Percentage
Previous school	Ban Chamkai school	28	35
	Ban Dong school	21	26
	Ban Hnonglom school	6	7
	Tam Pin Wittayakom school	2	2
	Other	24	30
Type of previous school	Private school	2	2.5
	Government school	24	29.6
	Educational Opportunity Expansion Schools	55	67.9

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Table 4.1 (Continued)

Student's background		Number	Percentage
Grade point average	1.00 – 2.00	32	39
	2.01 - 3.00	38	47
	3.01 - 4.00	11	14
Previous English grade	0	13	16
	1	37	46
	1.5	6	7
	2	6	7
	2.5	7	9
	3	7	9
	3.5	3	4
	4	2	2
Current level	The first year	40	49.4
	The second year	22	27.2
	The third year	19	23.0
Major	Industry	66	81.5
	Commerce	15	18.5
Starting to study English	Kinder garden	46	56.8
	Primary school	34	42
	Secondary school	1	1.2
Using English in daily life	Yes	19	23.5
	No	62	76.5
Getting a chance to study English	Yes	71	87.7
	No	10	12.3

Table 4.1 showed the student's background. The findings showed that 35% of students come from Ban Chamkai School, 30% come from the other schools and 26% come from Ban Dong School. 67.9% of students graduated from educational opportunity expansion school, 29.6% of students graduated from government school and 2% of students graduated from private school. 47% of students got grade point average between 2.01 to 3.00. Moreover, 46% of students got grade 1 and 16% got grade 0 in English. It showed that the students got low achievement in English learning. The majority students never used English for their social life. In addition, they lack of opportunities or incentive for the students to use English for their study. However, 87.70% of the students say "yes" when asking about getting chance to study English. It seems that they are interested and perceive the necessity of English for their academic and job in the future.

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4.1.3. Parent's Background

This data of parent's background was at the first part of questionnaire. It was a check list questionnaire. As shown in Table 4.2 below:

Table 4.2 Parent's Background

Parent's background		Number	Percentage
Father's occupation	Farmer	68	84
	Government officer	1	1.2
	Private	4	4.9
	Other	8	9.9
Mother's occupation	Farmer	68	84
	Government officer	2	2.5
	Private	4	4.9
	Other	7	8.6
Father's income	Below 5,000 baht	52	64.2
	6,000 – 10,000 baht	23	28.4
	10,000 – 15,000 baht	2	2.5
	Above 15,000 baht	4	4.9
Mother's income	Below 5,000 baht	61	75.3
	6,000 – 10,000 baht	16	19.8
	10,000 – 15,000 baht	4	4.9
Father's education	Primary school	59	72.8
	Secondary school	15	18.5
	Above bachelor degree	7	8.6
Mother's education	Primary school	66	81.5
	Secondary school	7	8.6
	Bachelor degree	2	2.5
	Above bachelor degree	6	7.4

Table 4.2 showed the parent's background. The results found that 84% of their parents are farmer. Their parents' income was low, the average being around 5,000 baht per month. Moreover, the majority parents only finished primary school.

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4.1.4. Parental Encouragement

This data consisted of 8 items. It was a check list. The results were as follows:

Table 4.3 Number and Percentage of Parental Encouragement

No	Topic	Yes		No	
		N	percent	N	percent
1	My parents try to help me to learn English e.g. help me to do my homework.	29	35.8%	52	64.2%
2	My parents feel that English is very important for me to learn.	60	74.1%	21	25.9%
3	My parents feel that I should continue studying English all my life.	37	45.7%	44	54.3%
4	My parents have stressed the importance of English learning.	41	50.6%	40	49.4%
5	My parents urge me to ask for help from the teacher if I have a problem in my English learning.	42	51.9%	39	48.1%
6	My parents are very interested everything I do in my English class.	35	43.2%	46	56.8%
7	My parents encourage me to practice my English as much as possible.	57	70.4%	24	29.6%
8	My parents think I should devote more time to studying English.	29	35.8%	52	64.2%

Table 4.3 showed parental encouragement. The results found that 74.1% of the student's parents feel that English is very important to learn and 70.4% of student's parents encourage student to practice English as much as possible. Moreover, 51.9% of their parents urge student to ask for help from the teacher when they have a problem in English learning. Moreover, 50.6% of the parents have stressed the importance of English learning. The parents realized that English is important for the students' future work and their life, but they can not help the student in English learning. As 4 topics that parents say "No" because they could not encourage and help students to practice in English by themselves because they had no knowledge to teach. 64.2% of student's parents could not help students to learn English and don't think the students should devote more time to studying English. 56.8% of student's parents were not interested in student's English classes. 54.3% of student's parents felt that they should continue studying English for of their all life.

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4.2. Student's Motivation, Attitude, Reasons and Expectation in English Learning

This data was in the second part of the questionnaire. The data analysis used mean scores and standard aviation. (Best, 1981: 204-208)

Scale No.	Scale	Rating
5	4.51-5.00	Strongly Agree
4	3.51-4.50	Agree
3	2.51-3.50	Neutral
2	1.51-2.50	Disagree
1	1.01-1.50	Strongly Disagree

The results were as follows:

4.2.1. Overall Results of Student's Attitude, Student's Motivation, Student's Reason And Expectation in English Learning

This section summarizes the overall results of student's attitude, student's motivation and student's reason and expectation in English learning. The information was analyzed in terms of number, means and standard deviations. As the Table 4.4 shows:

Table 4.4 Student's Motivation, Attitude, and Expectation in English Learning

No.	Items	N	$\bar{X}$	S.D	Rating
1	students' positive attitude	81	3.89	0.83	Agree
2	students' reason and expectation	81	3.81	0.94	Agree
3.	students' motivation	81	3.35	0.88	Neutral
4.	students' negative attitude	81	2.34	0.96	Disagree

Table 4.4 showed the overall results of student's motivation, attitude, reason and expectation in English learning. The results found that the majority students have positive attitude towards English learning ($\bar{X}$ = 3.89) and most students realized in student's reason and expectation for English learning is ($\bar{X}$ = 3.81). Most student were motivated ($\bar{X}$ = 3.35). On the other hand, the student's negative attitude was disagreed ($\bar{X}$ = 2.34).

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4.2.1.1. Student's Motivation in English Learning

Table 4.5 shows the 10 items of student's motivation in English learning.

Table 4.5 Mean and Standard Deviations of Students' Motivation

Student' s motivation	$\bar{X}$	S.D	Rating
I try to understand all the English that I see and hear.	3.82	0.84	Agree
I will pay attention to my English achievement.	3.60	0.83	Agree
When I don't understand something in my English class, I always ask my teacher for help.	3.54	1.02	Agree
I usually check my assignments when I get them back from my English teacher.	3.44	0.82	Neutral
I try to understand the more complex aspect of English.	3.32	0.90	Neutral
When I study English, I ignore distractions and pay attention to my task.	3.17	0.83	Neutral
I study hard in English.	3.13	0.81	Neutral
I am usually updated with English news every day.	3.02	0.82	Neutral
I usually do my English homework.	3.00	0.86	Neutral
Average	**3.35**	**0.88**	**Neutral**

Table 4.5 showed the students' motivation in English learning. The top three ranking about student's motivation are: (1) most students try to understand all the English that they see and hear ($\bar{X}$ = 3.82), (2) students pay attention in English achievement ($\bar{X}$ = 3.60) and (3) always ask the teacher for help ($\bar{X}$ = 3.54). The mean value is more than 3.50 in agree rating.

There were seven items in the middle rate of student's motivation: (1) students usually check their assignments when get them back from English teacher ($\bar{X}$ = 3.44), (2) students ask the teacher when they do not understand about English teacher's explanation ($\bar{X}$ = 3.38), (3) students try to understand the more complex aspect of English ($\bar{X}$ = 3.32), (4) students ignore distractions and pay attention to his/her task ($\bar{X}$= 3.17), (5) students study hard in English ($\bar{X}$ = 3.13), (6) students update with English news every day ($\bar{X}$ = 3.02) and (7) students usually do English homework ($\bar{X}$= 3.00). The mean value is more than 3.00 in neutral rating.

In summary, it can be concluded that majority students tried to understand English. They would like to know everything about English. Moreover, students paid a lot of attention to English achievement and asked the teacher for help when they have trouble ($\bar{X}$ > 3.50).

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4.2.1.2 Student's Positive Attitude towards English Learning

Table 4.6 below shows the 4 items of student's positive attitude as follows:

Table 4.6 Mean and Standard Deviations of Students' Positive Attitude

Student' s attitude	$\bar{X}$	S.D.	Rating
Learning English is really great.	4.03	0.78	Agree
English is usefulness thing in my life.	4.02	0.89	Agree
Learning English is very interesting.	3.79	0.81	Agree
Learning English is very enjoyable.	3.71	0.84	Agree
Average	**3.89**	**0.83**	**Agree**

Table 4.6 showed the student's positive attitude. The results found that student's attitude was at high level ($\bar{X}$ = 3.89). There were two topics that reflexed the student's positive attitude i.e., (1) students feel English is really great ($\bar{X}$=4.03) and (2) English is usefulness thing in their life ($\bar{X}$=4.02). In addition, students feel that English is very interesting ($\bar{X}$= 3.79) and very enjoyable ($\bar{X}$=3.71).

4.2.1.3 Student's Negative Attitude towards English Learning

Table 4.7 below shows the 4 items of student's negative attitude as follows:

Table 4.7 Mean and Standard deviations of students' negative attitude

Student' s attitude	$\bar{X}$	S.D	Rating
Learning English is boring.	2.60	0.93	Neutral
Learning English is difficult.	2.49	1.16	Disagree
Learning English is waste the time.	2.23	0.82	Disagree
English is not important subject.	2.01	0.92	Disagree
Average	**2.34**	**0.96**	**Disagree**

Table 4.7 showed student's negative attitude. The top rate of student's negative attitude is 'English is boring.' ($\bar{X}$ =2.60). There were three topics in middle rate: (1) students feel that English is difficult ($\bar{X}$ = 2.49), (2) students think English is waste the time ($\bar{X}$ = 2.23) and (3) students feel that English is not an important subject ($\bar{X}$ = 2.01). The results showed that English teacher was an important factor for motivating students in learning English since the teacher should design and facilitate learning tasks that match the student's interest and at the right level. In summary, the results found that most students had more positive attitude than negative one. They realized and knew the importance and usefulness of English learning.

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4.2.1.4 Students' Reason for Learning and Expectation

Table 4.8 below shows the 7 items of student's reason for learning and expectation as follows:

Table 4.8 The students' reason for learning and expectation

Students' reason for learning and expectation	$\bar{X}$	S.D	Rating
English is very important in working and daily life.	4.07	0.84	Agree
English will help me to study in the foreign country.	3.92	1.02	Agree
English will help me to get a better job in the future.	3.88	0.90	Agree
Learning English is important for making me a knowledge and skillful person.	3.81	0.83	Agree
English will help me to make more money.	3.70	1.00	Agree
I would like to talk with native speakers about general things.	3.65	1.03	Agree
Knowing English is an important goal in my life	3.62	0.85	Agree
Average	**3.81**	**0.94**	**Agree**

Table 4.8 showed the students' reason for learning and expectation. Interestingly, every topics had the high mean value in agree rate ($\bar{X}$ = 3.50). The students felt 'English is very important in working and daily life.' ($\bar{X}$=4.07), 'English will help them to study in the foreign country.' ($\bar{X}$ =3.92), English will help them to get a better job in the future ($\bar{X}$ =3.88), 'English is important for making them a knowledge and skillful person' ($\bar{X}$ =3.81), 'English will help me to make more money' ($\bar{X}$=3.70), 'they like to talk with native speakers about general things' ($\bar{X}$ =3.65) and 'knowing English is an important goal in my life' ($\bar{X}$ =3.62). These reasons were particularly important for Thailand since English is rapidly becoming an international language. Most students acquired English knowledge because they know the value of it in their life at present and especially in the future.

Research question 1: What are the factors of vocational students' attitude towards English learning?

4.3. The Factors of Vocational Students' Attitude towards English Learning

This research focused on five factors of vocational students' attitude towards English learning. They are gender, age, student's motivation, student's expectation and student's educational background.

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4.3.1. Student's Factors and Student's Attitude

This part was about relationships between student's gender, age, motivation, expectation and student's attitude. The data analyzed by Pearson chi-square. As shown in Table 4.9 and 4.10 below:

Table 4.9 Relationships between Student's Factors and Student's Positive Attitude

No.	Factors	Chi-square value	df.	Sig.
1.	Gender	9.198	10	0.51
2.	Age	34.210	40	0.73
3.	Motivation	346.887	270	0.00
4.	Student's expectation	267.144	190	0.00

* Correlation is significant at the 0.05 level (2-tailed)

Table 4.10 Relationships between Student's Factors and Student's Negative Attitude

No.	Factors	Chi-square value	df.	Sig.
1.	Gender	7.612	11	0.75
2.	Age	55.172	44	0.12
3.	Motivation	369.737	297	0.003
4.	Student's expectation	255.578	209	0.015

* Correlation is significant at the 0.05 level (2-tailed)

Table 4.9 and Table 4.10 showed the relationships between student's factors and student's attitude by Pearson Chi-square. The findings showed that the student's motivation and expectation were influence and significantly correlation with vocational student's attitude. We can see that student's gender and student's age were not influence and correlate with student's attitude. This finding supported by others research such as Dennis Soku and et.al. (2010). They studied about students' attitudes towards the study of English and French in a Private University Setting in Ghana. The results found that gender had no significant effect on students' attitudes to the study of French, thus no significant difference exists between males and females in their attitudes to French. It was also found that age had no significant effect on students' attitudes to the study of both English and French.

4.3.2. Student's Educational Background and Student's Attitude

This part was about relationships between student's educational background and student's positive and negative attitude by Mean scores, Standard deviation and Pearson correlation coefficient. The mean score of student's positive and negative

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attitude was $\bar{X}$=3.89, $\bar{X}$=2.34, respectively. As shown in Table 4.11 and Table 4.12 below:

Table 4.11 The Correlation between Student's Educational Background and Student's Positive Attitude ($\bar{X}$=3.89)

No.	student's educational background	Mean Scores	SD.	γ	Sig.
1.	Previous school	2.65	.52822	-0.13	0.23
2.	Type of previous school	2.67	1.66583	0.17	0.11
3	Grade point average	1.74	.68516	-0.08	0.46
4	Previous English grade	3.00	1.88414	-0.06	0.59

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.12 The Correlation between Student's Educational Background and Student's Negative Attitude ($\bar{X}$=2.34)

No.	student's educational background	Mean Scores	SD.	γ	Sig.
1.	Previous school	2.65	.52822	0.09	0.40
2.	Type of previous school	2.67	1.66583	0.05	0.64
3	Grade point average	1.74	.68516	0.10	0.35
4	Previous English grade	3.00	1.88414	0.02	0.80

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.11 and Table 4.12 showed the correlation between student's educational background and student's attitude in four topics; previous school, type of previous school, grade point average and previous English grade. The findings found that student's educational backgrounds were not significantly correlated with student's attitude. The significance value is more than 0.05 (P< 0.05).

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Research question 2: How do the motivation and attitude correlate on their English proficiency?

4.4. Relationship between Student's Motivation and Attitude and English Proficiency Test

This part was about relationships between the mean score of student's motivation and attitude and the average scores of English proficiency test by Pearson correlation coefficient. As shown in Table 4.13 and Table 4.14 below:

Table 4.13 The Mean Score of Student's Motivation and Attitude and the Average Scores of English Proficiency Test

Student's year	N	Average of proficiency scores	S.D.	Mean scores of Motivation	Mean scores of Positive Attitude	Mean scores of Negative Attitude
The 1st year	40	16.75	4.72	3.29	3.92	2.20
The 2nd year	22	18.45	3.62	3.23	3.80	2.60
The 3rd year	19	21.84	7.38	3.59	3.95	2.32
Total	**81**	**18.40**	**5.55**	**3.35**	**3,89**	**2.34**

Table 4.13 showed the mean score of student's motivation and attitude and the average scores of English proficiency test in each year. The average scores of proficiency test was 18.40; the first year: 16.75, the second year: 18.45 and the third year: 21.84.

Table 4.14 The Correlation between Student's Motivation and Attitude on Proficiency Test

No.	Items	1	2	3	4
1	Student's motivation	1.00			
2	Student's positive attitude	0.66**	1.00		
		0.00			
3	Student's positive attitude	-0.21*	-0.32**		
		0.01	0.03		
4	Proficiency test	-0.10	0.05	0.10	1.00
		0.34	0.61	0.37	

* Correlation is significant at the 0.05 level (2-tailed)

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Table 4.14 showed the correlation between student's motivation and attitude on proficiency test ($\bar{X}$=18.40). The results found that student's motivation and attitude were not significantly correlated with proficiency test. This research finding differed from many studies that have established positive correlation between motivation/attitude intensity and achievement.

Research question 3: What are the differences in students' motivation and attitude between the first year, the second year and the third year?

4.5. The Differences in Student's Motivation and Attitude Between Groups

There were three groups in this research. They were the first to the third year students. This section aimed to find the differences in student's motivation and attitude between groups by one-way ANOVA. As shown in Table 4.14, Table 4.15 and Table 4.16 below:

Table 4.15 ANOVA of Comparison Student's Motivation between Groups

Group	Sum of Squares	df	Mean Square	F	Sig.
Between	1.588	2	0.794	0.940	0.151
Within	31.913	78	0.409		

* Correlation is significant at the 0.05 level (2-tailed)

Table 4.16 ANOVA of Comparison Student's Positive Attitude between Groups

Group	Sum of Squares	df	Mean Square	F	Sig.
Between	0.292	2	0.733	0.323	0.725
Within	35.200	78	0.337		

* Correlation is significant at the 0.05 level (2-tailed)

Table 4.17 ANOVA of Comparison Student's Negative Attitude between Groups

Group	Sum of Squares	df	Mean Square	F	Sig.
Between	2.307	2	1.154	2.047	0.136
Within	43.963	78	0.564		

* Correlation is significant at the 0.05 level (2-tailed)

Table 4.15, Table 4.16 and Table 4.17 showed the ANOVA results for the comparison of student's motivation and attitude between groups. The results found that there were not significantly different between groups. The significant value is

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more than 0.05 (P= 0.151, 0.725 and 0.136), respectively. For ensuring that the differences of student's motivation and attitude between groups, this study also compared by the mean scores of the three groups as shown in Table 4.17 below:

Table 4.18 Mean Scores of the Differences in Student's Motivation and Attitude between Groups

Student's level	Mean scores of Motivation	Mean scores of Positive Attitude	Mean scores of Negative Attitude
The 1st year	3.29	3.92	2.20
The 2nd year	3.23	3.80	2.60
The 3rd year	3.59	3.95	2.32

Table 4.18 showed mean scores of student's motivation and attitude in each year for comparing the differences between groups. The results found that the third year students had high motivation and attitude than the other two groups.

4.6. Open Ended and Others Suggestion

The data analysis of open ended and others suggestion in the third section of the questionnaire were content analysis. The results were as follows:

Table 4.19 Number and Percentage of Student's Suggestions and Opinions

Details	Number	Percentage
Answer the question	7	8.64
No answer the question	74	91.36
Total	**81**	**100**

Table 4.19 showed number and percentage of student's suggestions and opinion. The results found that 91.36% did not answer the questions and 8.64% answered the question. There were grouped into seven mains opinions as follows:

1. The teacher is enjoyable and friendly.
2. Students required more time in English learning.
3. English is useful for real life. English vocabulary and grammar are difficult for Thai students.
4. English is useful and important for students.
5. They want to communicate fluently with native speaker.
6. The teacher is important in English teaching.
7. English language is a global language and it's important to learn.

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CHAPTER 5
CONCLUSION DISCUSSION AND SUGGESTIONS

This chapter presented the overall summary of the study which states scope and limitations, statistics, participants of the research, the problems of the research, findings, summary, discussion and recommendations.

5.1. Conclusion

Three research questions were considered in this study. The first question was the causes of vocational students' attitude towards English learning. The second question was how motivation and attitude have an effect on their English achievement. The third question was the differences in students' motivation and attitude between the first year, the second year and the third year. The participants were students who studied vocational certificate level at Dokhamtai Industrial and Education College in the Northern of Thailand. The brief conclusions were:

1. Most of the population in this research was male, industrial major and was 17 years old.

2. Majority of students had positive attitude, moderately motivation and realized the usefulness of English learning.

3. There were correlations between the two factors in this study, i.e. student's motivation, and student's expectation. They influenced and significantly correlated with vocational student's attitude towards English learning.

4. There was no relationship between the students' motivation and attitudes and proficiency score. This may be because of the students' background.

5. There was no different of student's motivation and student's attitude among the first, second and third year. Majority students had positive attitude and moderate motivation towards English learning. In addition, they realized and knew the importance of English, they knew that a good knowledge of English will help them get a better job and pursue study to the higher level of education. Three reasons are particularly important for the student, i.e. "English is very important in working and daily life", "English will help me to study in the foreign country" and "English will help me to get a better job in the future". There were three reasons refer to instrumental motivation.

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5.2 Discussion Based on the Findings

This research was to investigate relationship between motivation and attitude and achievement scores of vocational students in Phayao province. This section discussed according to the major points from the findings. They were:

1. The factors of vocational students' attitude towards English learning
2. The attitude and motivation towards English learning may be not good indicator of overall English proficiency for vocational students
3. Possible reasons of no correlation between attitude and motivation and achievement test
4. The vocational student's reasons for studying English
5. The differences in students' motivation and attitude between the first year, the second year and the third year

5.2.1. The Factors of Vocational Students' Attitude towards English Learning

The first research question was about the factors of vocational students' attitude towards English learning. The data was analyzed by Pearson Chi-square, Percentage and Mean score. Pearson Chi-square was performed correlation between student's factors and student's attitude. There were five factors considered for measuring the student's attitudes. They were gender, age, motivation intensity, student's expectation and student's educational background.

Factor 1 and 2: gender and age

This study measured the relationships between student's gender/age and student's attitude by Pearson chi-square. It was found that the gender and age were not influence and correlate with student's attitude towards English learning. As Soku and et al. (2010) studied about students' attitudes towards the study of English and French in a Private University Setting in Ghana. The results found that gender had no significant effect on students' attitudes to the study of French, thus no significant difference existed between males and females in their attitudes to French. It was also found that age had no significant effect on students' attitudes to the study of both English and French.

Factor 3 and 4: motivation and student's expectation

The findings showed the majority students were highly motivated to learn English. Besides, they had positive attitude towards English learning. This study measured the relationships among student's motivation, student's expectation and student's attitude by Pearson chi-square. It was found that student's motivation and student's expectation correlated with vocational students' attitude towards English

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learning. As Oroujlou and Vahedi (2011) studied the role of attitude and motivation in language learning, they found that systematic and academic application of "motivation and attitude" issues in language learning classes was very important and could make language courses more interesting. According to Gardner (1985), language learning motivation had three components: motivational intensity, the desire to learn the language, and the attitude towards learning the language. Moreover, Lennartsson (2008) stated that motivation and the desire to learn a second language were much more important than the social ones.

Factor 5: Student's educational background

The vocational students had positive attitude towards English learning. It seemed that student's educational background was not correlated with student's attitude towards English learning. Although they had low encouragement from their environment and their family, but they realized and knew the importance of English, they knew that a good knowledge of English would help them get a better job and pursue their higher education. It seemed that they were interested and perceived the necessity of English for their academic and job in the future. This study was contrast to Schibeci and Riley's study (2006) which investigated influence of students' background and perceptions on science attitudes and achievement, the results found that sex, race, and the home environment were shown to have substantial influence on student achievement in science.

5.2.2. The Attitude and Motivation towards English Learning May be not Good Indicator of Overall English Proficiency for Vocational Students

The second research questions stated that the relationship between motivation and attitude on English proficiency of vocational student. This data was analyzed by Pearson Correlation coefficient to correlate the mean overall student's motivation and attitude on English proficiency scores. This study found that the vocational students had high motivation and had positive attitudes towards English learning, but their English proficiency level was not very high.

As the researcher mentioned on Chapter 1 (Introduction) that most vocational students' English ability is quite low. They do not like to study English and they have poor proficiency in English learning. Gardner and Lambert believed that the students with strong desire and positive attitude towards learning a language obtain good grade in that the target language. This idea may not always be true for vocational students because it contradicts between student's high motivation and attitude with low proficiency scores. This study supported the others research such as Vitayapirak (1986), Nuchnoi (2005) and Siew Yee (2011). As Vitayapirak (1986)

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investigated of the relationships between attitudinal factors and language learning among Agriculture students at King Mongkut's Institute of Technology Ladkrabang, the results found that the correlation between motivation and attitude on English language proficiency were not statistically significantly. Moreover, Rosario's study (2005) found that no correlation between English major students' high motivation in learning L2 and their achievement in English foundation courses. Additionally, Lim Siew Yee (2011) studied the Mathematics attitude and Achievement of junior college students in Singapore, the results found that the relationship between intrinsic motivation and achievement was weak.

For this research, the results found that student's motivation and attitude were not significantly correlated with student's English achievement.

5.2.3. Possible Reasons of No Correlation between Attitude and Motivation and Proficiency Test

The results of this study contradicted between highly motivation, positive attitude and low proficiency. The possible reasons of no correlation between attitude and motivation and proficiency test could be:

1. It may be some other factors effecting relationships between motivation and attitude and proficiency test such as student's educational background, parents' occupation, parents' income, family' size, members of the family, previous school and the previous grade of language learning achievement.

2. It may be the proficiency test in this research may not appropriate for vocational students. It seems too difficult for vocational students since it was based and modified from Key English Test of Schools of Cambridge University that the test deals about general functions for communication in daily life that the students rarely use in their community and daily life.

3. It may be misunderstanding of the complex concepts of attitude and motivation and relationships with proficiency test.

5.2.4. The Vocational Student's Reasons for Studying English

This information contained in the second section of the questionnaire deals with student's reason and expectation in English learning. The main reasons for vocational students' English learning were that they perceived the necessity of English for their academic and job success, especially in the future. They had high expectations in English learning in working and daily life. Moreover, they knew and

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emphasized that English will help them to study in the foreign country, to get a better job in the future, make them a knowledge and skillful person and help them to make more money.

5.2.5. The Differences in Students' Motivation and Attitude between the First Year, the Second Year and the Third Year

The third research questions stated that the differences in students' motivation and attitude between the first year to the third year. This research was compared by mean score of student's motivation and student's attitude. The results found that the third year student's motivation had highly motivation ($\bar{X}$3.59) than in the first year student ($\bar{X}$3.29) and the second year students ($\bar{X}$3.23). Moreover, the third year students had a strong positive attitude ($\bar{X}$3.95) which was slightly higher than in the first ($\bar{X}$3.92) and the second year students ($\bar{X}$3.80). For negative attitude, the results found that the second year students had higher negative attitude ($\bar{X}$2.60) than the third ($\bar{X}$2.32) and the first year students ($\bar{X}$2.20). However, by using One-Way ANOVA to compare the average mean of student's motivation and attitude between the groups, the results found that there were not significant differences between groups.

5.3 Suggestions

Based on the findings and conclusions, the recommendations for further study include:

1. The relationships between motivation and attitude on English proficiency should be carried out with different groups and level of students.

2. Future research on weak language learners, IQ and language learning anxiety should be studied.

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APPENDICES

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Appendix A
English Questionnaires

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QUESTIONNAIRE

"RELATIONSHIPS BETWEEN MOTIVATION AND ATTITUDE ON ENGLISH ACHIEVEMENT OF VOCATIONAL STUDENTS IN PHAYAO PROVINCE"

This questionnaire is to measure the feeling and opinion about motivation and attitude towards English learning. Your answer will be very helpful and greatly appreciated for the success of this study. Please answer in this questionnaire in your opinion/feeling and in fact. Your information is a secret and useful for this research. Thank you for your cooperation.

There are 3 sections in this questionnaire

Section 1: Students' background

Part I: Students' Personal Data/ Students' Background

Part II: Parental Encouragement

Section 2: Motivation, attitude and reason for Learning and Expectation

Section 3: Other opinions/ suggestions

Thank you for your cooperation

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Section 1: Students' background

PART I: Students' Personal Data/Students 'background
Instruction: Please tick / and fill your information.

1. Gender: ( ) Male ( ) Female
2. Age ( ) 15 yrs. ( ) 16 yrs. ( ) 17 yrs. ( ) 18 yrs.
( ) 19 yrs. ( ) 20 yrs. ( ) 21 yrs. ( ) 22 yrs.
3. Father' s occupation ( ) farmer ( ) government officer
( ) private business ( ) other, please specify
4. Mother' s occupation ( ) farmer ( ) government officer
( ) private business ( ) other, please specify...
5. Father's income/monthly ( ) Lower than 5,000 Baht ( ) 6,000 – 10,000 Baht
( ) 10,000 – 15,000 Baht ( ) Higher than 15,000 baht
6. Mother's income/monthly ( ) Lower than 5,000 Baht ( ) 6,000 – 10,000 Baht
( ) 10,000 – 15,000 Baht ( ) Higher than 15,000 baht
7. Father's Education ( ) Primary School
( ) Secondary School
( ) Bachelor Degree
( ) Higher than Bachelor Degree
( ) Other, please specify .....
8. Mother's Education ( ) Primary School ( ) Secondary School
( ) Bachelor Degree ( ) Above Bachelor Degree
( ) Other, please specific .....
9. Name of Previous School .....
10.Types of Previous School ( ) Private School ( ) Public School
( ) Public School of expanding education opportunities
11. Previous GPA. .....
12. Previous English grade .....
13. Current Study Level ( ) The 1st year of certificate
( ) The 2nd year of certificate
( ) The 3rd year of certificate
14. Major/Field ( ) Commerce ( ) Industry
15. When did you start to learn English? ( ) Kinder garden( ) Primary School
( ) Secondary School
16. Have you ever used English for communicating with foreigners in your society?
( ) Yes ( ) No
18. If you have a chance to learn English, do you want to learn?
( ) Yes ( ) No

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<u>Section 1: Student's background</u>

Part II: Parental Encouragement

Instruction: Please tick / and fill your information.

No.	Topic	Yes	No
1	My parents try to help me to learn English e.g. help me to do my homework.		
2	My parents feel that it is very important for me to learn English.		
3	My parents feel that I should continue studying English all my life.		
4	My parents have stressed the importance of English learning.		
5	My parents urge me to ask for help from the teacher if I have a problem in my English learning.		
6	My parents are very interested everything I do in my English class.		
7	My parents encourage me to practice my English as much as possible.		
8	My parents think I should devote more time to studying English.		

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<u>Section II: Students' motivation and attitude</u>

Student's motivation and attitude

Instruction: Please tick / in your feeling and opinion.

Student' s motivation	5	4	3	2	1
1. I try to understand all the English that I see and hear.					
2. I am usually up to date with English news every day.					
3. When I have a problem about understanding something in my English class, I always ask my teacher for help.					
4. I study hard in English.					
5. When I study English, I ignore distractions and pay attention to my task.					
6. I will pay attention to my English achievement.					
7. I usually check my assignments when I get them back from my English teacher.					
8. I usually do my English homework.					
9. I am not pay attention when I don't understand about my English teacher's explanation.					
10. I try to understand the more complex aspect of English.					

Student' s attitude	5	4	3	2	1
1. Learning English is really great.					
2. Learning English is very enjoyable.					
3. Learning English is very interesting.					
4. Learning English is boring.					
5. Learning English is waste the time					
6. Learning English is difficult.					
7. English is very important part of school program.					
8. English is usefulness thing in my life.					
Students' reason for learning and expectation	5	4	3	2	1
1. English is very important in my working and daily life.					
2. Knowing English is an important goal in my life					
3. Learning English is important for making me a knowledge and skillful person.					
4. English will help me to get a better job in the future.					
5. English will help me to study in the foreign country.					
6. I'd like to talk with native speakers about general things.					
7. English will help me to make more money.					

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<u>Section IV: Other opinions/ suggestions</u>

Instruction: Please write your opinion and feeling.

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Appendix B

Thai Questionnaires

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แบบสอบถามงานวิจัย

เรื่อง “ความสัมพันธ์ระหว่างแรงจูงใจและทัศนคติที่มีผลต่อผลสัมฤทธิ์ในการเรียนภาษาอังกฤษของนักเรียนอาชีวศึกษาในจังหวัดพะเยา”

แบบสอบถามนี้ทำขึ้นเพื่อประเมินความรู้สึกและความคิดเห็นเกี่ยวกับแรงจูงใจและเจตคติที่มีต่อการเรียนรู้ภาษาอังกฤษ คำตอบของท่านเป็นประโยชน์อย่างมากในการศึกษาครั้งนี้ กรุณาตอบคำถามในแบบสอบถามตามความรู้สึกและความคิดเห็นของท่านตามความจริง ข้อมูลของท่านถือเป็นความลับและเป็นประโยชน์มากสำหรับการวิจัยครั้งนี้ ขอบคุณมากสำหรับความร่วมมือ

แบบสอบถามนี้แบ่งออกเป็น 3 ส่วน คือ

ส่วนที่ 1: ข้อมูลนักเรียน

ตอนที่ 1: ข้อมูลพื้นฐานนักเรียน

ตอนที่ 2: ข้อมูลการสนับสนุนจากผู้ปกครอง

ส่วนที่ 2: แรงจูงใจ ทัศนคติและเหตุผลในการเรียนภาษาอังกฤษและความคาดหวัง

ส่วนที่ 3: ข้อเสนอแนะอื่นๆ

ผู้วิจัยขอขอบคุณท่านมากที่ให้ความร่วมมือในการกรอกแบบสอบถามนี้

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ส่วนที่ 1: ข้อมูลนักเรียน

ตอนที่ 1: ข้อมูลพื้นฐานนักเรียน

คำชี้แจง: กรุณาใส่เครื่องหมาย ✓ หรือเติมข้อมูลของท่านตามความเป็นจริง

1. **เพศ**: ( ) ชาย ( ) หญิง
2. **อายุ:** ( ) 15 yrs. ( ) 16 yrs. ( ) 17 yrs. ( ) 18 yrs.
   ( ) 19 yrs. ( ) 20 yrs. ( ) 21 yrs. ( ) 22 yrs.
3. **อาชีพบิดา:** ( ) เกษตรกร ( ) ข้าราชการ
   ( ) ธุรกิจส่วนตัว ( ) อื่นๆ กรุณาระบุ.....
4. **อาชีพมารดา:** ( ) เกษตรกร ( ) ข้าราชการ
   ( ) ธุรกิจส่วนตัว ( ) อื่นๆ กรุณาระบุ.....
5. **รายได้บิดา/เดือน:** ( ) ต่ำกว่า 5,000 บาท ( ) 6,000 – 10,000 บาท
   ( ) 10,000 – 15,000 บาท ( ) มากกว่า 15,000 บาท
6. **รายได้มารดา/เดือน:** ( ) ต่ำกว่า 5,000 บาท ( ) 6,000 – 10,000 บาท
   ( ) 10,000 – 15,000 บาท ( ) มากกว่า 15,000 บาท
7. **ระดับการศึกษาบิดา:** ( ) ประถมศึกษา (ป. 1 – 6) ( ) มัธยมศึกษา (ม. 1 – 6)
   ( ) ปริญญาตรี ( ) สูงกว่าปริญญาตรี
   ( ) อื่นๆ กรุณาระบุ.....
8. **ระดับการศึกษามารดา:** ( ) ประถมศึกษา (ป. 1 – 6) ( ) มัธยมศึกษา (ม. 1 – 6)
   ( ) ปริญญาตรี ( ) สูงกว่าปริญญาตรี
   ( ) อื่นๆ กรุณาระบุ.....
9. **ชื่อโรงเรียนที่จบการศึกษา: โรงเรียน**.....
10. **ประเภทของโรงเรียน:** ( ) โรงเรียนเอกชน ( ) โรงเรียนรัฐบาล
    ( ) โรงเรียนขยายโอกาส ( ) อื่นๆ กรุณาระบุ.....
11. **เกรดเฉลี่ยสะสมที่ผ่านมา:** .....
12. **ผลการเรียนวิชาภาษาอังกฤษในเทอมที่แล้ว:**.....
13. **ระดับการศึกษาปัจจุบัน** ( ) ปวช. ปีที่ 1 ( ) ปวช. ปีที่ 2 ( ) ปวช. ปีที่ 3
14. **สาขาวิชา** ( ) พณิชยการ ( ) ช่างอุตสาหกรรม
15. **คุณเริ่มเรียนภาษาอังกฤษครั้งแรกเมื่อไหร่** ( ) อนุบาล ( ) ประถมศึกษา (ป. 1 – 6)
    ( ) มัธยมศึกษา (ม. 1 – 6)
16. **คุณเคยใช้ภาษาอังกฤษในการติดต่อสื่อสารกับชาวต่างชาติในชุมชนของคุณหรือไม่**
    ( ) เคย ( ) ไม่เคย
17. **ถ้าคุณมีโอกาสเรียนภาษาอังกฤษ คุณต้องการเรียนภาษาอังกฤษหรือไม่**
    ( ) ต้องการ ( ) ไม่ต้องการ

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ส่วนที่ 1: ข้อมูลนักเรียน

ตอนที่ 2: ข้อมูลการสนับสนุนจากผู้ปกครอง

คำชี้แจง: กรุณาใส่เครื่องหมาย ✓ หรือเติมข้อมูลของท่านตามความเป็นจริง

หัวข้อ	ใช่	ไม่ใช่
1. พ่อแม่พยายามช่วยฉันในการเรียนภาษาอังกฤษ เช่นช่วยสอนการบ้าน		
2. พ่อแม่รู้สึกว่าภาษาอังกฤษเป็นสิ่งที่สำคัญ		
3. พ่อแม่รู้สึกว่าฉันควรจะเรียนภาษาอังกฤษอย่างต่อเนื่องไปตลอดชีวิต		
4. พ่อแม่ฉันเน้นความสำคัญในการเรียนภาษาอังกฤษ		
5. พ่อแม่กระตุ้นให้ฉันไปขอความช่วยเหลือจากครูเมื่อเจอปัญหาภาษาอังกฤษ		
6. พ่อแม่สนใจมากในทุกสิ่ง ทุกอย่างที่ฉันทำเกี่ยวกับการเรียนภาษาอังกฤษ		
7. พ่อแม่ฉันสนับสนุนให้ฉันฝึกฝนภาษาอังกฤษเท่าที่จะทำได้		
8. พ่อแม่ฉันคิดว่าฉันควรจะสละเวลาในการเรียนภาษาอังกฤษให้มากขึ้น		

ส่วนที่ 2: แรงจูงใจ และทัศนคติ

คำชี้แจง: กรุณาใส่เครื่องหมาย ✓ ของท่านตามความเป็นจริง

แรงจูงใจของนักเรียน	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
1. ฉันพยายามทำความเข้าใจในภาษาอังกฤษทั้งหมดที่ฉันเห็น และได้ยิน					
2. ฉันติดตามข่าวสารภาษาอังกฤษให้ทันสมัยทุกวัน					
3. ฉันขอความช่วยเหลือจากครูเมื่อฉันไม่เข้าใจเกี่ยวกับภาษาอังกฤษ					
4. ฉันพยายามเรียนภาษาอังกฤษอย่างหนัก					
5. ฉันไม่สนใจสิ่งรบกวนใดๆและตั้งใจเรียนภาษาอังกฤษ					
6. ฉันใส่ใจในผลการเรียนภาษาอังกฤษ					
7. ฉันตรวจงานของฉัน เมื่อฉันได้รับงานคืนมาจากครู					
8. ฉันทำการบ้านภาษาอังกฤษอย่างสม่ำเสมอ					
9. ฉันถามครูของฉันเมื่อฉันไม่เข้าใจเกี่ยวกับคำอธิบายของครูภาษาอังกฤษ					
10. ฉันพยายามทำความเข้าใจในเรื่องที่ซับซ้อนในวิชาภาษาอังกฤษ					

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ทัศนคติของนักเรียน	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
1. การเรียนภาษาอังกฤษเป็นสิ่งที่ดีมาก					
2. การเรียนภาษาอังกฤษเป็นเรื่องที่สนุกสนาน					
3. ภาษาอังกฤษเป็นสิ่งที่น่าสนใจ					
4. ภาษาอังกฤษเป็นสิ่งที่มีประโยชน์ในชีวิตประจำวัน					
5. การเรียนภาษาอังกฤษเป็นเรื่องที่น่าเบื่อ					
6. การเรียนภาษาอังกฤษเป็นเรื่องที่เสียเวลา					
7. การเรียนภาษาอังกฤษเป็นเรื่องที่ยาก					
8. ภาษาอังกฤษเป็นวิชาที่ไม่สำคัญ					

เหตุผลในการเรียนภาษาอังกฤษและความคาดหวัง	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
1. ภาษาอังกฤษเป็นสิ่งที่สำคัญมากในการทำงานและในชีวิตประจำวัน					
2. การรู้ภาษาอังกฤษเป็นเป้าหมายที่สำคัญในชีวิตฉัน					
3. การเรียนภาษาอังกฤษเป็นสิ่งที่สำคัญที่ทำให้ฉันมีทักษะทางภาษา					
4. ภาษาอังกฤษจะช่วยให้ฉันได้ทำงานที่ดีในอนาคต					
5. ภาษาอังกฤษจะช่วยให้ฉันเรียนในต่างประเทศได้					
6. ฉันต้องการติดต่อสื่อสารกับเจ้าของภาษาเป็นภาษาอังกฤษ					
7. ภาษาอังกฤษจะช่วยให้ฉันหาเงินได้มากขึ้น					

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ส่วนที่ 4: ข้อเสนอแนะเพิ่มเติม

คำชี้แจง: กรุณาเขียนข้อเสนอแนะและความคิดเห็นของท่าน

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Appendix C
Proficiency test

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Proficiency Test

This test is adapted from Key English Test (for school) University of Cambridge (ESOL Examination)

This test is to measure the proficiency in English learning of vocational education level covering 4 skills: listening, speaking, writing and reading. This test covered in the main goals in the main goals of English and others languages learning following fundamental subject of vocational curriculum.

There are 4 parts in this test. There are 60 points each skill. There are 15 points in listening skill, 15 points in speaking skill, 15 points in reading skill and 10 points in writing skill.

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Proficiency Test
Key English Test for Schools

Information for candidates

1. There are 4 parts, 55 points in this test.
2. The total marks are 60.
3. There are 15 points carry 1 mark total 15 marks in reading skill.
4. There are 15 points carry 1 mark total 15 marks in writing skill.
5. There are 15 points carry 1 mark total 15 marks in listening skill.
6. There are 10 points total 15 marks in speaking skill: divided into two parts; there are 5 questions in the first part carry 1 mark, and there are 5 questions in the second part carry 2 marks.

Time: 2 hours

Instruction:

1. Read the instruction in each part of the paper carefully.
2. Answer all the questions.
3. Write your answers on the answer sheet by pen.

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Reading Skill: 15 points (15 marks)

Part 1 (1-5: 5 marks)

Question 1-5

Which notice (A-H) says this (1-5)?

For questions 1-5, mark the correct letter A-H on your answer sheet.

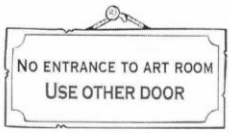
1 You should put things back in the right place.

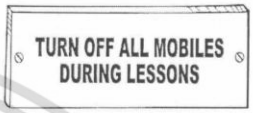
2 Go here if you have lost something.

3 You must walk in this place.

4 These students do not have a lesson.

5 You cannot go in through here.

A


B


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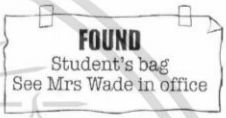

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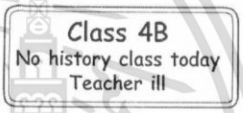
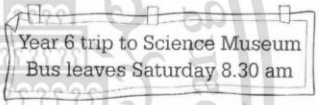


E


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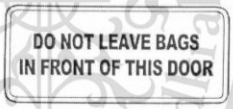

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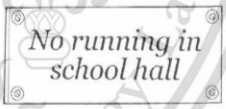
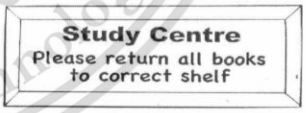


H


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Reading Skill: 15 points

Part 2 (6-10: 5 marks)

Question 6-10

Read the article about a young swimmer.

Are the sentences 6-10 "Right" **(A)** or "Wrong" **(B)**

If there is not enough information to answer "Right" **(A)** or "Wrong" **(B)** choose "Doesn't say" **(C)**

For questions 6-10, mark A, B or C on your answer sheet.

Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics. She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'

6. Ana hopes she will become an Olympic swimmer.

A Right **B** Wrong **C** Doesn't say

7. Ana knows that she is better at short races than long ones.

A Right **B** Wrong **C** Doesn't say

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8. Ana has won a lot of swimming competitions.

A Right **B** Wrong **C** Doesn't say

9. It is difficult for Ana to make friends with other people who swim.

A Right **B** Wrong **C** Doesn't say

10. Ana likes doing the same things as other teenagers.

A Right **B** Wrong **C** Doesn't say

Reading Skill: 15 points

Part 3 (11-15: 5 marks)

Question 11-15

Complete the five conversations.

For questions 11-15, mark A, B or C on your answer sheet.

11 Why didn't you come to the pool yesterday?
- **A** I didn't see them there.
- **B** It was a great time.
- **C** I was doing something else.

12 I have to go home now.
- **A** Have you been before?
- **B** It's still quite early.
- **C** How long was it for?

13 Whose phone is that?
- **A** It's not there.
- **B** Wasn't it?
- **C** I'm not sure.

14 There weren't any more tickets for the match.
- **A** That's a pity.
- **B** It isn't enough.
- **C** I hope so.

15 Shall we play that new computer game?
- **A** It's all right.
- **B** Yes, it is.
- **C** If you'd like to.

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Writing Skill: 15 points

Part 1 (16- 25: 10 marks)

Question 16-25

Complete the message left on the internet by a girl from Mexico City.

Write ONE word for each space.

For questions 16-25, write the words on your answer sheet.

My name **(0)** ..... Elisa Valdez. I'm twelve and I live in Mexico City. I (16) ..... two brothers, Emilio and Miguel. Both of (17) ..... are a few years older 18 ..... me. My sister, Maria, is 19 ..... youngest in my family and it was her tenth birthday 20 ..... week.

I love spending time 21 ..... my friends. We often 22 ..... shopping or play volleyball together. I really enjoy dancing too. I joined a dance school five years 23 ..... and I go there twice 24 ..... week to practise. I've learned a 25 ..... of interesting things about my country's music and dancing.

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Writing Skill: 15 points; Part 2 (26-30: 10 marks)

Question 26-30

Read the invitation and the e-mail.

Fill in the information in Louisa's note.

For questions 26-30, write the information on your answer sheet.

Come to an ice-skating party
on Saturday
at
Park Ice Rink

Starts at 1.30 p.m.

You won't need any money
but bring a warm sweater.

Let me know if you can come
by Thursday.

Sara

From: Carla

To: Louisa

Shall we go to Sara's ice-skating party together? My dad will take us in the car but we'll need to come back by bus. We'll drive to yours and get you at 12.30. Ring me this afternoon on my mobile (07816 212185) or after 6 p.m. at home (366387) to let me know.

Louisa's Notes

Ice-skating party

Person having party: Sara

Day: 26

Time: 27 p.m.

Take: 28

Travel there by: 29

Carla's evening phone number: 30

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Listening Skill: 15 points; Part 1 (31-35: 5 marks)

Question 31-35

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For questions 31-35, choose the right answer (A, B or C).

31 How many children went on the school trip?

6	12	18
A	B	C

32 Which campsite did Josh stay at last year?

A B C

33 How much is the skirt?

£15	£20	£25
A	B	C

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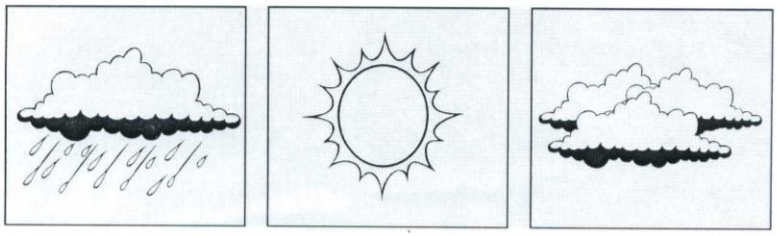
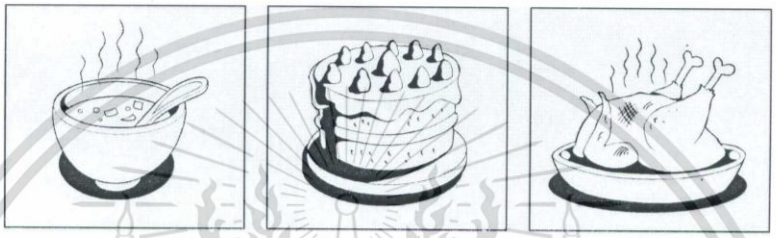
34 What's the weather like now?



A B C

35 What will the girl cook?



A B C

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Listening Skill: 15 points; Part 2 (36-40: 5 marks)

Question 36-40

Listen to Nick talking to a friend about his birthday presents.

What present did each person give him.

For questions 36-40, write a letter A-H next to each person.

You will hear each conversation twice.

PEOPLE		PRESENTS	
36	Mum	A	bike
37	Brother	B	book
38	Aunt	C	cinema tickets
39	Uncle	D	clothes
40	Grandmother	E	computer game
		F	mobile phone
		G	money
		H	music CD

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Listening Skill: 15 points; Part 3 (41-45: 5 marks)

Question 41-45

Listen to Susie talking to her friend Matt about going to the cinema.

For each question, choose the right answer (A, B or C).

You will hear each conversation twice.

41 Which film will they see?

A Sunny Day

B Field of Green

C Heart of Gold

42 They are going to the cinema

A by the market.

B in the shopping centre.

C opposite the park.

43 How will they get there?

A by car

B on foot

C by bus

44 Matt should meet Susie at

A 3.45.

B 4.15.

C 4.20.

45 The cinema tickets will cost

A £5.50.

B £6.20.

C £8.00.

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Speaking Skill: 10 points; Part 1 (46-50: 5 marks)

Question 46-50

46. What is your name and your nickname?
47. How old are you?
48. Where do you live?
49. How many people are there in your family?
50. When were you born?

Speaking Skill: 10 points; Part 2 (51-55: 10 marks)

Question 51-55

There are 2 cards for students; the first card is about "Skateboarding Competition" and the second card is about "Lenny Grace".

The students have to choose the cards from the teacher and answer the questions.

Part 2 3 – 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered the questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

Candidate A, there is some information about a skateboarding competition. Candidate B, you don't know anything about the skateboarding competition, so ask A some questions about it. Now B, ask A your questions about the skateboarding competition and A, you answer them.

Candidate A – your answers

Skateboarding Competition
for anyone 11 – 15 years old

at
Green Park
20 June

1 prize
New Skateboard
visit www.citynews.com for more information

Candidate B – your questions

Skateboarding Competition

- where ?
- for children ?
- date ?
- website ?
- what / win ?

There is a variety of acceptable questions which may be produced using this material. For example:

Where is the competition?
Is the competition for children?
What date is it?
Is there a website address?
What can you win?

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The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a theatre school.

Candidate B, here is some information about a theatre school. Candidate A, you don't know anything about the theatre school, so ask B some questions about it. Now A, ask B your questions about the theatre school and B, you answer them.

Candidate B – your answers

"Lenny Grade"

Theatre School
22 High Street

We'll teach you to act, sing and dance!

Classes 3 to 5 p.m. Every Saturday

Fee: £35 a month

Visit: www.theatre.com

Candidate A – your questions

Theatre school

- name / school ?
- what / learn ?
- when / classes ?
- cost ?
- address ?

King Mongkut's Institute of Technology Ladkrabang

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Key for Achievement test

1. H
2. C
3. G
4. D
5. A
6. A
7. C
8. A
9. B
10. A
11. C
12. B
13. C
14. A
15. C
16. have
17. them
18. than
19. the
20. Last/this
21. With
22. Go
23. Ago
24. Each/every/a/per
25. lot
26. Saturday
27. 1.30 p.m.
28. Sweater
29. Car
30. 366387
31. C
32. B

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33. A
34. C
35. A
36. F
37. D
38. C
39. G
40. E
41. B
42. C
43. B
44. A
45. B
46. My name is..... /My nickname is.....
47. I am ..... years old.
48. I live in .....
49. I have got ..... people in my family. Or, There are ..... people in my family.
50. I was born on.....

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Appendix D
Validity of Questionnaires

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ตารางวิเคราะห์ความคิดเห็นของผู้ทรงคุณวุฒิต่อแบบสอบถาม

แบบสอบถามฉบับนี้เป็นเอกสารประกอบการทำวิทยานิพนธ์เรื่อง

"ความสัมพันธ์ระหว่างแรงจูงใจและทัศนคติที่มีผลต่อผลสัมฤทธิ์ในการเรียนภาษาอังกฤษของนักเรียนอาชีวศึกษาในจังหวัดพะเยา"

ข้อ	ประมาณค่าความคิดเห็นของผู้ทรงคุณวุฒิคนที่					ค่า IOC	แปลผล
	1 ดร.เพ็ญนภา	2 ดร.บรรจง	3 ดร.สุลาวัลย์				
ตอนที่ 1	ข้อมูลพื้นฐานนักเรียน						
1	+1	+1	+1			1	ใช้ได้
2	+1	+1	+1			1	ใช้ได้
3	+1	+1	+1			1	ใช้ได้
4	+1	+1	+1			1	ใช้ได้
5	+1	+1	+1			1	ใช้ได้
6	+1	+1	+1			1	ใช้ได้
7	+1	+1	+1			1	ใช้ได้
8	+1	+1	+1			1	ใช้ได้
9	+1	+1	+1			1	ใช้ได้
10	+1	+1	+1			1	ใช้ได้
11	+1	+1	+1			1	ใช้ได้
12	+1	+1	+1			1	ใช้ได้
13	+1	+1	+1			1	ใช้ได้
14	+1	+1	+1			1	ใช้ได้
15	+1	+1	+1			1	ใช้ได้
16	+1	+1	+1			1	ใช้ได้
17	+1	+1	+1			1	ใช้ได้

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ตอนที่ 2	ข้อมูลการสนับสนุนจากผู้ปกครอง						
1	+1	+1	+1			1	ใช้ได้
2	+1	+1	0			0.67	ใช้ได้
3	+1	+1	0			0.67	ใช้ได้
4	+1	+1	+1			1	ใช้ได้
5	+1	0	+1			0.67	ใช้ได้
6	+1	+1	+1			1	ใช้ได้
7	+1	+1	+1			1	ใช้ได้
8	+1	+1	+1			1	ใช้ได้
ตอนที่ 3	แรงจูงใจของนักเรียน นักศึกษา						
1	+1	+1	+1			1	ใช้ได้
2	+1	+1	+1			1	ใช้ได้
3	+1	+1	+1			1	ใช้ได้
4	+1	+1	0			0.67	ใช้ได้
5	+1	0	+1			0.67	ใช้ได้
6	+1	+1	+1			1	ใช้ได้
7	+1	+1	+1			1	ใช้ได้
8	+1	+1	+1			1	ใช้ได้
9	+1	+1	+1			1	ใช้ได้
10	+1	+1	+1			1	ใช้ได้

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ตอนที่ 3	ทัศนคติของนักเรียน						
1	+1	+1	+1			1	ใช้ได้
2	+1	+1	+1			1	ใช้ได้
3	+1	+1	+1			1	ใช้ได้
4	+1	0	+1			0.67	ใช้ได้
5	+1	+1	+1			1	ใช้ได้
6	+1	0	+1			0.67	ใช้ได้
7	+1	+1	+1			1	ใช้ได้
8	+1	+1	+1			1	ใช้ได้
ตอนที่ 4	เหตุผลในการเรียนภาษาอังกฤษและความคาดหวัง						
1	+1	+1	+1			1	ใช้ได้
2	+1	+1	+1			1	ใช้ได้
3	+1	+1	-1			1	ใช้ได้
4	+1	+1	+1			1	ใช้ได้
5	+1	+1	+1			1	ใช้ได้
6	+1	+1	+1			1	ใช้ได้
7	+1	+1	+1			1	ใช้ได้

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<u>ตอนที่ 1</u> ข้อมูลพื้นฐานนักเรียน

หาค่า IOC $\frac{1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0}{17}$

ได้ค่า IOC = 1

<u>ตอนที่ 2</u> ข้อมูลการสนับสนุนจากผู้ปกครอง

หาค่า IOC = $\frac{1+0.67+0.67+1.0+0.67+1.0+1.0+1.0}{8}$

ได้ค่า IOC = $\frac{5.01}{8}$ = 0.63

<u>ตอนที่ 3</u> แรงจูงใจของนักเรียน นักศึกษา

หาค่า IOC = $\frac{1.0+1.0+1.0+0.67+0.67+1.0+1.0+1.0+1.0+1.0}{10}$

ได้ค่า IOC = $\frac{9.34}{10}$ = 0.93

<u>ตอนที่ 3</u> ทัศนคติของนักเรียน

หาค่า IOC = $\frac{1.0+1.0+1.0+0.67+1.0+0.67+1.0+1.0}{8}$

ได้ค่า IOC = $\frac{7.34}{8}$ = 0.92

<u>ตอนที่ 3</u> เหตุผลในการเรียนภาษาอังกฤษและความคาดหวัง

หาค่า IOC = $\frac{1.0+1.0+1.0+1.0+1.0+1.0+1.0}{7}$

ได้ค่า IOC = $\frac{7}{7}$ = 1

สรุปค่า IOC ทั้งหมด = $\frac{1.0+0.63+0.93+0.93+1}{5}$ = $\frac{4.49}{5}$ = 0.90

สรุปว่า แบบสอบถาม = ใช้ได้

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Appendix E

Validity of Proficiency test

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ตารางวิเคราะห์ความคิดเห็นของผู้ทรงคุณวุฒิต่อแบบทดสอบ

แบบทดสอบฉบับนี้เป็นเอกสารประกอบการทำวิทยานิพนธ์เรื่อง
"ความสัมพันธ์ระหว่างแรงจูงใจและทัศนคติที่มีผลต่อผลสัมฤทธิ์ในการเรียนภาษาอังกฤษของนักเรียนอาชีวศึกษาในจังหวัดพะเยา"

รายการขอความคิดเห็น	ประมาณค่าความคิดเห็นของผู้ทรงคุณวุฒิคนที่					ค่า IOC	แปลผล
	1 ดร.เพ็ญนภา	2 ดร.บรรจง	3 ดร.สุลาวัลย์				
1. สอดคล้องกับวัตถุประสงค์ของงานวิจัย	+1	+1	+1			1	ใช้ได้
2. ความยาก ง่ายของเนื้อหา	+1	+1	+1			1	ใช้ได้
3. ครอบคลุมทั้ง 4 ทักษะ	+1	+1	+1			1	ใช้ได้
4. คำถามชัดเจน	+1	+1	+1			1	ใช้ได้
5. ตัวเลือกชัดเจน	+1	+1	+1			1	ใช้ได้
6. การวางรูปแบบเหมาะสม	+1	+1	+1			1	ใช้ได้
7. แบบทดสอบเหมาะสมในงานวิจัย	+1	+1	+1			1	ใช้ได้
8. การสะกดคำ วรรคตอนถูกต้อง	+1	+1	+1			1	ใช้ได้
9. ขนาดตัวอักษรเหมาะสม	+1	+1	-1			0.33	ใช้ได้
10ความเป็นมาตรฐานของแบบทดสอบ	+1	+1	+1			1	ใช้ได้

$$\text{ค่า IOC} = \frac{1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+1.0+0.33}{10}$$

$$= \frac{9.33}{10} = 0.93$$

สรุปว่า แบบทดสอบ = ใช้ได้

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Appendix F
Reliability of Questionnaire

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Reliability of the questionnaire

****** Method 2 (covariance matrix) will be used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

N of Cases = 50.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.3936	2.0000	4.1200	2.1200	2.0600	.3664

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	Chi-square	Prob.
Between People	338.1088	49	6.9002		
Within People	1136.2400	1200	.9469		
Between Measures	439.6 88	24	18.3195	464.3408	.0000
Residual	696.5712	1176	.5923		
Total	1474.3488	1249	1.1804		
Grand Mean	3.3936				

Coefficient of Concordance W = .2982

Reliability Coefficients 25 items

Alpha = .9142 Standardized item alpha = .9178

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Appendix G

Proficiency Scores

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Average of proficiency test score
(The 1st year vocational students)

Statistics

N	Valid	40
	Missing	0
Mean		16.7500
Std. Deviation		4.72174

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9.00	2	5.0	5.0	5.0
	10.00	1	2.5	2.5	7.5
	11.00	1	2.5	2.5	10.0
	12.00	7	17.5	17.5	27.5
	13.00	2	5.0	5.0	32.5
	14.00	2	5.0	5.0	37.5
	15.00	2	5.0	5.0	42.5
	16.00	2	5.0	5.0	47.5
	17.00	3	7.5	7.5	55.0
	18.00	3	7.5	7.5	62.5
	19.00	4	10.0	10.0	72.5
	20.00	3	7.5	7.5	80.0
	21.00	1	2.5	2.5	82.5
	23.00	1	2.5	2.5	85.0
	24.00	5	12.5	12.5	97.5
	26.00	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

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Average of proficiency test score
(The 2nd year vocational students)

Statistics

N	Valid	22
	Missing	0
Mean		18.4545
Std. Deviation		3.62172

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.00	1	4.5	4.5	4.5
	14.00	4	18.2	18.2	22.7
	15.00	1	4.5	4.5	27.3
	16.00	2	9.1	9.1	36.4
	18.00	3	13.6	13.6	50.0
	19.00	1	4.5	4.5	54.5
	20.00	5	22.7	22.7	77.3
	21.00	1	4.5	4.5	81.8
	24.00	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

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Average of proficiency test score
(The 3rd year vocational students)

Statistics

N	Valid	19
	Missing	0
Mean		21.8421
Std. Deviation		7.38063

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.00	1	5.3	5.3	5.3
	14.00	2	10.5	10.5	15.8
	15.00	2	10.5	10.5	26.3
	16.00	3	15.8	15.8	42.1
	17.00	1	5.3	5.3	47.4
	18.00	1	5.3	5.3	52.6
	24.00	1	5.3	5.3	57.9
	25.00	1	5.3	5.3	63.2
	27.00	1	5.3	5.3	68.4
	29.00	2	10.5	10.5	78.9
	30.00	1	5.3	5.3	84.2
	31.00	1	5.3	5.3	89.5
	32.00	1	5.3	5.3	94.7
	34.00	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

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Appendix H

The Biodata of experts

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ผู้ทรงคุณวุฒิด้านภาษาศาสตร์ คนที่ 1

1. ชื่อ-นามสกุล : ดร.เพ็ญนภา คล้ายสิงห์โต
2. Name: Phennapha Klaisingto
3. สังกัด/หน่วยงาน : สาขาวิชาภาษาอังกฤษ
4. ประเภทบุคลากร : พนักงานสายวิชาการ
5. ตำแหน่ง : อาจารย์
6. สถานะ : ปฏิบัติงาน
7. ห้องทำงาน : B103
8. เบอร์โทรศัพท์ภายใน : 1394
9. E-mail: offy49@gmail.com
10. **ข้อมูลการศึกษา**

ลำดับ	ปีที่จบการศึกษา	ระดับการศึกษา	วุฒิการศึกษา	สถานที่
1	2547	ปริญญาตรี	การศึกษาบัณฑิต (ภาษาอังกฤษ)	มหาวิทยาลัยนเรศวร
2	2548	ปริญญาโท	ศิลปศาสตร์มหาบัณฑิต (ภาษาศาสตร์ประยุกต์)	มหาวิทยาลัยเกษตรศาสตร์
2	2553	ปริญญาเอก	อักษรศาสตร์ดุษฎีบัณฑิต(ภาษาศาสตร์)	จุฬาลงกรณ์มหาวิทยาลัย

11. **ผลงานวิจัย**

ลำดับที่	ชื่องานวิจัย	ปี พ.ศ.
1	วัจนลีลาข้อความสถานะเฟสบุ๊คในภาษาไทย Stylistic Variation in Thai Facebook Status Posting	2556

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ผู้ทรงคุณวุฒิด้านภาษาศาสตร์ คนที่ 2

1. ชื่อ-นามสกุล : ดร.บรรจง ไชยรินคำ
2. Name: Banjong Chairinkham
3. สังกัด/หน่วยงาน : สาขาวิชาภาษาอังกฤษ
4. ประเภทบุคลากร : ผู้มีความรู้ความสามารถพิเศษ
5. ตำแหน่ง : อาจารย์
6. สถานะ : ปฏิบัติงาน
7. ห้องทำงาน : B203
8. เบอร์โทรศัพท์ภายใน : 1334
9. E-mail: banjong_c@hotmail.com
10. **ข้อมูลการศึกษา**

ลำดับ	ปีที่จบการศึกษา	ระดับการศึกษา	วุฒิการศึกษา	สถานที่
1	2521	ปริญญาตรี	ค.บ.(การสอนภาษาอังกฤษ)	มหาวิทยาลัยราชภัฏเชียงใหม่
2	2540	ปริญญาโท	M.Ed.(TESOL)	มหาวิทยาลัยเกษตรศาสตร์
2	2553	ปริญญาเอก	ศษ.ด.(หลักสูตรและการสอนภาษาอังกฤษ)	มหาวิทยาลัยเกษตรศาสตร์

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ผู้ทรงคุณวุฒิด้านภาษาศาสตร์ คนที่ 3

ชื่อ-สกุล ดร. สุลาวัลย์ ยศธนู
ตำแหน่ง อาจารย์
สถานที่ทำงาน สาขาวิชาสถิติ คณะวิทยาศาสตร์ มหาวิทยาลัยพะเยา ตำบลแม่กา อำเภอเมือง จังหวัดพะเยา 56000
สถานที่ติดต่อได้โดยสะดวก สาขาวิชาสถิติ คณะวิทยาศาสตร์ มหาวิทยาลัยพะเยา ตำบลแม่กา อำเภอเมือง จังหวัดพะเยา 56000
โทรศัพท์ 0-5446-6666 ต่อ 1720
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ประวัติการศึกษา

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ผลงานวิชาการ

Proceeding: Diarrhea prevalence pattern in Thai provinces bordering Cambodia. The International Conference on Health and the Changing World on November 10-13 2008. Bangkok, Thailand.

Proceeding: A Statistical Method for Estimating Under-reported Child Diarrhea in Thailand. การประชุมวิชาการสถิติและสถิติประยุกต์ ครั้งที่ 11 ประจำปี 2553. 27 – 29 พฤษภาคม 2553. เชียงใหม่.

ผลงานตีพิมพ์: Modeling tuberculosis incidences in Nepal. *Asian Biomedicine (Research, Reviews and News)*, 4(2): 355-360.

ผลงานตีพิมพ์: A statistical method for estimating under-reported incidence rate with application to child iarrhea in Thai provinces bordering Cambodia. *The Southeast Asian Journal of Tropical Medicine and Public Health*, 41(1): 203-214.

งานวิจัยที่กำลังทำ

1. การศึกษาปัจจัยเพื่อพัฒนาศักยภาพอุตสาหกรรมเกษตรและระบบโลจิสติกส์ จังหวัดพะเยาตามแนวเศรษฐกิจพอเพียง

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ผลงานวิจัยที่เสร็จแล้ว 1. ศึกษาพฤติกรรมการใช้จ่ายส่วนตัวของนิสิตมหาวิทยาลัยนเรศวร วิทยาเขตสารสนเทศพะเยา ประจำปี 2547

2. การติดตามและประเมินผลงานยุทธศาสตร์การพัฒนาจังหวัดแบบบูรณาการ จังหวัดพะเยา

เอกสารประกอบการสอน เอกสารประกอบการสอน วิชาชีวสถิติ

เอกสารประกอบการสอน วิชาสถิติวิเคราะห์

เอกสารประกอบการสอน วิชาทฤษฎีสถิติ 1

เอกสารประกอบการสอน วิชาการวิเคราะห์ข้อมูลด้วยโปรแกรม R

เอกสารประกอบการสอน วิชาการวิเคราะห์ข้อมูลด้วยโปรแกรม SPSS

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Appendix I

English Interview form

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Interview Form for interviewing students to make and design questionnaires based on AMTB

Student's name ..... Year..... Major .....

No.	Topics	Very much 5	much 4	Moderate 3	Little 2	Very little 1
1	Interest in Foreign Languages					
2	Parental Encouragement					
3	Motivational Intensity					
4	English Class Anxiety					
5	English Teacher Evaluation					
6	Attitudes toward Learning English					
7	Attitudes toward English-speaking people					
8	Desire to Learn English					
9	English Course Evaluation					
10	English Use Anxiety					
11	Integrative Orientation					
12	Instrumental Orientation					

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Appendix J

Thai Interview form

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แบบสัมภาษณ์งานวิจัย
เรื่อง "ความสัมพันธ์ระหว่างแรงจูงใจและทัศนคติที่มีผลต่อผลสัมฤทธิ์ในการเรียนภาษาอังกฤษของนักเรียนอาชีวศึกษาในจังหวัดพะเยา"

แบบสัมภาษณ์นี้จัดทำขึ้นเพื่อสอบถามและสำรวจข้อมูลเบื้องต้นจากความรู้สึกและความคิดเห็นของนักเรียนอาชีวศึกษาในเรื่องปัจจัยที่มีส่วนช่วยให้นักเรียนมีแรงจูงใจและเจตคติในการเรียนรู้ภาษาอังกฤษ

ในการตอบแบบสัมภาษณ์นี้ ผู้วิจัยจะสุ่มนักเรียนกลุ่มตัวอย่างประมาณ 30 คน โดยวีการสัมภาษณ์ และผู้วิจัยจะทำการสรุปผลจากแบบสัมภาษณ์นี้ เพื่อนำเป็นข้อมูลสนับสนุนในการออกแบบสอบถามในงานวิจัยนี้ โดยอ้างอิงอยู่บนพื้นฐานของ AMTB ด้วย

นางดวงนภา สุคำ
ผู้สอบสัมภาษณ์

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แบบสอบสัมภาษณ์นักเรียน นักศึกษา เพื่อเป็นข้อมูลในการออกแบบสอบถาม โดยอ้างอิงจาก AMTB ของ Gardner Lambert

ชื่อ ..... ชั้น ..... สาขาวิชา .....

ที่	หัวข้อ	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1	ความสนใจเรียนในภาษาต่างประเทศ					
2	การสนับสนุน ส่งเสริมจากผู้ปกครอง					
3	แรงจูงใจในการเรียน					
4	ความวิตก กังวลใจในการเรียนภาษาอังกฤษ					
5	การวัดผล ประเมินผลของครูภาษาอังกฤษ					
6	ทัศนคติที่มีต่อการเรียนภาษาอังกฤษ					
7	ทัศนคติที่มีต่อคนที่พูดภาษาอังกฤษ					
8	ความต้องการเรียนภาษาอังกฤษ					
9	การประเมินผลการเรียนภาอังกฤษ					
10	ความวิตก กังวลในการใช้ภาษาอังกฤษ					
11	แรงจูงใจภายใน					
12	แรงจูงใจภายนอก					

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Appendix K
Statistical Values

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Descriptive Statistics of student's background

	N	Minimum	Maximum	Mean	Std. Deviation
SEX	81	1.00	2.00	1.2222	.41833
AGE	81	1.00	5.00	2.9383	1.07640
FATHER OCCUPATION	81	1.00	4.00	1.4074	.97183
MOTHER OCCUPATION	81	1.00	4.00	1.3827	.92962
FATHER INCOME	81	1.00	4.00	1.4815	.77639
MOTHER INCOME	81	1.00	3.00	1.2963	.55777
FATHER EDUCATION	81	1.00	4.00	1.4444	.88034
MOTHER EDUCATION	81	1.00	4.00	1.3580	.85599
TYPE OF SCHOOL	81	1.00	3.00	2.6543	.52822
STUDENT' YEAR	81	1.00	3.00	1.7407	.81820
STUDENT'S MAJOR	81	1.00	2.00	1.8148	.39087
BEGIN TO STUDY ENGLISH	81	1.00	3.00	1.4444	.52440
EVER USE ENGLISH	81	1.00	2.00	1.7654	.42637
CHANCE TO USE ENGLISH	81	1.00	2.00	1.1235	.33101
Valid N (list wise)	81				

Descriptive Statistics of parental encouragement

	N	Minimum	Maximum	Mean	Std. Deviation
Q.1.1	81	1.00	2.00	1.6420	.48241
Q.1.2	81	1.00	2.00	1.2593	.44096
Q1.3	81	1.00	2.00	1.5432	.50123
Q1.4	81	1.00	2.00	1.4938	.50308
Q1.5	81	1.00	2.00	1.4815	.50277
Q1.6	81	1.00	2.00	1.5679	.49845
Q1.7	81	1.00	2.00	1.2963	.45947
Q1.8	81	1.00	2.00	1.6420	.48241
Valid N (list wise)	81				

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Frequency Table

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	63	77.8	77.8	77.8
	female	18	22.2	22.2	100.0
	Total	81	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 yrs.	9	11.1	11.1	11.1
	16 yrs.	16	19.8	19.8	30.9
	17 yrs.	33	40.7	40.7	71.6
	18 yrs.	17	21.0	21.0	92.6
	19 yrs.	6	7.4	7.4	100.0
	Total	81	100.0	100.0	

FATHER OCCUPATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	farmer	68	84.0	84.0	84.0
	government officer	1	1.2	1.2	85.2
	private	4	4.9	4.9	90.1
	others	8	9.9	9.9	100.0
	Total	81	100.0	100.0	

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MOTHER OCCUPATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	farmer	68	84.0	84.0	84.0
	government officer	2	2.5	2.5	86.4
	private	4	4.9	4.9	91.4
	others	7	8.6	8.6	100.0
	Total	81	100.0	100.0	

FATHER INCOME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 5,000	52	64.2	64.2	64.2
	6,000 - 10,000	23	28.4	28.4	92.6
	10,000 -15,000	2	2.5	2.5	95.1
	over15,000	4	4.9	4.9	100.0
	Total	81	100.0	100.0	

MOTHER INCOME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 5,000	61	75.3	75.3	75.3
	6,000 - 10,000	16	19.8	19.8	95.1
	10,000 - 15,000	4	4.9	4.9	100.0
	Total	81	100.0	100.0	

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FATHER EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Prathom (P. 1 - P.6)	59	72.8	72.8	72.8
	Matthayom (M. 1 - M. 6)	15	18.5	18.5	91.4
	over bachalor degree	7	8.6	8.6	100.0
	Total	81	100.0	100.0	

MOTHER EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Prathom (P.1 - P.6)	66	81.5	81.5	81.5
	Matthayom (M.1 - M. 6)	7	8.6	8.6	90.1
	Bachalor degree	2	2.5	2.5	92.6
	over bachalor degree	6	7.4	7.4	100.0
	Total	81	100.0	100.0	

TYPES OF SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	private school	2	2.5	2.5	2.5
	government school	24	29.6	29.6	32.1
	expanding school	55	67.9	67.9	100.0
	Total	81	100.0	100.0	

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STUDENT'S YEAR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1st year	40	49.4	49.4	49.4
	2nd year	22	27.2	27.2	76.5
	3rd year	19	23.5	23.5	100.0
	Total	81	100.0	100.0	

MAJOR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	commercial	15	18.5	18.5	18.5
	industrial	66	81.5	81.5	100.0
	Total	81	100.0	100.0	

BEGIN TO STUDY ENGLISH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kindergarden	46	56.8	56.8	56.8
	primary school	34	42.0	42.0	98.8
	secondary school	1	1.2	1.2	100.0
	Total	81	100.0	100.0	

EVER USE ENGLISH IN SOCAIL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	19	23.5	23.5	23.5
	no	62	76.5	76.5	100.0
	Total	81	100.0	100.0	

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CHANCE TO STUDY ENGLISH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	71	87.7	87.7	87.7
	no	10	12.3	12.3	100.0
	Total	81	100.0	100.0	

PREVIOUS ENGLISH GRADE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13	16.0	16.0	16.0
	1	37	45.7	45.7	61.7
	1.5	6	7.4	7.4	69.1
	2	6	7.4	7.4	76.5
	2.5	7	8.6	8.6	85.2
	3	7	8.6	8.6	93.8
	3.5	3	3.7	3.7	97.5
	4	2	2.5	2.5	100.0
	Total	81	100.0	100.0	

GRADE POINT AVERAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 - 2.00	32	39.5	39.5	39.5
	2.01-3.01	38	46.9	46.9	86.4
	3.01-4.00	11	13.6	13.6	100.0
	Total	81	100.0	100.0	

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PREVIOUS SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ban Chamkai School	28	34.6	34.6	34.6
	Ban Dong School	21	25.9	25.9	60.5
	Ban Hnonglom Scool	6	7.4	7.4	67.9
	Thampin Wittayakom School	2	2.5	2.5	70.4
	Others	24	29.6	29.6	100.0
	Total	81	100.0	100.0	

Pearson Chi-square

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
เพศ * ทัศนคติบวก	81	100.0%	0	.0%	81	100.0%
อายุ * ทัศนคติบวก	81	100.0%	0	.0%	81	100.0%
แรงจูงใจ * ทัศนคติบวก	81	100.0%	0	.0%	81	100.0%

Chi-Square Tests (เพศ * ทัศนคติบวก)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.198(a)	10	.513
Likelihood Ratio	9.679	10	.469
Linear-by-Linear Association	.962	1	.327
N of Valid Cases	81		

a. 17 cells (77.3%) have expected count less than 5. The minimum expected count is .44.

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Chi-Square Tests (อายุ * ทัศนคติบวก)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34.210(a)	40	.728
Likelihood Ratio	41.736	40	.395
Linear-by-Linear Association	1.987	1	.159
N of Valid Cases	81		

a. 54 cells (98.2%) have expected count less than 5. The minimum expected count is .15.

Chi-Square Tests (แรงจูงใจ * ทัศนคติบวก)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	346.887(a)	270	.001
Likelihood Ratio	187.896	270	1.000
Linear-by-Linear Association	35.128	1	.000
N of Valid Cases	81		

a. 308 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
เพศ * ทัศนคติลบ	81	100.0%	0	.0%	81	100.0%
อายุ * ทัศนคติลบ	81	100.0%	0	.0%	81	100.0%
แรงจูงใจ * ทัศนคติลบ	81	100.0%	0	.0%	81	100.0%

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Chi-Square Tests (เพศ * ทัศนคติลบ)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.612(a)	11	.748
Likelihood Ratio	8.863	11	.635
Linear-by-Linear Association	1.071	1	.301
N of Valid Cases	81		

a. 19 cells (79.2%) have expected count less than 5. The minimum expected count is .22.

Chi-Square Tests (อายุ * ทัศนคติลบ)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.172(a)	44	.120
Likelihood Ratio	59.558	44	.059
Linear-by-Linear Association	3.365	1	.067
N of Valid Cases	81		

a. 59 cells (98.3%) have expected count less than 5. The minimum expected count is .07.

Chi-Square Tests (แรงจูงใจ * ทัศนคติลบ)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	369.737(a)	297	.003
Likelihood Ratio	214.174	297	1.000
Linear-by-Linear Association	5.793	1	.016
N of Valid Cases	81		

a. 336 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

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PEARSON CORRELATION COEFFICIENT

Descriptive Statistics

	Mean	Std. Deviation	N
Positive attitude	3.8920	.66607	81
Negative attitude	2.3364	.76051	81
English grade	3.0000	1.88414	81
Grade point average	1.7407	.68516	81
Previous school	2.6667	1.66583	81
Type of school	2.6543	.52822	81

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Correlations between student's educational background and student's attitude

		Post. Att.	Neg. Att.	Eng. grade	GPA.	Pre. school	Type of school
Positive attitude	Pearson Correlation	1	-.325(**)	-.060	-.083	-.134	.177
	Sig. (2-tailed)	.	.003	.596	.463	.232	.114
	N	81	81	81	81	81	81
Negative attitude	Pearson Correlation	-.325(**)	1	.028	.104	.095	.052
	Sig. (2-tailed)	.003	.	.802	.358	.401	.645
	N	81	81	81	81	81	81
English grade	Pearson Correlation	-.060	.028	1	.823(**)	.908(**)	-.176
	Sig. (2-tailed)	.596	.802	.	.000	.000	.116
	N	81	81	81	81	81	81
Grade point average	Pearson Correlation	-.083	.104	.823(**)	1	.821(**)	-.182
	Sig. (2-tailed)	.463	.358	.000	.	.000	.105
	N	81	81	81	81	81	81
Previous school	Pearson Correlation	-.134	.095	.908(**)	.821(**)	1	-.260(*)
	Sig. (2-tailed)	.232	.401	.000	.000	.	.019
	N	81	81	81	81	81	81
Type of school	Pearson Correlation	.177	.052	-.176	-.182	-.260(*)	1
	Sig. (2-tailed)	.114	.645	.116	.105	.019	.
	N	81	81	81	81	81	81

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

* Correlation is significant at the 0.05 level (2-tailed).

PEARSON CORRELATION COEFFICIENT

Descriptive Statistics

	Mean	Std. Deviation	N
Motivation	3.3457	.64712	81
Positive attitude	3.8920	.66607	81
Negative attitude	2.3364	.76051	81
Test scores	18.4074	5.54477	81

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Correlations between student's motivation/attitude and English achievement test

		Motivation	Positive attitude	Negative attitude	Test scores
Motivation	Pearson Correlation	1	.663(**)	-.269(*)	-.107
	Sig. (2-tailed)	.	.000	.015	.342
	N	81	81	81	81
Positive attitude	Pearson Correlation	.663(**)	1	-.325(**)	-.057
	Sig. (2-tailed)	.000	.	.003	.611
	N	81	81	81	81
Negative attitude	Pearson Correlation	-.269(*)	-.325(**)	1	.100
	Sig. (2-tailed)	.015	.003	.	.372
	N	81	81	81	81
Test scores	Pearson Correlation	-.107	-.057	.100	1
	Sig. (2-tailed)	.342	.611	.372	.
	N	81	81	81	81

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

* Correlation is significant at the 0.05 level (2-tailed).

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ANOVA to compared different between groups

		Sum of Squares	df	Mean Square	F	Sig.
Motivation	Between Groups	1.588	2	.794	1.940	.151
	Within Groups	31.913	78	.409		
	Total	33.501	80			
Positive attitude	Between Groups	.292	2	.146	.323	.725
	Within Groups	35.200	78	.451		
	Total	35.492	80			
Negative attitude	Between Groups	2.307	2	1.154	2.047	.136
	Within Groups	43.963	78	.564		
	Total	46.270	80			

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Appendix L

Mean of student's motivation

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Mean of Student's motivation

No.	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	No. of points	Total	Mean
1	4	4	3	4	4	4	3	3	3	4	10	36	3.6
2	4	3	5	3	4	4	4	4	5	4	10	40	4
3	3	2	2	1	2	2	1	1	1	1	10	16	1.6
4	2	3	1	1	2	1	3	1	1	2	10	17	1.7
5	4	3	5	3	4	4	4	3	5	4	10	39	3.9
6	3	3	4	3	2	5	4	3	4	3	10	34	3.4
7	2	2	3	2	2	3	3	2	1	1	10	21	2.1
8	5	3	4	4	4	3	3	3	4	3	10	36	3.6
9	3	2	3	2	2	3	2	2	3	3	10	25	2.5
10	5	4	2	3	3	3	4	4	2	3	10	33	3.3
11	3	3	3	3	3	3	3	3	3	3	10	30	3
12	5	4	5	4	4	4	3	3	5	4	10	41	4.1
13	5	3	5	4	4	5	4	4	5	5	10	44	4.4
14	4	3	3	3	3	4	4	3	4	4	10	35	3.5
15	4	3	4	4	4	4	4	3	3	4	10	37	3.7
16	5	5	5	5	5	5	5	5	5	5	10	50	5
17	3	3	3	3	3	3	3	3	4	4	10	32	3.2
18	4	3	2	3	3	3	3	3	3	3	10	30	3
19	4	3	3	3	3	4	5	3	4	3	10	35	3.5
20	2	2	3	2	2	4	3	2	4	2	10	26	2.6
21	3	2	2	2	3	3	3	2	3	2	10	25	2.5
22	5	3	4	4	3	4	4	3	4	4	10	38	3.8
23	4	3	3	3	3	3	4	3	3	3	10	32	3.2
24	3	3	4	4	3	5	4	3	4	4	10	37	3.7
25	4	4	2	2	2	4	3	3	3	2	10	29	2.9
26	4	3	4	3	3	5	4	3	4	3	10	36	3.6
27	4	3	3	4	3	5	4	3	4	3	10	36	3.6
28	2	3	3	3	5	5	5	3	3	4	10	36	3.6

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Mean of Student's motivation

No.	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	No. of points	Total	Mean
9	4	3	3	3	3	3	3	2	2	3	10	29	2.9
30	4	3	4	4	3	3	4	3	4	3	10	35	3.5
31	4	3	3	3	4	4	4	4	5	5	10	39	3.9
32	4	2	3	3	4	4	3	3	3	3	10	32	3.2
33	5	3	3	3	2	4	4	3	3	3	10	33	3.3
34	4	3	3	3	4	3	3	4	4	3	10	34	3.4
35	4	3	4	3	3	4	5	3	4	4	10	37	3.7
36	2	3	4	4	3	5	3	3	4	4	10	35	3.5
37	4	3	4	3	4	4	3	2	3	4	10	34	3.4
38	4	3	3	3	3	3	3	2	2	3	10	29	2.9
39	2	2	3	2	2	2	2	1	2	1	10	19	1.9
40	3	4	3	4	3	4	4	4	2	3	10	34	3.4
41	4	3	3	3	2	3	2	2	3	4	10	29	2.9
42	4	3	3	2	3	3	2	3	5	4	10	32	3.2
43	4	4	5	4	4	4	4	3	4	4	10	40	4
44	4	3	3	3	3	4	4	3	3	3	10	33	3.3
45	5	4	5	4	5	5	5	4	5	5	10	47	4.7
46	3	2	1	2	3	3	3	2	2	2	10	23	2.3
47	5	3	4	4	3	3	4	3	3	3	10	35	3.5
48	4	4	5	4	3	5	4	5	4	5	10	43	4.3
49	4	2	3	2	3	3	4	2	3	4	10	30	3
50	4	2	4	3	3	4	4	3	3	3	10	33	3.3
51	3	2	3	3	2	3	3	2	3	2	10	26	2.6
52	5	3	5	3	2	4	4	3	4	4	10	37	3.7
53	4	2	5	3	2	3	4	3	4	3	10	33	3.3
54	4	3	5	3	4	4	3	3	2	3	10	34	3.4
55	5	3	5	3	2	4	3	3	3	3	10	34	3.4
56	4	2	4	3	3	3	3	3	4	3	10	32	3.2
57	4	3	4	4	4	4	4	4	4	3	10	38	3.8

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Mean of Student's motivation

No.	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	No. of points	Total	Mean
58	4	2	3	3	2	3	3	2	2	3	10	27	2.7
59	5	3	2	2	2	2	2	1	2	2	10	23	2.3
60	4	2	1	2	2	2	2	2	2	3	10	22	2.2
61	3	2	5	2	2	4	4	3	3	5	10	33	3.3
62	3	2	4	3	4	3	2	2	2	2	10	27	2.7
63	5	4	4	3	4	4	5	4	5	3	10	41	4.1
64	3	3	3	3	3	3	3	3	3	3	10	30	3
65	4	3	3	3	4	4	3	4	4	4	10	36	3.6
66	4	3	3	3	3	4	3	3	3	3	10	32	3.2
67	4	4	4	5	4	3	4	5	3	4	10	40	4
68	4	5	4	3	3	3	3	4	3	3	10	35	3.5
69	5	5	4	3	4	4	4	4	5	4	10	42	4.2
70	5	5	5	4	5	4	5	4	4	5	10	46	4.6
71	3	5	3	2	3	3	3	3	3	3	10	31	3.1
72	4	4	5	4	4	4	3	3	4	4	10	39	3.9
73	4	4	5	4	4	5	4	5	5	4	10	44	4.4
74	3	3	3	3	3	3	3	3	3	3	10	30	3
75	3	4	4	4	3	3	3	3	3	3	10	33	3.3
76	3	3	3	4	4	3	3	4	3	3	10	33	3.3
77	5	2	4	3	4	4	3	3	4	4	10	36	3.6
78	4	2	5	3	4	4	4	3	4	4	10	37	3.7
79	3	2	3	4	3	3	3	3	2	3	10	29	2.9
80	5	2	4	5	3	4	4	3	5	4	10	39	3.9
81	3	3	3	3	3	3	3	3	3	3	10	30	3
Total	310	245	287	254	257	292	279	243	274	269			271
Average	3.8	3	3.5	3.1	3.2	3.6	3.4	3	3.4	3.3			3.35

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Appendix M

Mean of student's positive attitude

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Mean of Student's positive attitude

No.	Q.1	Q.2	Q.3	Q.4	No. of points	Total	Mean
1	3	3	3	3	4	12	3
2	5	4	5	5	4	19	4.75
3	3	3	3	4	4	13	3.25
4	3	4	3	3	4	13	3.25
5	5	4	4	5	4	18	4.5
6	4	4	4	5	4	17	4.25
7	2	2	2	3	4	9	2.25
8	5	5	5	5	4	20	5
9	3	3	3	3	4	12	3
10	4	3	4	4	4	15	3.75
11	4	4	5	3	4	16	4
12	5	4	5	5	4	19	4.75
13	5	5	4	4	4	18	4.5
14	4	4	4	5	4	17	4.25
15	4	4	4	4	4	16	4
16	5	5	5	5	4	20	5
17	3	3	3	4	4	13	3.25
18	4	4	4	1	4	13	3.25
19	4	4	4	4	4	16	4
20	4	4	3	4	4	15	3.75
21	4	4	4	5	4	17	4.25
22	5	5	5	5	4	20	5
23	5	4	4	4	4	17	4.25
24	4	3	4	5	4	16	4
25	5	3	4	4	4	16	4
26	4	4	4	4	4	16	4
27	5	4	4	4	4	17	4.25
28	4	4	4	4	4	16	4
29	4	4	3	3	4	14	3.5
30	4	3	3	3	4	13	3.25

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Mean of Student's positive attitude

No.	Q.1	Q.2	Q.3	Q.4	No. of points	Total	Mean
31	5	5	4	5	4	19	4.75
32	4	4	4	4	4	16	4
33	5	4	4	5	4	18	4.5
34	3	4	3	3	4	13	3.25
35	4	3	4	4	4	15	3.75
36	4	3	3	3	4	13	3.25
37	4	5	4	4	4	17	4.25
38	4	4	3	4	4	15	3.75
39	3	1	1	4	4	9	2.25
40	4	5	5	5	4	19	4.75
41	5	3	4	5	4	17	4.25
42	4	4	3	3	4	14	3.5
43	5	5	5	5	4	20	5
44	4	4	4	5	4	17	4.25
45	5	5	5	5	4	20	5
46	4	4	4	5	4	17	4.25
47	3	3	3	3	4	12	3
48	5	4	4	4	4	17	4.25
49	3	2	3	5	4	13	3.25
50	4	4	5	5	4	18	4.5
51	3	3	4	3	4	13	3.25
52	5	3	4	5	4	17	4.25
53	4	4	4	4	4	16	4
54	5	4	4	5	4	18	4.5
55	4	4	3	3	4	14	3.5
56	5	3	3	5	4	16	4
57	4	3	3	4	4	14	3.5
58	4	2	3	3	4	12	3
59	4	3	3	3	4	13	3.25
60	3	2	2	3	4	10	2.5

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Mean of Student's positive attitude							
No.	Q.1	Q.2	Q.3	Q.4	No. of points	Total	Mean
61	3	3	5	5	4	16	4
62	2	3	3	2	4	10	2.5
63	3	4	4	5	4	16	4
64	3	3	3	3	4	12	3
65	5	5	5	4	4	19	4.75
66	4	4	4	3	4	15	3.75
67	4	5	3	4	4	16	4
68	4	4	4	4	4	16	4
69	5	4	5	4	4	18	4.5
70	5	5	4	5	4	19	4.75
71	5	3	4	4	4	16	4
72	4	4	3	5	4	16	4
73	4	4	5	5	4	18	4.5
74	3	3	3	3	4	12	3
75	4	3	4	3	4	14	3.5
76	4	3	4	3	4	14	3.5
77	5	5	4	4	4	18	4.5
78	4	4	5	5	4	18	4.5
79	4	4	4	4	4	16	4
80	3	4	4	4	4	15	3.75
81	3	3	3	3	4	12	3
Total	327	301	307	326			315.25
Average	4.04	3.72	3.79	4.02			3.89

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Appendix N

Mean of student's negative attitude

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Mean of student's negative attitude

No.	Q.1	Q.2	Q.3	Q.4	No. of points	Total	Mean
1	3	3	3	3	4	12	3
2	2	1	2	1	4	6	1.5
3	3	3	2	4	4	12	3
4	2	3	5	3	4	13	3.25
5	2	1	3	1	4	7	1.75
6	4	3	2	2	4	11	2.75
7	2	4	4	4	4	14	3.5
8	5	3	2	3	4	13	3.25
9	3	3	3	3	4	12	3
10	4	2	2	1	4	9	2.25
11	4	3	3	3	4	13	3.25
12	5	2	2	1	4	10	2.5
13	4	2	2	2	4	10	2.5
14	2	2	2	2	4	8	2
15	2	2	2	2	4	8	2
16	3	3	3	3	4	12	3
17	2	2	2	2	4	8	2
18	1	1	1	1	4	4	1
19	3	2	2	2	4	9	2.25
20	2	1	1	1	4	5	1.25
21	3	2	1	1	4	7	1.75
22	2	2	1	1	4	6	1.5
23	3	3	3	3	4	12	3
24	2	1	1	1	4	5	1.25
25	3	2	2	2	4	9	2.25
26	3	2	1	1	4	7	1.75
27	3	2	2	2	4	9	2.25
28	1	1	1	1	4	4	1
29	3	3	3	3	4	12	3

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Mean of student's negative attitude							
No.	Q.1	Q.2	Q.3	Q.4	No. of points	Total	Mean
30	2	2	2	2	4	8	2
31	2	1	1	1	4	5	1.25
32	1	2	2	2	4	7	1.75
33	2	1	1	1	4	5	1.25
34	3	2	2	2	4	9	2.25
35	2	1	1	1	4	5	1.25
36	2	2	1	1	4	6	1.5
37	2	2	2	2	4	8	2
38	3	3	3	3	4	12	3
39	2	3	3	3	4	11	2.75
40	4	2	2	1	4	9	2.25
41	3	3	5	2	4	13	3.25
42	3	4	3	3	4	13	3.25
43	1	1	1	1	4	4	1
44	2	1	2	1	4	6	1.5
45	3	3	3	3	4	12	3
46	2	2	2	2	4	8	2
47	2	3	3	2	4	10	2.5
48	5	4	4	4	4	17	4.25
49	3	2	4	2	4	11	2.75
50	2	2	3	2	4	9	2.25
51	3	2	3	2	4	10	2.5
52	3	3	5	2	4	13	3.25
53	2	2	3	1	4	8	2
54	3	1	4	1	4	9	2.25
55	2	2	2	3	4	9	2.25
56	3	1	5	1	4	10	2.5
57	2	3	3	1	4	9	2.25
58	4	3	4	3	4	14	3.5

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Mean of student's negative attitude

No.	Q.1	Q.2	Q.3	Q.4	No. of points	Total	Mean
59	3	3	3	3	4	12	3
60	2	2	5	2	4	11	2.75
61	4	2	4	1	4	11	2.75
62	2	3	3	2	4	10	2.5
63	3	2	2	2	4	9	2.25
64	3	3	3	3	4	12	3
65	3	3	3	3	4	12	3
66	2	2	2	2	4	8	2
67	3	2	1	1	4	7	1.75
68	2	2	2	2	4	8	2
69	1	2	1	2	4	6	1.5
70	2	2	1	1	4	6	1.5
71	1	1	1	1	4	4	1
72	2	2	2	2	4	8	2
73	1	1	1	1	4	4	1
74	3	3	3	3	4	12	3
75	3	4	4	3	4	14	3.5
76	3	3	4	4	4	14	3.5
77	1	1	1	1	4	4	1
78	3	3	3	1	4	10	2.5
79	3	3	5	2	4	13	3.25
80	4	2	3	4	4	13	3.25
81	3	3	3	3	4	12	3
Total	211	181	202	163			189.25
Average	2.60	2.23	2.49	2.01			2.34

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Appendix O

Mean of student's reason and expectation

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Mean of Student's positive attitude

No.	Q.1	Q.2	Q.3	Q.4	No. of points	Total	Mean
1	3	3	3	3	4	12	3
2	5	4	5	5	4	19	4.75
3	3	3	3	4	4	13	3.25
4	3	4	3	3	4	13	3.25
5	5	4	4	5	4	18	4.5
6	4	4	4	5	4	17	4.25
7	2	2	2	3	4	9	2.25
8	5	5	5	5	4	20	5
9	3	3	3	3	4	12	3
10	4	3	4	4	4	15	3.75
11	4	4	5	3	4	16	4
12	5	4	5	5	4	19	4.75
13	5	5	4	4	4	18	4.5
14	4	4	4	5	4	17	4.25
15	4	4	4	4	4	16	4
16	5	5	5	5	4	20	5
17	3	3	3	4	4	13	3.25
18	4	4	4	1	4	13	3.25
19	4	4	4	4	4	16	4
20	4	4	3	4	4	15	3.75
21	4	4	4	5	4	17	4.25
22	5	5	5	5	4	20	5
23	5	4	4	4	4	17	4.25
24	4	3	4	5	4	16	4
25	5	3	4	4	4	16	4
26	4	4	4	4	4	16	4
27	5	4	4	4	4	17	4.25
28	4	4	4	4	4	16	4
29	4	4	3	3	4	14	3.5

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Mean of Student's positive attitude

No.	Q.1	Q.2	Q.3	Q.4	No. of points	Total	Mean
30	4	3	3	3	4	13	3.25
31	5	5	4	5	4	19	4.75
32	4	4	4	4	4	16	4
33	5	4	4	5	4	18	4.5
34	3	4	3	3	4	13	3.25
35	4	3	4	4	4	15	3.75
36	4	3	3	3	4	13	3.25
37	4	5	4	4	4	17	4.25
38	4	4	3	4	4	15	3.75
39	3	1	1	4	4	9	2.25
40	4	5	5	5	4	19	4.75
41	5	3	4	5	4	17	4.25
42	4	4	3	3	4	14	3.5
43	5	5	5	5	4	20	5
44	4	4	4	5	4	17	4.25
45	5	5	5	5	4	20	5
46	4	4	4	5	4	17	4.25
47	3	3	3	3	4	12	3
48	5	4	4	4	4	17	4.25
49	3	2	3	5	4	13	3.25
50	4	4	5	5	4	18	4.5
51	3	3	4	3	4	13	3.25
52	5	3	4	5	4	17	4.25
53	4	4	4	4	4	16	4
54	5	4	4	5	4	18	4.5
55	4	4	3	3	4	14	3.5
56	5	3	3	5	4	16	4
57	4	3	3	4	4	14	3.5
58	4	2	3	3	4	12	3
59	4	3	3	3	4	13	3.25

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Mean of Student's positive attitude

No.	Q.1	Q.2	Q.3	Q.4	No. of points	Total	Mean
60	3	2	2	3	4	10	2.5
61	3	3	5	5	4	16	4
62	2	3	3	2	4	10	2.5
63	3	4	4	5	4	16	4
64	3	3	3	3	4	12	3
65	5	5	5	4	4	19	4.75
66	4	4	4	3	4	15	3.75
67	4	5	3	4	4	16	4
68	4	4	4	4	4	16	4
69	5	4	5	4	4	18	4.5
70	5	5	4	5	4	19	4.75
71	5	3	4	4	4	16	4
72	4	4	3	5	4	16	4
73	4	4	5	5	4	18	4.5
74	3	3	3	3	4	12	3
75	4	3	4	3	4	14	3.5
76	4	3	4	3	4	14	3.5
77	5	5	4	4	4	18	4.5
78	4	4	5	5	4	18	4.5
79	4	4	4	4	4	16	4
80	3	4	4	4	4	15	3.75
81	3	3	3	3	4	12	3
Total	327	301	307	326			315.25
Average	4.04	3.72	3.79	4.02			3.89

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